



Be The Change

**Young Leadership
Training**



Delivered by Sussex Clubs for Young People

www.sussexcyp.org.uk

Contents

Welcome	3
Before we begin	4
Theme 1. Leadership quotes that may inspire you.....	5 - 8
Theme 2. What is Leadership	9 - 11
Theme 3. Roles and Responsibilities of a Young Leader	12 - 15
Theme 4. Planning and Delivery	16 - 18
Theme 5. Communication skills in building relationships. Verbal and Non Verbal Active Listening and asking open questions	19 - 23
Theme 5. Communication skills - Assertiveness	24 - 25
Theme 6. Equality and Diversity	26 - 29
Theme 7. Social Action	30
Theme 8. Evaluation, Plan, Do, Review	31 - 32
Theme 9. Reflect on your Group Work.....	32 - 34
Notes:	35



Welcome

This handbook is designed to accompany the **‘Be the Change’ Young Leadership Training Programme**. It is a place to record your learning as you go through the course. It offers activities (tasks) to complete after the course and check-in’s with your youth worker as part of your ongoing learning and development as a Young Leader.

Enjoy!

This handbook has been split into the training themes in the main programme. Please see contents below:

- Theme 1- Warm Up’s
- Theme 2- What is leadership?
- Theme 3- Roles and responsibilities of a Young Leader
- Theme 4: Planning and delivery- how to effectively plan and deliver activities within clubs group you are volunteering as a Young Leader.
- Theme 5- PART A- Key communication skills for Youth Leadership roles- verbal and non verbal communication, active listening and asking open questions.
- Theme 5- PART B- key communication skills for Youth Leadership roles - assertiveness and public speaking.
- Theme 6- Equality and Diversity- what is discrimination and how does it impact people? Young Leaders important role in promoting equality and celebrating diversity.
- Theme 7-Key components to planning a social action project.
- Theme 8- Evaluation- Plan, Do, Review.

Theme 1:

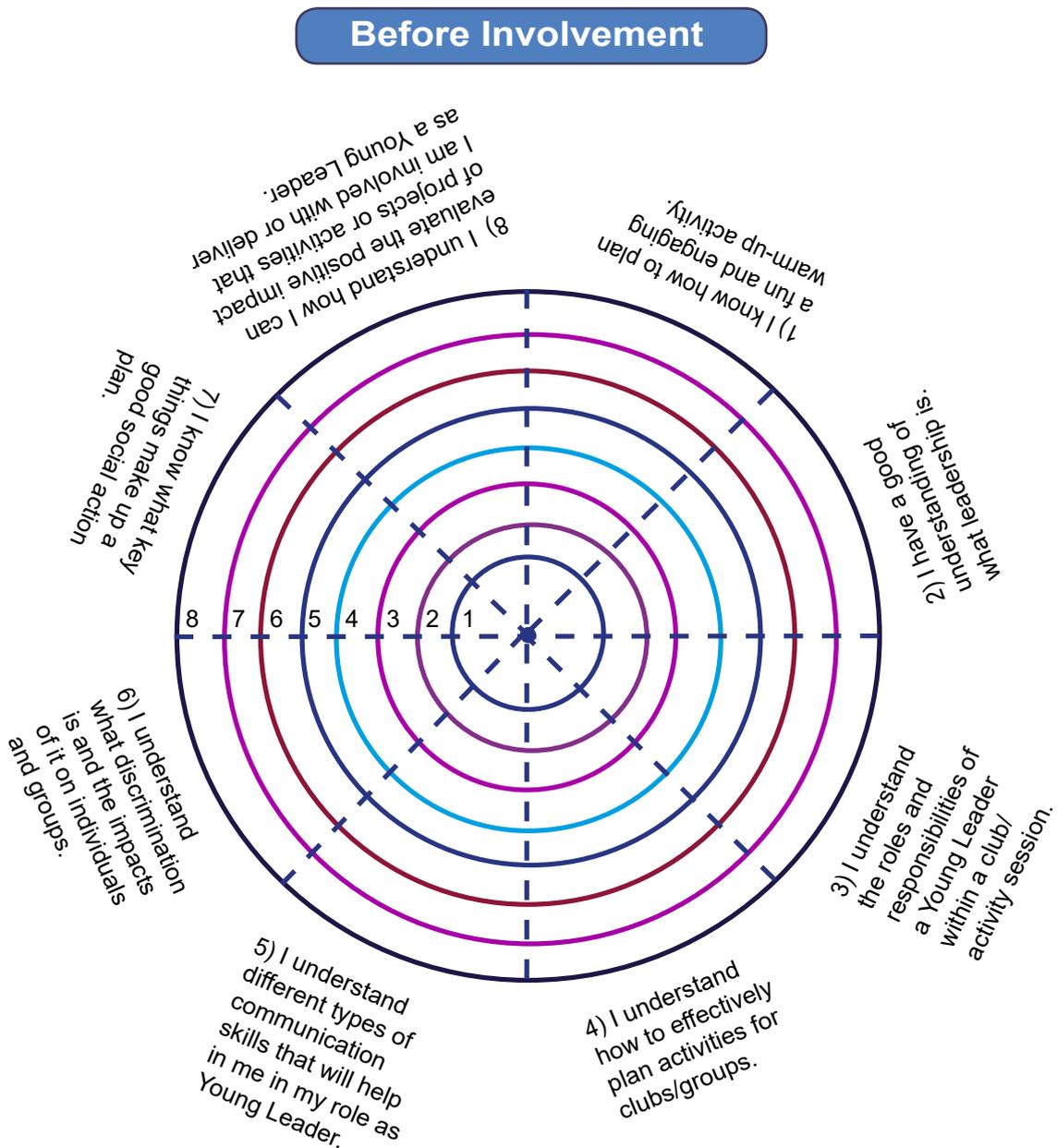
Leadership Quotes That May Inspire You

“ Outstanding leaders go out of their way to boost the self-esteem of their team. If people believe in themselves, it’s amazing what they can accomplish. Sammy Walton ”

“ The challenge of leadership is to be strong, but not rude, be kind, but not weak; be bold, but not bully; be thoughtful, but not lazy; be humble, but not timid; be proud, but not arrogant; have humour, but without folly. ” Jim Rohn

Before We Begin

Below is a Skills Wheel for you to complete before you take part in ‘Be the Change’ Young Leaders Programme. Colour up to the number you feel best matches your current skills set. 1 is the lowest and 8 is the highest. The Skills Wheel is then placed again at the end of this handbook for you to repeat the same exercise so you can see your growth and development as you develop your role in leadership.

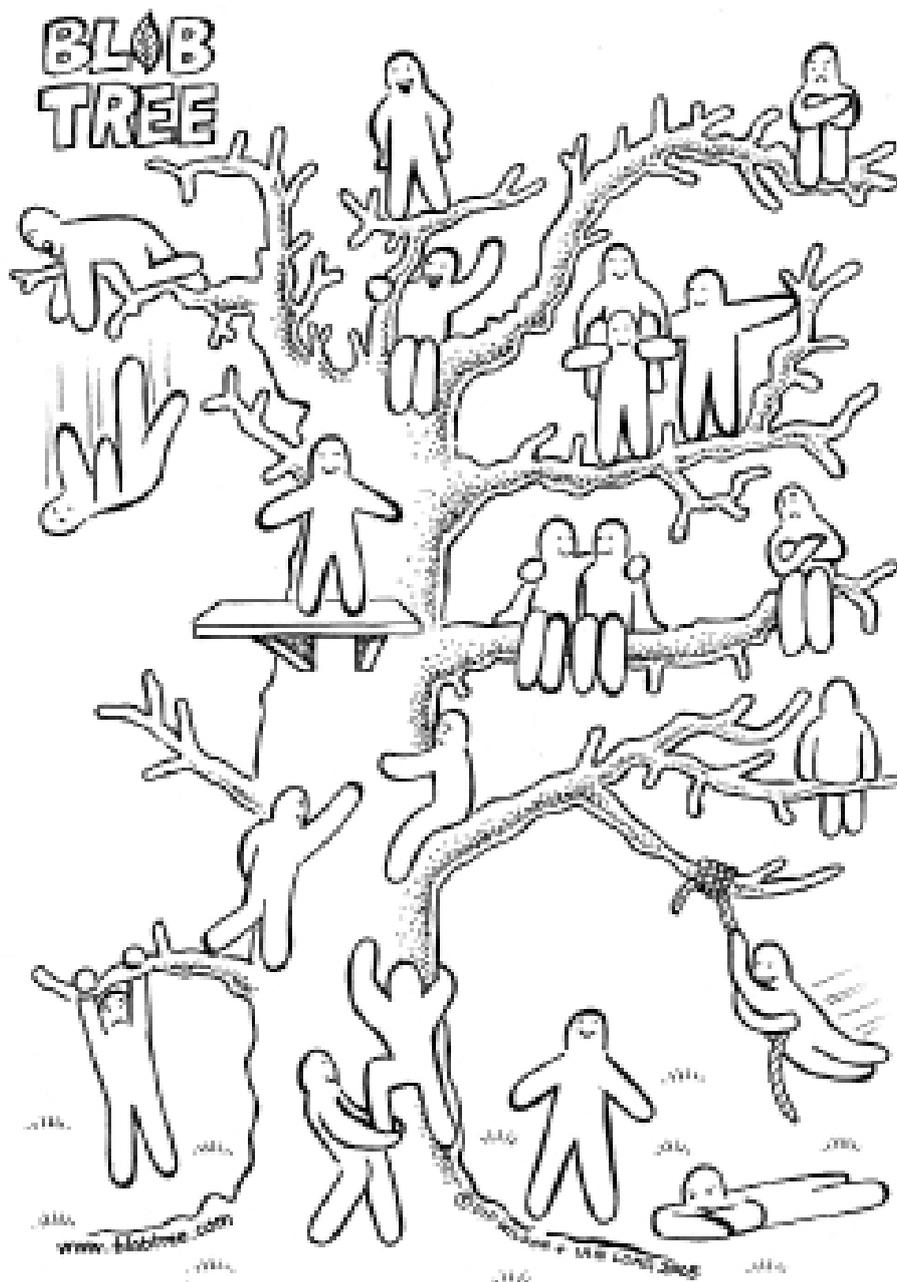


Theme 1:

Blob Tree



After you have completed the skills wheel then please complete the Blob Tree. On the tree choose which character best describes you at the beginning of Be the Change Youth Leadership Training Programme. Please colour in your character and complete the box below it.



© Pip Wilson and Ian Long www.blobtree.com

What made you choose the character(s)?

Warm Ups

Warm ups are a great way to help groups build trust, gain confidence and have fun! Taking your time to plan an engaging warm up is essential- ensuring everyone is included and can participate.

Reflect on your own experience from the training to help inform what your warm up's look like - have fun designing some!



Design three warm up activities that you could deliver in a group setting. They usually last 5-15 minutes, so plan accordingly., Share your ideas with a youth worker and ideally find a time within your club/activity session you can deliver it.

An example has been included to help you as you develop your own.

Example - Your Music

- **Aim:**

The aim of this activity is to give young people an opportunity to play their chosen track to the group and explain why it means something to them, why it is their favourite and why they have chosen it.

- **Group Size:**

A minimum of 6, maximum of 15.

- **Time:**

30-40 minutes

- **Layout:**

Create a relaxed space for young people to participate in this activity.

- **Resources:**

Speaker & connecting lead (if needed) so young people can plug in their phone.

- **Preparation:**

Advise young people to bring their favourite track, also be willing to share yours.

- **Activity:**

Invite young people to think about the track they would like to play to the group (dependent on group size this may be all of the track or part of it) and ask them to share why they chose that particular song and what it means to them. It may relate to the artist, or some key words in the song or how the music is layered. Encourage the group to be open minded as they are likely to listen to different 'genres' and artists.

Ask group members to play their music and describe why they relate to it. Facilitate discussion with the rest of the group to enable learning and appreciation of how people connect with different types of music.

1. Name of Warm Up

● Aim:

● Group Size:

● Time:

● Resources:

● Activity:

2. Name of Warm Up

● Aim:

● Group Size:

● Time:

● Resources:

● Activity:

3. Name of Warm Up

● Aim:

● Group Size:

● Time:

● Resources:

● Activity:



Theme 2:

What is Leadership?

To be an effective leader, you need to begin to form an understanding and confidence in what you think good leadership is and what kind of leader you want to be. This is a constant process, so it is a good idea if you ask this question to yourself a number of times through your experience as a Young Leader.

The activity below supports this thinking and learning.

Life Spheres - Looking Up!

Life Sphere's are people you have in your family, friendship group, school setting, faith setting, culture that you look up to and admire. These qualities we admire can often link into what makes good leadership i.e. kind, open, responsive etc.



Take some time to write the **qualities of your role models** that you look up to and are inspired by the spheres below. This will help you begin to think of qualities that are important to you as you develop your leadership role and style. One has been left blank if you have another category you would like to add.



Qualities you look up to/that inspire you



Qualities you look up to/that inspire you



Qualities you look up to/that inspire you

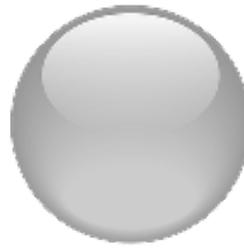


Qualities you look up to/that inspire you





Qualities you look up to/that inspire you



Qualities you look up to/that inspire you



From completing this activity, write below key words that describe good qualities of leadership that have surfaced from you reflecting upon positive role models in your life.

Good leadership qualities are:

•	•
•	•
•	•
•	•
•	•
•	•
•	•
•	•

Leadership qualities that are important to you!



Following on from the activity above, choose 4 leadership qualities that are most important to you in your role as a young leader. These may be qualities you already have or ones you aspire to gain through being a young leader. If this activity is completed outside of the training, then have some time with a youth worker discussing what you have chosen and why.

Four leadership qualities that are most important to you in your role as a young leader are:

- 1.
- 2.
- 3.
- 4.

Leadership Acronym - Ambition, believing in Young People

Below is a helpful Leadership Acronym. It describes key attitudes and their behaviours associated with leadership.



Discuss what you think of this with your Youth Worker. Is there anything that stands out?

Anything that you would change?

Leadership

Behaviours

Liberates

1. Does not blame people for mistakes
2. Encourages people to make own decisions
3. Listens to the young people
4. Encourages full and open conversation
5. Operates systems based on trust, not suspicion
6. Encourages young people to develop new ideas

Encourages

1. Accepts responsibility for the actions of young people and volunteers
2. Gives praise where it is due
3. Recognises and acts to minimise other people's stress
4. Supports people when necessary
5. Regularly meets with individuals to clarify direction

Achieves purpose

1. Achieves results
2. Consult with those affected before, making decisions
3. Is willing to take unpopular decisions in order to move forward
4. Seek out future challenges and opportunities
5. Seeks to improve the way things are done

Develops people

1. Encourages others to learn
2. Encourages others to work as a team
3. Takes time out to guide and develop the individual
4. Deals effectively with breaches in standards of behaviour
5. Treats the mistakes of others as learning opportunities

Examples to others

1. Actively encourages feedback on their own performances
2. Communicates with an air of enthusiasm
3. Works on their own learning
4. Practices what they preach
5. Openly admits mistakes
6. Sets a good example with own behaviour

Relationships based on trust

1. Does not put self-interest before the interests of the young people
2. Keeps promises and does what they say they will do
3. Is in touch and sensitive to the needs and feelings of others
4. Is honest and truthful
5. Does not take credit for other people's work
6. Is honest and truthful
7. Is calm in a crisis and when under pressure is always fair

Theme 3:

Roles and Responsibilities of a Young Leader including Boundaries and Confidentiality

As a Young Leader, understanding the roles and responsibilities that come with your role is essential to helping you develop good safe relationships with young people and understand the boundaries of what your role is and isn't.

Following on from the activity in the training, please complete the following section:

What are young leaders' roles and responsibilities within a club/activity based session:

-
-
-
-
-
-
-
-
-

What are not young leaders' roles and responsibilities within a club/activity based session:

-
-
-
-
-
-
-
-
-

From completing this activity, please write down your understanding of what it means to safeguard young people:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Grey Areas

In the boxes below 'Grey areas' around Young Leaders roles and responsibilities are listed. These are 'grey areas' as there is no definite 'right' or 'wrong' and your approach as a young leader will be dependent on the context, types of relationships you have with young people and your experience.

From your discussion in the training, please summarise your understanding of why it is a grey area and things that need to be taken into consideration.

Challenging young people's behaviour- including their language, attitudes and behaviour.
This is a grey area because:

To write risk assessments and brief youth workers on them at the beginning of the session.
This is a grey area because:

Sharing personal experiences to support young people's learning and development.
This is a grey area because:

Check-In With Your Youth Worker



As roles and responsibilities are a key part of your development as a young leader, regular conversations need to be had with your youth worker to reflect on how they are going, any issues that are arising, any challenges and what skills require further development.

Please record your discussion and learning in the boxes below:

Check in 1 around Role and Responsibilities with your Youth Worker.

What was discussed (in brief) – including what is going well:



New learning goals around roles and responsibilities:

Check in 2 around Role and Responsibilities with your Youth Worker.

What was discussed (in brief) – including what is going well:



Check in 3 around Role and Responsibilities with your Youth Worker.

What was discussed (in brief) – including what is going well:



New learning goals around roles and responsibilities:

Case Study and Questions

Solomon is 16 years old and has been a Young Leader at the `Langley 64` Youth Club for 4 months. The club session is on a Wednesday evening from 6.30 - 9.30pm and open for young people aged 11-19 years old. Approximately 30 young people attend each session. The Youth Club provides informal and fun learning activities for young people to take part in. It has a pool table, dance and music studio with a small kitchen.

Solomon offers to run the pool table competition that night, as its often a popular activity and supports young people, who do not often socialise with each other start to build friendships. Solomon asks young people as they come in if anyone is interested but no-one signs up. He stays by the pool table on his phone waiting for any young people to come over. After 15 minutes there is still no sign up, so Solomon goes into the kitchen and joins in with the cooking activity.

A young man asks for his help with chopping up vegetables which Solomon engages with as he likes to help. After 10 minutes, Solomon hears some noise and disruption in the main space by the pool table. He leaves the kitchen and sees that a group of 4 young people (2 young men and 2 young women) are slamming the pool balls into the pockets and taunting each other to throw them at each other. Solomon looks around and notices that the other youth workers have not noticed the situation as they are focussing on their activities as it is a busy session. He approaches the group and says `can you stop doing that please`, they respond with `no, it's really fun`. He responds with `come on guys, it's not safe, can you listen to me`. The group continue to ignore him.

He then sees that one of the young women grab a ball from the table and throws it at a young man's head, narrowly missing Solomon, knowing that this is dangerous, asks the young women to leave. She then picks up another ball and throws it again. Solomon, now feeling stressed, shouts `just leave`. The group then `turn on him`, saying `who do you think you are? and `chill out, we're only just having some fun and messing around`. Solomon walks off, goes outside to have a cigarette and relax and then stays on his phone for the remainder of the session. During the evaluation time at the end of the session, youth workers asked how the `pool table` went that night and he said, `it was a bit difficult, but okay`.

QUESTIONS:

1. What did Solomon do well in his leadership role within this scenario?
2. Identify some of the thoughts and feelings Solomon may have experienced during his youth club session
3. What areas of concern do you have regarding Solomon's youth leadership role in this situation?
4. What could Solomon have done differently?
5. What do you think of the way Solomon approached the young people at the pool table? Could this have been done differently? If so, how?
6. Can you think of anything else in the case study that may have changed the outcome of the situation?
7. Think of 2 key learning points that you can draw from this case study and apply your young leaders' role

Theme 4:

Planning and Delivery

How to effectively plan and deliver activities within clubs/groups you are volunteering as a young leader in.

The planning of fun, relational and accessible youth activities can contribute to the success of a good youth work programme. The planning ladder can help you plan your youth work activity. You will work through with your course leader.

Tip: the more planning you do the easier it becomes. Start from the bottom and work your way up. Enjoy!

1. What do you want to achieve?
2. What do you want your activity to be? How would you ensure that your activity can involve all young people?
3. What do you need? i.e. equipment/money?
4. How will you evaluate it? i.e. see what went well, what didn't and how it could be improved

Think of an activity you would like to deliver in your role as a young leader. This could be art based, involve games, sports, debates, cooking... be creative!

Work through the planning ladder on the next page and plan your ideas. This model is used for activities that are more substantial than a warm-up activity i.e. try to plan for 30 minutes to 2 hours.



Youth Activity Planning Ladder



5 How will you evaluate it? i.e. see what went well, what didn't and how it could be 'improved'

4 What do you need?
Equipment/Money?

3 How will you ensure that your activity can involve all young people?

2 What do you want your activity to be?

1 What do you want to achieve?

Check-in. Planning Youth Work Activities



Check in with your youth worker around planning youth work activities.



New learning goals around planning your work activities.



Theme 5:

Communication skills in building relationships: verbal and non verbal skills, active listening and asking open-ended questions.

To be an effective leader, communication skills are essential. The next range of activities focus on identifying key communication skills, including active listening and asking open ended questions.

From taking part in the 'Getting to know you, Getting to know all about you' activity in your training, please make a note of key communication skills that are required to build effective relationships with young people in the light blue column below. If you did not do this activity in your training then please discuss this with your youth worker. Please then rank yourself for each individual communication skill that you identify.

1-I have little confidence and 10- I am super confident. Please be honest. Discuss this with your youth worker and agree on some opportunities and new things you can try to develop your confidence, skill and thus score during your following check-in's. Make a note of the discussions and actions agreed in the 'check-in' boxes below.

Communication Skill Please list:	Individual ranking of each skills 1-10. 1- I have little confidence. 10- I am super confident no development needed.	Check in 1 with youth worker new score	Check In 2 with youth worker new score	Check in 3 with youth worker new score

Check in 2

Please feel free to make notes and any agreed actions you agreed with your youth worker to help develop your communication skills in relationship building.



Check in 3

Please feel free to make notes and any agreed actions you agreed with your youth worker to help develop your communication skills in relationship building.



Rolling Out Questions - Practice asking open-ended questions

If you took part in the dice game in the training session then please write your how, what, where, why, when questions in the boxes below. These open-ended questions are all essential communication skills in getting to know young people and building a relationship with them as a young leader. If you are leading on a social action project, these questions are equally important to help build a sense of team.

If you did not do this activity within your training, then please complete individually or with a youth worker. An example has been given in each box to get you going.



HOW

How are you doing today?

WHERE

Where did you go the weekend?

WHAT

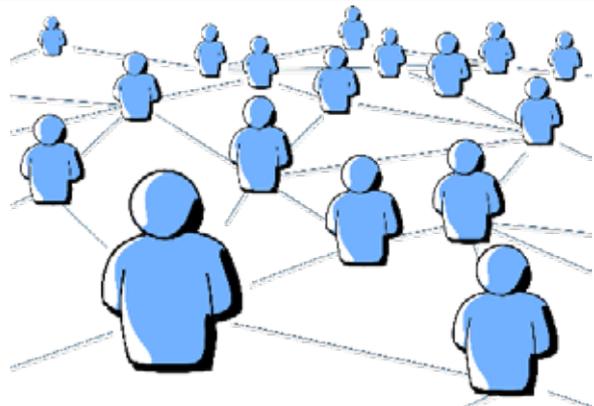
What is your favourite food?

WHEN

When do you think you will be free to come along and help out?

WHY

Why do you think this happened?



Active Listening



Please watch the following links (if not done in your training session) below that demonstrate what active listening is.

Log into YouTube `Active listening is a skills here's how it's done`.

https://www.youtube.com/watch?v=0nmJW_zExk0 1.20

Log into YouTube `How to improve your listening skills`

Log in to <https://www.youtube.com/watch?v=D6-MleRr1e8> 4.54

From your discussion within the training or in conversation with a youth worker, please write what your understanding of active listening is, **how you think it can help in relationship building with young people and the importance of it in leadership** (think about when you have been actively listened to, what did it feel like?, what did it look like (i.e. body language) and how did it help you?

How does active listening help in relationship building with young people/people?
Why is it an essential skill in leadership?
What difference does it make?

Theme 5:

Communication skills in building relationships - Assertiveness

If you completed this activity in your young leaders training, then please summarise some of your discussion below in each box. If you did not complete this activity in the training, then book in a 'Check In' time with your Youth Worker and either discuss what you have written, or work through the scenarios with them.

You are volunteering in your role as a Young Leader and running the tuck shop.

You notice that some young people are putting more sweets in their paper bag that will cost more than the 50p they have.

What does assertiveness look like in this situation?

Think of phrases you could say/your tone of voice/what your body language might look like?

You are volunteering in your role as Young Leader and delivering an art activity with 8 young people aged 10-13 years. The activity involves painting.

You notice a young woman flicking paint on other people's paper and giggling about it. You ignore it for a few minutes, but then see she has started to flick paint at people's faces.

What does assertiveness look like in this situation?

Think of phrases you could say/your tone of voice/what your body language might look like?

Theme 5:

You are talking with the Police Crime Commissioner and her colleagues and she often refers to Young People as Children. You find this insulting and want to say something. You also think it would be a good idea for commissioners of youth services to visit youth projects. When you suggest this the response is 'unfortunately I haven't got time for that'. How do you respond and demonstrate assertiveness in this conversation?

What does assertiveness look like in this situation? – think of phrases you could say/ your tone of voice/ what your body language might look like?

You are involved in the evaluation board of allocating funding to specific projects that supports young people's mental health- you are disappointed with the decision not to fund one of the projects you think would make a difference to young people. How do you raise this and demonstrate assertiveness in this conversation?

What does assertiveness look like in this situation? – think of phrases you could say/ your tone of voice/ what your body language might look like?

Theme 6:

Equality and Diversity

Equality and Diversity are central to youth work practice and in your role as a Young Leader. It ensures that young people from different backgrounds (cultural, economic, geographical) and with different needs can access youth provision and feel safe and valued in doing so. Youth work provides a wonderful opportunity for difference to be celebrated.



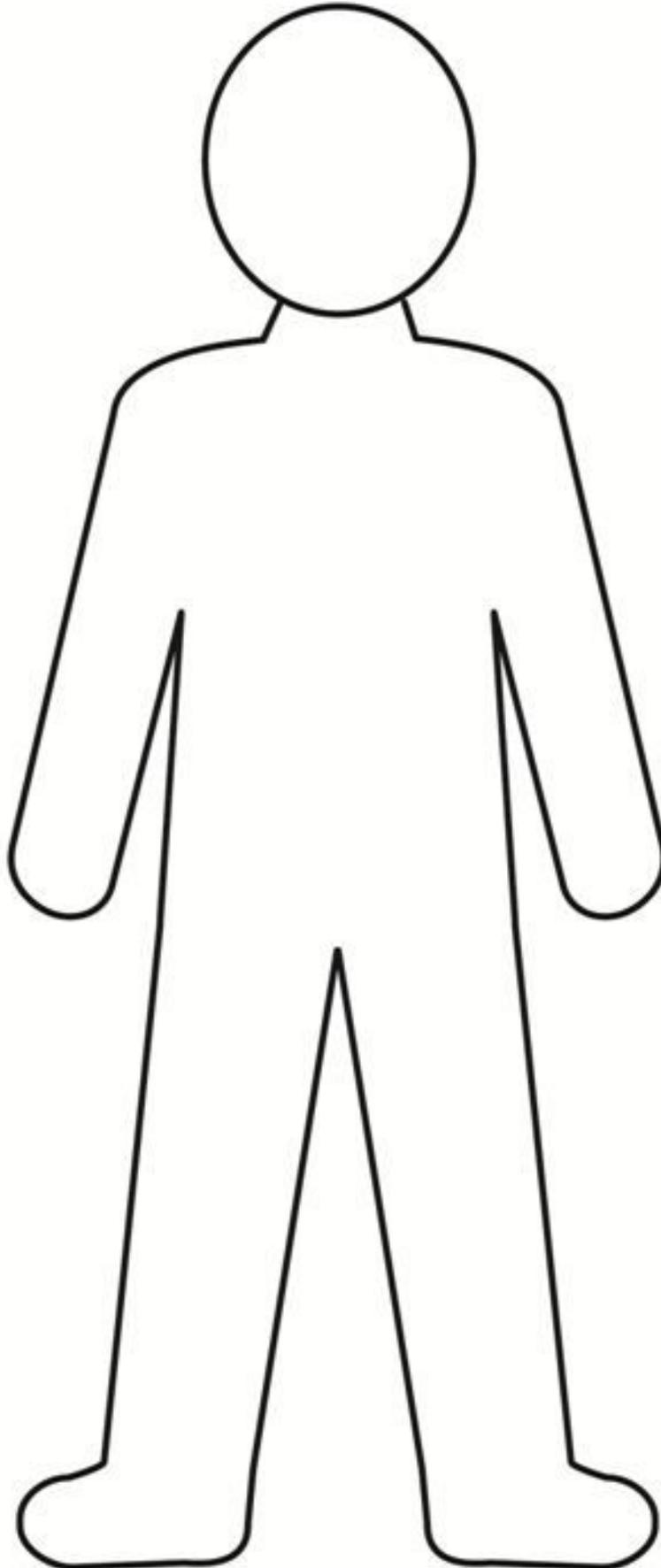
From the activities you took part in the training, please write some answers from your discussions in the box below. If you did not complete this activity in the training, then please discuss this through with another young leader or youth worker and complete the box.

Why do people have discriminatory views?



How do you think being discriminated against will affect a person?
Hints: think about how it may affect their friendships/self-esteem/education.

Write your answers in the outline below.



Celebrating Diversity

Within your club, group or social action project you have an amazing opportunity as a Young Leader to plan and deliver activities or campaigns that educate people around issues relating to equality and to celebrate diversity! If you planned your diversity day within the training session, then please draw a representation of what it would be and look like below OR write it up on the youth work Activity Planning Ladder.



Please draw a representation of what your diversity day would be and look like below. Please annotate if you find helpful.

A large, empty rectangular box with a thin purple border, intended for the student to draw or write their representation of a diversity day.

Youth Activity Planning Ladder



- 5 How will you evaluate it? i.e. see what went well, what didn't and how it could be 'improved'

- 4 What do you need?
Equipment/Money?

- 3 How will you ensure that your activity can involve all young people?

- 2 What do you want your activity to be?

- 1 What do you want to achieve?

Theme 7:

Social Action

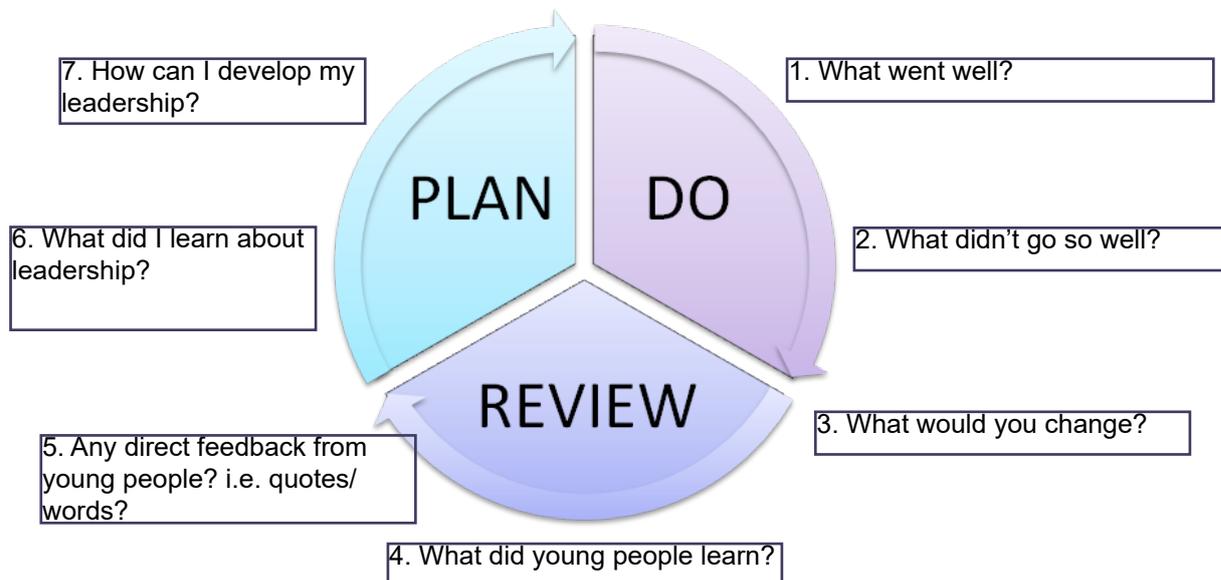
In your role as Young Leader you may want to design and deliver a Social Action Programme or Campaign. Within this you may also be leading other young people on this journey with you. Below is a model that you can use to help you in your preparation and planning!

NCS Social Action Model



Theme 8:

Evaluation, Plan, Do, Review



Within the training we explored Plan, Do, Review model as evaluation is an important tool to use in your role as a Young Leader. Whether that is in the evaluating of an activity, programme, campaign, meeting, or speech! The review questions are placed around the model above for you to use when evaluating your work.

1. What went well?
2. What did not go so well and why might this be?
3. What would you change?
4. What did young people learn?
5. Any direct feedback from young people? i.e. quotes/words?
6. What did I learn about leadership?
7. How can I develop my leadership?

Evaluation, Plan, Do, Review

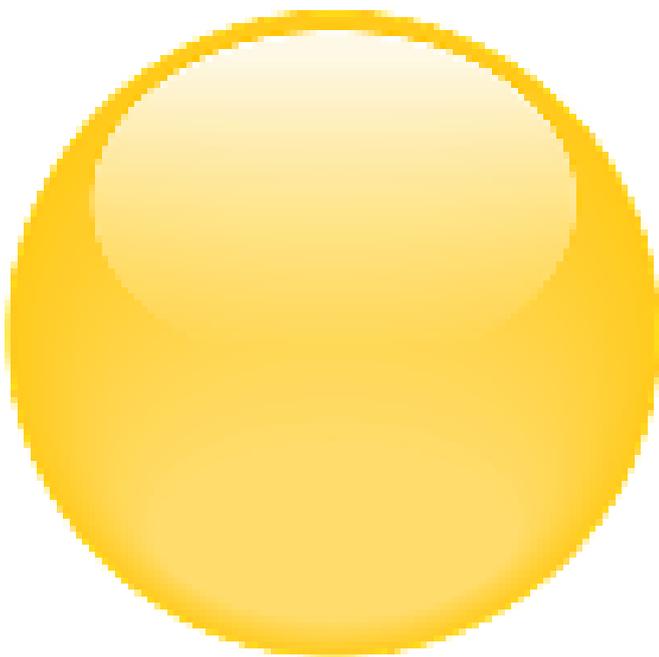


If you have designed your own evaluation model within the training, then please insert here. If you haven't then please take the time to think of an activity that you could undertake with young people to gain an understanding of their learning, experience, and how much they benefited from undertaking the activity/project with you.

Theme 9:

Reflect on your Group Work

Throughout this course, you would have worked with other young people through games, activities and discussions. Reflecting on these experiences, write in the bubbles below key things that are needed for effective group work.

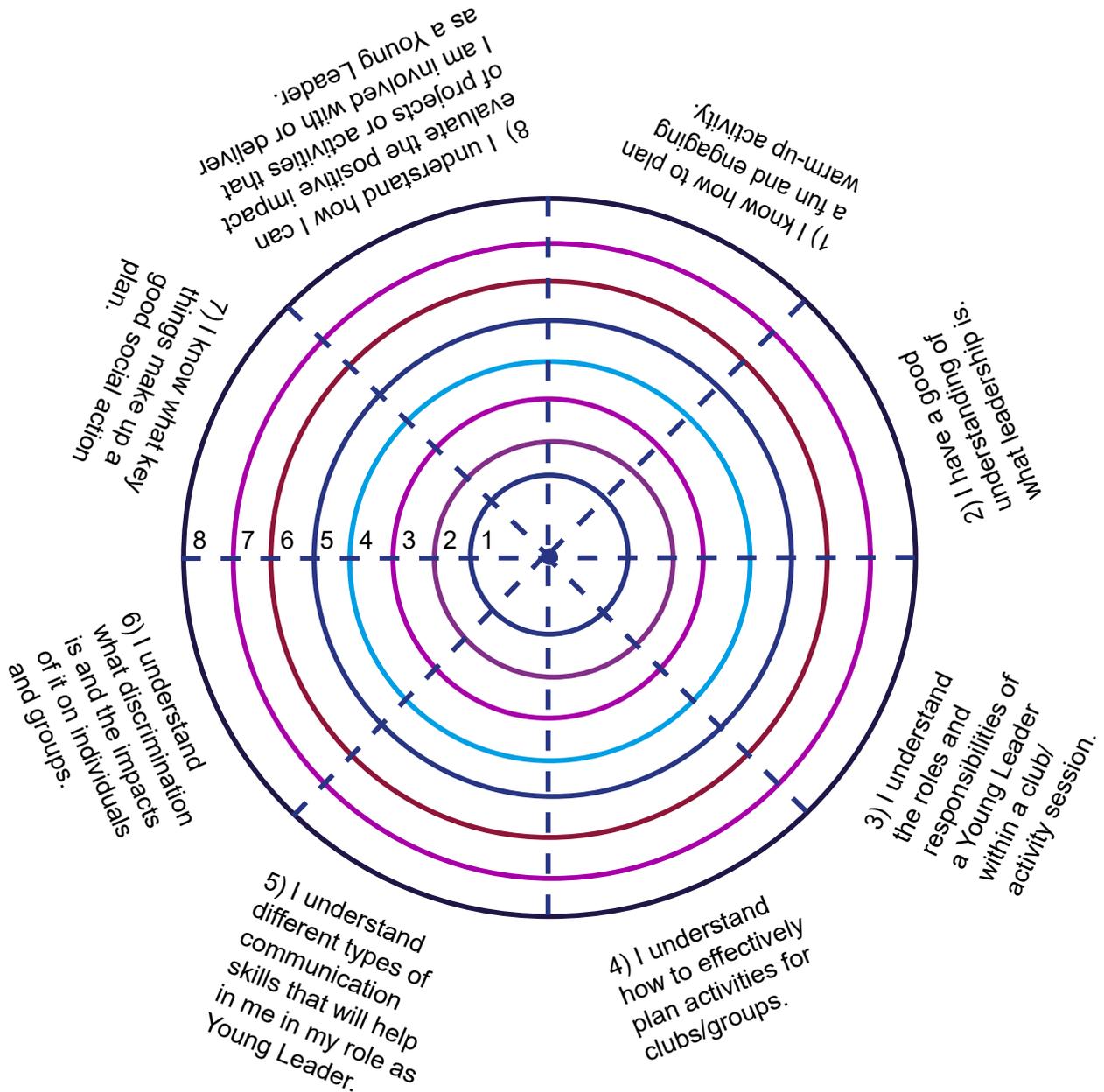


Skills Wheel Revisited

And finally....

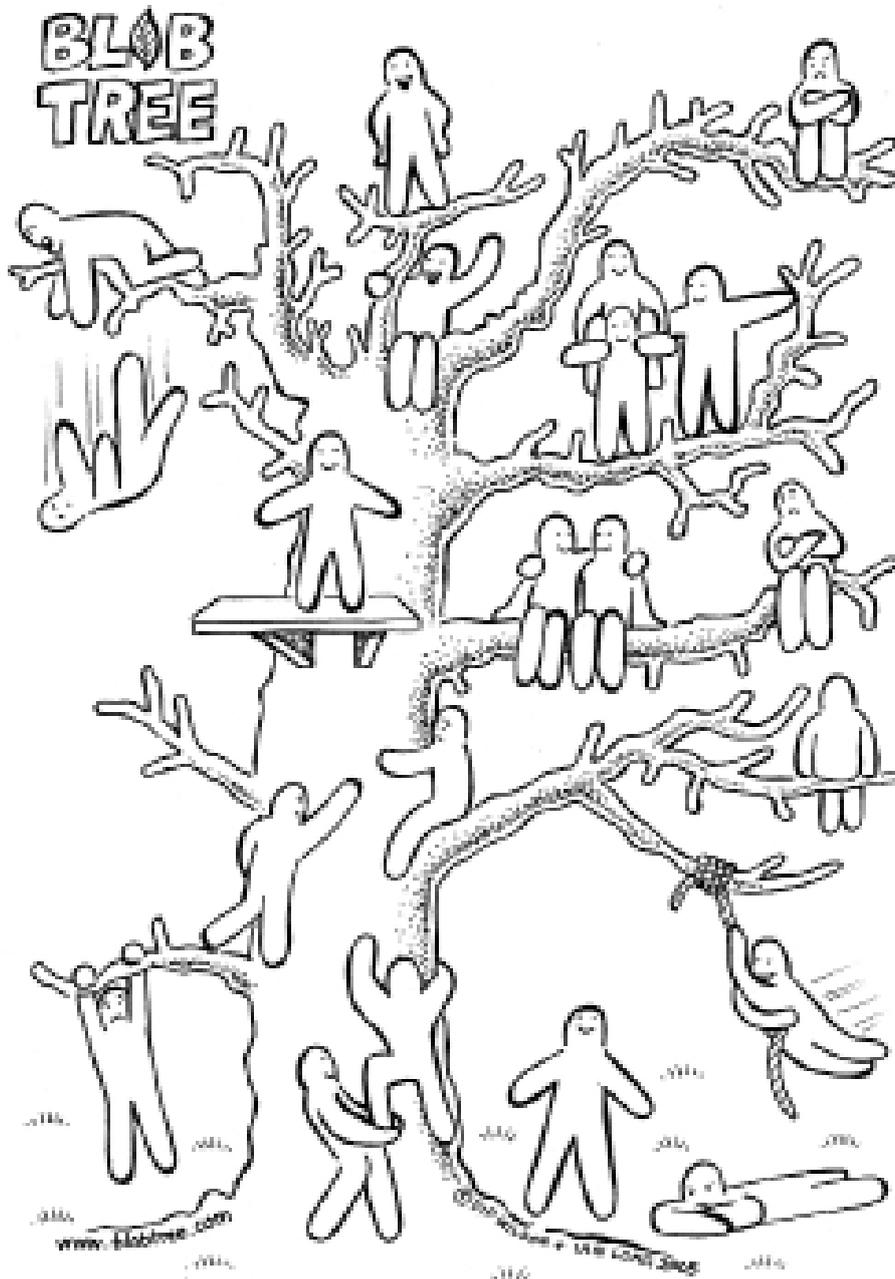


After you have had time to practice your new skills and gain some experience in your role as a Young Leader, arrange a Check- In with your youth worker to complete the skills wheel and blob tree. Use it as an opportunity to talk through your progress and development together.



Blob Tree

On the tree, choose which character best describes you at the end of the 'Be The Change' Young Leadership programme. Please colour in your character and complete the box below it.



© Pip Wilson and Ian Long www.blobtree.com

What made you choose the character/s?

.....

.....

.....



Believe in yourself

Believe in others



SG.VS2.1021