**Background:**

This is a planning activity designed to help participants reflect on the future, guide in the development their Action Plan, and assist in getting the most benefit from their participation.

**MAPS** stands for **M**aking **A**ction **P**lans **S**ystem.

This is activity is for self-reflection. There will be opportunities to share, draw upon and use the MAPS results, but participants can decide what information they want to share.

* Encourage everyone to be free flowing with their responses; no one else will be judging them.
* As you facilitate the group through each step of the MAPS activity, encourage participants to concentrate on capturing ideas. Responses don’t need to be confined to a neat, organized list. There will be an opportunity to summarize and highlight responses at the end of the activity.

**The 5 steps to a MAP are:**

1. WHO AM I: a description of yourself, including the strengths, skills, likes, and values you bring to the leadership role.

2. HISTORY: a short description of the background and individual circumstances that led to your participation with the decision-making group.

3. DREAMS: a vision of things you would like to see happening as a result of your future participation with the decision-making group.

4. FEARS: a description of your worries or concerns about becoming a team member of the decision-making group.

5. NEEDS: a description of the things that need to happen to help make your vision for

the future come true.

Slide 014

**Purpose:**

This is an activity that will help participants to self-reflect.

**Goal:**

Participants will have a self-reflection that they can use to help identify interests and

needs as they prepare to become part of a group or a leader.

**Approximate Time:**

25-30 minutes.

**Directions:**

1. Facilitator should preview the steps for this activity explaining briefly what each step is.
2. Have participants pair up.
3. For each step, the instructor should present the questions related to that step and tell participants that they will have 3 minutes to record their personal responses to the questions and 1-2 minutes to share with their partner
4. Facilitators should use Slides 14 – 20 in the power point to guide participants through the MAPS Activity.
5. MAPS Steps:
   1. Step 1: Who Am I? – This step is focused on strengths and it may be difficult for some participants to talk about their strengths in a public setting. Facilitators should help participants understand that their personal styles and skills may be better matched to some leadership opportunities than others.
   2. Step 2: History – The purpose of the history step is to have participants think about their personal and family histories in relation to their development as leaders. This step often results in people recognizing that they have more skills and knowledge related to leadership than they first realized.
   3. Step 3: Dreams – The purpose of this step is to have participants imagine how they might enhance their advocacy and leadership. Instructors may need to help parents understand that leadership is not necessarily the same as having a position of leadership. Leaders come in many forms. One goal of the MAPS activity is to help parent value the many ways in which they lead and influence others.
   4. Step 4: Fears & Concerns – Once participants have identified their dreams, it’s important to think about what might stand in the way of accomplishing those dreams. Parent leaders may, for example, be concerned about revealing too much about their family, the costs and time involved in participating in leadership activities, and the potential for advocacy work to result in unintended negative consequences for their children.
   5. Step 5: Needs – The purpose of this step is is for parents to identify next steps in their leadership development and the kinds of knowledge and opportunities they will need to move towards achievement of their dreams. Instructors may wish to point out that the Needs page may be used at a later date to develop a more detailed action plan for the future.
6. Group Discussion
   1. Ask for volunteers or use the “Whip Around” (Culturally Responsive Protocol) to share some of their responses to each one. The following discussion questions can be used to generate a discussion about the common ideas and experiences that participants have had in relation to each of the MAPS steps.
      1. What common experiences have group members had in relation to each of the MAPS steps?
      2. How will you use the information from your MAP to expand your leadership skills, knowledge and roles?
   2. In addition, participants may be asked to discuss the ways in which they can use information from their MAPS to expand their knowledge, skills, and roles related to leadership. Participants should be encouraged to share their experiences and insights with others to promote some creative ideas about leadership.

**Modifications:**

If providing the presentation in an online format, do the following:

1. Make sure participants have been provided the MAPS handout electronically in advance of the presentation.
2. Go through each question, reducing the time. While people are do this activity, you may want to play soft music. Ask participants to write down their thoughts on a sheet of paper or the handout provided.
3. At the end, ask for a few volunteers to share.

**DIRECTIONS:** Complete each section. Reflect on your Who you are, Fears, History, Dreams, and Needs.

**WHO AM I?:**A description of yourself, including strengths, skills, likes, that you will draw on to support your role as a leader and/or team member.

* What words best describe you?
* What skills, gifts, and talents will support your journey as a leader and/or team member?
* What other skills and talents will you need?
* What do you like/dislike about your current role(s) involving leadership and advocacy?
* What values and beliefs guide your life and work as a person and a leader?

**HISTORY:** Briefly describe the background and circumstances that led to your participation here today (not meant to be a detailed chronological account, but more like highlights).

* What is significant about your personal history?
* What is significant about your family or child(ren)’s history?
* What were your first experiences in which you saw yourself as a leader or part of a decision-making team?
* What adult experiences and/or formal/informal training has helped you see yourself as a member of a group or team?

**DREAMS:** What dreams do you have in relation to your personal and professional development as a group or team member?

* What contributions and/or changes do you dream about that will involve your participation on a decision-making team?
* What one thing do you most want to see happen?
* What do you hope to accomplish in one year? 5 years? 10 years?
* What other dreams are important to you as you begin this journey?

**FEARS:** Identify your worries or concerns about becoming part of a decision-making group or team.

* What concerns arise when you envision yourself as a leader or member of a team and about your role on the team?
* What barrier might stand in the way of your realizing your leadership and participation dreams?

**REFLECT:** In preparation for the next step, please take a few moments to go back over the previous four steps and review your responses. Highlight or make a mental note of **key ideas** that emerged in each section. Keeping them in mind, you will be ready to complete the next step.

**NEEDS:** You are encouraged to use a brainstorming style approach to identify the things that need to happen to help make your dreams for the future come true.

* What skills would you like to develop further?
* What else will you need to expand your role as a leader and team member?
* What supports do you need from others?