

		SESSION I The World of Youth	
SECTION	TIME		HINTS
		Movement I: Article Scan	
CONTEXT	5 min	<p>In this session we want to get a feel for:</p> <ul style="list-style-type: none"> -What youth are doing these days, -What has happened to the Youth Revolution, -What are people saying about youth. <p>We are going to use a collection of magazine articles, excerpts from books and a youth questionnaire filled out by people who have worked with ICA throughout the world.</p>	<p><u>Materials:</u></p> <ul style="list-style-type: none"> -100 articles and the questionnaires -200 each of the colored cards
SCANNING ASSIGNMENT	5 min	<p>In scanning this material we will be looking for three things:</p> <ul style="list-style-type: none"> -What activity is going on? -What conflict or pain is going on? -What windows, possibilities or leverage points in relation to the future do you discern? <p>You will be provided with sets of three colored cards:</p> <ul style="list-style-type: none"> -GREEN: activities that are going on, -ORANGE: conflict or pain that is going on, -BLUE: the windows, possibilities or leverage points in relation to the future you discern. 	<p>Write the color code on the board</p>
INSTRUCTIONS	5 min	<p><u>Instructions:</u></p> <ol style="list-style-type: none"> 1. Write a three word descriptive phrase on each of the colored cards for the articles to be given you. Please write as big as possible so that it can be read from the back of the room. 2. At the bottom of the card write a short sentence to back up your phrase, in case there are questions. This gives a quick way to check content. 3. Finally, on the back of the card make a note of the author, article title, and the name and date of the publication so if we need to refer back to the article we can easily find it. 	<p><u>Phrase form:</u></p> <p>adjective/ adjective/ noun</p> <p>e.g. <u>ORANGE-</u> Urban Child Abuse</p>
SCANNING ARTICLES	30 min	<p>Have the group number off into two's (1-2/1-2/etc.). Instruct them that they will have <u>30 MINUTES</u> to scan the set of articles given to each pair.</p> <p>Suggest to them that it would be helpful if they scan a little and then talk, scan and talk. They should Also fill out the cards for each article together; this is important.</p>	<p>During this time the W/S leaders need to circulate in the group to spot if there are difficulties and to give other articles if necessary</p>

		SESSION I The World of Youth	
SECTION	TIME		HINTS
		Movement II: Data Screen	
PLOTTING THE DATA	10 min	<p>Have each team (two people) go over their data and code each card using the social process triangle as their screen. It might be helpful to briefly go through the triangle for those who are not familiar with it. The codes are:</p> <p><u>E-ECONOMIC:</u> <u>P-POLITICAL:</u> <u>C-CULTURAL:</u> r-resource o-order w-wisdom p-production j-justice s-style d-distribution w-welfare sy-symbol</p> <p><u>Instructions:</u> 1. Have the teams code their cards in the lower right hand corner. 2. Have them pass the coded cards to the end of the table. 3. Have three helpers who are familiar with the social process triangle plot the data on the triangle.</p>	<p>Have ready a lot of tape loops for the cards</p> <p>The codes: Er/Ep/Ed or Po/Pj/Pw or Cw/Cs/Csy</p> <p>Pick three helpers who know the social process</p>
REFLECTION	20 min	<p>Referring to the previous exercise, ask:</p> <ul style="list-style-type: none"> -In your reading what did you notice? -Where were you surprised? -Where were you intrigued? -Where did you get a creepy feeling? -How would you talk about what is happening? -What are the triangles saying to us now? -What do the triangles say about where the pain is? -What do they say about where the the best possibility is? 	
CLUMP AND NAME	15 min	<p>The leader now works with the group to corporately discern where the cards clump together and to name those groupings.</p> <p><u>Steps:</u> 1. Discerning the clumps- Where do the cards seem to be concentrated the most? How much of this (the grouping) shall we include? 2. Circle the clump with a bold line. 3. Naming the clump- Work with them using the card colors, titles, etc. and ask them what to call this arena. If they get stuck you might suggest a working title.</p> <p>*Naming the clumps must move quickly. Holding titles are all you want now, refinement will come later.</p>	<p><u>Materials:</u> magic marker 8 1/2 x 11 sheets of paper tape</p> <p>Use the large sheets of paper to put the names on and tape on the board.</p>

SECTION	TIME	SESSION I The World of Youth	HINTS
		Movement III: Area Reports	
AREA REPORTS CONTEXT	3 min	We are now going to have the reports from the Areas and we will be taking about how our own situation relates to what we have been reading and talking about. It is important for everyone to take excellent notes as we will need this information for our writing.	Appoint a scribe to take notes
	25 min	Each of the reports will be allowed <u>5 MINUTES</u> and will reported out under the rubrics of: -Current trends -Present conflicts or pain -Leverage points to the future	Reports must not exceed 5 minutes!
REFLEC- TION	5 min	Reflective conversation on the Area Reports: -What do you remember? -Where were you intrigued? or said to yourself-"I'd like to have been there?" -Where were similarities to what we read? -Where was it different? How?	Scribe needs to take notes here also
ARENA DISCERN- MENT	15 min	Now, on the basis of our clumps and these reports: 1. What are the five things that we really need to get on top of during this Presidium? 2. Are these five broad enough? 3. Are they specific enough? 4. Are they comprehensive? 5. So be it! These are the five arenas in which we will be working this afternoon in our Current Trends workshop. Be thinking of what questions we need to raise in relation to these arenas.	Push for 5, 6 is too many 4 is too much Put them on the board

	" ON TARGET "	" OFF TARGET "	ADDITIONS
REPORT #1			
REPORT #2			
REPORT #3			
REPORT #4			
REPORT #5			

SECTION	TIME	Solitary Exercise I: Life Timeline	HINTS
EXERCISE	40 min	<p><u>Instructions:</u></p> <ol style="list-style-type: none"> 1. On the chart (turn page over) list the 10 most important events of our life in the space provided at the left. Star the <u>three</u> most important events. 2. Take the chart and put in the appropriate boxes your birth date and your death date. (Just imagine how long you will live.) 3. Now observe how long your life is and divide the timeline into the intervening decades-6,7,8 parts, whatever you think. 4. Take the 10 events of your life and write them below the line where they occurred in your life (corresponding to the timeline). 5. The <u>three</u> starred events suggest turning points in your life. Where they occur, draw a vertical line to divide the decades above the timeline (below the box: Life Story Title). 6. Write a title in each of the three sections you now have on the chart (from birth to the present-e.g. "childhood in China, etc.) 7. Now over on the right hand side of the chart list the 10 things you intend to do with your life in the future-e.g. family; career, achievements, travel, etc. Be thinking of where you will be living, what you will be doing, etc. 8. Plot these events on the future part of your timeline and decide where the <u>two</u> or <u>three</u> turning points will be. 9. Make titles as you did before (#5 and 6) for the two or three sections of your future life. 10. Now write a title for your whole life. 11. At the bottom of the chart complete the sentence, "What my life is going to be about is:" 	

GOC: Chicago Nexus

Qtr: III/Wk: 7

THE SECOND ANNUAL YOUTH PRESIDUM

Local Training Team: Phase I

Solitary Exercise I: Life Timeline

1980-1981

IMPORTANT EVENTS	LIFE TIMELINE		FUTURE EVENTS
1.	Life Story Title: _____		1.
2.			2.
3.	Birth		3.
4.		Death	4.
5.			5.
6.			6.
7.			7.
8.			8.
9.	<u>What my life is going to be about is:</u>		9.
10.			10.

SECTION	TIME	SESSION II Current Trends	HINTS															
TREND ANALYSIS	20 min	<p><u>Instructions:</u></p> <ol style="list-style-type: none"> 1. Have each person write on their paper one positive and one negative trend for <u>each</u> of the three underlying questions. (5 min) 2. Go around the group and get individual's answers and list them on the board. (Make a chart of the three questions with a positive and negative column for each and get out the data <u>one question at a time.</u>) 	<p>Can be something they see going on</p> <table border="1" data-bbox="1279 598 1490 730"> <tr> <td>I</td> <td>II</td> <td>III</td> </tr> <tr> <td>+</td> <td>-</td> <td>+</td> </tr> <tr> <td>-</td> <td>+</td> <td>-</td> </tr> <tr> <td>-</td> <td>-</td> <td>-</td> </tr> <tr> <td>-</td> <td>-</td> <td>-</td> </tr> </table>	I	II	III	+	-	+	-	+	-	-	-	-	-	-	-
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REFLECTION	15 min	<ol style="list-style-type: none"> 3. Ask for where there is disagreement on whether something is actually positive or negative and have the group resolve it. 	<p>Should be a lively discussion</p>															
KEY TRENDS	15 min	<p><u>Instructions:</u></p> <ol style="list-style-type: none"> 1. Looking at <u>all three</u> lists, ask them "What are the three most positive and three most negative trends you see and would like to point out to the whole group?" (these are trends that cross-cut all three arenas.) 2. What would we say about the way in which youth are affected by these trends? 3. How are youth responding to these trends? 	<p>Push for: Concrete examples!</p>															
REPORT FORMAT	3 min	<p>Choose one reporter to share with the whole group the following:</p> <ol style="list-style-type: none"> 1. The three underlying questions, 2. The three positive/negative trends, and 3. The ways youth are responding to these trends (give examples). 	<p>Return to the Great Hall</p>															
		<p>Movement III: Corporate Reporting</p>	<p>Whole group</p>															
CORPORATE REPORT	30 min	<p>We will now hear the reports from the five teams. All comments will be tape-recorded. You will receive a sheet for your comments and we will share these at the end. Please note the three categories of comments:</p> <p>-1. <u>on target</u>/ 2. <u>off target</u>/ 3. <u>additions</u>-</p>	<p>Press Conference image, all 5 reporters seated up front and the reports given in sequence without commentary from the group</p>															
REFLECTION	15 min	<p>Randomly have individuals respond to the reports with the given categories.</p>																
YOUTH REVOLUTION	20 min	<p><u>Reflective questions:</u></p> <ul style="list-style-type: none"> -During this day, what statements stand out for you? -Where today are youth most involved? -How is that a shift from 10 years ago? -Why have these issues grabbed youth's attention? -What social pain are youth responding to? -Where are youth responding most positively in society? -What is the present phase of the Youth Revolution? 																

		SESSION II Current Trends	
SECTION	TIME		HINTS
		Movement I: Arena Questions	Whole group
CONTEXT	5 min	We are going to work a lot this session in smaller groups dealing with questions we generated regarding the five arenas we discerned in the previous workshop. We will try and understand the issues raised by these questions, and name the positive and negative aspects of what is going on in these arenas.	Materials: -75 cards for each of the 5 colors -tape -paper
INSTRUC-TIONS	10 min	<p><u>Instructions:</u></p> <ol style="list-style-type: none"> 1. List the five arenas on the board. 2. Pass out the colored cards (5 per person-one color per arena). 3. Have each person write one question per arena per card code. 4. Collect the cards by <u>color</u>. 5. Read <u>one</u> question from each arena. 6. Pass out the assignment sheet and send them out immediately to their small groups. 	Decide the color code for the arena 5 groups
		Movement II: Trend Discussion	Small groups
WORKSHOP CONTEXT	2 min	We have been assigned the arena of: _____. Our task is to:	
QUESTION SORTING	15 min	<ol style="list-style-type: none"> 1. Look at all the questions generated by the whole group and decide what are <u>the three</u> underlying issues being raised. We might want to restate the questions. 2. Discern what are the positive and negative trends going on in response to the issues. 3. And finally, to delineate the overall, underlying positive/negative trends that relate to all three arenas. <p><u>Instructions:</u></p> <ol style="list-style-type: none"> 1. Place all the questions on the board. 2. Rapidly read all the cards. 3. Which one surprises you? 4. Which one is most familiar to you? (one you find yourself or your friends asking.) 5. Which ones seem to be different aspects of the same question? 6. If we could only deal with three questions, which ones would they be? 7. Consense on the three underlying questions for further discussion. 	You might re-state the question to better articulate the issue

SECTION	TIME	SESSION III Radical Alternatives	HINTS
		Movement I: Options Brainstorm	Small groups
CONTEXT	10 min	Review the products of Session II-i.e., the reports on butcher paper from the five teams on the underlying questions, positive/negative trends, and the illustrations. Rehearse the consensus of the whole group and make sure they understand any changes that were made in the previous plenary.	<u>Materials:</u> Team's report from the previous plenary
OPTIONS BRAIN-STORM	15 min	<u>Instructions:</u> <ol style="list-style-type: none"> 1. Have each individual list five options for youth as responses to the trend statement, and star their best one. 2. Go around the room and get each individual's best option, ask for additional ones radically different, etc. 3. Push for at least 20 options. 4. Reflect with the group: <ul style="list-style-type: none"> -which option was most appealing? -which one was the most frightening? -which was the most obvious? 	
		Movement II: The Scenario	Small groups
THE SCENARIO GAME	20 min	<u>Instructions:</u> <ol style="list-style-type: none"> 1. Have the group pick <u>two</u> options representing the two most extreme opposites, e.g., monogamy/polygamy in the arena of the family. 2. Divide into <u>two</u> groups and reflect on: If the majority of people choose _____, in 20 years what would be the implications? What would you see? (i.e., the option carried to its logical extreme) 3. Each group will then summarize their conversation insights into a brief scenario. 4. Each group then in turn will read their scenario to the whole team to be followed by an art form conversation (very brief). 	The group has permission to go wild here
RADICAL ALTERNATIVE	30 min	<u>Instructions:</u> <ol style="list-style-type: none"> 1. Rehearse again the group's assigned arena, followed by a brief conversation on what is the suffering that emerges from each of the scenarios to set the context for the radical alternative response to the arena. 2. Have each individual write down their own <u>three</u> most important elements in this arena, i.e., those elements without which there is no family, for example. 	

SECTION	TIME	SESSION III Radical Alternatives	HINTS
TEAM REFLECTION	15 min	<p>3. Brainstorm as much of the data as time allows on the board (the more data the better).</p> <p>4. Gestalt and consense on the <u>four</u> foundational elements in the assigned arena.</p> <p>5. Have the group create their corporate statement using the form:</p> <p style="padding-left: 40px;">In the arena of _____, we the members of team _____ have discerned the following four foundational elements:</p> <p style="padding-left: 80px;">1. _____</p> <p style="padding-left: 80px;">2. _____</p> <p style="padding-left: 80px;">3. _____</p> <p style="padding-left: 80px;">4. _____</p> <p style="padding-left: 40px;">without which the extreme opposites of <u>(scenario 1)</u> and <u>(scenario 2)</u> most likely will become reality.</p> <p>6. Ask the group if this statement holds their consensus (make additions/deletions if necessary) and put the statement on Butcher paper for their report in the plenary.</p> <p><u>Reflective questions:</u></p> <ul style="list-style-type: none"> -From hearing these scenarios and the foundational elements, where would you say youth are the most involved? -Why is this issue (arena) so important to youth? -In what way can youth resolve this issue? -What is the deepest pain and frustration now? -How were youth involved in this arena 10 years ago? -In general, how would you say youth have changed in these last 10 years? -Projecting 10 years, where will youth be? And how will they be affecting things in this arena? -Regarding this arena, how would you title the times in which youth finds themselves now? 	<p>Consensus is important here</p> <p>Put statement on butcher paper in large letters</p>
		Movement III: Plenary	Whole group
REPORTING	45 min	The plenary orchestrator will call for the reports from each of the 5 teams to be given sequentially. The reports consists of the statement created above (#5).	Each group reads their statement
REFLECTION	15 min	<ul style="list-style-type: none"> -What sounded really right? -What does not reflect the consensus of this group? -What needs to be added? -State the consensus for the group's approval. 	Have all additions handed in

SECTION	TIME	SOLITARY EXERCISE II: RESPONSIBILITIES	HINTS
	40 min	<p><u>Context:</u></p> <p>In this exercise we are going to reacquaint ourselves with all the "covenants" or agreements of responsibility that we have. In order to realistically be aware of our time and energy spent every day, we must evaluate from time to time our priorities. This exercise will help us do that.</p> <ol style="list-style-type: none"> 1. List all the important relationships or covenants in your life that you can think of (e.g. school, family, job, etc.) Go fast--get 20-30. This is overwhelming so don't fall asleep. 2. Be sure you list all the things you care about; the things you feel responsible for. 3. Rank them one to twenty on the basis of the time it takes to fulfill them (i.e. the one that takes the most time is number one, etc.). 4. Rank them one to twenty on the basis of the value you attach to them (i.e. the one you would be most unwilling to give up is number one, etc.). 5. Now add the two sets of numbers. The lowest number indicates the most demanding obligation in your life. 6. Write a short reflective sentence on the discoveries you made. 7. Write a short reflective sentence on the hard choices you made. 8. Write a short reflective sentence on the hard questions you were left with. 	

SOLITARY EXERCISE II: RESPONSIBILITIES

LIFE COVENANTS	TIME	VALUE	MOST
	TO FULFILL	I ATTACH	DEMANDING
	NUMBER	PLUS NUMBER	= TOTAL
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
21.			
22.			
23.			
24.			
25.			
26.			
27.			
28.			
29.			
30.			

		SESSION IV Declaration Writing	
SECTION	TIME		HINTS
		Movement I: Declaration Preparation	Whole group
CONTEXT	5 min	We now come to the point where we will take the work of the previous three sessions and put it into a written declaration. There will be <u>seven</u> corporate writing groups: five groups will work with the arena statements and two with the prologue and epilogue.	
BRAIN-STORM	30 min	We need to have a brainstorm on what needs to go into the prologue and the epilogue so that we can get clear images for each of those sections.	
PROLOGUE		<p><u>Prologue Brainstorm (15 min)</u> Just to refresh your memory, the data resources for this section were generated in Session I. The data consists of:</p> <ul style="list-style-type: none"> -the reading and Area report screens, i.e., the activity, pain and possibilities, -the plotting of the colored cards on the Social Process Triangle, yielding the 5 clumps, and -the two reflective conversations. <p><u>Questions:</u></p> <ul style="list-style-type: none"> -What is this Youth Presidium anyway? -What do we want to say about why we had it? -What images could we illustrate this with? -What do you remember about how we worked together (i.e., methods)? And what do we want to highlight? -What were the products that we came up with? -What do we want to say about their significance? -What events from the Presidium do you remember? -What poetry might we use to hold the event that this Youth Presidium has been? 	
EPILOGUE		<p><u>Epilogue Brainstorm (15 min)</u> The data resources for this section were generated in Session II during the team reflective conversations dealing with the journey of youth relative to the five arenas.</p> <p><u>Questions:</u></p> <ul style="list-style-type: none"> -For whom are we writing this declaration? -What would you want to say about why we are writing this declaration? -What would you title the 1960's and 1970's as phases relative to youth? 	

Helpful back-up data for the writing team

Context-out to touch on three things:
 1) Presidium in itself
 2) Methods
 3) Products

Context-out to touch on:
 1) Audience
 2) Journey
 3) Directions
 4) The Times

(continued)

SECTION	TIME	SESSION IV Declaration Writing	HINTS
		-In what directions are youth moving today? -What challenges do they face? -What would you title the next decade (1980's) of youth?	Send groups out to do the corporate writing
		Movement II: Corporate Writing	Small groups
PROLOGUE/ EPILOGUE WRITING	115 min	A. <u>Procedures for Prologue Epilogue Writing</u> The procedures for writing both these paragraphs are the same, although the format for each differs somewhat.	2 groups
PROLOGUE FORMAT		<div style="border: 1px solid black; padding: 5px;"> <p><u>The Prologue Format:</u></p> <ul style="list-style-type: none"> -2 sentences on: the intention of the Presidium -1 sentence on: how we worked together (methods) -1 sentence on: how the data was generated -1 sentence on: the products and the five arenas -2 sentences on: images/poetry </div>	<p><u>Short course:</u></p> <p>these formats are guidelines; your creativity determines their flexibility and consensus their content</p>
EPILOGUE FORMAT		<div style="border: 1px solid black; padding: 5px;"> <p><u>The Epilogue Format:</u></p> <ul style="list-style-type: none"> -2 sentences on: declaration—for whom and why -1 sentence on: present pain and frustration -1 sentence on: how youth are meeting these challenges -1 sentence on: the journey of youth -2 sentences on: relationship of youth to the times and future directions </div>	
WRITING PROCEDURES		<p><u>-Corporate Writing Procedures:</u></p>	
	60 min	<ol style="list-style-type: none"> 1. Review the group's brainstorm and consense upon the products, methods, highlights, significance, illustrations, etc. Do not hesitate to use your data resources from the appropriate workshop. 2. Briefly walk through the paragraph format. 3. Walk through thereflective conversations to get data for broad images relative to the format. 4. Each individual takes a section and writes a sentence(s). 5. Have each person read their product in sequence without comment to get an initial feel for the whole paragraph. 	Have scribe take notes on steps 1-3

(continued)

SECTION	TIME	<p style="text-align: center;">SESSION IV Declaration Writing</p>	HINTS
	50 min	<p>6. Go back over the paragraph section by section: -does it reflect the group's wisdom? -what is good about it? On target? -where does it need work?</p>	
	25 min	<p>7. Have individuals rewrite their sections. 8. Re-read in the same manner as step 5. 9. Corporately work through any additional revisions making sure that the paragraph flows, correct grammar, etc. 10. Rewrite the paragraph on a single piece of paper and select a reporter for the plenary.</p>	
<p>ARENA STATEMENTS</p> <p>TRENDS STATEMENT</p> <p>ESSENTIAL ELEMENTS STATEMENT</p> <p>OPTIONS STATEMENT</p>		<p>B. Arena Statement Procedures The procedures for writing the statements for all five arenas are the same and use identical formats. The finished product looks like the following:</p> <div style="border: 1px solid black; padding: 5px;"> <p><u>Trends Statement:</u></p> <p>The # _____ arena of major concern, (arena title), revealed three underlying questions:</p> <p>1) _____ ? 2) _____ ? 3) _____ ?</p> <p>The issues raised by these questions disclosed the following trends:</p> <p>1) _____ evidenced by _____ . 2) _____ " _____ . 3) _____ " _____ . 4) _____ " _____ . 5) _____ " _____ . 6) _____ " _____ .</p> </div> <p><u>Essential Elements Statement:</u> In the arena of (arena title) four essential elements emerged:</p> <p>1) _____ , 2) _____ , 3) _____ , 4) _____ ,</p> <p>Without these elements (arena) becomes the victim of negative trends in society that preclude creative options for the future.</p> <p>Building upon these elements, youth are in a unique position to exercise the following creative options 1) _____ , 2) _____ , 3) _____ as alternatives to negative trends.</p>	<p>5 groups</p> <p>Be sure to put this product on butcher paper in large letters</p> <p>Positive Trends</p> <p>Negative Trends</p>

		SESSION IV Declaration Writing	
SECTION	TIME		HINTS
TRENDS/ ELEMENTS	60 min	<p><u>-Corporate Writing Procedures:</u></p> <ol style="list-style-type: none"> 1. Review the Trends Statement (Session II) and the Essential Elements Statement (Session III). 2. Divide the team into two groups (one per statement) and have them fill in the blanks with the appropriate data. 3. Report back and read both statements and reflect: <ul style="list-style-type: none"> - do they reflect the group's wisdom? - what is striking about them? - do they need any work? where can we improve them? (clarify, poetry, grammar, flow, etc.) 4. Rewrite and report back revisions for consensus. 5. Review the list of (20) options in Movement II of Session III and ask the following questions: <ul style="list-style-type: none"> - which of these options bothers you? why? - which do you find most encouraging? why? - which ones do you want to be sure that happen? what effect will they have on the arena? - pick the <u>three</u> most viable and responsible options regarding the arena that youth need to exercise. 6. Fill in the options statement with the three options selected. 7. Re-read all the statements sequentially and con- sense on the final draft. 8. Rewrite the statements on a single sheet of paper and select a reporter. 	<p>Have the scribe take good notes on steps 3 and 5</p> <p>Remember the negative trends</p>
OPTIONS	40 min		
	15 min		
		Movement III: Final Plenary	Whole group
REPORTS	15 min	<p>Have the representatives from each of the seven writing groups stand up at the front of the room in order of presentation:</p> <p style="text-align: center;">Prologue Arena Statements I - V Epilogue</p>	
REFLEC- TION	15 min	<p><u>Reflective Questions:</u></p> <ul style="list-style-type: none"> -What caught your attention? -What sounded especially exciting? -Whom should hear this declaration? -What should we do with this now that we have struggled to produce it? 	

BACKUP QUESTIONS

INDIVIDUAL ENGAGEMENT IN SOCIETY: V

1. What skills do youth need that gives them a way of engaging?
2. Do we need individuality?
3. Why should a youth become involved in society?
4. Are there any individuals left in society?
5. Why are youth so tempted to try drugs?
6. What are some ways an individual can become engaged in society?
7. How helpful is total individuality in society?
8. How do you keep peer pressure from affecting one's individual engagement in society?
9. Why do people feel the need to be engaged?
10. Why are so many kids turning to drugs?
11. How does one get to feel really significant?
12. Do I need to get involved, if I want to be different?
13. Should a person concentrate his/her efforts in one area or should a person "spread himself thin" in many?
14. Why aren't there more youths involved in the ICA?
15. How can we as a corporate body challenge this proposal?
16. What is the role of youth towards the community in which they live?
17. How do we spend our time: sports? friends? job?
18. What are ways communities can create viable alternative for getting youth involved?
19. How does one be an individual in society?
20. Why drugs, alcohol?
21. Do youth take on more responsibility than is called for?
22. What are ways for youth to become engaged?
23. How can an individual get engaged in society?
24. If there is a person who is in deep trouble, starting when one of the parents die, the child is sent away to friends that the person does not want to be with--how would you go about helping this person?
25. How find selfhood enough to escape peer pressures?
26. How can adults help bridge the gap between themselves and youth?
27. What do you do to involve yourself in the community?
28. How do you decide what role to play in society?
29. Can one individual actually make a difference?
30. What are the forms in which youth can significantly engage in society?
31. Why are some people able to be alone when some would go crazy in that situation?
32. How do you become an individual?
33. How do we give the youth the feeling of individualism and importance?
34. How do young people positively engage in their neighborhoods?

BACKUP QUESTIONS

ARENA 4- RITES OF PASSAGE

- How deal with present gulf between school and adult world?
- When do I really start making decisions about my future and/or life?
- What would it be?
- How eill we be able to tell whether there is a change?
- What are the external symbols of Phase II?
- What is the #1 biggest change that needs to be represented in transition?
- At what ages whould there be rites of passage?
- What are the biggest concerns after graduatin from high school?
- How can youth deal with rites of passage?
- What is the need for the rite of passage?
- How to go about social life?
- How do you remove the blocks that society imposes in order to move onto your future as you see it?
- How do you mark the transition of post-high school time for youth who have graduated?
- What's needed to symbolize the jump from high school to life?
- What aspects does rites of passage need to help intransitions?
- What for you is a means of passage?
- What sort of rites of passage are you talking about?
- When would it be right for someone to call themsleve an adult?
- How can we find a place for us in the emerging adult world?
- How to symbolize becoming an "adult"?
- At what age do people become adults?
- Is becomingan adult more personal than it used to be? (By personal I mean more towards becoming an adult to oneself, rather than just acting like one)
- Why do adults feel that kids aren't responsible?
- I'm scared to leave home what will help me?
- When is someone an adult/youth?
- How do you prepare high school grads for facing the world?
- Would the right of passage be like on the 6th grade trip, or what?
- Is the rite of pasage related to graduation or a vocational decision?
- Where would the transition points be?
- What makes differen life stages significant?
- How do people go about deciding what to do after high school?
- How symbolize the decision of dropout?

BACKUP QUESTIONS

EDUCATION FOR VOCATION.: III

1. How do you view all different vocational choices?
2. How do you objectify job possibilities?
3. What are viable alternatives to college?
4. What do you plan to do as you grow older and go into college?
5. Are there courses being offered either in school or the community that lays out the various arenas open to youth?
6. What are some of the voactional choices youth have?
7. Why the high drop out rate?
8. What forms of education are available?
9. Decisions on school?
10. Why would a teacher separate students by color and nationality?
11. How is it that you could effectively fulfill your voaction?
12. Are there enough schools willing to teach enough?
13. Where and how do I start?
14. Education requirements for a job to support self and family?
15. Why are vocational schools so hard to get into?
16. If I study for my vocation, how do I get the skills necessary to earn enough money?
17. Would early primary courses on vocation help youth to understand why they study or are educated?
18. Where has teacher's passion gone?
19. What does it mean to be educated for life comprehensively?
20. What are five essential elements for education for vocation at high school age?
21. What are the advantages to college?
22. Do you need a really good education for every job?
23. What is needed of your life?
24. How do we find out about vocations that have high pay and are available?
25. What is so hard about getting an education?
26. Why don't schools provide education preparing youth for life?
27. Why is there debate on going to college?
28. What is "good education"?
29. Are liberal arts necessary in education? Why? Why not?
30. Is there any way in which to insure I am being properly educated for the job I shall do?
31. How do people hold the tension between what they want to do and what fields are open for employment?
32. Need of school?
33. What kind of education is appropriate at what age?
34. What does a person need to know orexperience in deciding a vocation?

BACKUP QUESTIONS

ARENA II ECONOMIC COLLAPSE

- How would the economic effect the teenagers who are graduating now?
or in the future?
- What is the line between realizing the importance of money and
economic obsession?
- Why is our economy in the dumps?
- Why are symbols of status so important now?
- How can we stop it? Is it contagious?
- Questions about a good inancially stable occupation after high school?
- How can jobs push more towards vocation as well as present financial needs?
- Why is unnecessary money so important to people?
- How much time should be spent on making money?
- Why do we need jobs?
- What can be done so that youth will feel more secure about money in
the future?
- If we could have more ways (and better ways) to use our time,
would we be so worried about money?
- What more benefiting resources do we need?
- How dependent are youth on a constant cash flow?
- What or who sets the "status symbols"?
- Money needed for personal needs and wants. Ex. car, house, etc.
- What should?could I do to get money?
- How can we learn to adjust to our present income? or accept it?
- Where does all the money come from?
- House? Budgets? Personal? School?
- Why do we value materialistic goods more than quality of the individual?
- How get more jobs for youth?
- How do you lower inflation?
- How can one depend on anything that is economicly secure in a society
run by the economic dynamic?
- How can youth receive educational benefits in job situations where they
earn money?
- With the \$1.00 devaluation today, how can young people afford properly
to pursue their future in the traditional family situation?
- How can youth find more ways to raise money for education, food, etc.?
- Why is is that people are so strongly associated with what they wear?
- How is Reagan's plan going to work? When?
- What is the real issue behin d"obsession with money" (In USA)
- How do you decide what is valuable?

These questions were written by individuals in a plenary and sent on cards to the 5 teams, so they could establish the essential theme and trend.

BACKUP QUESTIONS

ARENA 1 FAMILY COLLAPSE

What are ways the community can care for families?
How can we fix (peoples) youth's problems when everyone has problems even the government?
How can parents help recreate a family structure?
What holds families together?
Independent pursuit of singular thinking has created a separation of the family, so what alternatives are there for support?
(Not only financial, but morally, educationally, etc.?)
If parents are divorced why do the children fear that the same thing will happen to them?
How to care properly for children in situation of divorce?
What is it that causes divorce?
If nuclear family is not basic social structure, what is?
Why do children run away from home?
What is causing divorce?
Why are people getting divorced?
Why are there so many divorces?
How can children deal with their parents' divorce?
Why are youths running away from their homes?
Why do kids runaway or kill themselves?
Why are there so many runaways?
What are marriages today, based on?
Why is it that young people(18) feel a need to get married?
My parents are divorced, what do I do if I want to be with both?
If there's an alcoholic in the family, why would it cause a family to go different ways?
Should I leave home, now that I'm older?
How much say-so does my parent-guardian have over what I can or cannot do?
What is the reason for collapsation of families?
What problems do you face in your family?
What are new form the family is taking?
How do one parent families care for their children?(save conflict over child custody, etc.)
Why so many single parent families?
What effect does single parent have on children?
What about kids from broken homes?
Why do so many parents abuse their children?
Is the collapse of the family blamed on youth? and if so, why?
What is it that turns children against parents?
How could we prevent the collapse of the family over a whole when there is only a small percentage here?

FRIDAY	SATURDAY	SUNDAY	MONDAY	
ARRIVAL	BREAKFAST: Youth Trek Reflect	BREAKFAST: Youth Revolution	BREAKFAST: Presidium Reflectn	
	I: THE WORLD OF YOUTH	III: MARKS OF RADICL ALTRNATVS	DECLARATION PRESENTATION	
	1. Scanning the articles	1. Brainstorming the options	SPACE RECREATION	
	2. Plotting the data	2. Writing the scenarios		
	3. Clumping & naming	3. Discerning the elements Writing the statements		
	4. Reporting by areas	4. Reflecting on youth		
	5. Discerning the arenas	5. Reporting in plenary		
	LUNCH: Solitary exercise	LUNCH: Solitary exercise	DEPARTURE	
	II: DISCERNING THE TRENDS	IV: WRITING THE DECLARATION		
	1. Brainstorming the arenas	1. Brainstorming the prologue		
	2. Discerning the trends	2. Brainstorming the epilogue		
	3. Naming the underlying ?s Discerning the key trends	3. Writg prologue & epilogue		
	4. Writing trends statement	4. Writing arena statements		
	5. Reporting in plenary	5. Reporting in plenary		
REGISTRATION	BREAK	BREAK		
DINNER	DINNER	DINNER		
MOVIE & CONVERKATION	THE CELEBRATION OF REUNION	THE CELEBRATN OF ALTERNATIVES		

THE SECOND ANNUAL YOUTH PRESIDUM

QUOTES

To the extent that the young
demand the observance
of long proclaimed ideals,
They perform for us
the ancient service
of the prophets
R. F. Kennedy

"All children must look after
their own upbringing"
Parents can only give good advice
or put them on the right paths
But the final forming
of a person's character
lies in their own hands.
Anne Frank

Oh very young
What will you leave us this time?
You're only dancing on this earth
For a short while.
Cat Stevens

We are not permitted to choose
the frame of our destiny.
But what we put into it is ours
He who wills adventure, will experience it--
according to the measure of his courage.
He who wills sacrifice will be sacrificed--
according to the measure of his purity
of heart.
Dag Hammarskjold

Our answer is to rely on youth.
It is a revolutionary world we live in
And this generation at home and
around the world have had thrust upon it
a greater burden of responsibility
than any generation that has ever lived.
Robert F. Kennedy

If I am not for myself,
Who will be for me?
And if I am only for myself.
What am I?
And if not now, when?
Hillel

We are entering
The new age of education
That is programmed for discovery
Rather than instruction.
Marshall McLuhan

Oh Lord, are there really people
starving still
How long will their needs go unfilled
I wanna say right now
I'm gonna be around.
Until the walls and the towers are
tumbling down.
And I will fill my spirit
With ghetto sound
For the waters splashing on a higher ground.
Jackson Browne

THE SECOND ANNUAL YOUTH PRESIDUM

PARTICIPANT ROSTER

1. Addington, Robert Philadelphia, PA
2. Appenfelder, Becky Louisville, KY
3. Avery, Desmond Chicago, Operations
4. Balm, Kevin Chicago, Development
5. Barkony, Sue Kansas City, MO.
6. Barkony, Liz Minneapolis, MN.
7. Betonte, Carlos Kansas City, MO.
8. Boone, Angela Chicago, Student House
9. Chapman, Mark Chicago, Management
10. Crow, Nina Rochester, NY
11. Early, Diana Chicago, Student House
12. Ennis, Mary Chicago, Student House
13. Ertel, Asher Kansas City, MO
14. Frederic, Irene Starks, ME
15. Gibson, Ruth Philadelphia, PA
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17. Grow, Ian Orlando, FL
18. Grow, Rebecca Chicago, Phase I Staff
19. Hamachek, Louisa Chicago, Management
20. Haman, Lori Chicago, Student House
21. Hamje, Larry Denver, CO
22. Hawley, Robert Chicago, Management
23. Heiges, Walter Chicago, Student House
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25. Hockley, Matt St. Louis, MO
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33. Jewell, Russell Chicago
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35. Knutsen, Ray Kansas City, MO
36. Lachman, Lynde Minneapolis, MN
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41. Mantel, Paula Rogers Park, IL
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45. Mayo, Robert Rochester, NY
46. Mueller, Trudi Minneapolis, MN
47. Ney, Willie Indianapolis, IN
48. Perez, Angel Waukegan, IL
49. Poole, Carol Rochester, NY
50. Rafos, Sharon Chicago, Operations
51. Rose, Alice Rochester, NY
52. Rose, Dorcas Albany, NY
53. St. Clair, Alex Phoenix, AZ
54. St. John, Ann Oshkosh, WI
55. St. John, Jane San Francisco, CA
56. Scott, Wendy Philadelphia, PA
57. Sharpe, Heidi Philadelphia, PA
58. Seaton, Susie Philadelphia, PA
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66. Tomlinson, Kathy Denver, CO
67. Townley, Kay Chicago, Development
68. Townley, Phil Chicago, Research
69. Vosler, Ann Tracy Richmond, VA
70. Wheelock, Russell Kansas City, MO
71. Woodbury, Ian Edmonton, AB, Canada
72. Woodward, Kevin St. Louis, MO
73. Worden, Helen Denver, CO.

Coordination: Tim Karpoff, Kay Nixon Phase I Staff Betty Pesek, Research
Barbara Barkony, Joe Mathews, Operations