

CFES Leadership Materials.

Part 1. Leadership: Our Story.

Aims:

- Exploring examples and styles of leadership.
- Planning to develop skills as a leader.
- To enable your own story to empower others.

Tell your story- what inspires you? What's your favourite hobby? What are you passionate about?

Session 1: Explore examples and styles of leadership (Ground Rules!).

- **My hero.** Discuss examples of who leaders are either locally, nationally or on the world stage. They can be activist, politicians, parents, sporting figures, cultural figures.
- Most importantly though, each student takes time to discuss **why** this person inspires you and others.
- What characteristics does this person possess? Is it how they speak (Obama, the power of oratory)? Is it their courage against great oppression (Mahalia)? Is it the dignity they display to others (a youth club leader)?
- Let's discuss the skills and most importantly, the values which we touched upon in this exercise.

Session 1.2: What does a leader look like?

Strike a pose! Draw a picture or use your friends in class to capture a pose that you feel is associated with a strong leader.

Examples would include:

- Leading a demonstration.
- Standing strong a podium
- Leading a discussion



- Being carried triumphantly

Allow different students to lead this group activity. It will be part of the group discussion as to what this scene represents. Why have the participants chosen these particular representations as being indicative of leaders? Are great leaders only great in the moments of achievement? What do leaders do with the rest of their time.

Session 1.3: Create the perfect leader! (Individual or group activity)

- What does this person look like?
- What is this person leading or trying to change?
- Why is this issue important
- Is it really possible to make a difference on this particular issue?

Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has.

The Social Media Challenge:

Capture an image! Find a photo from the internet, take a photograph or even draw a picture which you feel highlights an issue that you would like to change in the world or even in your local community. Share it on your Facebook or Twitter page under the #TA21Leaders.

Part 2: Leadership in our Local Groups.

Aims:

- Exploring Leadership Styles.
- Responding to leadership struggles and difficulties.
- Developing and sharing a vision for the group.



Session 2.1: The Persuasive Leader.

The ability to communicate effectively is an important feature of any leader. There are three qualities of effective communication which are often overlooked. These are:

- **Assertiveness:** This is the ability to make your point in a confident but respectful manner.
- **Providing Feedback:** It is very important to be able to provide honest and reflective feedback on previous activities.
- **Motivating others:** It is important to give praise both to ourselves and others in our group. This keeps morale high and helps to keep a shared sense of direction.

The class breaks up into 3 small groups.

Role Play Assertiveness: One person is nominated as a cashier in a large clothes shop. A person from the group has previously purchased a very expensive brand of clothing which turned out to be a cheap imitation. Each person from the group takes turns to assertively make their case to the cashier.

Providing Feedback: Take 5 minutes to collectively develop constructive feedback on the previous session when we visited the school and the social media challenge. Did you enjoy this activity? How can we make it better? What other advice would you have if we were to re-run this activity?

Motivating Others: Discuss some of the goals of CFES/ TA21. Why are they important? There are long term goals involved but what can we do in the short-term to make a positive contribution to our communities.

Session 2.2: The Struggles of Leadership (Group Behaviour and Collective Challenges).

This is another role-play activity that will require some imagination. The class breaks up into groups of three.



Imagine that you all as transition/fifth years have decided that within this school, that you are adults now and as such, will now require your own common room were teachers and nobody else except pupils in your year are permitted to enter..

This will require a committee to be developed. As such each group will require five volunteers to step forward to play the part of the actors. The rest of the people will be the audience and it is your job to interfere at any point and direct how the meeting can progress more efficiently.

We need actors though...

The Chair: This particular Chair will lead the meeting. They want to end the meeting as quickly as possible and wants to assign the jobs to everyone else in assuring that they themselves don't have to do anything.

The Do-er (aka, Professional Busybody): This person is REALLY enthusiastic. They want all of the jobs but is also a member of loads of other different groups and has a backlog of school assignments already.

The Rebel: The Rebel really wants the 4th year common room but doesn't really like the Chair. They are kind of snide and is already thinking of setting up a break-away group that would be better at organising this kind of thing.

The Quiet One: This person doesn't really say much. They are definitely interested but can't really get a word in edgeways. They would even be good at some of the jobs but is being drowned out by others in the group.

The Laid Back One: This person is fairly non-fussed about the whole common-room idea. They we're asked to come along and did so because to be fair, this is a really sound person. He/ She have loads of mates in the other years and doesn't see why they can't be invited along too but actually doesn't really think the current system is that bad either.



It is the job of the audience to make this meeting more efficient. Shout stop at anytime and even recommend others from the audience who have qualities that could be valuable in the meeting.

Session 2.3: Develop a shared vision for the group in the year ahead.

There will be no action following this particular session but for the next 40 minutes, the students should take some time develop a blue print for the next couple of months with CFES/TA21.

At this stage there should exists an awareness of a future engagement/ activity in their local communities.

We are going to plot out the potential for that challenge by once again breaking up into three different groups.

Each of the groups will develop a poster/ plan that will create a vision for what that as yet unspecified challenge may look like. The Poster will include:

The Scale: How big can we make this challenge? Do you have any ideas already? (Can we trend nationally, fundraise, making actual improvements)

Is it desirable? Is the challenge something the group actually wants to do?

Feasible: Are we being realistic?

Focused: In the next session, what should we do to ensure the group knows what is expected of them?

Flexible: Are we supporting the groups ideas? Maybe it's not a local or national issue you're interested in. That's ok also!

Each group gives a presentation of their poster plan and we ensure to take onboard and apply their feedback to the next session.

The difficulty lies not so much in creating new ideas, but escaping old ones.



Part 3: Leadership in Our Community.

Having looked at different styles and skills of leadership and how they work out in your local group, Part 3 looks at how you connect with the community around you. It's about exploring who's involved in your group, who isn't and how you develop leadership skills to build bridges and make wider connections with those around you.

Aims:

- To develop a thorough understanding of the assets that exists in our community.
- To plan on how we can improve links with the local community.
- To develop relationships and potential for shared goals within the wider community.

Session 3.1: Mapping Our Community.

This is a relatively simple task where the objective is to get the students to think about all the people, businesses, community groups, and services that exist in their communities.

We will need a white board (for large groups, a white part for each group) and simply get the students to call out any of the aforementioned groups in their communities. Literally as many as they can think of.

It will be the role of the facilitator to write down the names and roles of these people/ groups.

Once that has been exhausted (really shouldn't last any longer than 7 minutes) we need to spend a brief period of time talking about 'Who these groups are?' and 'What do they do'?

To finish this session the students will be asked to choose which of these individuals/ groups might potentially be able to help or support them in their own community challenge and to right the names on to some study cards which we will provide.



Session 3.2: Making Friends and Influencing People.

In order to influence a person, we must first seek to understand them. To take the time to make a connection with a person in our community and know what it is that motivates them to be in the line of work that they are in.

This is a role play game. A type of speed dating with a bit of a difference.

- Divide the class in half. This is a type of interview game where half the class have the difficult task of simply being themselves. They will be the ones interviewing the other half of the class.
- The other half of the class will take the role of the various different characters in the community who we discussed in the first session and will respond to questions asked as if they were that person/ member of that group.
- The characters will be written out on the study cards as prepared at the end of the previous session.
- As the class lines up face to face (straight line or circle- sitting or standing), it will be the role of the interviewer to ask the following questions-
 - (1) Who they are?
 - (2) What they do?
 - (3) What values do they hold dear and what are they trying to achieve in life?
 - (4) Can they help with a potential community action project?
- At the half-way point of this session, the interviewers will feed-back to the group about their experiences so far and then the groups which switch over so that the interviewers become the people playing the parts of community members.
- Repeat over and then feed back to the group to complete the session.



Session 3.3: The Community Challenge.

At this point we have explored leadership from a number of different angles. We discussed who leaders are; what values they possess; styles of leaderships and potential problems that may have gone wrong.

Now, the challenge is how we can show leadership in our own communities?

Let's decide on our leadership challenge. Will this be a group activity? Do smaller groups which to take on their own initiatives? How can we measure their successes or failures of these projects?

What supports can we offer?

We leave the room knowing that projects are underway.

'The Role of Leadership is to produce more leaders, not more followers'.

Session 4.4: Demonstrating Leadership.

This session will solely be about the community challenge the students are working on. We will use ice breakers to begin the session and deploy improve games to get the students back into the mind-frame of their projects.

The aim of this challenge is to provide support and encouragement to the students as they progress through their project. We should talk of the award/presentation ceremony where they will present their project.

Session 4.1: An icebreaker. (open to suggestions on this but I'm proposing Wink Murder.

Session 4.2: Use the skills acquired in session 2.1 to once again attain feedback from the group.



Assertiveness: You are the boss of a large business or charity. You have called a seemingly unproductive employee into your office with the intention of firing them. Can you do so without being insulting and can the employee defend themselves against this criticism. The audience is the managing director and if either resort to insults, that person is fired!!

Feedback: Each group takes five minutes to give some constructive feedback on their projects and experiences so far.

Motivating others: What positives have you taking from this challenge and what qualities in yourself or others have you become aware of?

The rest of session is project focused and the onus is on us in TA21 to be as helpful as we can possibly be to ensure projects are brought to a satisfactory conclusion.





--

—

—

—

—

—