**Identity, Sphere of Influence, and Authority**

**Done in small groups of 6-7**

**Goal:** Identify leverage and connecting points within our personal and collective network to make pockets of change for youth, especially within your roles in education.



**STEP 1:** Refer back to the list of self-identities from the “Identity Wheel”. Place a star next to the identities where you have perceived power, whether it be through social capital, your profession, and/or networks you are associated with.

It’s important to name these networks. Keep these in mind for Step 2.

**STEP 2:** In your small groups, please discuss the following questions and record your answers. You will use these answers in STEP 3.

**STEP 2 Discussion Questions**

1. Where do you currently experience or witness inequity, barriers, or frustration related to inequity with current institutional systems that are in place?
2. Who is being impacted the most by these barriers?
3. How can you use the power and sphere of influence you starred in #1 to begin to address the inequities?

**STEP 3**

Thinking about your responses to #3, choose 1 of the strategies and work together to describe how you would approach it within your center/program. Refer to the diagram and description of the strategies below.

Source: The Readiness Projects

[The Readiness Projects](https://medium.com/changing-the-odds/five-strategies-to-build-forward-together-to-upend-inequity-and-accelerate-progress-d050f6f26dbe)

**Strategies defined:**

1. **Build Back Smarter:** Acknowledge learners’ losses while affirming learning ability. Optimize learning environments while prioritizing reconnection.
2. **Build Back Broader:** Support complementary learning delivery systems and modalities. Invest in program-level staff and city-level coordinating structures.
3. **Build Back Bolder:** Focus on how, why, and with whom learning happens. Respect and diversify learner’s experiences, contexts, and adults’ expertise and power.
4. **Build Understanding of Inequity:** Equity is the goal, but inequity is the reality. Acknowledging skepticism, take time to get baseline data right in order to truly cover all bases.
5. **Build on Adolescents’ Determination:** Embrace adolescent risk taking and leverage the brain science. Create and support alternative success pathways for all adolescents to be competent, connected, confident contributors.

***STEP 3***

*Thinking about your responses to #3, choose 1 of the strategies and work together to describe how you would approach it within your center/program. Refer to the diagram and description of the strategies below.*