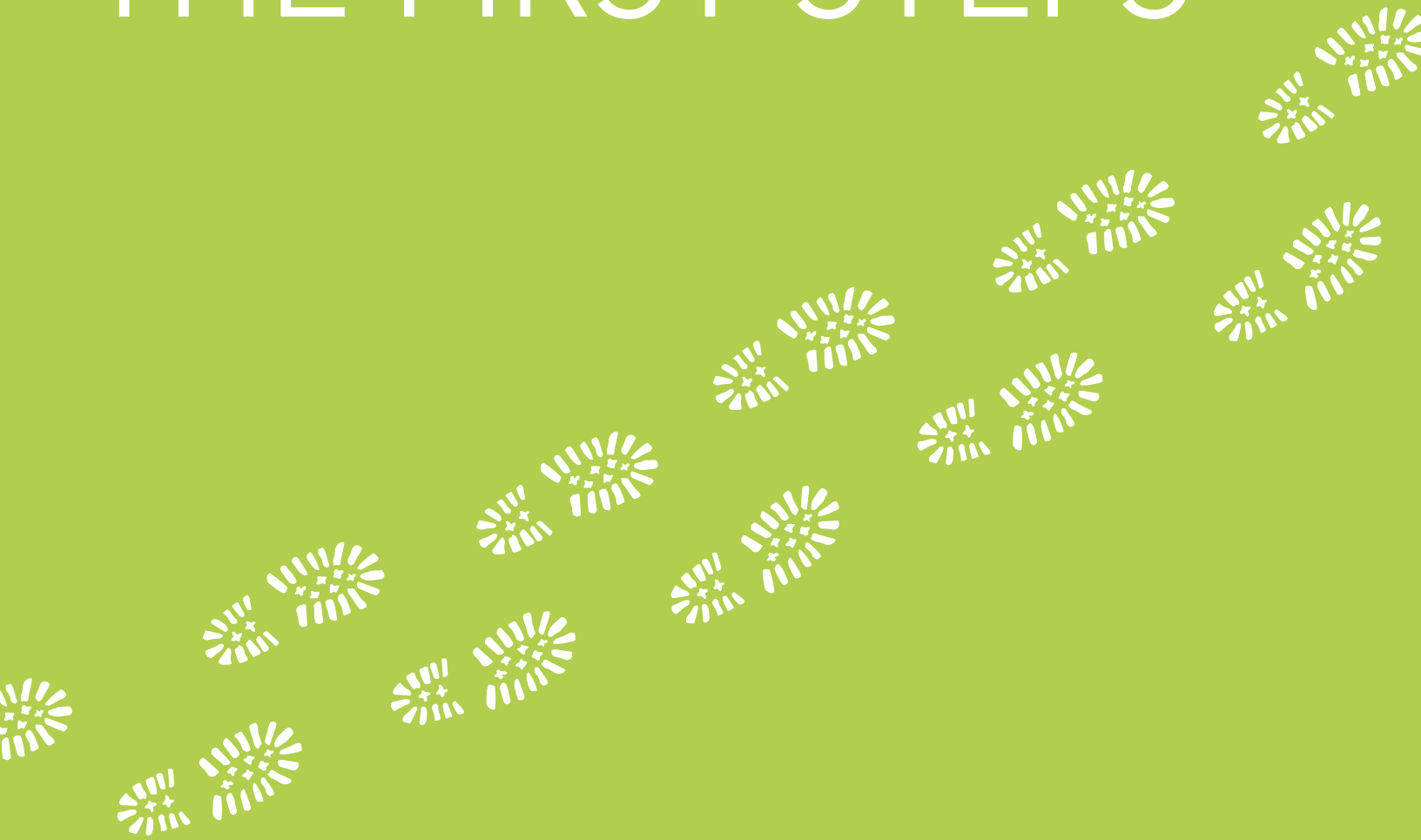


# A LEADERSHIP JOURNEY THE FIRST STEPS





Columbia Basin Trust supports the ideas and efforts of the people in the Columbia Basin. We take our lead from residents and communities. Whatever the situation calls for, we adapt our role: from providing resources, to bringing people together, to leading an entire initiative. The Trust is here to offer experience and support to all Basin residents. While our range of services, programs, initiatives and financial investments is extensive, our purpose is straightforward: we exist and act for the social, economic and environmental well-being of the Basin—now and for generations to come.

[ourtrust.org](https://ourtrust.org)

Columbia Basin Trust’s Basin Youth Network developed this resource on leadership for youth in the Columbia Basin.

**Published:** November 2018; updated September 2022

*Can I copy this material?*

- Feel free to copy material from this guidebook for educational purposes, as long as you acknowledge the source by citing “A Leadership Journey: The First Steps, published by Columbia Basin Trust”.

*Is this guidebook all I need to teach youth to become great leaders?*

- Leadership training works best when guided by a trained facilitator. While this guidebook offers an excellent overview, we still recommend professional leadership training.

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## A. Introduction

### 1. Background

Columbia Basin Trust's Basin Youth Network helps communities increase local activities and opportunities for youth aged 12 to 18. This enables youth to learn new skills—including leadership—and engage more with each other and their communities. To support youth and communities, the Basin Youth Network currently (as of 2022):

- hosts a Basin Youth Network Leadership Summit every two years
- hosts regional events that bring together youth from neighbouring communities
- develops programs that address Basin-wide priorities for youth
- provides resources to communities and those who work and interact with youth, and helps them collaborate with each other
- provides multi-year funding to established community youth networks.

People often ask us about leadership training. Because of the unique nature of our network, our youth and our environment, we developed a “made in the Basin” approach. Although the leadership path is a lifelong journey, with the potential for deep conversations and layers of meaning, we narrowed the concept of leadership to manageable “first steps.” These will help youth appreciate the diverse perspectives on leadership while developing knowledge, self-esteem, positive identity and resilience.

The content provides practical skills that youth can use right away, in school, work and life. As part of a community youth network, you're invited to deliver this leadership journey to youth and adapt as needed.

For more information, visit [ourtrust.org/byn](https://ourtrust.org/byn).

### 2. Connection to Leadership

The term, concept and idea of leadership can be defined and interpreted differently. There is more than one way to be a leader and there are many types of leaders and leadership styles. This is a key message we want youth to understand. In life, we will encounter leaders we admire and those we don't. You can be a leader at the front of the room and you can also be a leader through participating in someone else's activity.

The leadership journey helps youth discover more about themselves, how they communicate, how they work in groups and how they can lead. We hope youth gain an appreciation that navigating the path is part of the leadership journey. It's okay for them to not have all the answers, and this is an opportunity for them to try new things and think about what is important to them and how they hope to develop in the future.

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### 3. Leadership Journey Session Descriptions

#### Session 1: Starting the leadership journey

*This session encourages youth to explore concepts of leadership and participate in activities that involve experiencing leadership decisions.* **Session connection to leadership:** Knowing how to lead yourself is an important skill for helping to lead others.

#### Session 2: The ways of the leader

*This session introduces the concept of situational leadership styles and how different styles can be applied to different situations. The youth will be more equipped to identify and respond to a variety of situations and understand which leadership style may be most appropriate.* **Session connection to leadership:** Different leadership styles can be highly effective depending on the context. Determining which style best suits the situation and environment is an important skill for a leader.

#### Session 3: Face-to-face communication skills

*This session focuses on communication skills that are helpful in face-to-face settings. The youth will learn that words are only one part of communication. What we say, how we say it and how we engage with the people we are communicating with are all important to being an effective communicator.* **Session connection to leadership:** Communication is more than transmitting information. It's about connecting to and inspiring others. It's easy to say but not easy to do. Often it starts with the leader.

#### Session 4: Public speaking

*This session explores the elements of public speaking with fast-paced and low-pressure partner and group activities. The exercises in this module lead to the activity of planning and delivering a speech at the final leadership session.* **Session connection to leadership:** Public speaking builds on what was learned about effective communication and situational leadership. Knowing your audience and speaking clearly helps leaders deliver their messages. In addition to what we say, how we say it (tone of voice, pitch, emotion) helps tell the story and connect with the audience.

#### Session 5: Taking ideas to action

*This session focuses on having participants reflect on issues they care about and develop ideas for community action through thought, research and discussion. Through introspection and sharing, the youth become familiar with community issues and the possibilities for meaningful change.* **Session connection to leadership:** Ideas change the world. It's the imagination and creativity of people that have allowed us to invent great things and solve hard problems. Coming up with ideas is important, and sharing and implementing good ideas often leads to improvements in our society.

#### Session 6: Celebrating the leadership journey

*This final session is an opportunity for youth to demonstrate some of the skills they have learned and to celebrate completing the first steps of their leadership journeys.* **Session connection to leadership:** Each youth will put together the skills learned and give a brief speech to the group about something they care about.

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## B. Delivering the Leadership Journey

### 1. Steps for Community Youth Networks

As the coordinator of the community youth network, we invite you to do the following:

1. Review this guidebook and learn what is expected if your network commits to delivering it.
2. Speak to your oversight committee and employer to gain support to proceed. You can delivery this journey more than once.
3. Select one or more facilitators to deliver the sessions.
4. Confirm the following:
  - **Timing:** Determine the dates to deliver six 90 minutes sessions. Consider one session per week for six weeks.
  - **Location:** Select a space.
  - **Registration:** Determine how participants will apply or register and how you will track participant's attendance. You will be asked to report to the Trust the number, age and gender of participants.
  - **Further information:** Who can people can contact for more information? Determine the person, phone number and email.
  - **Group size:** The group should include between six and 12 youth. If there are two facilitators, you can consider up to 15 participants.
  - **Age range:** You can consider delivering to a specific age group such as ages 12-14 to avoid groups that could end up with four 17 year olds and two 12 year olds.
5. Notify the Trust that you are delivering the journey, go to [ourtrust.org/LeadershipJourneyDelivery](https://ourtrust.org/LeadershipJourneyDelivery).
6. Promote the opportunity in various ways. You can find resources at [ourtrust.org/LeadershipJourneyDelivery](https://ourtrust.org/LeadershipJourneyDelivery). You may use:
  - **Template 1:** Poster
  - **Template 2:** Messaging and graphics.

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## 2. Steps for Facilitators

Before you decide to deliver the journey, review all the sessions. It's important that you think about the session topics in advance, what they mean to you, what they mean to youth and how they connect to leadership. This is especially true if you haven't given leadership training before or a topic is new for you.

Each session should take 90 minutes. Each session will also require about two hours of preparation.

### How to use this guidebook

Each session is laid out in a similar format. Here's a sample of what you'll find:

#### Session title

- Description
- Session connection to leadership
- Learning objectives
- Learning outcomes
- Materials
- Preparation notes

#### Agenda







- To review and be shared with the group: print it, put it up on a screen or copy it to flip-chart paper

#### Session outline

- Welcome and recap

#### Activity name (time allotment)

*Brief description*

-  Materials
-  Set-up
-  Facilitator notes
-  Instructions
-  Debrief questions
-  Key messages of the connections to leadership to share so everyone leaves understanding them

## Materials needed

For all sessions, you should have:

- a room with space to move around, and possibly outdoor space (weather permitting)
- seating for everyone in a circle
- a flip chart and paper
- markers (enough for all participants)
- painter's tape for posting flip-chart paper or session items on walls
- a timing device
- a bell or device to signal a change in activities
- journals and pens for each participant (provided by the Trust)
- the registration form to track participants' attendance
- the agenda for the current session
- session printouts

### Additional items needed for each session are as follows:

<b>Session 1</b>	<input type="checkbox"/> balloons (two per person)
<b>Session 2</b>	<input type="checkbox"/> hula hoops (one for up to eight participants, or two for more than eight participants)
<b>Session 3</b>	<input type="checkbox"/> six juggling balls (or other soft items you can toss gently) <input type="checkbox"/> three other soft objects (like stuffed animals) you can toss and catch easily <input type="checkbox"/> a nickel for each participant <input type="checkbox"/> one piece of paper for each youth, all the same size, with one side longer than the other (e.g. letter-size computer paper)
<b>Session 4</b>	<input type="checkbox"/> 3" x 5" cue cards, one per participant <input type="checkbox"/> computer and Internet (optional)
<b>Session 5</b>	<input type="checkbox"/> nothing additional
<b>Session 6</b>	<input type="checkbox"/> printed certificates of completion (with participant names filled out in advance): see Template 3

## Tips for a successful journey

### Facilitation

- Use questions throughout the training to prompt youth to think. Try different tactics to get youth thinking and speaking. (Don't give away all the answers!)
- Be prepared to offer prompts and encouragement to participants who are more reserved so they will share their thoughts and perspectives with group members.
- Call on different people if you find the same people responding all the time. You could go around the circle if you need a method that ensures all youth participate, or ask people who have not shared to participate.
- Allow people to pass if they can't think of something to contribute.

- Pressed on time? Try the “just one word” technique. Go around the circle and invite everyone to share one word responding to the question or theme you proposed.
- Most of the activities include an action or thought process followed by debrief questions. The idea is to pause and think after (or during) the activity as a way to consider, “What can we learn from this?” The debrief questions will hopefully add a layer of meaning to the activities. By offering a moment to pause, reflect and consider individually or in a group, we help make visible important concepts within the leadership journey.
- Sometimes the sessions include activities that present interesting skills that can be used elsewhere. These may be outside the main objectives of the activity and therefore are not explicitly included in the debrief questions. As a facilitator, you may want to tap into these “teachable moments” by pointing them out, even though they’re not the purpose of the session. Consider them additional opportunities for learning.

### Group dynamics

- If participants don’t understand the activity, encourage them to speak up.
- Encourage youth to try and to play. A lot of the sessions include games, and improvements come with practice.
- Consider your tempo during activities and debriefs. Depending on youth interest, you may need to speed up or slow down.
- For some of the short-and-fast activities, keep them moving along. If participants don’t understand at first, they will by doing them. You can always allow them to do the activities again.
- Encourage youth to mix up their partners throughout each activity and session.
- Encourage participants to continue to interact collaboratively and collectively rather than be driven by a sense of competitiveness.
- Keep in mind that youth require and respond better to inclusive learning environments: reflect diversity regarding gender, culture, race, language and socio-economics.
- Be prepared to support youth with learning disabilities and behavioural challenges and those who may struggle with mental wellness.
- There are some writing and journal activities. Youth have different levels of writing skills and comprehension; you may have to pair a struggling youth with another youth. It is fine if they want to work in pairs.
- If youth decorate their notebooks, use it as an opportunity to talk about personalizing the leadership journey. We left space on the cover for this purpose.
- Have fun and encourage curiosity and creativity. This is one of the most important principles of the leadership journey for everyone involved.

### Preparation

- Prepare, prepare, prepare! Read the sessions before delivery and practice any activities or sections to make sure you’re comfortable with them.

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### 3. Acknowledgement of First Nations Traditional Territory

Many organizations are including acknowledgements of the First Nations traditional territory in which an event is being held. As a facilitator, you're encouraged to check with the community youth network's oversight committee or employer to see if there are any policies or best practices for First Nations acknowledgements.

An acknowledgement can be done by a person who is not traditionally from the territory. You could also invite a First Nation elder or someone else from the territory to offer a welcome.

If you choose to do an acknowledgement yourself:

- be specific
  - name the First Nation in whose territory the event is occurring
  - if you're in a First Nation community, recognize the community
- acknowledge all the relevant First Nations if you're in overlapping territories
- say hello in the language of the traditional territory; even if your pronunciation is off, taking the time to do this shows respect and is part of the process.

For example, if the event is in Ktunaxa territory and at the community of aq'am, you could say:

- Ki su k Kyukyit
- We would like to respectfully acknowledge that the land on which we gather is within the traditional territory of the Ktunaxa Nation and the aq'am community.

If the event is in Golden, you could say:

- Weyt-k
- Ki su k Kyukyit
- We would like to start by acknowledging that we are having this event within the traditional territories of the Shuswap and Ktunaxa nations.

#### Traditional territories in the Columbia Basin

There are a number of First Nations that have traditional territories in the Basin and maps can be found on their websites. These include:

- Ktunaxa Nation [ktunaxa.org](http://ktunaxa.org)
- Secwepemc (Shuswap Nation) [shuswapnation.org](http://shuswapnation.org)
- Syilx (Okanagan Nation Alliance) [syilx.org](http://syilx.org)
- Sinixt [sinixtnation.org](http://sinixtnation.org)
- Lheidli T'enneh First Nation (Valemount only) [lheidli.ca](http://lheidli.ca)

For more information, refer to the following:

- First Peoples' Cultural Council: [fpcc.ca](http://fpcc.ca)
- First Voices: [firstvoices.com](http://firstvoices.com)

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## 4. Delivering the Sessions

### The space

- Arrive to the site early, with sufficient time to set up.
- Conduct a walk-through of the building and outside area to familiarize yourself with safety exits and the location of bathrooms, identify safety concerns and provide signage to find the workshop room.
- Arrange tables and chairs with enough room for participation in the activities. (Most sessions don't require tables.)
- Set up or prepare your materials.
- Have the registration form on hand.
- After the workshop, rearrange the room as needed.

### Participation

- Track youth attendance.
- Make notes as needed to provide feedback to youth or their parents at the end. This may also be valuable if youth use you as a reference for future opportunities, so you can speak to their strengths.
- If a participant can't attend a session, provide an alternative assignment to help them understand the content and receive recognition for knowing the missed session's content.
- If a participant misses more than one session from sessions one to five, postpone the completion certificate until the youth can finish the series at a later date.

## 5. Reporting

- After all sessions are complete, go to [ourtrust.org/LeadershipJourneyDelivery](https://ourtrust.org/LeadershipJourneyDelivery) to report on your outcomes. You will be asked about the number, age and gender of participants.
- Consider sharing the experience and be sure to feature it in the outcomes of your community youth network. Template 2 provides key messages.

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## **C. Leadership Journey Sessions**

<b>1. Starting the Leadership Journey</b>	<b>11-19</b>
<b>2. The Ways of the Leader</b>	<b>20-28</b>
<b>3. Face-to-Face Communication Skills</b>	<b>29-36</b>
<b>4. Public Speaking</b>	<b>37-45</b>
<b>5. Taking Ideas to Action</b>	<b>46-53</b>
<b>6. Celebrating the Leadership Journey</b>	<b>54-57</b>

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# LEADERSHIP JOURNEY OVERVIEW

<b>Starting the Leadership Journey</b>	Session 1
<b>The Ways of the Leader</b>	Session 2
<b>Face-to-Face Communication Skills</b>	Session 3
<b>Public Speaking</b>	Session 4
<b>Taking Ideas to Action</b>	Session 5
<b>Celebrating the Leadership Journey</b>	Session 6

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## LEADERSHIP SESSION 1: STARTING THE LEADERSHIP JOURNEY

This session encourages youth to explore concepts of leadership and participate in activities that involve experiencing leadership decisions.

### Session connection to leadership

- Knowing how to lead yourself is an important skill for helping to lead others.

### Learning objectives

- To help instill a sense of purpose, develop expectations and create connections as a group of youth leaders-in-training.
- To explore concepts of leadership and activities that involve experiencing leadership decisions.

### Learning outcomes

- Participants will have considered their definitions of leadership and been exposed to the “Be a Leader” Essential Agreement.



### Materials

- flip chart
- markers
- two balloons per person
- participant journals and pens



### Preparation notes

- Read through the entire session and consider how you will present the information.
- Prepare to share the agenda for the session: print it, put it up on a screen or copy it to flip-chart paper.
- Prepare to share the leadership journey overview: print it, put it up on a screen or copy it to flip-chart paper.
- Prepare a flip chart for Activity 2: “Be a Leader” Essential Agreement.

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# AGENDA

## LEADERSHIP JOURNEY SESSION 1

### Starting the Leadership Journey

<b>Welcome and Introductions</b>	15 minutes
<b>Activity 1</b> Gotcha!	5 minutes
<b>Activity 2</b> "Be a Leader" Essential Agreement	15 minutes
<b>Activity 3</b> Fist Bump, High Five and What's up?	15 minutes
<b>Activity 4</b> Leadership Reflections	10 minutes
<b>Activity 5</b> Balloon Bounce	15 minutes
<b>Activity 6</b> Leadership Brainstorm	10 minutes
<b>Closing Circle</b>	5 minutes

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## SESSION 1 OUTLINE

### Welcome and introductions (15 minutes)

- Participants arrive. Take attendance.
- Give a warm welcome and introduce yourself.
- Share the leadership journey overview.
- Acknowledge the traditional territory (optional).
- Ask youth to introduce themselves by their names and a favourite thing (e.g. colour, music, movie).

### Introduce “thumbs.”

- Let youth know they will periodically be asked to show their thumbs as a way to quickly gauge their experiences or understanding. For example: “Show me your thumbs if you understand the task being asked of you.”
- Demonstrate thumbs check-ins:
  - thumbs up = good/understand
  - thumbs sideways = OK
  - thumbs down = not good/don’t understand
  - thumbs up and down = not sure but willing to keep going

### Introduce the agenda for today’s session.

- Summary: We’ll be doing activities that help you see that knowing how to lead yourself is an important skill for helping to lead others.

### Activity 1: Energizer: Gotcha! (5 minutes)

*This activity gets people together, focused, challenged and having fun while setting the tone for the session.*

 **Materials and set-up:** none

### Facilitator notes

- You will participate in the activity to help demonstrate how it works.
- The trick is to build up suspense and dramatize the “Gotcha!” Most will jump the gun, adding to the fun.

### Instructions

1. Ask everyone to stand in a circle, shake their hands and then place their hands to their sides.
2. Ask everyone to hold their left-hand palms face-up by their left sides. (Be sure everyone knows the difference between their left and right hands.)
3. Each person should point their right index finger and place it on the neighbour’s outstretched left palm.
4. “When I say ‘Gotcha!’ do two things: grab the finger in your left hand, and prevent your right finger from being grabbed. One... two... three... (add suspense)... Gotcha!”
5. Repeat twice to make sure they understand.
6. Have the participants keep count of how many times (best out of three) they caught the fingers with their left hands and got their right fingers away.



### Debrief question

- So what were you mostly focusing on when you played Gotcha!?



### Key message

- As a leader, you need to: focus—listen—be aware.



## Activity 2: “Be a Leader” Essential Agreement (15 minutes)

*This activity sets the stage for the leadership journey by introducing the “Be a Leader” Essential Agreement. This agreement can be used as a guiding tool throughout all sessions and sets out the expectations the youth have agreed to.*



### Materials

- flip chart prepared with the “Be a Leader” Essential Agreement
- markers



### Set-up

- Prepare a flip chart with the title: “Be a Leader” Essential Agreement.
- Below the title, write the following and leave space at the bottom of the page for all participants to sign:
  - Be ready
  - Be open
  - Be aware
  - Be honest
  - Be curious
  - Be active.



### Facilitator notes

- Essential agreements are typically positive, short, owned by the youth and applicable in a number of contexts.
- The agreement is a governing and leadership tool for all sessions.
- You are encouraged to post the agreement for all to see and relate the material back to the agreement in future sessions.
- Adding to the list is a positive opportunity for facilitators and the group if the youth want to add more points throughout their leadership journeys.
- Be careful not to provide leading questions or prompts that reflect your own interpretation or views of youth leadership.
- Encourage the youth to describe what being ready, being curious and other “be’s” look like to ensure everyone is on the same page.
- Support the group with expressing their perspectives and thoughts of the defined “be’s.”



### Instructions


1. Read out the “Be a Leader” Essential Agreement.
2. Ask for input regarding each of the “be’s.” (“What does each ‘be’ look and feel like?”) Some ideas are:
  - Be ready (to be active in your learning, on time and focused).

- Be open (to new ideas, others' opinions, sharing your opinions and expanding your comfort zone).
  - Be aware (of others' comfort levels and your own learning, strengths and areas of growth).
  - Be honest (about your comfort level, interests, needs and wants).
  - Be curious (about creativity and what you are learning, and ask questions).
  - Be active (with your learning and taking on challenges, and follow through with activities).
3. You may want to encourage youth to provide additional "be's" to the agreement at this time or in later sessions.

 **Debrief question**

- What's the one "be" that stands out the most for you and why?

4. After your brief discussion, thank everyone for their input and ask them to sign the essential agreement to acknowledge that they agree to strive to uphold these concepts during their participation in the leadership journey.

 **Key message**

- The essential agreement acknowledges that they agree to strive to uphold these concepts during their participation in the leadership journey.

5. Once everyone signs the agreement, ask them to stand and form a circle for the next activity.

 **Activity 3: High five, fist bumps and "What's up?" (15 minutes)**

*This activity uses fist bumps, high fives and "What's up?" as a form of demystifying the youths' potential preconceived notions of leadership. This makes it fun and interactive while leading youth to think and express themselves openly.*

 **Materials and set-up:** none


 **Instructions**

1. Ask for a volunteer to help you demonstrate a high five, a fist bump and the coolest way to say "What's up?" Make up dramatic versions and funny ways to say them to each other.
2. Ask the group to walk aimlessly in a large open area while giving out fist bumps and saying "What's up?" to anyone walking by them. Yes, they will look ridiculous and yes, you'll make it fun.
3. Say "Stop."
4. Ask the youth to partner up with the person standing closest to them.
5. Ask the youth to say in a more dramatic way "What's up?" They give a ridiculous high five to their new partners and then quickly introduce themselves (name, where they live).

6. Ask question one: "What does being a leader mean to you?"
  - Tell the pairs to ask each other the question and listen to each other's answers.
  - Encourage them to give examples. For example: "Being a leader means giving back to my community" or "Being a leader is about learning to lead myself."
  - Once completed, the partners give the same ridiculous high five and say "See ya."
7. Ask the group to repeat the process by walking around aimlessly giving fist bumps and saying "What's up?" to other youth until you say "Stop." The youth then find new partners and repeat the process:
  - Give a dramatic high five and say "What's up?"
  - Give a quick introduction of their names and where they live.
8. Ask question two: "Who in your life is an 'impactful' leader?"
  - Tell the pairs to ask each other the question and listen to each other's answers.
  - Once completed, the partners give the same ridiculous high five and say "See ya."
  - Repeat one more time with the third question: "What skills do you see as essential for youth leadership?"
  - When finished, have the youth make a circle to debrief the activity. You can choose to have them answer the questions popcorn-style (anyone can shout out an idea) or go around the circle so everyone contributes.

 **Debrief question**

- From the conversation you had during this activity, what are some skills you think are important for a leader to have?

 **Key message**

- Part of being a leader is the ability to stretch our comfort zones.

 **Activity 4: Reflections on leadership (10 minutes)**

*This activity slows things down and gives the youth time to reflect and digest the concepts shared in the conversations during fist bumps, high fives and "What's up?"*

 **Materials**

- journals and pens for each participant

 **Set-up:** none

 **Facilitator notes**

- This is a sharing activity that encourages youth to be insightful, open and reflective. It is important for you to keep up the pace and not get bogged down. If the youth want to engage in a longer meaningful discussion about leadership, be prepared to shorten the upcoming balloon activity.

### Instructions

1. Hand out the journals and have the youth write their names on the covers.
2. Invite them to spend five minutes completing the following statements in their journals:
  - My personal definition of leadership is...
  - Two leaders that I look up to are...
3. Ask the youth to share one of their statements to the group or have them pair up to share to each other.
4. Thank everyone for sharing.

### Activity 5: Balloon bounce (15 minutes)

*This activity moves through increasing levels of difficulty as it progresses. It is designed to get participants thinking about working together and how planning contributes to success.*

### Materials

- two balloons per person

### Set-up: none

### Facilitator notes

- Balloon games can be a lot of fun but they can also bring out an individual's sense of competitiveness and unfair play. You may need to remind them to focus on working as a collaborative group and prompt them to think of strategies to accomplish the activity.
- It's helpful to refer to the "Be a Leader" Essential Agreement.
- This activity will encourage youth to think creatively, work as a team and work through barriers while completing a task. This should bring out some leadership competencies (individual and group), as well as areas for growth. Encourage the youth to think outside the box and share ideas before jumping into the activity. You may share the following quote:
  - "You place more limits on yourself than others can place on you." – unknown
- The debrief questions are designed to reflect the core intent of the essential agreement and to encourage youth to share their perspectives and understandings of leadership.

### Instructions

1. Ask the group to make a circle. Place yourself in the middle.
2. Give everyone a balloon and ask them to blow them up as big as possible without popping them. Tell them to tie them. If someone can't tie a balloon, they can ask a friend to help.
3. Challenge one: "Bounce your balloon off your index finger using your dominant hand. Switch hands as you begin to get better at it. Try to balance the balloon on your finger as long as possible."
4. Challenge two: "Walk around the room while bouncing your balloon off your right and left index fingers, without losing control. If you lose control and the balloon

falls to the floor, you must do a 10-second funky dance and then continue the activity.” (This is your indicator if a youth is struggling with the activity.)

5. “Go from walking to a faster pace while still bouncing the balloon on your index fingers. If you lose control, reset and start again.”
6. Challenge three: “Keep all the balloons in the air for 30 seconds. You can only hit your own balloon once but can hit others’ balloons as many times as necessary. You can use any parts of your body to hit the balloon, but the balloon can’t be held or touch the floor. You have to work as a team.”
  - To start, give the group three leadership tips:
  - Effective leaders plan it before they play it.
  - Listening to others’ ideas may influence your own ideas.
  - Focus on simple solutions and modify at each attempt. If someone steps up as a leader, give them a chance to have the group complete the task. If not successful, give someone else a chance to share their ideas.
7. Allow the group to try to figure out how they’ll keep all the balloons up in the air (as there are many ways). Encourage them to work as a group and try the different ways that are being suggested by their peers. If they complete the challenge within five tries, ask them to do it again using only their foreheads. (Be as creative as you want.)

#### **Debrief questions**

- When going from something easy to something more challenging, how did you adapt?
- Did you have a plan?
- How is this activity related to leadership?

#### **Key message**

- Leaders have more success as a team when they plan and work together.

### **Activity 6: Leadership brainstorm (10 minutes)**

*This activity lets the group reflect on the previous activities in this session and create a list of ideas about leadership.*

#### **Materials**


- flip chart
- markers
- journals and pens

#### **Set-up:** none

#### **Instructions**

1. Ask the group to take their seats.
2. Ask them to volunteer something they learned in this leadership module (a takeaway from the workshop). Capture the key points on a flip chart. Consider asking a participant to do the writing.

- 
3. Ask them to name the skills they think are important for leaders to have. Capture these on the flip chart. If words repeat, simply star the key words.
  4. Have the youth write in their journals on the following:
    - Write two strengths/character traits you believe you have as a leader.
    - Write two challenges/areas of growth you want to work on as a young leader.

 **Key message**

- There are many different skills that support positive leadership.

**Closing circle (5 minutes)**

- Invite the youth to give group thumbs about their overall opinions of their leadership journey experiences so far.
- Remind the group of the next session time/location and any other information you think is necessary.
- Ask them to leave their journals with you.

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## LEADERSHIP SESSION 2: THE WAYS OF THE LEADER

*This session introduces the concept of situational leadership styles and how different styles can be applied to different situations. The youth will be more equipped to identify and respond to a variety of situations and understand which leadership style may be most appropriate.*

### Session connection to leadership

- Different leadership styles can be highly effective depending on the context. Determining which style best suits the situation and environment is an important skill for a leader.

### Learning objectives

- To learn about four situational leadership styles and how these styles can be applied to different situations.

### Learning outcomes

- The youth will better understand the concepts of situational leadership styles.
- The youth will be more equipped to identify and respond to different leadership situations.

### Materials

- flip chart
- markers
- hula hoops (one for up to eight participants, or two for more than eight participants)
- journals and pens

### Preparation notes

- Read through the entire module and consider how you will present the information.
- Re-post the “Be a Leader” Essential Agreement on the wall for youth to clearly see.
- Prepare to share the agenda for the session: print it, put it up on a screen or copy it to flip-chart paper.
- Prepare to share the leadership styles for Activity 2: print them, put them up on a screen or copy them to flip-chart paper.

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# AGENDA

## LEADERSHIP JOURNEY SESSION 2

### The Ways of the Leader

<b>Welcome and Recap</b>	10 minutes
<b>Activity 1</b> I'm a Winner!	10 minutes
<b>Activity 2</b> Leadership Styles	20 minutes
<b>Activity 3</b> Helium Hoop	25 minutes
<b>Activity 4</b> Leadership Reflections	20 minutes
<b>Closing Circle</b>	5 minutes

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## SESSION 2 OUTLINE

### Welcome and recap (10 minutes)

- Welcome everyone back.
- Give a brief recap of what was learned in Session 1. Have the leadership brainstorm flip chart from Session 1/Activity 6 as a reference.
- Review the “Be a Leader” Essential Agreement.
  - How did the group do during the first session in meeting these concepts?
  - Are there any other essentials that should be added before Session 2 begins?

### Activity 1: Energizer: Winners and losers (10 minutes)

*This activity will energize the group and identify those who are more or less competitive. The activity should trigger conversations around the terms “winners” and “losers.”*



**Materials and set-up:** none



#### Facilitator notes

- In the game “rock, paper, scissors,” rock beats scissors, scissors beats paper and paper beats rock.



#### Instructions

1. Create a circle with everyone facing inward.
2. Demonstrate the game “rock, paper, scissors.”
3. The objective of the activity is for each person to quickly challenge as many people as possible to a game of “rock, paper, scissors.” The ultimate winner is the first person to win 10 games. Smaller groups can modify the game to five wins.
4. “If you win a round against someone, you have to yell out ‘I am a winner’ while giving a fist bump into the air. If you lose, you have to yell out ‘I am a loser’ while also giving a joyful “fist bump” into the air.”
  - People may feel uncomfortable with yelling out “I am a loser” but not to worry, it’s part of the game.
  - Remind people to keep track of their wins to become the ultimate winner.
  - Typically the room gets loud and filled with competitive spirit.
5. Once a person declares that they are the ultimate winner, acknowledge the winner and the group of losers (make it fun), and bring everyone back to the circle.

#### Debrief questions

- Who felt competitive during the activity? Why? Who didn’t care? Why?
- What were your reactions when you yelled “I am a loser” or “I am a winner”?
- What does failing at something and achieving goals have to do with our leadership training?

#### Key message

- Leadership can be many things. Leadership is about tackling obstacles and seeking opportunities without always worrying about winning or losing. When leading, we need to be prepared for when we lose or fail and learn how to move forward. When we win, we acknowledge the team first before we do our own victory lap.

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As a wrap-up to this activity, you may read the following quote to the group:

- “Success consists of going from failure to failure without loss of enthusiasm.” – Winston Churchill

## **Activity 2: Introduction to leadership styles (20 minutes)**

*This activity introduces the concept that different situations may call for different ways to lead. It introduces four situational leadership styles and appropriate situations for use.*



### **Materials**

- a flip chart prepared with definitions of the four situational leadership styles
- markers



**Set-up:** none



### **Facilitator notes**

- This activity presents information followed by a short discussion. There is no physical activity.



### **Instructions**

1. Introduce the concept that leadership is a complex topic and there are many approaches that can be taken.
  - For example: “When you’re facing a situation as a leader, you have to consider what the situation is and your relationship with the group. ‘Situational leadership’ means that you adapt your leadership style according to what’s required. This could involve using greater or lesser degrees of directing the group.”
2. Share the four situational leadership styles: print them, put them up on a screen or copy them to flip-chart paper. The descriptions below have a few more details.



### **Debrief questions**

- Invite the youth to comment upon and discuss the different leadership styles.
- Can they think of real-life examples they have seen for each one?
- There will be an opportunity for further debrief on the four styles later in the session.

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## Four Situational Leadership Styles - Facilitator Points

### The Drill Sergeant: DIRECTS

- A highly directive, low-support style of leadership.
- Used when the group has high commitment but not a lot of experience.
- Used in emergency situations.

#### The leader:

- makes all the decisions and provides structure for the tasks
- is focused on the task and not concerned with supporting group members
- provides specific instructions and closely supervises task accomplishment.

### The Mentor: COACHES

- Combines high levels of direction with large amounts of support (e.g. praise to help build self-esteem).
- Used when the group has basic skill levels but lacks the motivation or confidence to complete the tasks.

#### The leader:

- explains the decisions and asks for suggestions from the group
- continues to direct while accomplishing the task.

### The Supporter: SUPPORTS

- A highly supportive, less-directive style of leadership.
- Used when the group possesses a high skill level but motivation varies greatly.

#### The leader:

- focuses more on relationships to help build confidence, and less on skill development
- makes the decisions together with the group and supports the efforts toward accomplishing tasks.

### The Zen Master: DELEGATES

- A low-directive, low-support style of leadership.
- Can be used when the group is confident, motivated and highly skilled.

#### The leader:

- takes a step back and allows the group to make the decisions
- turns over decisions and responsibility for implementation to the group
- provides much less support and direction than in the other styles.

Resource: Kenneth Blanchard, "A Situational Approach to Managing People"

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## Situational Leadership Styles

### The Drill Sergeant: DIRECTS

- Highly directive, low-support style.
- The group has high commitment but lack of experience.

#### The leader:

- makes all the decisions
- provides specific instructions.

### The Mentor: COACHES

- High level of direction AND large amounts of support.
- The group has basic skill levels but lacks motivation or confidence.

#### The leader:

- explains the decisions
- asks for suggestions.

### The Supporter: SUPPORTS

- Highly supportive, less-directive style.
- The group possesses a high skill level, but motivation varies.

#### The leader:

- focuses more on relationships
- makes the decisions together with the group.

### The Zen Master: DELEGATES

- Low-directive, low-support style.
- The group is confident, motivated and highly skilled.

#### The leader:

- steps back
- allows the group to make the decisions.

Resource: Kenneth Blanchard, "A Situational Approach to Managing People"

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### **Activity 3: Helium hoop (25 minutes)**

*This deceptively simple game gives your group a common experience through which to discuss teamwork and leadership.*



#### **Materials**

- hula hoops (one for up to eight participants, or two for more than eight participants)



**Set-up:** none



#### **Facilitator notes**

- Deciding who leads and what style to use will increase the effectiveness and chance of accomplishing the activity. Each style has a purpose. Situational leadership styles require understanding and practice (trial and error).
- Encourage the youth to think outside the box and be careful how they place limits on their decisions.
- Encourage the youth to practice giving positive praise and support to each other.
- Particularly in the early stages, the helium hoop has a habit of mysteriously “floating” up rather than coming down, causing much laughter. A bit of clever humour can help: e.g. act surprised and ask what they’re doing raising the helium hoop instead of lowering it. For added drama, jump up and pull it down.
- How does it work? The secret is that the collective upward pressure created by everyone’s fingers tends to be greater than the weight of the hoop. As a result, the more a group tries, the more the hoop tends to “float” upward.



#### **Instructions**


1. Ask everyone to form a circle. For a large group, form a second circle using a second hoop.
2. Ask participants to point their index fingers and hold out their arms.
3. Lay the helium hoop down on their fingers. Get the group to adjust their finger heights until the helium hoop is horizontal and everyone’s index fingers are touching the hoop.
4. Explain that the challenge is to lower the helium hoop to the ground.
5. The catch: Each person’s fingers must be in contact with the helium hoop at all times. Pinching or grabbing the pole is not allowed: it must rest on top of their fingers.
6. Reiterate to the group that if anyone’s finger is caught not touching the helium hoop, the task will restart. Let the task begin...




#### **Debrief questions**

- What styles of leadership did you see used during the activity?
- Were they effective for the task and group?

1. Repeat the activity. This time have the group choose one team leader (or more).
2. Pull aside the designated team leader and assign them to one of the four styles (drill sergeant, mentor, supporter or Zen master). The leader must do their best to apply the leadership style to accomplish the activity, without telling the group which style it is.
3. After, ask the group to guess the style and discuss why it worked (or didn't).

 **Key message**

- Deciding what style to use for a particular situation will increase the effectiveness and chance of accomplishment. Each style has a purpose.


 **Activity 4: Paired leadership reflections and group discussion (20 minutes)**

*This activity provides an opportunity for participants to reflect upon and share their thoughts about the different leadership styles.*

 **Materials**

- journals and pens

 **Set-up:** none

 **Instructions**

1. Ask each youth to find a partner to work with.
2. In partners, have them discuss the following questions:
  - Which leadership style do you think you are most comfortable using and why?
  - Which leadership style do you most prefer to be led with and why?
3. Have them capture key ideas in their journals.
4. After the partners have had time to discuss, ask them to come back and form a circle.
5. Ask them to share some of their key points with the group.

 **Debrief questions**

- Once all pairs have had a chance to share, ask the group for ideas about the following:
  - Describe a few situations in which you could use a drill sergeant style of leadership.
  - Describe a few situations in which you could use a mentor style of leadership.
  - Describe a few situations in which you could use a supporter style of leadership.
  - Describe a few situations in which you could use a Zen master style of leadership.
  - From your perspective, which style would work best for the helium hoop?

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☆ **Key message**

- All four situational leadership styles have a time and a place. However, individuals are often more comfortable with and prefer certain styles. These may differ whether they're leading or being led.
- Have youth take a few minutes and write in their journals (minimum 30 words):
  - My preferred situational leadership style is \_\_\_\_\_ because...

**Closing circle (5 minutes)**

- Do group thumbs about participants' overall opinions of the training experience.
- Give thanks to everyone for their participation.
- Remind the group of the next session time/location and any other information you think is necessary.
- Ask them to leave their journals.

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## LEADERSHIP SESSION 3: FACE-TO-FACE COMMUNICATION SKILLS

*This session focuses on communication skills that are helpful in face-to-face settings. The youth will learn that words are only one part of communication. What we say, how we say it and how we engage with the people we are communicating with are all important to being an effective communicator.*

### Session connection to leadership

- Communication is more than transmitting information. It's about connecting to and inspiring others. It's easy to say but not easy to do. Often it starts with the leader.

### Learning objectives

- To explore a range of skills that contribute to effective communication, such as active listening, summarizing and non-verbal communication.

### Learning outcomes

- The youth will understand that effective communication is two-way.
- The youth will have practiced active listening, summarizing and giving feedback.
- The youth are more aware of the importance of verbal and non-verbal communication as leadership skills.

### Materials

- six juggling balls (or other soft items you can toss gently)
- three other soft objects (like stuffed animals) you can toss and catch easily
- a nickel for each person
- one piece of paper for each youth, all the same size, with one side longer than the other (e.g. letter-size computer paper)
- markers: at least four per small group
- flip-chart paper: one per small group
- painter's tape

### Preparation notes

- It's helpful to hang the Activity 5 group drawings on a wall. This gets people out of their seats to look at the gallery and keeps up the energy.
- Prepare to share the agenda for the session: print it, put it up on a screen or copy it to flip-chart paper.

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# AGENDA

## LEADERSHIP JOURNEY SESSION 3 Face-to-Face Communication Skills

<b>Welcome and Recap</b>	5 minutes
<b>Activity 1</b> Energizer: Group Juggle	10 minutes
<b>Activity 2</b> Nickel Pass	10 minutes
<b>Activity 3</b> Active Listening	20 minutes
<b>Activity 4</b> Make a Snowflake	20 minutes
<b>Activity 5</b> Draw It!	25 minutes
<b>Closing Circle</b>	5 minutes

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## SESSION 3 OUTLINE

### Welcome and recap (5 minutes)

- Welcome the group and ask if anyone noticed different leadership styles in their communities and lives. (Take up to three examples.)
- Introduce the topic of the day—face-to-face communication skills—and the agenda.
- Dive right into the activities of the day.

### Activity 1: Energizer: Group juggle (10 minutes)

*This energizer highlights different aspects of how people communicate. Note there are four rounds of juggling that go from easy to progressively more difficult.*

#### Materials

- six juggling balls (or other soft items you can toss gently)
- three other soft objects (like stuffed animals) you can toss and catch easily

#### Set-up

- Have the group stand in a circle, not too close and not too far from one another.
- Include yourself in the circle.

#### Facilitator notes

- When debriefing, keep in mind that typically a couple of things will happen:
  - People will stop calling names first.
  - As the balls come faster, participants usually stop watching where they're throwing to (and just throw in the general direction of that person) and concentrate more on the balls coming at them.

#### Instructions

1. Round one
  - Explain that you are going to throw a ball to someone.
  - Pick someone and ask their name. In the following example, the participant's name is Freddy and the facilitator's name is James.
  - Say: "Hi Freddy. My name is James. Here you go!"
  - Throw the ball underarm to Freddy.
  - Tell Freddy to say: "Thank you, James."
  - Freddy then picks someone and says, "Hi X. My name is Freddy. Here you go!" and throws.
  - Repeat. The goal is to get the ball thrown to everyone in the circle and finally back to the trainer.
2. Round two
  - Now say, "Let's see if we can do that again, making sure we use the same order and use each other's names. Remember to say the name of the person you're throwing to, and thank the person, by name, for throwing it to you."
  - On this round, most people will be challenged to remember who to throw it to and both people's names. Take it slow and help the group, so that each person has a successful second round.

### 3. Round three

- Now say, "How about we do it again, but this time let's see how fast we can do it. 'Hi Freddy. My name is James. Here you go!'" (Throw, etc.)
- It will go pretty fast this time and the group will probably feel quite pleased with itself.

### 4. Round four

- This round introduces more balls.
- Say, "That's great but I think you can do faster than that. Come on, let's see how we can really go!" Throw and say just the name with super-fast enthusiasm to set the tone.
- After the first ball has passed through a few hands, take a second ball out of your pocket (surprise!), and casually say, "Hi Freddy..." (Throw, etc.)
- By now everyone is so well trained, the second ball will automatically keep going and there will be a sense of challenge and excitement.
- After a bit, introduce more balls. A group of 10 can usually handle four to six balls, so judge for yourself how many the group can do.
- Let the balls be juggled for a while (when they pass back to you, keep them going).
- If the number of balls seems unmanageable and the juggling has turned into crazy laughter, end the game here. If not, throw in a few more balls or objects (small stuffed animals) to add more chaos.
- End the game and debrief.



#### Debrief question

- What happened to the group when the number of balls or objects became unmanageable?



#### Key message

- Communication is more than one-way.



### Activity 2: Nickel pass (10 minutes)

*This activity practices fast and slow listening.*



#### Materials

- a nickel for each person



#### Set-up

- The youth need to sit or stand near each other so everyone is close; a tight circle is ideal.



#### Instructions

1. Give each youth a nickel.
2. Tell the students you are going to read a short story.
3. The youth are to pass the nickel to the left whenever they hear the word "left" and to the right whenever they hear the word "right."

4. Read the story below at a good pace. (There will be lots of laughter and confusion.)
5. Read the story a second time, but very slowly.

### Story

*Little Miss Right left for school right after brushing her teeth. She left the house, walked right onto the bus and went right to school. When Miss Right arrived, she realized she had left her homework on the kitchen table. She called her dad, Mr. Right, and told him where she had left her homework. It was right on the kitchen table, to the left of her cereal bowl. Mr. Right told her he would leave right away and bring the homework she had left at home on the table.*

### Debrief questions

- What changed from the first round to the second round?
- What can we learn from this?
- In addition to fast and slow, what other ways of reading this would help or harm your understanding of the story?

### Key message

- Communication is not only what you say, but how you say it. When giving instructions, you must speak clearly and slowly.

## Activity 3: Active listening (20 minutes)

*This activity helps people improve listening, summarizing and giving feedback.*

 **Materials:** none

### Set-up

- Find a space where people can talk in pairs, preferably well spread out so there's less distraction from others.

### Instructions

1. Ask participants to find partners they don't know well and do the following:
  - State your full name.
  - Say something in life you love to do.
  - Answer: If you could have one wish, what would it be and why?
2. After one person has shared, the listener will then repeat what they heard to the speaker.
3. The speaker will tell the listener how well they relayed back the information.
4. Change roles and repeat. (Five minutes each round.)

### Debrief questions

- Did you learn anything new about your partner?
  - Listen for points about knowing your audience and understanding the people you're speaking with and trying to connect to.

- What did you notice about how people listen?
  - Listen for points on eye contact, leaning in, clarifying, repeating and summarizing.
- How did people provide feedback?
  - Listen for direct, indirect, constructive or other types of feedback. Ask the youth to consider how they like to receive feedback and how they give feedback.

### **Key messages**

- Remember active listening. Talking is only seven per cent of what people hear. The way you talk, eye contact and body language are critical.
- Listening to others' stories is important. Often we don't hear exactly what the other person is saying. When a conflict arises, put yourself in the other person's shoes and hear their story. Understanding others is a step toward overcoming conflict.

### **Activity 4: Make a snowflake (20 minutes)**

*This activity demonstrates the importance of visual cues in executing tasks. It also presents lessons in diversity, asking questions and fostering creativity.*

### **Materials**

- one piece of paper for each youth, all the same size, with one side longer than the other (e.g. letter-size computer paper)

### **Set-up**

- The youth will do the activity with eyes closed, so make sure they're sitting comfortably.

### **Facilitator notes**

- We assume we're trying to create the same product in this activity, but in reality all snowflakes are different. Sometimes it's okay to be different and creative. Depending on the task, teams excel most when there's a diversity of people contributing.
- Let the youth figure this out. (Don't give away the message until the end.)

### **Instructions**

1. Give each youth a piece of paper.
2. Tell everyone to close their eyes and follow your instructions.
3. The youth can't ask questions. This is a silent listening activity.
4. Instruct what to do with the paper. For example:
  - "Fold the paper in half."
  - "Make a three-centimetre tear along the middle of the folded edge."
  - "Fold the lower left corner over the upper right corner."
  - "Rip a line in the top third."
  - "Turn the paper one half-turn to the right."

- “Rip a half-circle in the middle of the right side.”
- “Fold it again.”
- “Make a tear on the bottom middle section.”
- “Fold it again.”
- “Make a five-centimetre tear in the middle section of the left edge of the paper.”
- “Open your eyes and unfold your paper.”
- “Look around at other people’s papers.”
- “Even though we all received the same instructions and had the same materials, almost everyone has a different result.”

### **Debrief questions**

- Why do you think there are differences in the papers?
  - Was it the instructions or the listening or both?
- What could we have done differently to ensure the same outcome?
- Does having a similar outcome matter?

### **Key messages**

- In life, we don’t all start at the same place even though it appears that we are. For example, in this exercise we all had a piece of paper, but some held their pieces of paper vertically or horizontally.
- Sometimes not having specific instructions can lead to more diverse and interesting outputs.
- A part of leadership is asking questions to understand context and what to work toward (e.g. something similar or something different).
- If your eyes are closed, it’s difficult to receive feedback on your performance. This is an analogy for life as well.

## **Activity 5: Draw the skills of an effective communicator (20 minutes)**

*This activity will help summarize some of the key messages we have already discussed about being an effective communicator.*

### **Materials**

- markers: at least four per small group
- flip-chart paper: one per small group
- painter’s tape

### **Set-up**

- Have stations set up with paper and markers for small groups.
- Stations can be on the floor, at a flip chart, on a wall or on a table.

### **Instructions**


1. Form small groups of four youth.
2. In each small group, invite the youth to draw the skills and qualities of an effective communicator in images and symbols (no words).

3. Tell them to aim to have everyone draw on the paper, even if one is more artistic than the others. Use at least two colours. Take 10 minutes.
4. After nine minutes, provide a one-minute warning to finish the drawings.
5. Once complete, hang the images on the wall and have the whole group stand in a semicircle around all the posters to review.
6. Ask each group to choose one symbol from its drawing that illustrates an important communication skill. Have each group explain that quality and why the members chose it, making sure not to repeat a skill another group has already discussed. Take about five minutes total.

 **Debrief question**

- Based on our conversation, can we summarize five important qualities or skills of an effective communicator? Was anything missing from our initial discussions?

7. After the group debrief, ask the youth to reflect on their own, in their journals, on the skills discussed. (Give them two or three minutes.) They should particularly consider which skills they feel they have and which they would like to improve upon. Ask them to choose two of each.

 **Key message**

- An effective communicator has many skills and qualities. For example, they may:
  - listen well
  - make eye contact
  - speak clearly
  - summarize information
  - use positive body language.
  - (Add or edit based on your conversations.)

8. To close, invite the youth to look around their communities and notice when they see these skills (or note if they do not ). We can learn from those around us.

**Closing circle (5 minutes)**

- Do group thumbs about participants' overall opinions of the training experience.
- Give thanks to everyone for their participation.
- Remind the group of the next session time/location and any other information you think is necessary.
- Ask them to leave their journals.

## LEADERSHIP SESSION 4: PUBLIC SPEAKING

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*This session explores the elements of public speaking with fast-paced and low-pressure partner and group activities. The exercises in this module lead to the activity of planning and delivering a speech at the final leadership session.*

### Session connection to leadership

- Public speaking builds on what was learned about effective communication skills and situational leadership. Knowing your audience and speaking clearly help leaders deliver their messages. In addition to what we say, how we say it (tone of voice, pitch, emotion) helps tell the story and connect with the audience.

### Learning objectives

- To increase awareness of the participants' own speech habits.
- To understand the importance of knowing the audience.
- To explore the concept of body language.
- To develop storytelling skills.
- To understand the steps for preparing, practising and delivering a speech.

### Learning outcomes

- The youth will gain awareness of their speech patterns and how they sound.
- The youth will be better able to keep an audience's attention.
- The youth will develop good body language skills.
- The youth will learn the steps for preparing, practising and delivering a speech.

### Materials



- timer
- 3" x 5" cue cards, one per participant
- flip chart
- markers
- computer and Internet (optional)

### Preparation notes



- Prepare to share the agenda for the session: print it, put it up on a screen or copy it to flip-chart paper.
- Optional for Activity 4: Set up a computer with Internet, with the volume at an appropriate level, and navigate to the following body language YouTube video: [youtube.com/watch?v=4TrjN31Cvel](https://youtube.com/watch?v=4TrjN31Cvel).
- Prepare a flip chart for Activity 4 with the title "Body Language" and have two columns to fill in with the group: "Works well" and "Watch out for."
- Prepare to share the speech structure for Activity 5: print it, put it up on a screen or copy it to flip-chart paper.

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# AGENDA

## LEADERSHIP JOURNEY SESSION 4 Public Speaking

<b>Welcome and Recap</b>	5 minutes
<b>Activity 1</b> Energizer: Word Converge	10 minutes
<b>Activity 2</b> Meow!	15 minutes
<b>Activity 3</b> Know Your Audience	15 minutes
<b>Activity 4</b> Body Talk	25 minutes
<b>Activity 5</b> Speech Structure	20 minutes
<b>Closing Circle</b>	5 minutes

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## SESSION 4 OUTLINE


### Welcome and recap (5 minutes)

- Welcome the group and ask if anyone practiced effective communication since the last session. (Take up to three examples.)
- Introduce the topic of the day: public speaking.
- Share the agenda.
- Let participants know that we will work on:
  - the elements of public speaking with fast-paced and low-pressure partner and group activities
  - tricks to gain awareness of voice, improve body language, make sense when speaking and keep our audience's attention so that the next time you're onstage or speaking to a crowd, you'll deliver your best performance yet.
- Dive right into the activities of the day.


### Activity 1: Energizer: Word converge (10 minutes)

*This energizer demonstrates how people think differently or similarly to one another.*

 **Materials:** none

 **Set-up**

- Have everyone stand in a circle.

 **Facilitator notes**

- Sometimes this activity takes two rounds and sometimes it takes 10 rounds or more.

### Instructions

1. All group members try to come up with a random word. Let's say person 1 has thought of the word "house". They say "1" out loud. They do not say their word – yet.
2. When somebody else thinks of a word, for example "car", they say "2" out loud.
3. Those two people say together "1-2-3" followed by their words. "1-2-3-house car"
4. The facilitator repeats those words so everyone can hear. "House car"
5. The game starts again. This time the words should connect to both of the words in the previous round.
6. All group members think about words that connect to "house car". Someone says "1", "2" and "1-2-3" followed by the new words. For example participants may come up with words like camper or motor home.
7. Rounds continue until eventually, person one and two will say the same word.

### Key message

- It's interesting to see how people think differently or similarly to one another. Sometimes we are very much "on the same page" and sometimes not.

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## **Activity 2: Meow! Speech awareness (15 minutes)**

*This activity raises awareness of how we say “um,” “ah,” “like” and other fillers when we talk.*



### **Materials**

- timer



### **Set-up**

- Have the youth pair up either standing or sitting.



### **Facilitator notes**

- The youth will repeat the same story several times; keep track of the numbers and times.
- Provide instructions one round at a time. After each round, pause, and then give the next set of instructions for the storytelling activity.



### **Instructions**

1. Round one: In pairs, have participants take turns telling one-minute stories to their partners about their wake-up and breakfast routines. Encourage them to tell true stories because they’ll be easier to remember.
2. Round two: Do this again with the same pairs. This time, encourage them to:
  - use lots of detail (smell, taste, touch, what they see)
  - add personal details about how they feel about the routine; this stuff is memorable
  - try not to say “um,” “ah” or “like” or use other fillers; instead, one- to two-second pauses are okay when they speak.
3. Round three: Do this again with the same pairs.
4. This time, the listener will meow when the speaker says “um,” “ah” or “like,” or uses other fillers, or is speaking so fast the listener has trouble following.



### **Debrief questions**

- What changed from the first time you told the story to the last time?
- Why do you think people say “um,” “ah” or “like” or use other fillers?



### **Key message**

- When practicing a speech or presentation, record yourself and do it often. This is the best way to understand how you talk and when you use fillers, so you’ll be better prepared.

### **Activity 3: Know your audience (15 minutes)**

*This activity helps teach the importance of knowing the audience when deciding how to deliver a speech: for example, the language we choose and our tone and emotion.*

#### **Materials**

- timer

#### **Set-up**

- Have the youth pair up either standing or sitting (in different pairs than in Activity 2).

#### **Facilitator notes**

- The participants are each going to tell their stories three times over the next few minutes.
- Explain that the story wording can change to cater to the new audience, but that essentially the same journey-to-school story should be told.
- Give instructions round by round so they're easier to follow.

#### **Instructions**

1. Round one: In pairs, participants have 30 seconds each to tell their partners the stories about their journeys to school that day, or their journeys to this workshop if it's not a school day.
  - Again, this should be based on the truth because participants will need to repeat this story three times each over the next few minutes.
  - Ensure that both partners have the opportunity to tell their story each round.
2. Round two: This time, each storyteller has 30 seconds to tell the story to the listener as if the listener is really tired and bored and it's the storyteller's job to wake them up.
3. Round three: Now each storyteller has 30 seconds to tell the story as if the listener is a baby.

#### **Debrief questions**

- How did your voice change to accommodate each audience?
- What did you notice about the language you chose with different audiences?
- What should you find out about your audience before giving a speech?

#### **Key messages**

- Who the audience is affects what is said and how it's delivered. Always consider your audience when writing and giving a speech or presentation.
- Also consider:
  - tone: how you say something (fast, animated, breathy)
  - volume: how loud or soft you speak
  - pitch: the highness or lowness of your voice.

## Activity 4: Body talk (25 minutes)

This activity continues to build on the importance of non-verbal communication, specifically body language in public speaking.



### Materials

- computer and Internet (optional)
- timer



**Set-up:** none



### Facilitator notes

- Make sure to give instructions step by step rather than all at once.
- Use the video as inspiration before brainstorming if the Internet is available.
- If not listed by the youth, make sure the following are on the list by the end:

Works well	Watch out for
Using calm, natural gestures	Over-gesturing (crazy hands)
Standing with good posture	Putting your hands in your pockets
Making eye contact and looking at everybody	Hunching over or turning your back to the audience



### Instructions

1. If a computer and the Internet are available, start by watching the following body language video with the group: <https://youtu.be/4TrjN31Cvel>.
2. As a group, brainstorm two lists on a flip chart. The first is body language that “works well” when public speaking and the second is body language to “watch out for.”
3. Once the list is done (take about eight minutes), ask the youth to find partners, preferably ones they haven’t worked with yet.
4. In pairs, have the youth take turns explaining to each other, in 30 seconds, how to take the perfect selfie. Don’t worry about body language.
5. Tell them to do it again. This time ask them to exaggerate and try to do all the things from the “watch out for” list.
6. Tell them to do it one more time. This time, ask the youth to make it seem really natural, like a conversation. They should not be too still or too busy.
7. Take five minutes at the end to reflect on something you do well and two things from the list you want to work on, and make notes in your journal.



### Debrief questions

- Why is body language important?
- Where or when might you use these skills?



### Key message

- Non-verbal communication is important to helping engage your audience.

## Activity 5: Speech structure (20 minutes)

This activity presents the structure for a speech and will help the youth write the speeches they will deliver in Session 6.

### Materials

- the speech structure: printed, put on a screen or copied to flip-chart paper
- timer

### Set-up: none

### Instructions

1. Introduce what to think about when giving and writing a speech.
2. Go over each point with the youth:

Welcome the audience. Know who your audience is. Why is this important?

Introduce yourself. Tell more than just your name. Why is this important?

Introduce your topic. Consider how to connect the topic to you. Why is this important?

Give three points about your topic:

- 1.
- 2.
- 3.

What could these be? Could they answer the “why”? Could they be statistics about the topic? What else?

Wrap up your speech. Loop back to the connection or summarize points. Why is this important? For example, it gives continuity or repeats parts to help people remember what you said.

Thank the audience.

3. Let the youth know that as part of the leadership journey, the final session will include a short (one-minute) speech about something they care about. What is learned today can be used in that speech.
4. Ask each youth to prepare a one-minute speech that includes:
5. an introduction including their name, age and where they live
6. an introduction to the youth’s favourite activity or place to visit.
7. Tell them not to worry about including three points, a conclusion or a thank you; this speech is too short. Those items will be included during the real final speech.
8. Remind them that they should consider the audience. If thinking about the final leadership session, the audience would be their peers, perhaps some friends and family, facilitators and possibly more.
9. Let them know they have five minutes to prepare and then everyone will practice in pairs.

- 
10. Once everyone is ready, have each youth find a partner. The partners practice giving their speeches to each other.
  11. Remind them to only glance at their notes rather than reading from their journals.
  12. After one round, ask them to find other partners and give the speeches again.
  13. Rejoin as a circle for discussion.



#### **Debrief questions**

- Did you find writing your short speech easy or hard? Why?
- Was the second time you gave the speech in partners different than the first time? Why do you think that is?



#### **Key messages**

- Speeches get better with practice. Every time you tell the story it will be easier and more natural and you will likely sound better. Practice, practice, practice.
- Structure can help you form your story. Use the structure to help you, but don't be bound by it if it feels unnatural.

#### **Closing circle (5 minutes)**

- Do group thumbs about participants' overall opinions of the training experience.
- Give thanks to everyone for their participation.
- Remind the group of the next session time/location and any other information you think is necessary.
- Ask them to leave their journals.

---

# SPEECH STRUCTURE

Welcome the audience  
*(know who your audience is)*

Introduce yourself  
*(tell more than just your name)*

Introduce your topic  
*(consider how to connect the topic to you)*

Give three points about your topic:

- 1.
- 2.
- 3.

Wrap up your speech  
*(loop back to the connection or summarize points)*

Thank the audience

---

## LEADERSHIP SESSION 5: TAKING IDEAS TO ACTION

*This session focuses on having participants reflect on issues they care about and develop ideas for community action through thought, research and discussion. Through introspection and sharing, the youth become familiar with community issues and the possibilities for meaningful change.*

### Session connection to leadership

- Ideas change the world. It's the imagination and creativity of people that have allowed us to invent great things and solve hard problems. Coming up with ideas is important, and sharing and implementing good ideas often leads to improvements in our society.

### Learning objectives

- To understand that ideas are powerful and an important part of problem solving.
- To understand that community problem solving is challenging and requires imagination, creativity, research and discussion in order to determine courses of action.
- To become familiar with community issues and the possibilities for meaningful change.

### Learning outcomes

- The youth will have reflected on what they care about and what they could do to improve the issue.
- The youth will develop ideas for community action through thought, research and discussion.
- The youth will summarize what they have learned into speeches.



### Materials

- flip chart
- markers
- journals and pens



### Preparation notes

- Prepare to share the agenda for the session: print it, put it up on a screen or copy it to flip-chart paper.
- Prepare to share the My Speech structure for Activity 4: print it, put it up on a screen or copy it to flip-chart paper.

---

# AGENDA

## LEADERSHIP JOURNEY SESSION 5

### Taking Ideas to Action

<b>Welcome and Recap</b>	5 minutes
<b>Activity 1</b> Jack-in-the-Box	5 minutes
<b>Activity 2</b> Cares in Pairs	20 minutes
<b>Activity 3</b> Ideas to Action	15 minutes
<b>Activity 4</b> Speech Preparation	20 minutes
<b>Activity 5</b> Share in Pairs	20 minutes
<b>Closing Circle</b>	5 minutes

---

## SESSION 5 OUTLINE

### Welcome and recap

- Welcome the group and ask if anyone practiced public speaking since the last session. (Take up to three examples.)
- Introduce the topic of the day: taking ideas to action.
- Share the agenda.
- Let participants know that we will work on:
  - identifying issues or things that they care about
  - exploring possibilities for action.
- Dive right into the activities of the day.

### Activity 1: Jack-in-the-box (5 minutes)

*This fast-paced activity gets participants moving and allows them to identify things they have in common with other group members.*

 **Materials:** none

 **Set-up**

- Have everyone sit in a circle.

### Instructions

1. Say: "If what I say applies to you, stand quickly like a jack-in-the-box and then sit right back down."
  - you have a cat
  - you have a dog
  - you have any other kind of animal
  - you sing in the shower
  - you sing in the car
  - you are afraid to sing
  - you haven't stood up yet
  - you care about the Earth
  - you recycle
  - you worry about climate change
  - you have stopped using plastic straws
  - you have volunteered for something good
  - you care about something but haven't taken any action about it yet
  - you are ready to find out what is next!
2. Praise them.

## Activity 2: Cares in pairs (20 minutes)

This activity provides an opportunity for youth to identify issues or things they care about. It encourages them to start thinking about how to solve community problems or take action on something they care about.



### Materials

- flip chart and markers



**Set-up:** none



### Instructions

1. Tell the youth they are going to look at what they care about when it comes to their lives, their communities or the world.
2. Invite them to come to the board and write two things they care about.
3. Review the comments and see if any can be narrowed down. For example:
  - if a care is "I care about the Earth," ask questions to narrow the scope: what about it? which part?
    - You may get a result such as: the Earth>the ocean>reducing pollution>reducing my impact.
  - if a care is "I care about animals," ask questions to narrow the scope: what about it? which part?
    - You may get a result such as: animals>shelters>getting dogs adopted.
4. "Now, in your journal, write one thing you care about that you want to focus on. Get into pairs to talk about what you care about. Decide which partner will share first."
5. Use these guiding questions to help the youth help each other. (Write them out or put them on a screen.)
  - Look at what the first partner has written.
  - See if you need to narrow it down: get specific.
  - Ask questions about it.
  - Write the things you know about it.
  - Write what you could find out more about.
6. "Switch partners. Look at what the second partner has written and do the same as above."



### Debrief questions

- How does it feel to discuss something you care about?
  - The youth may express feelings of exasperation or hopelessness, especially around big topics like climate change.
- How could getting specific help you address what you care about?



### Key message

- Getting specific is an important process in understanding what really matters to you. It is also important to taking action in the most effective way.

---

### **Activity 3: Ideas to action (15 minutes)**

*This activity provides the opportunity for group discussion on how we can take action on something we care about.*



#### **Materials**

- journals and pens



#### **Set-up**

- Have the youth sit in a circle for discussion.



#### **Facilitator notes**

- If youth have a difficult time coming up with responses to the question below, you could instead ask, “What are some current issues in our community right now?”



#### **Instructions**

1. Share with the group: “It’s great to care about something, but how can you do something about it? How do we solve community problems or take action on something we care about?”
2. Invite participants to share popcorn-style (each person shouts out randomly). Listen for responses such as the following:
  - Make sure we understand the problem or issue.
  - Do research.
  - Talk with a diversity of people to learn different perspectives and ideas.
  - Understand who makes decisions and how people might influence decisions.
  - Use communication, leadership and working together.
  - Realize that some problems may be complex, with no known answer.
  - Realize that sometimes it’s about trial and error, pilot projects and receiving feedback so we can improve.
3. Explain that it’s important to understand an issue before taking action. It’s important to research it and get facts, as well as talk with people to get different perspectives and generate lots of ideas. Often when we start learning about an issue, we realize how much more there is to learn, and how many possibilities and ideas there are for taking meaningful action.
  - This could include talking to someone who knows a lot about the issue, reading about it and finding out what ideas may have already been considered or tried.
4. Encourage youth to learn from a variety of people and perspectives as they form their opinions on the issues and generate ideas for action.
5. Tell them we’re now going to start thinking about how we can do something about what we care about.
6. Encourage them to think about positive positions on their issues and while forming their ideas for action. Instead of being AGAINST something, have them describe what they are FOR.

7. Encourage them to think of sample actions. They could:
  - show concern by writing a letter or email to the government, a business or an organization
  - raise awareness by making a poster or video or giving a presentation
  - do a donation drive by gathering supplies for an animal shelter
  - volunteer by doing a hands-on project.
8. Tell them: "In your journal, on a new page, write what you care about, describe what you are for and jot down some ideas for action. Put a star next to anything you need to research further."



#### **Debrief question**

- Why is it important to fully understand the problem or issue before taking action?



#### **Key message**

- The more you understand an issue, the better you are able to plan an appropriate action to address it.



### **Activity 4: Speech preparation (20 minutes)**

*This activity pulls together the skills they learned in previous sessions to create a short speech about the "care" they identified.*



#### **Materials**

- Journals and pens



#### **Set-up**

- Prepare to share the My Speech structure for review.
- Have the youth form a circle for discussion.



#### **Facilitator notes**

- This activity focuses on individual writing. There is no debrief. However, more reflection takes place in Activity 4.
- For their speeches, the youth can use the initial points they prepared about themselves in Session 4. This may save some time.



#### **Instructions**

1. "Now we are going to take what you care about and your ideas and put those into a short speech. A speech can be very simple. It can have a welcome, an introduction to yourself, an introduction to your topic, a few points and a wrap-up."
2. Review the key points of the speech structure: share the My Speech structure: print it, put it up on a screen or copy it to flip-chart paper.
3. "On a new page in your journal, start to write your speech."

---

# MY SPEECH

Welcome the audience.

Introduce yourself.

I care about \_\_\_\_\_.

Three points about it:

- How it's connected to you or why you care.
- A statistic or piece of information.
- An idea to take action.

Wrap up and thank the audience.

---


## Activity 5: Share in pairs (20 minutes)

*This activity allows each participant to share their speech ideas and receive feedback and support from a peer.*

 **Materials and set-up:** none

 **Facilitator notes**


- If you find the youth finishing quickly, have them repeat the activity with new partners.

 **Instructions**

1. "Find a partner."
2. "Share with your partner what you have written and help each other complete your speeches."
3. "Put stars next to anything you need to research or find out."
  - For example, if an idea for action is to send a letter, the participant will need to find out who the letter should go to. The participant should do this at home and put it in his or her speech.
4. "Practice your speech out loud to each other: once sitting down and once standing up."
5. "Think about everything you have learned on this leadership journey. Think about your voice and body language, and the story you are telling."

 **Debrief question**

- Based on your experience, what is one tactic that will help everyone give a great speech at the next session?

 **Key message**

- The more you repeat your speech, the more natural it will sound and the easier it will be to give it.

## Closing circle (5 minutes)

- Do group thumbs about participants' overall opinions of the training experience.
- Give thanks to everyone for their participation.
- Remind the group of the next session's time/location, and that they will be giving their speeches—so practice, practice, practice!
- If they have research to do, they should complete it and add it to their speeches.
- Bring up that the last session can be open to people beyond the youth, such as family and friends. Ask if the youth are comfortable with this and decide how other people will be invited.
- Tell them to take their journals home to prep and practice. Remember to BRING THEM BACK NEXT TIME.

---

## LEADERSHIP SESSION 6: CELEBRATING THE LEADERSHIP JOURNEY

*This final session is an opportunity for youth to demonstrate some of the skills they have learned and to celebrate completing the first steps of their leadership journeys.*

### Session connection to leadership

- Each youth will put together the skills learned and give a brief speech to the group about something they care about.

### Learning objectives

- To deliver a speech in a low-pressure environment.

### Learning outcomes

- The youth will complete a public-speaking exercise.
- The youth will have increased confidence and skills for employment.
- The youth will be recognized through the celebration and receiving a certificate of completion. (The certificate is a formal way to recognize the efforts.)

**Time commitment:** 1.5 hours suggested; possibly one hour if it's a small group.

### Materials

- printed certificates (with participant names filled out in advance)

### Preparation notes

- Prepare seating for the audience members.
- Prepare to share the agenda for the session: print it, put it up on a screen or copy it to flip-chart paper.
- Decide the order in which the speeches will be presented. You can adapt the agenda to reflect who is going first or the number of speeches.
- You may want to provide food or beverages for the participants and guests for the end of this session. It's a nice way to finish and allows for mingling and conversation about the journey.

---

# AGENDA

## LEADERSHIP JOURNEY SESSION 6 Celebrating the Leadership Journey

**Welcome!**

**Recap: Leadership Journey Sessions**

1. Starting the Leadership Journey
2. The Ways of the Leaders
3. Face-to-Face Communication
4. Public Speaking
5. Taking Ideas to Action
6. Celebrating the Journey

**Activity 1**

Build a Handshake

**SPEECHES**

**Thank You and Certificates**

---


## SESSION 6 OUTLINE

### Welcome and recap

- This is the last session, so recap all the previous ones and their connections to leadership. You can use the agendas for reference. This will brief guests about the journey and topics covered.

### Activity 1: Energizer: Build a handshake (10 minutes)

*This activity is a fun way to get people moving and working together and have new participants (parents, friends or others) mingle with the existing group.*

 **Materials and set-up:** none

#### Instructions

1. Pair up players and have them create a handshake that has three parts or “moves” to it. Have them practice enough so they can teach it to someone else.
2. After a few minutes, ask the players to find different partners. These new pairs teach each other their handshakes. They then put the two together to create one long handshake. Have them practice enough so they can teach this to someone else.
3. After some time, ask the players to find new partners (ones they haven’t worked with yet). These new pairs share their second handshakes and then—you guessed it—put the two together. Added up, that’s 12 moves.

#### Debrief question

- Who was able to learn all the parts? How did you do it?

#### Key messages

- Similar to the handshake, during our leadership journey we also went through many exercises (parts), and today we are putting them together to share things we care about with each other.
- It’s important to remember that this is a journey. If we ever feel overwhelmed, we try breaking the task into parts and approaching them step by step.

### Activity 2: Speeches (Allow for three minutes per participant: the one-minute speech plus two-minute transitions.)

#### Instructions

1. Put the participants at ease.
  - This is not a test, but an opportunity to practice some of the skills they have learned during the leadership journey sessions and to share something with the group that is important to them.
2. After each speech, thank them.

---

## Wrap-up (10 minutes)



### Materials

- printed certificates (with participant names filled out in advance)



**Set-up:** none



### Instructions

1. Praise the youth for their journeys.
2. Give out certificates.
3. Recognize any youth who were unable to attend.
4. Thank everyone for their participation and for coming to the celebration.

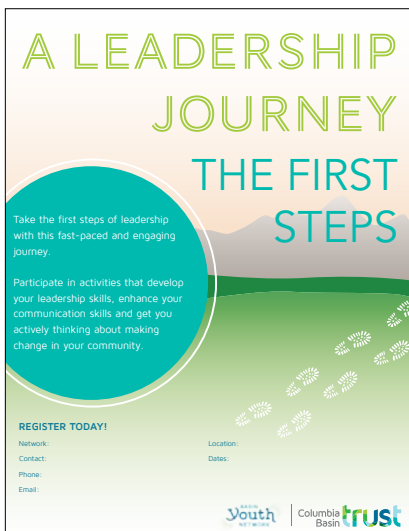
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## D. Templates

You may download all of these templates at [ourtrust.org/LeadershipJourneyDelivery](http://ourtrust.org/LeadershipJourneyDelivery).

### Template 1: Poster

You can add your community youth network name and the date and location of your workshop and then place it in areas throughout your community.



### Template 2: Social Graphics

We have various graphics available for download that you can use to share this information.

**Social media:** You can use this content to spread the word about the program on your social media channels. Below are suggested posts you can use. There are also images you can use in the link above.

*Are you interested in developing or evolving your leadership skills? Join us on (X date) at (X location) for a course about leadership, public speaking and more. We have space for (x number) youth. Register today by (insert registration details).*

*Do you see yourself as a leader? Would you like to? Join us for The Leadership Journey: The First Steps and embark on a path of leadership development. Learn about different leadership styles, public speaking and how to create meaningful change in your community. The workshop takes place on (x date). Register today by (insert registration details here).*

*Ideas change the world. Coming up with ideas on how to support what we care about is important, and sharing and implementing good ideas often leads to improvements in society. Join us for The Leadership Journey: The First Steps on (x date). This workshop focuses on leadership development, public speaking, taking action and more. Space is limited. Register today by (insert registration details).*

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**Website:** If you have a website, or are affiliated with an organization that has a website on which you can share details about your programming, here is some information to add:

*A program to support leadership development for youth is being offered by (community youth network name) on (x date) at (x location). The Leadership Journey: The First Steps is a course about leadership, public speaking and more. Space is limited. Register today by (insert your registration details here).*

**Following the completion of the course you may wish to celebrate on social media. Here are some ideas you can share.**

*Our youth network just completed A Leadership Journey: The First Steps. X youth participated in this course. Youth took away a foundation for leadership, public speaking and ways to create meaningful change in their community.*

*Check out these photos from A Leadership Journey: The First Steps. X youth participated in this workshop at X on X date. Youth learned about different leadership styles, public speaking and how to create meaningful change in their community.*

### Template 3: Certificate of Completion



### Template 4: Session Printouts

Throughout the Facilitator's Guidebook, you will note pages that are meant to be shared with the participants. You can print them, project them onto a screen or copy them to a flip chart.

