

A LEADERSHIP JOURNEY NEXT STEPS

FACILITATORS GUIDEBOOK





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

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

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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 Next 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.

Table of Contents

A. Introduction

4-5

1. Background
2. Connection to Leadership
3. Leadership Journey Session Descriptions

B. Delivering the Leadership Journey

6-11

1. Steps for Community Youth Networks
2. Steps for Facilitators
3. Acknowledgement of First Nations Traditional Territory
4. Delivering the Sessions
5. Reporting

C. Leadership Journey Sessions

12-71

1. Session 1: Exploring Confidence
2. Session 2: Exploring Mindsets
3. Session 3: Building Confidence
4. Session 4: Communication
5. Session 5: Facilitation
6. Session 6: Decision Making

D. Resources

72-77

1. I Can't Yet Printout
2. The Big Question Printout
3. Brainstorming Technique 1: Popcorn Brainstorming
4. Brainstorming Technique 2: Mind Map
5. Brainstorming Technique 3: Rapid Writing
6. Brainstorming Technique 4: Round-Robin Brainstorming

Introduction

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
- » helps youth 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, in 2018 we developed a “made in the Basin” approach—A Leadership Journey: The First Steps. 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.

Now that many youth have gone through these “First Steps,” we heard there is a desire to learn and achieve more with these new skills. A Leadership Journey: Next Steps, is the result of conversations with community youth networks about where, in the vast realm of leadership, we could support youth to go next.

For more information, visit ourtrust.org/byn.

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. These are key messages 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 participation. 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.

Leadership Journey Session Descriptions

Session 1: Exploring Confidence

This session encourages youth to explore concepts of confidence and participate in activities that involve key concepts. **Session connection to leadership:** Self-confidence is linked to many elements of successful leadership practices. Understanding the benefits is an important first step toward developing leadership with confidence.

Session 2: Exploring Mindsets

This session encourages youth to explore the concepts of fixed and growth mindsets and how these ideas are tied to our ability to achieve goals. **Session connection to leadership:** A leader's mindset is an important aspect that impacts how they lead. Nurturing a growth mindset is integral to accomplishing goals.

Session 3: Building Confidence

This session explores how to believe in yourself by introducing the value of visualizing success as well as exploring why individuals worry about the opinions of others. **Session connection to leadership:** Trusting in your abilities, qualities and judgment helps you be a successful leader. It is important to build self-confidence that helps you perform at your peak.

Session 4: Communication

Being a good communicator is a key leadership skill. Positive communication helps build strong relationships within a group, team or work environment. **Session connection to leadership:** A leader is someone who inspires positive, incremental change by empowering those around them to work toward common objectives. A leader's most powerful tool for doing so is communication.

Session 5: Facilitation

In this session, the role of a facilitator will be introduced, as well as, core skills of a group facilitator. **Session connection to leadership:** For many leaders, the people they are leading want to know where their group or organization is going, and they want to influence the paths taken to get there. Leaders must be able to facilitate rather than dictate.

Session 6: Decision Making

This session introduces different decision-making processes and how those processes can be applied to different situations. **Session connection to leadership:** In many cases, group members wish to participate in the decision-making, not just be impacted by it. The leader must understand how to inspire people and build buy-in, how to involve people in decision making and how to manage group interaction.

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 to deliver it.
2. Speak to your oversight committee and employer to gain support to proceed. You can deliver 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-minute sessions. Consider one session per week for six weeks.
 - » **Location:** Select a space that is large enough and appropriate for facilitating the sessions.
 - » **Registration:** Determine how participants will apply or register and how you will track participants' attendance. You will be asked to report the number and age of participants. Youth who register need to have already completed, and received a certificate for, A Leadership Journey: The First Steps.
 - » **Further information:** Determine who the contact person is, their phone number and email that can be used to provide more information.
 - » **Group size:** The number of participants in a group should be 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 to 14, to avoid groups that could end up with, for example, four 17-year-olds and two 12-year-olds.

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 facilitated this leadership training before or a topic is new for you. This will also ensure that you have all necessary materials on hand and all preparations complete well in advance.

Each session should take a full 90 minutes to do the activities and deliver the content. If you want to give your group a break, you should plan for a session of 1 hour and 45 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

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
- index cards or sheets of paper
- 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
- internet connection (consider downloading videos to your computer beforehand)

Additional items needed for each session are as follows:

Session 1: Exploring Confidence

- internet connection, computer & TV screen or projector to view a video for Activity 6: "How to Build Confidence: Lessons on Self-Confidence From a Teenager"
- an object for Activity 5: "That's Exactly What It Is!"

Session 2: Exploring Mindsets

- printed handouts cut into individual cards (enough for 3 per participant) for Activity 4: "The Power of Yet"
- internet connection, computer & TV screen or projector to view a video for Activity 6: "Philosophy for a Happy Life"

Session 3: Building Confidence

- internet connection, computer & TV screen or projector to view a video for Activity 6: "The Spotlight Effect"

Session 4: Communication

- print Activity 4: "Questions" and cut along lines into "cards"
- internet connection, computer & TV screen or projector to view a video for Activity 4: "10 Ways to Have a Better Conversation"

Session 5: Facilitation

- print three of each of the four Brainstorming Technique handouts for Activity 5: "Box Breathing or 5,4,3,2,1"?

Session 6: Decision Making

- printed certificates of completion (with participant names filled out): see template

Tips for a successful journey

Facilitation

- » Use open-ended questions and try different facilitation tactics to engage youth in 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 the same people are responding all the time. You could go around the circle if you need a method that ensures all youth 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 having a moment to pause, reflect and consider individually or in a group, participants can deepen their understanding of the 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.

Group dynamics

- » If participants don't understand the activity, encourage them to clarify any misunderstanding.
- » Encourage youth to try and to play. A lot of the sessions include games, and improvements come with practice.
- » Consider tempo. 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. They can always do the activities again.
- » Encourage youth to mix up their partners throughout each activity and session.
- » Encourage participants 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 disabilities, 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.
- » 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 practise any activities or sections to make sure you're comfortable with them.

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
- » Secwepemc (Shuswap Nation): shuswapnation.org
- » Syilx (Okanagan Nation Alliance): syilx.org
- » Sinixt: sinixtnation.org
- » Lheidli T'enneh First Nation (Valemount only): lheidli.ca

For more information, refer to the following:

- » First Peoples' Cultural Council: fpcc.ca
- » First Voices: firstvoices.com

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/LeadershipDelivery to report on your outcomes. You will be asked about the number and age of participants.
- » Consider sharing the experience and be sure to feature it in the outcomes of the community youth network.

Session 1: Exploring Confidence (90 minutes)

This session encourages youth to explore concepts of confidence and participate in activities that involve key concepts.

Session connection to leadership

Self-confidence is linked to almost every element involved in successful leadership practices. Understanding the benefits is an important first step toward developing leadership with confidence.

Learning objective

To explore concepts of confidence and ways to increase levels of confidence in themselves.

Learning outcome

Participants will have considered traits of a confident person, been exposed to 5 ways to increase self-confidence, and have reaffirmed the “Be a Leader” Essential Agreement.

Materials

- flip chart
- markers
- painter’s tape
- computer & TV screen or projector to view a video
- 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.

Agenda

Leadership Journey: The Next Steps

Session 1 - Exploring Confidence

Welcome & Introductions	10 minutes
Activity 1 "Be a Leader" Essential Agreements	10 minutes
Activity 2 Move It!	10 minutes
Activity 3 Drawing Confidence	20 minutes
Activity 4 Building Confidence	20 minutes
Activity 5 That's Exactly What It Is!	10 minutes
Closing Circle	5 minutes

Session 1 Outline

Welcome and introductions (10 minutes)

- » Participants arrive. Take attendance.
- » Give a warm welcome and introduce yourself.
- » Share the Leadership Journey overview.
- » Acknowledge the traditional territory (optional).
- » If the cohort of youth did not all participate together in “The First Steps,” ask youth to introduce themselves by their names and a favourite thing (e.g. colour, music, movie).

Re-introduce “thumbs”

Reintroduce “thumbs” that were used in Leadership Journey: The First Steps. 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 having confidence in yourself is an important trait for helping to lead others.

🙋 Activity 1 – “Be a Leader” Essential Agreements (10 minutes)

Review the Be a Leader Essential Agreements introduced way back in Session 1 of The First Steps. This agreement should 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

- » If the group currently working together on the next steps is the same cohort that completed the first steps together, you can simply review the Be a Leader essential agreements that they have signed.
- » If the current group is made up of members of multiple first step groups, the full Be a Leader essential agreement should be completed again.
- » 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?

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 this agreement during their participation in the leadership journey.

Key message

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

👤 Activity 2 Energizer: Move It! (10 minutes)

This activity is a great way to decrease inhibitions and increase confidence. As the leader, don't be afraid to participate — when they see you getting involved, it inspires them to let loose and try new things.

✏️ Materials

- painter's tape or place spots

⚙️ Set-up

Set spots (or an X with painter's tape) on the floor in a circle. Mark enough spots in the circle for all participants, including yourself, less one. One person will be in the middle.

☰ Instructions

1. The person standing in the centre of the circle begins the game by saying something that is true about themselves. Example:
 - I was born outside of the province;
 - I love to play basketball;
 - I have a dog;
 - I am an only child; etc.
2. As soon as they finish the statement, everyone (including the person in the centre) who this applies to moves from their place to an empty spot somewhere in the circle.
3. The spot must not be right next to them, or the spot they left.
4. The person who remains in the middle begins a second round of the game.
5. Continue the game until interest starts to wane or your time is up.

🕒 Activity 3: Drawing Confidence (25 minutes)

This activity will help brainstorm some ideas about what confidence looks like.

✏️ Materials

- ☐ markers: at least four per small group. If possible provide a variety of drawing implements - felt pens, crayons, pencils, colors - to allow youth to be really expressive
- ☐ 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

- » ask the group "what do you think the definition of confidence is?"
- » after a brief round of called-out definitions, write the following definition of confidence on a blank page of flip chart paper (this could be prepared ahead of time): a feeling of trust in one's abilities, qualities and judgment; or, a feeling of self assurance.

In today's session, we are going to explore what confidence is and how can we get it!

1. Form small groups of four youth.
2. In each small group, invite the youth to draw the skills and qualities of a confident person in images and symbols (no words).
3. Tell them to aim to have everyone draw on the paper, even if some are 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 confidence trait. Have each group explain that quality and why the members chose it, making sure not to repeat what any another group has already discussed. Take about five minutes total.

💬 Debrief question

Based on our conversation, can we summarize important qualities or traits of a confident person?

☆ Key message

A confident person has many identifiable traits. For example they:

- » make eye contact
- » speak clearly
- » are not afraid to take a stand
- » ask for help
- » don't put other people down
- » aren't afraid to look silly
- » own their mistakes

Activity 4: Building Self-confidence (20 minutes)

Materials

- internet, computer, TV or projector & screen
- pens and journals

Set-up

- » have a computer, speakers and screen to view the YouTube video
- » test the internet connection ahead of time. Consider downloading the video to your computer beforehand.
- » have Reece's 5 Steps printed on a flip chart to review at the end of the video.

Instructions

1. Introduce the video "How to build confidence - Lessons on Self Confidence from a Teenager" | Reece Doppenberg | TEDxYouth@Langley - <https://youtu.be/BZO5M1UhPrY> - 13mins
2. At the end of the video, write Reece's 5 steps on a flipchart (this could be prepared ahead of time)

Reece's 5 Steps

1. Find yourself
2. Don't care what other people think of you
3. Surround yourself with encouragement
4. Self-assess your attitude
5. Be humble

Debrief questions

Which of the 5 steps Reece talked about do think is the hardest to do?
What are strategies that could help you accomplish that step?

Key message

Being confident is a skill that can be increased by conscious effort and a strategic approach.

🚩 Activity 5: That's Exactly What It Is! (10 minutes)

This activity is about creativity, thinking outside of normal constraints and support. It is also a good way to practice Reece's Step 2 – Don't care what other people think of you.

✏️ Materials

- object ready to pass around the circle. It can be something that has an obvious purpose (can opener) or something that is more abstract

⚙️ Set-up

- » open space large enough for entire group to make a circle (standing)

☰ Instructions

1. Have the group stand in a circle. Have an object ready to pass around the circle. It can be something that has an obvious purpose (can opener) or something that is more abstract. Explain to the group that the object will be passed around the circle. When they receive the object they are to creatively describe it (meaning anything other than what it actually is). Then the group will respond by saying "That's exactly what it is!"
2. It is important in this activity that the facilitator demonstrates by leading off the activity. Hold up the object so all can see and state, with absolute certainty. "This object? Oh this is obviously a wind speed recorder" or something to that effect. To which the rest of the group in unison exclaims "That's exactly what it is!" The object is then passed on to the next person and they say " This object? Oh this is obviously a ..." "That's exactly what it is!"

💬 Debrief question

Were you nervous or excited when it was your turn to tell the group what the object was?

☆ Key messages

- » it is ok, and in many cases even advantageous, to not worry about what other people think, especially when you are being creative.
- » confidence is a natural expression of ability, expertise, and self-regard.

🔒 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 participants to leave their journals.

Session 2: Exploring Mindsets

This session encourages youth to explore the concepts of fixed and growth mindsets and how these ideas are tied to our ability to achieve goals.

Session connection to leadership

A leader's mindset is an important aspect that impacts how they lead. Nurturing a growth mindset is integral to accomplishing goals.

Learning objectives

- » To learn about the concepts of limiting beliefs and fixed mindsets.
- » To learn approaches to creating and embracing a growth mindset.

Learning outcomes

- » Participants will have learned about limiting beliefs and how these beliefs undermine confidence.
- » Participants will have explored ways to encourage a growth mindset in themselves.

Materials

- flip chart
- markers
- participant journals and pens
- printed handouts
- computer & TV screen or projector to view a video

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.
- Print the session handouts.
- Have the "be a leader" essential agreement from session 1 posted in an obvious place in the room for review as desired/needed.

Agenda

Leadership Journey: The Next Steps

Session 2 - Exploring Mindsets

Welcome	5 minutes
Activity 1 Are You More Like?	5 minutes
Activity 2 Limiting Beliefs	10 minutes
Activity 3 How I See Myself	10 minutes
Activity 4 The Power of Yet	10 minutes
Activity 5 Sort Mindset Phrases	10 minutes
Activity 6 Philosophy of a Happy Life	15 minutes
Activity 7 Embracing Failure	10 minutes
Activity 8 Zip Zap Zop Boing	10 minutes
Closing Circle	5 minutes

Welcome and recap (5 minutes)

- » Welcome the group and ask if anyone has any thoughts about the 5 steps to build confidence that were shared in the first session.
- » Introduce the topic of the day: Exploring Mindsets
- » Share the agenda
- » Dive right into the activities of the day

🔑 Activity 1: Energizer: Are You More Like (5 minutes)

This activity is a quick energizer that sets the stage for exploring youth's thoughts about themselves.

✏️ Materials and set-up

- » none

☰ Instructions

1. Have the group stand in a circle.
2. Tell the group that you are going to say "Are you more like..." and then name two (somewhat) opposing things or concepts.
3. Group members must decide which of the stated items they are "more like". If they are more like the first thing mentioned, they take a step forward into the circle. If they think they are more like the second thing, take a small step backwards out of the circle.
4. Tell youth not to overthink this! Do as many of the following items you wish, or make up your own.

Are You More Like.....

- | | |
|---|--|
| <input type="checkbox"/> a hard cover or paperback book | <input type="checkbox"/> an orange or an apple |
| <input type="checkbox"/> East or West | <input type="checkbox"/> a bus or a plane |
| <input type="checkbox"/> a chair or a couch | <input type="checkbox"/> a campfire or a fireplace |
| <input type="checkbox"/> a candle or a flashlight | <input type="checkbox"/> sandals or shoes |
| <input type="checkbox"/> pants or shorts | <input type="checkbox"/> fleece or leather |
| <input type="checkbox"/> a bath or a shower | <input type="checkbox"/> clockwise or counterclockwise |
| <input type="checkbox"/> a clothesline or dryer | <input type="checkbox"/> ski or snowboard |
| <input type="checkbox"/> a backpack or a briefcase | <input type="checkbox"/> winter or summer |
| <input type="checkbox"/> left or right | <input type="checkbox"/> salt or pepper |
| <input type="checkbox"/> hard boiled or scrambled eggs | <input type="checkbox"/> pizza or poutine |

💬 Debrief question

How hard was it to decide which item you are like?

🕒 Activity 2: Limiting Beliefs (10 minutes)

This activity introduces the concept of limiting beliefs and how they impact our lives.

✏️ Materials

- flip chart
- markers

⚙️ Set-up

- » On the flip chart write the following quote (this may be done ahead of time):
“My only regret so far is not having this positive mindset sooner.” Marion Bekoe

☰ Instructions

1. Ask participants what they think she means by this quote.
2. Introduce the concept that what we believe about ourselves and our abilities becomes our reality.

For example:

- » If we believe we are stupid, we won't attempt complex things because we “know” we can't do them.
- » Conversely, if we believe we can do things we set our minds and efforts to, then we are more likely to succeed.
- » The first example, believing we are stupid, is a limiting belief.
- » Many limiting beliefs are created in our childhood. Something happens in our lives and we make up a story about the why and the what. And we start to live, and make decisions, as if that story is true.
- » These stories become part of our identity. ‘I am not artistic.’ ‘I’m not good enough.’ ‘I’m unlovable.’ Mistakenly, we think these stories are keeping us safe, protecting us from rejection and humiliation. The reality is, they're just stories we make up in our head by attaching made-up meanings to events. They can affect us all our lives.
- » The stories we tell ourselves mean we hold back through fear. We play it safe. We end up living only half a life. This is where stress and internal conflict come in, as we feel ourselves pulled back from what we want to do.
- » Often we blame external events and other people for our fear of going for it.
- » We need to change our stories to create a new truth about who we really are.

🕒 Activity 3: How I See Myself (10 minutes)

This activity provides an opportunity for participants to reflect on what limiting beliefs they may have.

✏️ Materials

- participant journals and pens
- flipchart
- markers

⚙️ Set-up

On the flip chart write the following (this can be prepared ahead of time):

How I See Myself

Useful beliefs	Non useful beliefs

☰ Instructions

1. Have participants take five minutes to write three things in their journal they think they are able to do well or are good at and three things they don't think they can do or are not good at. While they are writing these things down, create the table on the flipchart.
2. Ask the youth to create the **How I See Myself** table in their notebook.
3. Give them another five minutes to:
4. Review the things they are good at and things they are not good at.
5. If they think a thing they wrote is a limiting belief have them write it in the "not useful belief" column.
6. If they think a thing they wrote is positive and supports them in being who they want to be, have them write it in the "useful belief" column.
7. At the end of five minutes, ask them to reflect on what they have written.
8. Ask participants if anyone wants to share a belief that they think is not useful that they would like to change, and their ideas about how to do so. As this is a personal topic, it is acceptable if no one wants to share.
10. Instead of participants telling the group about a specific belief, you can ask all group members to identify how many limiting beliefs they came up with. You can do this by asking them to raise their hand showing the number of limiting beliefs on their fingers.

💬 Debrief questions

Did you come up with beliefs about yourself that you think are not useful?
What about beliefs that are useful?

☆ Key message

From our previous experiences we create beliefs about ourselves and the world. Awareness of these beliefs allow us to challenge and potentially change them.

🕒 Activity 4: The Power of Yet (10 minutes)

✏️ Materials

- flip chart
- printed handouts cut into individual cards (enough for 3 cards per participant)

☰ Instructions

1. Introduce the concept that limiting beliefs contribute to a Fixed Mindset. Coined by Carol Dweck, a fixed mindset, as she explains, is a mindset where the individual believes that everything is fixed: their intelligence, abilities, opportunities, etc. - everything is the same.
2. If they're not good at something, someone who has a fixed mindset will think they have never been good at it and will never be good at it. There is no opportunity to learn and grow.
3. On the flip chart write: Growth Mindset. Share that having a growth mindset challenges us to rise above negativity and limitation. It encourages perseverance in the face of failure, determination in the face of difficulty, and a focus on what is possible for us to achieve. For these reasons and others, the growth mindset is one of the most valuable attitudes we can nurture in leaders.
4. Introduce the word YET - By simply introducing the word YET, youth can change a fixed mindset to a growth mindset. For example:
5. Write on the flip chart "I can't draw a giraffe"
6. Explain that simply adding the word yet changes the entire meaning of the phrase. Write "I can't draw a giraffe yet."
7. Explain that this one word takes what might seem hard or impossible and changes it into something that is attainable.
8. Hand out the I Can't Yet slips
10. Have youth fill in 1-3 slips identifying something they don't think they can do now, but they will be able to do in the future if they do the steps they think will get them there.

💬 Debrief questions

How does it feel to add the word "yet" to things you can't do?
Does adding the word yet change the way you think about a task or ability?

☆ Key message

Believing that if you put in the effort you can accomplish things, makes accomplishing those things possible.

I CAN'T

yet

BUT I CAN GET THERE BY...

MANDY NEAL

I CAN'T

yet

BUT I CAN GET THERE BY...

MANDY NEAL

I CAN'T

yet

BUT I CAN GET THERE BY...

MANDY NEAL

I CAN'T

yet

BUT I CAN GET THERE BY...

MANDY NEAL

I CAN'T

yet

BUT I CAN GET THERE BY...

MANDY NEAL

I CAN'T

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BUT I CAN GET THERE BY...

MANDY NEAL

I CAN'T

yet

BUT I CAN GET THERE BY...

MANDY NEAL

I CAN'T

yet

BUT I CAN GET THERE BY...

MANDY NEAL

🌱 Activity 5: Sort Mindset Phrases (10 minutes)

This activity has participants identify the difference between fixed and growth mindset phrases.

✏️ Materials and set-up

- » none

☰ Instructions

1. Clear a space in the room along one wall where there is enough space for the group to spread out. Tape a paper with the word "FIXED" on it at one end of the wall, and another paper with "Growth" on it at the other end. Alternatively, if there is not room along a wall, you can set up an open space in the middle of the room with two designated areas that are separated by at least 2 metres. The designated areas could be marked by painter's tape on the floor (in a square or circle) or by a circle of rope. Each area needs to be able to "contain" a significant number of the group members.
2. Tell the group that you are going to read out a short phrase. Group members must decide if they think the phrase represents a fixed mindset or which represent a growth mindset. Participants go to either the "Fixed" or "Growth" area along the wall (or in the middle of the room depending on how the activity was set up).
3. Phrases to read out:
 - » Success comes from talent.
 - » I embrace challenges as a chance to grow.
 - » Feedback helps me grow.
 - » Failure means I can't do it.
 - » Success comes from effort.
 - » I don't like challenges.
 - » If you succeed, I feel threatened.
 - » I can grow my intelligence.
 - » I keep trying even when I am frustrated.
 - » Failure means I am learning.
 - » If something is too hard, I give up.
 - » I don't like challenges.
 - » If you succeed, I am inspired.
 - » Feedback is a personal attack.

💬 Debrief question

What are the key differences in the phrases?

☆ Key message

Identifying the differences between growth mindset and fixed ones helps to nurture growth mindset thinking.

Activity 6: Philosophy for a Happy Life (15 minutes)

Materials and set-up

- computer & TV screen or projector to view a video
- My philosophy for a happy life | Sam Berns | TEDxMidAtlantic

Instructions

1. Introduce video My philosophy for a happy life. Just before his passing on January 10, 2014, Sam Berns was a Junior at Foxboro High School in Foxboro, Massachusetts, where he achieved highest honours and was a percussion section leader in the high school marching band. He also achieved the rank of Eagle Scout in the Boy Scouts of America. Sam was diagnosed with Progeria, a rare, rapid aging disease, at the age of 2.

<https://youtu.be/36m1o-tM05g>

Debrief questions

- » Do you think Sam exhibits a fixed or a growth mindset?
- » What can we learn from Sam's philosophy?
- » Which aspect do you think is the most important for you?

Facilitator's note

You may or may not want to let the group know that Sam died only a few months after doing this Ted Talk. He had a positive outlook right to the end.

Activity 7 - Embracing Failure (10 minutes)

An important part of a growth mindset is embracing failure as an opportunity for improvement and growth.

Instructions

1. Brainstorm what they think of when they hear the word failure.
2. What does it mean when they hear the word failure?
3. If there is something you think you can't do, what is your barrier?

Share with youth that people with a fixed mindset will shield themselves from failure. If they ever experience it, it's often a negative experience. In fact, many people get stuck on one failure for their entire life. It's as if one failure has barred them from ever putting in effort into that area again.

But those with a growth mindset don't have the word "failure" in their vocabulary. They see these as setbacks or opportunities to learn. They're more eager to learn from their failures and are willing to grow as a person.

Ask youth if they know of examples of some of history's most famous failures. How did these people fail, and how did they come back even stronger to accomplish their goals and dreams?

Here are some famous examples:

- Lady Gaga - Her style, persona, and talent have captured the world's attention, and Lady Gaga is now one of the best-selling artists of her era. She has received numerous awards and widespread recognition for her talent. Furthermore, she has been recognized as one of the most influential women in the world. When she was starting out, she had her fair share of disheartening experiences. A major record label signed her on, but after three months, she was dropped from their roster of artists. But it's a good thing for her that they let her go. Lady Gaga ended up experimenting and developed her style further, creating the iconic performer and artist that she is today.
- Robert Downey, Jr. -Years ago, Robert Downey, Jr. was given up as a lost cause in the movie industry. At that point in his career, he had been arrested multiple times and gone to rehab on several occasions for his drug and alcohol abuse. These days, however, he is one of the highest paid actors in Hollywood, largely due to his role as Tony Stark, the billionaire who dons the Iron Man suit. The Iron Man trilogy has grossed \$2 billion to date. Robert Downey, Jr's charisma has seen critics and admirers alike comment that the role of Tony Stark was tailor-fit for him.
- Max Parrot - Canadian snowboarder Max Parrot took home the Olympic gold medal in men's slopestyle at the 2021 Olympic games just three years after being diagnosed with cancer. 27-year-old Parrot was diagnosed with Hodgkin lymphoma about 10 months after winning a silver medal at the 2018 Pyeongchang Games. He underwent 12 treatments of chemotherapy over six months — a process he described as the toughest months of his life. "I was going through a true nightmare," Parrot said. "And just the thought of snowboarding was my dream at that point."
- Misty Copeland made history as the first African American Female Principal Dancer with the prestigious American Ballet Theatre. When she discovered ballet, however, Misty was living in a shabby motel room, struggling with her five siblings for a place to sleep on the floor. A true prodigy, she was dancing en pointe within three months of taking her first dance class and performing professionally in just over a year: a feat unheard of for any classical dancer.
- Marshall Bruce Mathers III - The song Lose Yourself garnered multiple awards, such as the Academy Award for Best Original Song and Grammy's Best Rap Song award, and is on Rolling Stone's list of Top 50 Hip Hop Songs of All Time. But life was not always easy for Marshall Bruce Mathers III, a.k.a. Eminem. He grew up in a tough neighbourhood where the colour of his skin made him feel like an outsider. He failed 9th grade three times, and dropped out after his third failure. Mathers' passion was rap, and he started when he was 14. By the time he was 17, he had made a name for himself in the hip hop community. However, it was hard for people to accept a white rapper, and he had to prove himself over and over again to get respect as an artist. Eventually, Dr. Dre discovered him and took Eminem under his wing, and he landed a contract with Interscope Records. Today, he is considered one of the most successful rappers in history.
- Michael Jordan—Jordan was cut from his high school basketball team. He went on to become widely considered as the best NBA player of all time. He is quoted as saying "I can accept failure, everyone fails at something. But I can't accept not trying" and "I've missed more than 9000 shots in my career. I've lost almost 300 games. 26 times, I've been trusted to take the game winning shot and missed. I've failed over and over and over again in my life. And that is why I succeed."
- Walt Disney—His former newspaper editor informed him that he had no imagination and lacked any good ideas. Later, thanks to his accomplishments, his name would become synonymous with the word "imagination."

- Steven Spielberg—Spielberg was rejected by the California School of Cinematic Arts twice, and still became one of the most famous directors in movie history.
- J.K. Rowling—Rowling was a struggling writer and a broke, divorced single mother who was struggling with depression. In spite of that, the phenomenal success of her Harry Potter novels speaks for itself.
- Stephen King—His very first novel, *Carrie*, was rejected by publishers over thirty times. King’s wife Tabitha retrieved the manuscript after he threw it in the trash and urged him not to give up. He didn’t, and the rest is history.
- Elvis Presley—Elvis was fired after his first Grand Ole Opry performance, and promptly told he should just go become a truck driver. He went on to tremendous success and is referred to as the King of Rock and Roll.
- Thomas Edison, when asked about the many, many unsuccessful attempts at creating the light bulb, said, “I have not failed. I just found 10,000 ways that won’t work.” He has been quoted as saying “Negative results are just what I want. They’re just as valuable to me as positive results. I can never find the thing that does the job best until I find the ones that don’t.”

Debrief question

Were you surprised that some of these famous examples had failed prior to becoming very successful?

Key message

Failure is a common, perhaps even necessary, part of success.

Facilitator’s note

Some youth may not have heard of some of the aforementioned people. Feel free to add examples to the above list of famous people the youth in your group may know.

🕒 Activity 8: Zip, Zap, Zop, Boing (10 minutes)

This activity provides an opportunity to participants to experience failure in a supportive environment.

☰ Instructions

1. Players stand in a circle.
2. Demonstrate by doing three actions simultaneously.
3. The player holds one hand out in front of them, like a handshake. Then the player slides the other hand by it to make a 'Clap.' The other hand, which just created the clapping sound extends it as if pointing at the receiving player, but is not pointing with fingers.
4. The player turns towards and makes eye contact with the person to whom they are passing, "Zip."
5. The player says "Zip" loud enough for everyone to hear.
6. The receiving player then passes "Zap" to another player, using the same simultaneous actions described in 3.
7. The next receiving player then passes "Zop" to another player, using the same simultaneous actions described in 3.
8. The game continues in this way with players passing Zip-Zap-Zop.
9. Once people understand how this works, add the following rules:
10. If you make a mistake, for example saying Zop instead of Zip, or stall for too long, you say "oops" and we applaud you for creating a learning opportunity. Then start the sequence going again.
11. If you receive Zop (and Zop only) but do not want to receive it, you can hold up both hands, palms towards the person sending you Zop and say Boing. It then bounces back to the person who sent it and they start the next Zip.
12. Play for a while and then debrief what happened.

💬 Debrief Questions

How did it feel to "fail"?

Did you think you were being judged if you messed up the sequence?

☆ Key Messages

Failure is an inevitable aspect of the process to accomplishment. Get used to failing. Even better is to celebrate failure when it happens!

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.

Session 3: Building Confidence

This session explores how to believe in yourself by introducing the value of visualizing success as well as exploring why individuals worry about the opinions of others.

Session connection to leadership

Trusting in your abilities, qualities and judgment helps you be a successful leader. It is important to have a healthy amount of self-confidence that helps you perform at your peak.

Learning objectives

- » To learn about visualizing success.
- » To identify why they care about what others think.

Learning outcomes

- » Participants will have learned about how the power of visualizing success increases the likelihood of achieving goals.
- » Participants will have explored ideas about the Spotlight Effect and why individuals typically are concerned about what other people think.

Materials

- flip chart
- markers
- participant journals and pens
- computer & TV screen or projector to view a video

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.
- Have the “Be a Leader” Essential Agreement from Session 1 posted in an obvious place in the room for review as desired/needed.

Agenda

Leadership Journey: The Next Steps

Session 3 - Building Confidence

Welcome	5 minutes
Activity 1 Point & Turn	10 minutes
Activity 2 The Future You	15 minutes
Activity 3 Why Do We Care What Other People Think?	20 minutes
Activity 4 Red and Blue	5 minutes
Activity 5 Change Three Things	10 minutes
Activity 6 The Spotlight Effect	20 minutes
Closing Circle	5 minutes



Welcome (5 minutes)

- » Welcome the group and ask if anyone practiced embracing failure since the last session
- » Introduce the topic of the day: Building Confidence
- » Share the agenda
- » Dive right into the activities of the day

🙋 Activity 1: Point & Turn (10 minutes)

This is a great activity for discussion around how envisioning change contributes significantly to success. When we want to change something in our lives or achieve a goal a powerful tool is to visualize what success at that change would look like.

✏️ Materials and set-up

- » none

☰ Instructions

1. Have everyone get up and find a place to stand in the room where you can swing your arms and not hit anyone.
2. Instruct participants to stand in a neutral position (arms by your sides).
3. Have them lift their right arm and point in front of them.
4. Instruct them to twist around clockwise (to the right), without moving their feet, as far as they can without straining.
5. Ask them to remember the furthest point they were pointing at and then return to their starting neutral position.
6. Now ask them to close their eyes.
7. Instruct them to (in their minds - not using their bodies) picture themselves raising their arm, point and twist around. Ask them to picture themselves going further than they did before.
8. Instruct them to picture themselves return to their neutral starting position.
9. Again, just in their minds, have them visualize raising their arm, point and twist around, going even further than they did before and returning to neutral.
10. State that we are going to do this one last time, just in their minds, have them raise their arm, point, twist and this time, go nuts – turn 360°, do the impossible. See it! And return to neutral.
11. Now, have them open their eyes.
12. Using their bodies this time have them physically raise their arm, point and twist.
13. Ask how many of participants identified that they went further the second time?

💬 Debrief question

Did visualizing a better outcome create one?

☆ Key Message

Visualizing success increases the likelihood of achieving success.

🚩 **ACTIVITY 2: The Future You (15 minutes)**

This is a helpful exercise for self-examining and bolstering self-esteem and envisioning a stronger, future you.

✎ **Materials**

- journals and pens

⚙️ **Set-up**

- » none

☰ **Instructions**

1. Have youth open their journals to a blank page.
2. In thinking about your future self, imagine you are given ten percent more of something, be it a possession, trait, or skill set.
3. In your journals write what you would want that to be, and how it would change you. Think about what some of the steps to gain the extra 10% of that thing would be.
4. Ten per cent is a small enough change to keep your sights within reach—yet far enough to motivate you to actually pursue it.
5. After 10 minutes get the group's attention.
6. Ask participants if anyone wants to share the "something" they would like 10% more of, and how achieving that would change them. The facilitator should have something they are willing to share. This will help create a safe space for youth to share as well.
7. As this is a very personal topic, it's acceptable if no one wants to share.

💬 **Debrief questions**

Do you think that your present self can commit to working towards the thing you identified you would like 10% more of?
What would your first step be?

☆ **Key message**

When you begin to visualize change, you can start to embody it.

🙋 **Activity 3: Why Do We Care About What Other People Think?** **Round-Robin Brainstorm (20 minutes)**

This activity promotes discussing reasons why we put value in what other people may think about us.

✏️ **Materials**

- ☐ flip chart
- ☐ markers
- ☐ index card or piece of paper & pen. Enough for 1 for each participant

⚙️ **Set-up**

- » have the group reorganize the chairs so they are sitting in a circle
- » hand out an index card, or piece of paper to each participant

☰ **Instructions**

1. In silence, everyone writes an idea on their index card based on the question “why do we care about what other people think of us?” Give the participants a minute or two and instruct them to pass it to the person to their left.
2. Have each participant read what is written on the card they received and then write an idea based on what their neighbour had written. Give the participants a minute or two and instruct them to pass the card to the person to their left. If they have not written anything, that is ok. Have them pass the card to the person on their left anyway.
3. You can keep going for as many rounds as you want, right up until each person has contributed to each card. Ensure that the participants all pass their cards only when you instruct them to.
4. Collect the cards at the end and share the ideas that were generated.
5. Write the most common ideas on the flipchart.
6. Once the list is done look at the ideas on the list. Is there a theme? (sense of belonging? Ties to self worth?)
7. Lightning Round Brainstorm. Invite everyone to contribute ideas out-loud and build on each other’s ideas in 1 minute. List people whose opinions participants are most concerned about. This may include: peers, teachers, parents, employers, etc.

💬 **Debrief questions**

What would happen if you stopped worrying about what others think of you?
Looking at the list of people created, how would they react if you told them how you feel?

☆ **Key message**

There are many reasons why we care about what others think about us.

Activity 4: Red and Blue (5 minutes)

This quick, simple activity demonstrates the power of focus and perspective.

Materials and set-up

» none

Instructions

1. Instruct everyone to get up and walk around the room for 90 seconds, and make a mental note of everything red in the room. They can't write down the items on paper or make any kind of notes other than mental notes.
2. Make a big deal of the time – note the starting time, 60 seconds left, 30 seconds, etc.
3. Once time is up, have participants find a partner and stand together.
4. Ask them to face their partner and close their eyes. Ask them to share with their partner all of the items in the room that they remember that are **blue!**

Debrief questions

How many of you had difficulty naming objects that were blue?
Why was it so hard to come up with many (or any) blue items?

Key message

This activity is a simple illustration that people tend to see things that they look for. This point can be made with any subject matter: when you look for people with polka dots, you see people wearing polka dots; when you look for minivans, you see minivans...

Activity 5: Change Three Things (10 minutes)

This quick activity aims to demonstrate that even though we see specific things we are looking for (as shown in the previous activity), it is still difficult for many of us to take in all details of another person's actions.

Materials and set-up

» none

Instructions

1. In the same pairs as the previous activity, have participants observe one another.
2. Say, "Notice everything you can about your partner. Look at their clothes, their hair, their eyes, really observe the other person."
3. Next, ask all players to turn away from each other, back to back.
4. Tell players that each person must change three things about themselves. Players can remove jewelry, change their hair, take off shoes, etc.
5. Have the players turn back toward each other and take turns identifying to their partner what they think has changed. Give them a time limit to identify the changes, perhaps 30 seconds to 1 minute.

Debrief questions

How many of you were able to identify all three things that your partner had changed?
Did you find this easy or hard?
How do you think this relates to what we think others are thinking of us?

Key message

Even with their full attention on you, people do not see all of the things about you that you think they will.

Activity 6: The Spotlight Effect (20 minutes)

This activity introduces the cognitive bias of the Spotlight Effect and how it affects how we perceive ourselves and the world around us.

Materials

- participant journals and pens

Instructions

1. Introduce the concept of the Spotlight Effect by showing them this video: <https://youtu.be/IAxOi9EEvIM>. If you are unable to show the video you may explain it yourself using the text below
 - » Tell participants that the spotlight effect is a cognitive bias that causes people to overestimate the degree to which they are observed and noticed by others, as well as the degree to which others care about the things that they notice about them. For example, the spotlight effect could cause someone to think that everyone is going to notice a small stain on their shirt, when in reality hardly anyone will.
 - » We think the spotlight is on us at all times. We spend time making sure our hair is right, our clothes are right, we smell good, etc.
 - » But others think the same way (for the most part). The reason they don't care much about what you or I do is because they're too busy thinking that we're thinking about everything they're doing all the time.
 - » Typically, if you think everyone else is paying attention to something you did, it may be that you are overthinking it. You assume that other people are more aware of something about you because YOU are focused on it!
 - » The spotlight effect can strongly influence your thinking in a variety of situations, so it's important to understand it, especially when it comes to making yourself feel less self-conscious and more confident.
2. Ask youth to get into groups of 3 or 4
3. In their group have them to discuss various situations that we may overestimate how likely others are to notice, as well as how likely others are to care about those things. Give them 10 mins to discuss.
4. Get the group's attention. Have each group give one or two examples that they discussed.

EXAMPLES MAY INCLUDE:

- » When people wear clothing that they think is embarrassing, they tend to overestimate how noticeable their clothing is to others.
- » Similarly, when people wear clothes that are counterfeits of expensive brands, they tend to overestimate the degree to which other people are likely to notice or care that they are doing so.
- » When people participate in group discussions, they tend to overestimate how memorable their negative contributions are to other members of the group.
- » When people participate in a sport or play a video game, they overestimate the likelihood that their teammates will notice mistakes that they make.

Debrief questions

Does the concept of the Spotlight Effect ring true for you?

How can your knowledge of the Spotlight Effect change how you approach situations?

Key message

In reality, people do not care much about what you or I do. That's because they're too busy thinking that we're thinking about everything they are doing.

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.

Session 4: Communication

Being a good communicator is a key leadership skill. Every conversation is an opportunity to learn something new, have a new experience, or hear a story you have never heard before. Positive communication helps build strong relationships within a group, team or work environment.

Session connection to leadership

A leader is someone who inspires positive, incremental change by empowering those around them to work toward common objectives. A leader's most powerful tool for doing so is communication. Effective communication is vital to gain trust, align efforts in the pursuit of goals, and inspire positive change. When communication is lacking, important information can be misinterpreted, causing relationships to suffer and, ultimately, creating barriers that hinder progress.

Learning objective

To explore a range of skills that contribute to clear engaging communication.

Learning outcomes

- » Youth will have been introduced to ideas about how to initiate conversations with people they don't know or don't know well.
- » Youth become familiar with and review and practice skills to become a good communicator.

Materials

- flip chart
- markers
- participant journals and pens
- index cards or sheets of paper
- computer & TV screen or projector to view a video

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.
- Have the "Be a Leader" Essential Agreement from Session 1 posted in an obvious place in the room for review as desired/needed.
- Print Activity 4: Questions and cut along lines into cards.

Agenda

Leadership Journey: The Next Steps

Session 4 - Communication

Welcome	5 minutes
Activity 1 Jump In, Jump Out	10 minutes
Activity 2 Face to Face Communication Review	10 minutes
Activity 3 You Don't Say	10 minutes
Activity 4 The Big Question	15 minutes
Activity 5 10 Ways to Have Better Conversations	15 minutes
Activity 6 Conversation Circles	20 minutes
Closing Circle	5 minutes



Welcome (5 minutes)

- » Welcome the group and ask if anyone noticed examples of the “Spotlight Effect” in their lives.
- » Introduce the topic of the day: Communication
- » Share the agenda
- » Dive right into the activities of the day

🙋 Activity 1 - “Jump In, Jump Out” (5 minutes)

This exercise draws on different elements of effective communication between team members, while highlighting where things can go wrong.

🔧 Materials and set-up

- » none

☰ Instructions

- » Have participants form a circle. If they are comfortable you can have the group hold hands.
- » There are only four jumping commands: In, Out, Left, Right. Sounds easy, right?
- » Have the group say what you say and then do what you say to start.
- » Have the group jump in, out, left and right for 30 seconds to get used to the concept.
- » Then increase the challenge by telling your group to say what you say, but do the opposite.
- » Go slow at first, but then speed it up for some comical fun!

🙋 Activity 2 – Face to Face Communication Review (10 minutes)

This activity reviews the face to face communication concepts introduced in the Leadership Journey: First Steps Session 3.

🔧 Materials and set-up

- » none

☰ Instructions

- » Share with participants that being a leader requires the ability to communicate well.
- » Remind participants that in the Leadership Journey: The First Steps Session 3 covered important face to face communication skills.
- » An effective communicator has many skills and qualities. Ask youth if they remember the skills and qualities discussed in Leadership Journey: The First Steps. Make sure to bring up the following if the group does not come up with them:
 - Active listening
 - Making eye contact
 - Speaking clearly
 - Being able to summarize information
 - Using positive body language
- » Share that these are important skills to use whenever we communicate.

🕒 Activity 3 - You Don't Say (10 minutes)

This activity helps participants recognize non-verbal communication cues from others.

✏️ Materials

- flip chart
- markers

☰ Instructions

1. Divide the group into smaller groups of 3-4 people. Write out a list of non-verbal behaviours.
2. Have the groups act out and interpret the meanings of these behaviours. Within their groups, have students display one of the non-verbal behaviours, while everyone else in the group shares or writes down what non-verbal message they are receiving.

Non-verbal behaviours can include:

- » Leaning back in a chair with arms crossed
- » Leaning forward in a chair
- » Smiling
- » Frowning
- » Yawning
- » Nodding
- » Resting chin in both hands
- » Resting chin on knuckles
- » Rubbing your temples
- » Tapping fingers on the table
- » Looking at your watch
- » Staring around the room

3. Ask the participants afterward to share their small-group findings.

💬 Debrief question

Ask the group if anyone has ever experienced a nonverbal cue that signaled to them much stronger than words? Chances are that they have, and this provides context from their direct experience.

☆ Key message

Be aware of the non-verbal cues as they are a big part of communication.

Activity 4 –The Big Question (15 minutes)

This activity allows the group members to practice face to face communication skills reviewed in Activity 2.

Materials

- questions sheet printed and cut along the lines into cards. Ensure there is one card for each participant.

Instructions

1. Hand out a question card to each participant.
2. Have them find a partner.
3. They are to ask their partner the question on their card.
4. Once the first question has been answered, the other partner asks the question on their card.
5. When both partners have asked their questions, have them switch cards with each other.
6. Find a new partner and repeat.
7. You can repeat the process as many times as you have time for.

Debrief questions

In conversations, do you tend to listen or talk more?

Which of the skills we reviewed do you think your partners did the best?

🌱 Activity 4: The Big Question

Print this page and cut along the lines to create question cards.

<p>If you could choose anyone in the world to be your dinner guest, who would it be and why?</p>	<p>If you were given 1 million dollars to give to charity or to a stranger, what would you do with it?</p>	<p>You are invited to a party that will be attended by many fascinating people you've never met. Would you want to go if you had to go by yourself?</p>
<p>If you could have free service for 5 yrs from an extremely good cook, chauffeur, housekeeper, masseuse, or personal secretary, which would you choose? Why?</p>	<p>If you knew in 1 year you would die suddenly, would you change anything about the way you are now living?</p>	<p>Is there something you have dreamed of doing for a long time? Why haven't you done it?</p>
<p>If you could wake up tomorrow having gained any one ability, what would it be?</p>	<p>If you were guaranteed honest responses to 3 questions what would they be and who would you ask?</p>	<p>If a crystal ball could tell you the truth about any one thing you wished to know concerning yourself, life, the future or anything else, what would you want to know?</p>
<p>Do you find it hard to say "no"? Do you find yourself doing favours even when you don't want to? If so why?</p>	<p>Do you think you have much impact on the lives of people you come in contact with? Why or why not?</p>	<p>Do you establish routines in your life? For example do you sleep in the same spot on your bed? Eat meals at the same time every day?</p>
<p>Whom do you admire the most? In what way does that person inspire you?</p>	<p>If you could take a 1 month trip anywhere in the world (cost does not matter) where would you go and what would you do?</p>	<p>If you had to spend the next two years inside a small but fully provisioned Antarctic shelter with one other person, whom would you like to have with you?</p>

👤 Activity 5: 10 Ways to Have a Better Conversation (15 minutes)

This activity introduces points to consider for initiating and maintaining engaging conversations.

✏️ Materials

- computer & TV screen or projector to view video

☰ Instructions

1. Share with the group, “Beyond just being good at the basic skills we just reviewed, being good at initiating and keeping conversations going is a useful leadership skill. Conversations open a door. Every conversation is an opportunity to learn something new, have a new experience, or hear a story you have never heard before.”
 - » Show the video – 10 ways to have a better conversation:
https://www.ted.com/talks/celeste_headlee_10_ways_to_have_a_better_conversation?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare
2. If you are unable to show the video, explain to the participants the basic rules to better conversation, found on the next page.
3. “When initiating a conversation with people you don’t know or don’t know well, there are some things to consider.” On a flip chart, write the words listed in bold to highlight as you share each point (or the flipchart can be prepared ahead of time if preferred).

Ten basic rules to better conversations:

1. **Don't multi-task.** And this doesn't mean just putting down your phone. Be present. Be in that moment.
2. **Don't pontificate.** Enter every conversation, thinking you have something to learn. Set aside your personal opinion.
3. **Use open-ended questions:** who, what, where, when, why or how. What was that like? How did that feel? Asking open-ended questions makes the person you are conversing with have to stop and think about how they will answer.
4. **Go with the flow.** Thoughts that aren't pertinent to the conversation may pop into your head – let them go. Don't stop listening to try to remember the thing that popped in your head.
5. **If you don't know, say you don't know.**
6. **Don't equate your experience with theirs.** If someone is telling you about problems they are having in school, don't tell them how much you hate your classes. All of our experiences are individual. What someone else experiences is not what you experienced. It is not about you. You do not need to take the opportunity to say how amazing you are or how much you suffered.
7. **Try not to repeat yourself.**
8. **Stay out of the weeds.** People don't care about the details. Leave them out.
9. **Listen.** Listening is perhaps the most crucial skill you can develop. Why don't we listen to each other? Because most people would rather talk. When someone is talking, they are in control. It takes effort and energy to pay attention to someone. "Most of us don't listen with the intent to understand. We listen with the intent to reply," Steven Covey.
10. **Be brief.** Be interested in other people. Keep your mouth shut as much as possible and your mind open and be prepared to be amazed.

Move directly into Activity 6: Conversation Circles.

Activity 6: Conversation Circles (20 minutes)

This activity help participants practice the approaches introduced in Activity 3

Materials and set-up

- » none

Instructions

1. Partners stand in two circles, one inside the other. The circles should be within sight of the flip chart with the ten basic rules to good conversations visible for reference.
2. The inner circle faces out, and the outside circle faces in so that participants face a partner.
3. Let the participants know that you will announce a topic, and they will have 2-minute conversations about the subject.
4. At the end of 2 minutes, the outside circle players move one player to the right. The inside circle participants do not move.
5. Announce a new topic area for the following conversation.
6. Use these conversation topics or come up with your own:
 - » What is something you have done recently that was really fun?
 - » What is something you are looking forward to doing?
 - » What would you like more of in your life?
 - » What is an issue that concerns you?

Debrief question

Was it easy to talk to everyone?

Key message

Like any skill, being a good conversationalist takes practice.

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.

Notes:



Session 5: Facilitation

As a leader, we often lead group discussions and decision-making processes. In this role, we “facilitate” - helping people think about and share their ideas, leading to action. This session will teach group facilitator skills.

Session connection to leadership

For many leaders, the people they are leading want to know where their group or organization is going, and they want to influence the paths taken to get there. Leaders must be able to facilitate rather than dictate. The “Facilitative Leader” is a leader well equipped to inspire, engage and guide those they lead.

Learning objective

To explore a range of skills that contribute to effective facilitation, such as clear, engaging communication, creative process and gathering ideas.

Learning outcomes

- » Youth become familiar with the role and core skills of facilitation.
- » Youth will learn how to facilitate conversations and generate ideas.

Materials

- flip chart
- markers
- participant journals and pens
- index cards or sheets of paper
- small sheets of paper or post-it notes & 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.
- Have the “Be a Leader” Essential Agreement from Session 1 posted in an obvious place in the room for review as desired/needed.
- Print Activity 6 - one for each group of four participants for each of the 4 Brainstorming Technique handouts.

Agenda

Leadership Journey: The Next Steps

Session 5 - Facilitation

Welcome	5 minutes
Activity 1 Speed Rabbit	10 minutes
Activity 2 Introduction to Facilitation	10 minutes
Activity 3 Qualities of a Good Facilitator	10 minutes
Activity 4 Public Speaking Review	5 minutes
Activity 5 Box Breathing or 5,4,3,2,1 You're Grounded	5 minutes
Activity 6 Facilitating Brainstorming	40 minutes
Closing Circle	5 minutes



Welcome (5 minutes)

- » Welcome the group and ask if anyone initiated conversations with people they don't know (or don't know well) since the last session.
- » Introduce the topic of the day: Facilitation
- » Share the agenda
- » Dive right into the activities of the day

🙋 Activity 1 –Icebreaker: Speed Rabbit (10 minutes)

This is a fun energizer that emphasizes acting silly and being put on the spot.

☰ Instructions

1. Clear a space and stand in a circle. The facilitator takes the middle.
2. Teach a variety of motions to be made by three people as described below:
 - A. Point to someone and say "elephant." The person you point to makes the trunk by clasping their hands together, arms held straight, pointed to the ground, while the people on either side make ears (one hand up near the middle person's head, the other hand near their hip)
 - B. Point to someone and say "moose". That person puts both hands up by their eyes, and sticks their elbow in front of them (this is the nose of the moose), the people on either side turn their backs to them and put their arms in the air (for the antlers)
 - C. Point to someone and say "rabbit". That person puts hands on head to make ears, the people on either side stomp a foot like "Thumper".
 - D. Point to someone and say "No Evil". That person puts hands over their eyes, the person on their right puts their hands, over their ears, person on their left puts their hands over their mouth for "Hear no evil, see no evil, speak no evil".
3. Once the motions have been established and practiced the game can begin.
4. Tell youth that you will randomly point at someone and say "elephant", "moose" "rabbit" or "no evil" and count to 10 as fast as you can. If they can make the motion before you get to 10, continue. If not, then the person you pointed to takes your place in the middle.

💬 Debrief questions

How did it feel to be in the middle?

Did you feel put on the spot, or were you looking forward to it?

Activity 2: Introduction to Facilitation (10 minutes)

This activity initiates a group discussion regarding facilitation – what it is and the skills required to do it well.

Materials

- flip chart
- markers

Set-up

- before the session, prepare a flipchart page with the following definition of facilitation: Facilitation is the art of leading people through processes towards agreed-upon objectives in a manner that encourages participation, ownership and creativity by all those involved.
- have the group sit in a semi-circle with the flipchart and facilitator (you) at the “top” of the circle with the flipchart.

Instructions

1. Reveal prepared flip chart:
 - » Facilitation is the art of leading people through processes towards agreed-upon objectives in a manner that encourages participation, ownership and creativity by all those involved.
 - » It is what I have been doing for Leadership Journey sessions!
2. Let the group know the facilitator’s role is to:
 - » Encourage participation
 - » Help everyone understand each other’s perspectives
 - » Support the group work together on solutions
 - » Design a structure and process, so groups function better
 - » Be neutral or unbiased. Your goal is to hold participants to the agreed-on process, but you do not have a specific expected outcome.
3. Ask the group: “What are some situations you might find yourself facilitating in the future?”
4. Allow for 2-3 responses. If no group members offer ideas, give examples such as group projects, team captain, club president, planning a trip, etc.

Draw the venn diagram below (or have prepared on a flipchart paper ahead of time). Have the youth draw it in their notebooks. You can have them use the follow symbols to help them remember each circle:



= conductor

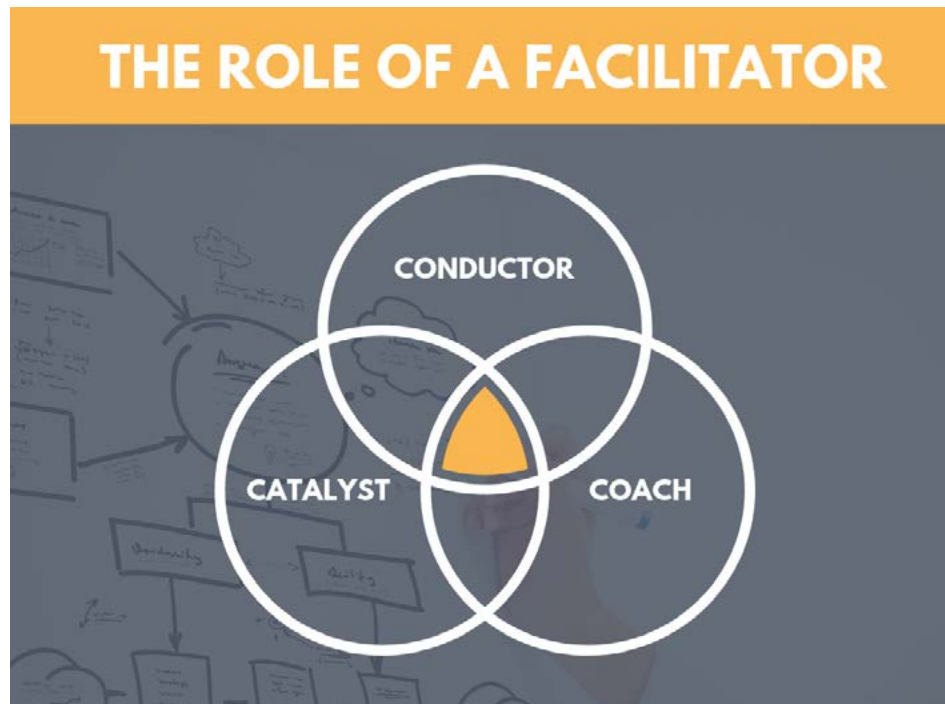


= coach



= catalyst

Take a few minutes to explain the above terms.



If we want to understand the different parts of the facilitator's role, then the following comparisons may help. A facilitator can be:

- » A 'catalyst' for discussion: they make possible the transformation of input (ideas, opinions) to the desired outcome (refined ideas, decisions, strategies, etc.) without being an active part of the conversation themselves.
- » A 'conductor' of an orchestra: synchronizes all the musicians (group participants), optimally guiding the use of their instruments toward the desired result – a harmonic musical expression of the musicians' complex interactions, creativity, and expertise. As the "conductor" guides the participants, a system is created organically wherein the facilitator helps every individual comply and follow the agreed-upon rules and norms. In this way, the facilitator's efforts enable each person in the "orchestra" to create something greater than themselves.
- » A 'coach': they help the group form a constructive way of working together, identify its needs and wishes, and reach the outcome the group would jointly like to achieve.

🕒 Activity 3: Qualities of a Good Facilitator (10 minutes)

✏️ Materials

- flipchart and markers
- small sheets of paper or post-it notes & pens

☰ Instructions

1. Now that we have identified what role the facilitator fulfills, we want to discuss the skills that help someone be a good facilitator.
2. Inform the group members that they will write anonymous responses to question (below) on the slips of paper/post-it notes provided.
3. The written ideas will then be crumpled up and tossed in the middle of the circle.
4. Participants retrieve, redistribute and read the ideas aloud. Or the ideas can be collected and read aloud by the facilitator. Write the ideas on the flip chart for all to see.
5. What qualities make a good facilitator?

Here are some ideas to offer in case they are not mentioned...

- » good listener
- » communicates clearly
- » summarizes information
- » uses different techniques for engaging people
- » manages time well
- » has a creative process – what tools will you use? (hands-on activities, flip chart paper, etc.)
- » maintains group direction
- » manages conflict
- » allows everyone to be heard
- » respects different communication styles
- » gathers ideas

To help wrap up the discussion, note to the group:

- » The Facilitator isn't the expert on the meeting topic. However, the Facilitator may have an interest in the outcomes of the group.
- » For example, you may facilitate a conversation in a group you are a part of, such as school clubs, sports teams, or a family discussion.

💬 Debrief questions

Do you know people that have these skills or qualities?

Can you seek out these people and watch /learn from them in the future?

Activity 4: Public Speaking Review (5 minutes)

Being a facilitator requires speaking in front of groups. This activity reviews the public speaking concepts introduced in the Leadership Journey: First Steps Session 4.

Materials and set-up

- » none

Instructions

Share with participants that being a facilitator requires the ability to speak in front of groups. Review key points introduced in The Leadership Journey: The First Steps session 4 Public Speaking:

- » Speech awareness – be aware of saying “um,” “ah,” “like,” “so,” “right,” and other fillers when you speak.
- » Knowing your audience – is essential when deciding how to choose the language, tone and emotion you use.
- » Body language – is an important aspect of communicating. Body language that works well includes: using calm, natural gestures, standing with good posture, making eye contact and looking at everybody.

Activity 5: Box Breathing or 5,4,3,2,1 (5 minutes)

Being centred before facilitating or public speaking will help you stay focused and confident. Both yogis and the military use Box Breath, also known as square breathing. This activity introduces a simple yet effective skill for anyone who wants to feel calmer.

*Not everyone finds breathing exercises grounding. For some this type of activity actually creates anxiety. Before facilitating this activity, check in with your group. You can give them the choice of the Box Breathing exercise or 5,4,3,2,1 You're Grounded activity. Both activities are described below.

Box Breathing Materials and Set up

- » none

Instructions

Before moving on to the next activity of the session, where youth will practice facilitating small groups, introduce Box Breathing to centre themselves, great for any activity they are about to partake in that may make them nervous. Participants can sit at their seats or stand up either at their tables or in a circle.

- » Inform participants that you will demonstrate a simple breathing exercise that is a powerful tool to feel calmer in stressful situations.
- » They can use this technique before initiating conversations with people they do not know.
- » Inhale for a count of four.
- » Hold the breath in for a count of four.
- » Exhale for a count of four.
- » Hold the breath out for a count of four.
- » Lead the group through this for two rounds.
- » In a real-life situation, they may continue as needed.

Debrief question

Do you feel calmer after just 1 minute of this breathing?

Key message

If you are nervous before facilitating, centring yourself with a simple breathing exercise can make all the difference!

5,4,3,2,1 You're Grounded Materials and Set up

» none

This is a great exercise to use when you're anxious or stressed or just want to feel focused and grounded. You use your five senses to come to the present moment.

Instructions

1. Start by taking a deep breath.
2. Look around the room and name five things you see. (If you're working with a large group, have them do this in partners or quietly in their heads.)
3. Name four things you feel. Notice your clothes on your skin, the surfaces you're touching, the air you breathe, etc.
4. Name three things you hear.
5. Name two things you smell. You can move around the room if you can't smell two things, or name your two favourite smells.
6. Name one thing you taste. If you can't taste anything, name your favourite taste.
7. Take a deep breath to end the exercise.

Debrief question

Do you feel more centred after this activity?

Key message

If you are nervous before facilitating, centring yourself with a simple exercise can make all the difference!

Activity 6: Facilitating Brainstorming (40 minutes)

This activity allows participants to practice facilitation skills.

Materials

- flipchart and markers
- index cards and pens
- flipchart paper and appropriate writing tool for each small group
- participant journals and pen
- print copies of each of the Brainstorm Techniques, one for each small group

Important facilitator note

The ideas generated will be used in Session 6. At the end of this session, collect or somehow capture the ideas generated by each group.

Instructions

1. Split the group into smaller groups with a maximum of 4 participants per group.
2. Ask for a volunteer in each group. The volunteer will act as the facilitator of their small group for the first part of this activity.
3. Give each small group facilitator the brainstorming technique #1 instructions handout provided (print copies ahead of time) and the associated materials necessary.
4. While the small group facilitator reads their activity, assign each group an area to work that is away from the other groups.
5. Tell the group that the topic that all groups will be brainstorming is: “what are things you like about your community?”
6. Give the small groups 8 minutes to brainstorm with their facilitator using technique #1
7. After 8 minutes, ask for another member of the group to volunteer to facilitate.
8. Give them brainstorming technique #2 handout and post-it notes needed to facilitate the activity with their group.
9. Allow the group 8 minutes to brainstorm the question “what are things you don’t like about your community?” using the new technique.
10. After 8 minutes, ask for another member of the group to volunteer to facilitate.
11. Give them brainstorming technique #3 handouts with index cards needed to facilitate the activity with their group.
12. Allow the group 8 minutes to brainstorm the question “What are things you think could be changed or addressed in your community? What could be done to change them?” using the new technique.
13. After 8 minutes, ask for the last member of the group to volunteer to facilitate. (if a group of three, have one of the members who has already facilitated to facilitate again)
14. Give them brainstorming technique #4 and a piece of flip chart paper needed to facilitate the activity with their group.
15. Allow the group 8 minutes to brainstorm the question “What are things that could get in the way of changes you would like to see in your community?” using the new

technique.

16. At the end of the time, have the small groups return.

17. Have the facilitators share some of the ideas that came up in their small group session.

Debrief questions

How did each brainstorming technique work for you?

What are the strengths and weaknesses of each technique?

What are some examples of when you would use each technique?

Did your process come up with good ideas?



Brainstorming Technique 1: Popcorn Brainstorming

Popcorn Brainstorming is a classic brainstorming technique. We have done popcorn brainstorms already during the Leadership Journey sessions (in fact, we did one in today's session). Everyone uses it, from teachers to CEOs, to generate ideas and create energy around new initiatives – much like the popping of corn in a microwave!

Start by posing a question or problem statement and invite participants to take a minute's silence to think about it. For this exercise, the question is, "what are things you like about your community?"

Once the minute is up, start a timer (use your phone or watch the clock on the wall if there is one) and invite everyone to contribute ideas out loud and build on each other's ideas too.

Have a single person take notes and encourage free-form, energetic brainstorming: no evaluation, no criticism or discussion yet – just ideas!

Materials

- flipchart and marker to capture ideas

Brainstorming Technique 2: Mind Map

Mind Map is a great brainstorming activity for creating ideas quickly and effectively for those who prefer a more organized approach to idea generation.

1. Begin by writing the key brainstorming topic - "What are things that could get in the way of changes you would like to see in your community?" - in the center of a piece of flip chart paper, chalkboard or whiteboard.
2. Invite participants to brainstorm related topics and ideas by adding branches to the central idea and creating new nodes or elements.
3. As the facilitator, you may want to group ideas by colour and /or increase the branches' thickness to show the strength of various ideas and concepts.
4. The Mind Map will result in a diagram that visually represents your group brainstorming activity and makes it clear how the various ideas interrelate – an excellent resource for idea development or future sessions!

Materials

- whiteboard, chalkboard or flipchart to draw mindmap.

Brainstorming Technique 3: Rapid Writing

Different teams and workshops need different approaches to generating ideas and brainstorming. While a carefully structured approach can be practical, quick-fire brainstorming techniques like Rapid Writing can help create a sense of energy and urgency and quickly get heaps of ideas out.

1. For this ideation method, start by setting a timer and encouraging your participants to get as many ideas out as possible related to the topic “what are things you don’t like about your community?” Create one idea per post-it note, within that time limit.
2. Remember that there is no such thing as a bad idea at this stage in the idea generation process. By quickly ideating without being critical, your group can be creative without prematurely shutting down possible ideas.
3. Be sure to collect all the ideas and share them without judgment at the end.

Materials

- post-it notes and pens

Brainstorming Technique 4: Round-robin Brainstorming

A tried and tested idea generation technique, Round-Robin Brainstorming, provides a little more structure and ensures everyone in a group can contribute to a brainstorm by ensuring the loudest voices don’t dominate the discussion.

1. In this group brainstorming method, seat everyone in a circle and hand them an index card.
2. In silence, everyone writes an idea on their index card based on the question “What are things you think could be changed or addressed in your community? What could be done to change them” before passing it to the person to their left.
3. Each participant then writes an idea based on what is written on their neighbour’s card and passes that along.
4. You can pass each card around the circle twice for smaller groups and keep adding to the ideas.
5. Collect the cards at the end and share the ideas generated.

The result is a more relaxed brainstorming session that encourages a combination of idea development and co-creation while ensuring everyone is heard. Perfect for teams with big personalities!

Materials

- index cards and pens

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.

Session 6: Decision Making

This session introduces steps to making effective group decisions.

Session connection to leadership

In many cases, group members wish to participate in the decision-making, not just be impacted by it. The leader must understand how to inspire people and build buy-in, involve people in decision-making, and manage group interaction.

Learning objective

To explore necessary steps to good group decision making.

Learning outcome

Introduce youth to ideas about how to facilitate decision-making.

Materials

- flip chart
- markers
- participant journals and pens
- index cards or sheets of paper

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.
- Have the “Be a Leader” Essential Agreement from Session 1 posted in an obvious place in the room for review as desired/needed.

Important facilitator note

If all goes according to plan, by the end of this session the group will have determined and activity or project that they may want to work together on. Before facilitating this session, you need to determine if you, or other staff or volunteers at your Community Youth Network, have the desire and capacity to support the group moving an idea forward over the coming weeks, months or even longer. If you do not have the required capacity, make it clear to the participants that this session is about learning the process, not actioning the outcome.

Agenda

Leadership Journey: The Next Steps

Session 6 - Decision Making

Welcome	5 minutes
Activity 1 Who is the Leader?	10 minutes
Activity 2 Gathering Information	15 minutes
Activity 3 Narrowing the Scope	15 minutes
Activity 4 Group Decision-Making Methods	10 minutes
Activity 5 Making a Decision	20 minutes
Activity 6 Next Steps	10 minutes
Closing Circle	10 minutes

Welcome (5 mins)

- » Welcome the group and ask if anyone thought of any situations in which they may need to facilitate a group in the future.
- » Introduce the topic of the day: Decision Making. The final session!
- » Share the agenda.
- » Dive right into the activities of the day.

Activity 1: Icebreaker - Who is the Leader? (10 minutes)

This fun activity requires some thinking and concentration. It encourages quick decision-making and extensive observation of body language and non-verbal signals.

Materials and set-up

- » none

Instructions

1. Have the group sit in a circle.
2. Explain to the group that one person will be "it" and one person will be "the leader". The job of "it" is to figure out who "the leader" is.
3. Ask for a volunteer to be "it". Have "it" leave the room.
4. Choose a person to lead the remaining players.
5. Explain that the leader will start a simple motion that everyone else follows together, such as slapping hands against the knees. They will then periodically change the action.
6. Direct players (before "it" returns) to avoid staring at the leader and revealing their identity.
7. Have the leader start a motion and then have "it" come back to the circle.
8. "It" has 3 guesses to try to name the leader.
9. If "it" guesses correctly, the leader becomes the new "it." If "it" does not guess correctly, they remain "it" for another round.

Debrief questions

How challenging was it to be the leader?
How challenging was it to be a part of the group and not give the leader away?
How challenging was it to be "it"?

Activity 2 – Gathering Information (15 minutes)

When a group decision is required, it is important to have as much information as possible to inform the decision-making process.

Materials

- the information gathered in Session 5 Activity 6: Facilitating Brainstorming
- flip chart + markers

Instructions

Introduce the concept of a S.W.O.T analysis:

1. When gathering information, a commonly used process is a S.W.O.T analysis.
2. Write S.W.O.T on a flipchart. Share that S.W.O.T stands for Strengths, Weaknesses, Opportunities and Threats.
3. Share that the information gathered in Session 5 Activity 6: Facilitating Brainstorming is the start of a S.W.O.T analysis.
4. Write Strengths on the flipchart.
5. Review the answers to Question 1 - “what are things you like about your community?” Many of the answers will describe aspects of their community that are strengths.
6. Read the answers gathered aloud. Ask participants which ideas are community strengths. Write these on the flipchart under Strengths.
7. Write Weaknesses on the flipchart.
8. Review the answers to Question 2 - “what are things you don’t like about your community?” Many of the answers will describe aspects of their community that they consider are weaknesses.
10. Read the answers gathered aloud. Ask participants which ideas are community weaknesses. Write these on the flipchart under Weaknesses.
11. Write Opportunities on the flipchart.
12. Review the answers to Question 3 - “What are things you think could be changed or addressed in your community? What could be done to change them?” The things identified could be opportunities for positive change.
13. Read the answers gathered aloud. Ask participants which ideas are opportunities that a group of proactive individuals could create a project to impact the community positively. Write these on the flipchart under Opportunities.
14. Write Threats on the flipchart.
15. Review the answers to Question 4 - “What are things that could get in the way of changes you would like to see in your community?” These things identified are potential threats to positive change.
16. Read the answers gathered aloud. Ask participants which ideas are community threats. Write these on the flipchart under Threats.

Debrief questions

Have participants share their thoughts on the SWOT analysis for their community? Is it accurate? If not, why not?

🙋 Activity 3 – Narrowing the Scope (15 minutes)

This activity helps the group take ideas from the Opportunities part of the S.W.O.T. analysis and assess them to move towards a decision of “What could we do together?”

✎ Materials

- the information gathered in Session 6 Activity 2 Gathering Information: The S.W.O.T. Analysis
- flip chart
- markers

⚙️ Set-up

- Before the session, prepare a flipchart page with the Easy Impact Table as below:

Finding the Easy Impact Template

Opportunity	Impact	Is it Easy	Total Score
Enter brief description of idea in this column	Add up the scores from participants in this column.	Add up scores from participants in this column	Add up the scores the Impact and Is it Easy Columns. Enter that number in this column.

Finding the Easy Impact example

Opportunity	Impact	Is it Easy	Total Score
Enter brief description of idea in this column	Add up the scores from participants in this column.	Add up scores from participants in this column	Add up the scores the Impact and Is it Easy Columns. Enter that number in this column.
Opportunity 1	41	34	75
Opportunity 2	27	32	59
Opportunity 3	32	32	64

☰ Instructions

Share with the group that you will look at the Opportunities from the SWOT Analysis activity to narrow down viable actions that a group (this group?) could move forward.

1. Share that they will be ranking the ideas from the Opportunities identified in the last activity on two criteria:
 - » How impactful it would be if the opportunity were completely successful
 - » How easy or difficult each would be to make happen
2. Share that for each idea, you will write the idea in Column 1 of the table, then each group member will get to rank the potential impact of that idea on a scale of 1-5, with 5 being high impact and 1 being little or low impact.
3. Write a short title or descriptive word for each of the ideas in the first column.
4. When ready to rank, have each participant hold their hand out in front of them in a fist (like they would if playing rock, paper, scissors). Count to 3. On 3 each person “throws” their ranking by holding up the number of fingers, 1-5, which represents how impactful the idea could be, with 5 being high impact and 1 being little or low impact.
5. Add up each of the participant’s numbers. Put the total in the impact column beside the name of the idea. If there is someone good at doing math in their head, have them verify the total. Have youth continue to hold up their hands until all numbers are tallied.
6. Explain that they will now rank how easy they think it will be to achieve the idea using the same process, on a scale of 1-5, with 5 being easy and 1 not easy.
7. Have each participant hold their hand out in front of them in a fist (like they play rock, paper, scissors). Count to 3. On 3 each person “throws” their ranking by holding up the number of fingers, 1-5, representing how easy the idea could be.
8. Add up each of the participant’s numbers in the Is it Easy? column beside the name of the idea. Have youth continue to hold up their hands until they have all been tallied.
9. Repeat the above process of ranking impact and how easy is it for each idea.
10. Once ideas are ranked, add the number in the Impact Column for each idea to the number in the Is it Easy column. The total will give the overall score for that idea. Enter this number in the Total Score column.
11. Look at the numbers in the Total Score column. The higher the number, the more impactful the idea is combined with how easy it is to accomplish.
12. The logical next step may seem to be to just pick the idea with the highest score. However, the highest score may not represent the idea that the group would be most excited about.
13. Circle 2 or 3 ideas with the highest Easy Impact scores on the table.
14. Inform the group you will come back to the table to make a final decision at the end of the following Activity.

✍ Facilitators note

This activity depends on the idea of group intuition. When there is a complicated choice to be made, one individual may or may not know exactly how much impact the idea will have, or how easy it will be. However, if a group of reasonably informed people all

make individual judgements about the impact and if it is easy, the combined weight of all of those judgements will lead the group in the right direction.

Activity 4 – Group Decision-Making Methods (10 minutes)

This activity highlights common ways groups make decisions. A leader must support the group in choosing the appropriate decision-making method.

Materials

- flip chart + markers

Instructions

1. Share with youth that there are several common approaches to group decision making.
2. Ask the group for ideas of ways they have been involved or heard of for group decision-making.
3. On the flipchart, write each of the titles below in bold. Share with the group the descriptions of four common group decision-making processes.
 - » **Consensus**
In a consensus, everyone agrees to support the decision. Though all may not agree, everyone still gives consent. Despite differing perspectives, all agree that they can live with the decision. Consensus is the process most likely to ensure that each person's input is valued, heard and considered.
 - » **Majority Rule**
Majority rule decisions are when more than half the group votes in favour. This process is used frequently in democracies and rarely in organizations. Majority decisions, as with any voting situation, risk not having full support. Those who are not in agreement with the majority may do something less than helpful later. It also carries the possibility of establishing an "us" versus "them" mentality.
 - » **Expert**
In this scenario, the group delegates the decision-making responsibility to an expert or small subgroup. This type of process is suitable for situations that do not require the entire group's participation.
 - » **Executive**
In an executive decision, the leader makes the call. In many settings, the majority of decision-making is executive. Often the kind and amount of participation leading up to this kind of decision-making isn't what it should be. Executive decision-making typically works best with a highly participative team process leading up to the final decision.

Debrief questions

Invite the youth to comment upon and discuss the different decision-making processes. Can they think of real-life examples they have seen for each one?

Ask the group to give one or two examples of when each decision-making process would be the best approach to use.

Key message

All four decision-making processes have a time and a place. Deciding what method to use for a particular situation will increase the effectiveness and chance of accomplishment.

Activity 5: Making a Decision (20 minutes)

Materials and set-up

» none

Instructions

1. Share with the group that they will now decide which is the best idea for a project in their community. They will select this from the 2 (or 3) ideas they identified as the easiest to accomplish with the highest impact.
2. Have the group choose which decision-making process discussed in Activity 4 is the best one in this situation.
3. Have the group use the decision-making process selected to determine which idea comes out as best for the group (it may be the one that received the highest score or not).

Debrief questions

Did the process selected have the desired outcome?
Was everyone involved satisfied with the final decision?



Activity 6: Next Steps (10 minutes)

Facilitator note

Before doing this final activity, the facilitator must decide if they are willing to support the group in moving forward with a project or implementing an idea. If the facilitator is not able to help the group ongoing, do not proceed with the activity. Move to Closing Circle and goodbyes.

If the group is interested in moving forward, the group members must decide if the chosen project idea is a project they want to implement.

Instructions

1. Congratulate participants on completing the Leadership Journey: The Next Steps.
2. Check in with the participants to gauge their interest to continue to move the project forward.
3. If there is not sufficient interest, go to the Closing Circle and goodbyes.
4. If enough of the group is interested in planning and implementing the project idea, set a date, time and location to meet to start the process. Brainstorm small action items for each group member to accomplish before the next meeting. For example: research similar projects in like communities.
5. Let youth know that project implementation will be a dynamic process that they will be co-leading utilizing the skills they have learned in the 12 Leadership Journey sessions.

Closing circle (10 minutes)

- » Do group thumbs about participants' overall opinions of the training experience.
 - » Give thanks to everyone for their participation.
 - » Give participants their Leadership Journey: Next Steps certificates.
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Notes:



Resources

I Can't Yet Printout

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The Big Question Printout

Print this page and cut along the lines to create question cards.

<p>If you could choose anyone in the world to be your dinner guest, who would it be and why?</p>	<p>If you were given 1 million dollars to give to charity or to a stranger, what would you do with it?</p>	<p>You are invited to a party that will be attended by many fascinating people you've never met. Would you want to go if you had to go by yourself?</p>
<p>If you could have free service for 5 yrs from an extremely good cook, chauffeur, housekeeper, masseuse, or personal secretary, which would you choose? Why?</p>	<p>If you knew in 1 year you would die suddenly, would you change anything about the way you are now living?</p>	<p>Is there something you have dreamed of doing for a long time? Why haven't you done it?</p>
<p>If you could wake up tomorrow having gained any one ability, what would it be?</p>	<p>If you were guaranteed honest responses to 3 questions what would they be and who would you ask?</p>	<p>If a crystal ball could tell you the truth about any one thing you wished to know concerning yourself, life, the future or anything else, what would you want to know?</p>
<p>Do you find it hard to say "no"? Do you find yourself doing favours even when you don't want to? If so why?</p>	<p>Do you think you have much impact on the lives of people you come in contact with? Why or why not?</p>	<p>Do you establish routines in your life? For example do you sleep in the same spot on your bed? Eat meals at the same time every day?</p>
<p>Whom do you admire the most? In what way does that person inspire you?</p>	<p>If you could take a 1 month trip anywhere in the world (cost does not matter) where would you go and what would you do?</p>	<p>If you had to spend the next two years inside a small but fully provisioned Antarctic shelter with one other person, whom would you like to have with you?</p>

Brainstorming Technique 1: Popcorn Brainstorming

Popcorn Brainstorming is a classic brainstorming technique. We have done popcorn brainstorms already during the Leadership Journey sessions (in fact, we did one in today's session). Everyone uses it, from teachers to CEOs, to generate ideas and create energy around new initiatives – much like the popping of corn in a microwave!

Start by posing a question or problem statement and invite participants to take a minute's silence to think about it. For this exercise, the question is, "what are things you like about your community?"

Once the minute is up, start a timer (use your phone or watch the clock on the wall if there is one) and invite everyone to contribute ideas out loud and build on each other's ideas too.

Have a single person take notes and encourage free-form, energetic brainstorming: no evaluation, no criticism or discussion yet – just ideas!

Materials

- flipchart and marker to capture ideas

Brainstorming Technique 2: Mind Map

Mind Map is a great brainstorming activity for creating ideas quickly and effectively for those who prefer a more organized approach to idea generation.

1. Begin by writing the key brainstorming topic - "What are things that could get in the way of changes you would like to see in your community?" - in the center of a piece of flip chart paper, chalkboard or whiteboard.
2. Invite participants to brainstorm related topics and ideas by adding branches to the central idea and creating new nodes or elements.
3. As the facilitator, you may want to group ideas by colour and /or increase the branches' thickness to show the strength of various ideas and concepts.
4. The Mind Map will result in a diagram that visually represents your group brainstorming activity and makes it clear how the various ideas interrelate - an excellent resource for idea development or future sessions!

Materials

- whiteboard, chalkboard or flipchart to draw mindmap.



Brainstorming Technique 3: Rapid Writing

Different teams and workshops need different approaches to generating ideas and brainstorming. While a carefully structured approach can be practical, quick-fire brainstorming techniques like Rapid Writing can help create a sense of energy and urgency and quickly get heaps of ideas out.

1. For this ideation method, start by setting a timer and encouraging your participants to get as many ideas out as possible related to the topic “what are things you don’t like about your community?” Create one idea per post-it note, within that time limit.
2. Remember that there is no such thing as a bad idea at this stage in the idea generation process. By quickly ideating without being critical, your group can be creative without prematurely shutting down possible ideas.
3. Be sure to collect all the ideas and share them without judgment at the end.

Materials

- post-it notes and pens

Brainstorming Technique 4: Round-robin Brainstorming

A tried and tested idea generation technique, Round-Robin Brainstorming, provides a little more structure and ensures everyone in a group can contribute to a brainstorm by ensuring the loudest voices don't dominate the discussion.

1. In this group brainstorming method, seat everyone in a circle and hand them an index card.
2. In silence, everyone writes an idea on their index card based on the question "What are things you think could be changed or addressed in your community? What could be done to change them" before passing it to the person to their left.
3. Each participant then writes an idea based on what is written on their neighbour's card and passes that along.
4. You can pass each card around the circle twice for smaller groups and keep adding to the ideas.
5. Collect the cards at the end and share the ideas generated.

The result is a more relaxed brainstorming session that encourages a combination of idea development and co-creation while ensuring everyone is heard. Perfect for teams with big personalities!

Materials

- index cards and pens





Columbia Basin **trust**