

## **YOUNG ADULTS Project YA#101**

1. Improve upon Mike Rowe's "Works Foundation" to build many more Trade Training Facilities. [www.mikeroweworks.org](http://www.mikeroweworks.org)
  - a. These schools will provide residential and commercial training for the following:
    - i. Electrician
    - ii. Plumber
    - iii. Carpenter
    - iv. Construction
    - v. Greenhouse construction
    - vi. Cement
    - vii. Grading
    - viii. Tile/mason
    - ix. Roofing
    - x. Auto Repair & Body
    - xi. HVAC & Repair
    - xii. Painters
    - xiii. Landscape (learn how to use equipment and read off blueprint)
    - xiv. Natural / Organic Architects
    - xv. Farmers

2. The current colleges and universities could be converted for the footprint.
3. Retirees can be the teachers/professors or Life Coach!

## **Special Project Two YA#102**

Supervised adult group homes. This idea is to identify people who need moderate care to be able to live in their own apartments (condos) or even individual homes. Many of these individuals are able to hold jobs. Some may be able to drive, many cannot drive. I am thinking of my sweet cousin that is not able to determine the intentions of others. Therefore, it must be monitored. Individuals with neurological issues can hold jobs (grocery bagging) but may not drive or not know when to take medications if required. A business plan would be required. Identification of population. (Adult Care Director)

Benefits: Parents of Individuals that need continued care are able to realize the needs of their adult children will be enhanced and cared for when the parent is not available.

It also provides a home for special needs individuals. Transportation when required for jobs and doctor visits. Enhances independent living. Source of pride for personal space.

Conclusion: This project could be initiated on a global level.

## **YOUTH-THE REAL AND PRESENT NEED NOW YA#103**

Inspiring and motivating our YOUTH-THE REAL AND PRESENT NEED NOW  
FREEDOM TO....

In many countries youth are considered as anyone aged up to 29 years.

WE NEED our young people. NOW.

We need their ENERGY, VISION, and POTENTIAL and their knowledge of how life really is from their viewpoint.

Given the urgency to provide support services as boots on the ground as soon as the switch is flicked, our youth are a mighty resource in every community.

What an amazing opportunity to get them on board in all manner of roles, within which they get to develop leadership, communication, creativity and find they all have a needed and much deserved pivotal role as we move forward.

Being included now we all benefit as they gather a real deep understanding and appreciation of our society's needs, and can carry us into the future.

Engaging youth at the very start deserves its own LWS programme rather than a bolt on within other programmes, as they are the future and we need to learn fast how to engage their resources.

This winters needs

Perpetual hearts Ireland have been planning how we will serve communities, as soon as everything goes live and were glad to hear the project's meeting on Friday put out a call to action for just this.

We must employ our Youth as a key resource in meeting those needs.

We will seek out youth via schools, universities, youth centres and organizations, and their social hangouts.

We can employ as well as signing up to RSS for at least the following -

- Surveying local population needs. Building web domains using technical skills,
- delivering needs (food, transport, support to local needy), identifying and engaging with those on the street.
- Working at food banks, eating places; as call centre staff when people call for help.
- Provide household help to those who need it.
- To leaflet drop in local neighbourhood,
- To work on the land around food production and delivery.
- to engage more youth who can self identify how they want to serve.
- To put to use their many skills..artistic, computing, engineering, etc.

Our Task is to learn to and provide true MENTORING:

WE provide the space, and the finance and the adults, who will hold the space to facilitate the young people managing and leading themselves, defining their mission, and hold safe boundaries for them to run their own show.

There are many great youth leaders out there who have always been limited in what they are allowed to provide, who would readily step up to this wider role, away from the traditional control agendas they too have had to work within.

Mentors, facilitators

The role cannot be overestimated. It is not the old style tell and sell model, but a deep dive into necessary training as listening coaches, facilitators.

I myself have many years of expertise in this training, and it can't be learned by a behaviour modelling set of instructions. There are many such facilitators already in the field who can be brought forward.

Early residential development events can be provided where youth and mentors learn together.

My belief is that many will want to join in service when a good salary is paid, and when youth believe they really are given a voice.

The next, say, 6 months to a year, provide the training ground, in action, delivering service outlined above, according to the community needs, and is a great route to finding the people we will need then to serve in our projects.

Rather than a piecemeal approach to engaging our youth, LWS can create a world wide programme of FREEDOM TO..

and this will allow for physical learning exchanges across countries, where youth have the opportunity to experience other cultures and widen their vision to take back home with them.

Our youth probably worldwide have been largely disenfranchised, valued by their school grades and treated largely as a funnel to higher education, with the 'others' paid a minimum wage in the service industry or considered unemployable. Others are deemed 'special needs' which very definition places them in a system designed box that automaticallt limits their potential.

Those deemed successful through school also are most likely ones who have achieved status through their sports, scouts, music etc. either via school or local community groups.

A large percentage receive no recognition or empowerment as they do not fit into the above 'valued' achievement categories.

The truth is many in each category have never experienced the FREEDOM (with societies support) to explore and develop according to their interest and passion, to truly discover who they are and can be. Everything is boundaried by what the adult systems deem worthwhile, of value, and provided within the adult rules of youth organizations, and community youth provision strictly limited by funding, and governing bodies, be that church, government, university etc.

Rarely do the adult providers speak the language of YOUTH .

Fundamentally teenagers and older youth have nowhere to go to be themselves on their terms. Nowhere where they are supported, mentored, and funded to create and build and discover their talents and life paths.

The future lies with our youth, our world's future leaders, one way or another. Many have a very clear picture of what needs to be fixed in our world, but are easily drawn into the 'woke' agenda as there is nothing else that speaks to the change they themselves can define, given the right support.

We must give great attention to how we bring them into the centre of LWS, empower and hold space while they discover and grow, according to their needs, desires, and learn to take full responsibility for their actions.

Youth 'Freedom To' centres

A smaller project can be easily implemented to demonstrate we as adults mean wht we say.

For instance: Teenagers and older youth have nowhere to go to be themselves on their terms. Skateboarding is not allowed on the streets and the only skatepark in Belfast is hidden under bridges in a dodgy part of town.

Managing directors will take over large vacant shopping outlet stores and other suitable central venues.

Young persons will design and lead the creation of a complex to include indoor skatepark, café, music performance and recording space with equipment, computer area, free expression in graffiti. Transport to and from laid on. Whatever their vision is of what is needed.

Young adults will run and manage the centres and get paid to do so. They will be trained as facilitator leaders and mentored, semi overseen by adult volunteers and employees. Good relations will be built with the local police and neighbourhood community.

Huge learning and development in action. And proving we mean what we say when as adults we provide what's needed, safety belonging, etc. as per Maslow.

## **HO`OLINA RANCH MENTORSHIP PROGRAM [YA#104](#)**

### **I. Character Building Goals**

- *Mentorship*: Establishing a relationship that builds bonds so that positive and effective mentorship is possible.
- *Trust*: Gaining trust in authority figures and for one another.
- *Respect*: Respecting authority, other cadets, animals, and themselves.
- *Caring*: Caring about animals and developing a sense of compassion.
- *Team Player*: Learning from one another, and working together to successfully accomplish tasks at hand.
- *Positive mind-set*: Developing confidence in themselves,
- *Humility*: Being able to receive direction and orders from authority figures.
- *Family Environment*: Giving cadets responsibility, but also allowing them to be “kids” and enjoy the tasks entrusted to them.

### **II. Horsemanship 101**

Hands on training for Horsemanship 101 is designed to teach the cadets the importance of maintaining an animal that is entrusted to their care. They will also learn animal/human interaction, as a means of developing and maintaining positive character traits.

- *Instruction of Basic Riding Skills*

- Includes, but is not limited to: Saddling a horse, proper horse mounting, maneuvering skills, various riding techniques, utilization of voice and body commands.
- *Proper Horse Grooming Skills*
  - Includes, but is not limited to: Hoof maintenance (such as shoeing, cleaning, removing rocks and debris).

### **III. Ranch Management**

- *Fencing*
  - Basic instruction on fence installation, maintenance and repair.
- *Cattle Handling & Processing*
  - Includes inoculation, worming, castration of bulls, branding, and ear tagging. In addition, cadets will learn basic instruction in “driving cattle” for round-ups.
- *Other Ranch Animal Handling*
  - Basic and proper techniques and instruction for handling cows, sheep, and goats.
- *ATV Riding & Instruction*
  - Review of basic safety techniques in utilizing ATV’s for ranch activities. Cadets will be instructed in safe ATV riding practices as it pertains to the terrain of ranch lands and learn proper maneuvers of ATV as to avoid mishaps and/or accidents.

### **IV. Conservation Practices**

- *Invasive Species*
  - Includes, but is not limited to: Removal of fireweed, guavas, and other invasive species. For example, fireweed is harmful, and can be fatal to cattle and horses if ingested in large quantities. Guavas have an invasive root system that can overtake indigenous ranch plant life.
- *Land Restoration*
  - Our goal is to keep the land in its “original state,” so we use a non-threatening means of eradication. Removal of invasive species will be done by hand, and no toxic chemicals to be used.

## **V. Rodeo Event Volunteers (High School Rodeo Association)**

“Hands-on” assistance in various aspects of monthly high school rodeo events will help develop respect for the adults in charge of the events as well as support and encourage rodeo youth participants.

- *Volunteer Assistants* - Volunteer duties include, but are not limited to:
  - Moving livestock, placing barrels and poles, retrieving cowboy hats, raking, removing “roping” ropes.
  - Putting “horn wraps” on cattle for rider/animal protection, exchanging livestock for different events, for humane reasons.