

YOUTH LEADERSHIP PROGRAMME FACILITATORS WORKBOOK



SFNI



Portfolio/ Evidence Checklist

There are many different ways that you can collect evidence to create a portfolio that will demonstrate your learning and understanding around Leadership.

This workbook provides a quick and easy way for you to demonstrate evidence, however, if completing written work is not your preferred method, you may wish to video or audio tape your response to questions and discussions raised by taking part in this Leadership Programme.

Photographic evidence and written/ recorded testimonials from others are also another method to use when demonstrating your knowledge and ability in undertaking youth leadership.

Below is a quick checklist for you to use that will demonstrate the types of evidence to submit and create your portfolio:

Youth Leadership Part 1		
1.1 Identify qualities required by an effective youth leader.	Worksheet 1-1.1 Written/ Taped/ Audio	Photographs Copy of flip chart Other- e.g., testimonial
1.2 Identify situations where effective leadership contributed to the development of young people and own organisation.	Worksheet 1&2- 1.2- Written/ Taped/ Audio	Photographs Copy of flip chart Other- e.g., testimonial
2.1 Identify a range of leadership styles.		Photographs Copy of flip chart Other- e.g., testimonial
2.2 Illustrate the main characteristics required for each leadership style.	Worksheet 3-2.2 Written/ Taped/ Audio	Photographs Copy of flip chart Other- e.g., testimonial
3.1 Identify the key roles and responsibilities of a leader in a youth group including health and safety.	Worksheet 4&5- 3.1- Written/ Taped/ Audio	Photographs Copy of flip chart Other- e.g., testimonial
Youth Leadership Part 2		
1.3 Contribute to a group discussion on a chosen topic		Copy of flip chart Other- e.g., testimonial
2.3-2.7 Identify relevant information on a chosen topic.	Worksheet 6-2.3- 2.7- Written/ Taped/ Audio	Photographs Copy of flip chart Other- e.g., testimonial
Youth Leadership Part 3		
1.4 Identify an activity which engages young people.		Photographs Copy of flip chart Other- e.g., testimonial
1.5 Plan an activity with young people	Worksheet 7-1.5 Written/ Taped/ Audio	Photographs Copy of flip chart Other- e.g., testimonial
2.8 Co-operate with others to achieve tasks in an activity.	Worksheet 7-1.5 Written/ Taped/ Audio	Photographs Copy of flip chart Other- e.g., testimonial
2.9 Complete own allocated tasks in an activity.		
2.10 Outline the health and safety guidelines required for an activity.		
3.2 Identify the strengths and challenges	Worksheet 8-3.2 Written/ Taped/ Audio	Photographs Copy of flip chart Other- e.g., testimonial
3.3 Use participant feedback to identify areas for improvement.		

**Worksheet 1- What makes a good leader/ youth leader? 1.1**

Look at the list below and talk as a group about each of the 'qualities/ characteristics' listed and what they mean.

Tick the box beside the qualities **you would expect** a good leader to have.

<input checked="" type="checkbox"/>	Trustworthy	<input type="checkbox"/>	Stubborn	<input checked="" type="checkbox"/>	Understanding
<input type="checkbox"/>	Acts hastily	<input checked="" type="checkbox"/>	Organised	<input type="checkbox"/>	Tough critic
<input checked="" type="checkbox"/>	Flexible	<input type="checkbox"/>	Inspiring	<input type="checkbox"/>	Know it all
<input checked="" type="checkbox"/>	Confident	<input type="checkbox"/>	Inexperienced	<input checked="" type="checkbox"/>	Encouraging
<input checked="" type="checkbox"/>	Believes in others	<input checked="" type="checkbox"/>	Articulate	<input type="checkbox"/>	Arrogant
<input type="checkbox"/>	Never prepared	<input checked="" type="checkbox"/>	Listens to others	<input checked="" type="checkbox"/>	Role model
<input checked="" type="checkbox"/>	Level-headed	<input type="checkbox"/>	Has all the power	<input checked="" type="checkbox"/>	Empathetic

1.1 The qualities of an effective leader

Working in pairs, each of you should select a quality that you have identified a good leader to have and discuss what it means and what it would look like in a leadership setting, recording your thoughts below.

Example: Level-headed

Being level-headed means that you are cool and don't panic when something unexpected arises, and that you take time and find out facts before deciding. You don't get angry, and you remain calm and collected so others will follow you.

Quality 1:

Example- Understanding- being able to take time and listen to what others are saying and demonstrate that you hear and understand what they are saying is important as it makes others feel valued and supported.

Quality 2:

Example- Confident- being able to believe in yourself and show this to others is important to lead others as it will help them feel like you are in control, sure of what you are doing and inspire them.

**Worksheet 2- A time I experienced good leadership was... 1.2.**

As a group, think about all the things that your Scouters/ leaders do each week to make the Group happen and how they make you feel.

Reflect on all the things that you have achieved for yourself and as part of the group, thinking about the role your Scouters/ leaders have played.

Using each of the points below discuss what good and effective leadership looks like and how it can support developing young people/ groups.

<p>1. Think about what happens when you arrive to group each week-</p> <ul style="list-style-type: none"> • What ways do the Scouters/ leaders behave? • How do they organise the group? 	<p>2. Think about what happens during an activity-</p> <ul style="list-style-type: none"> • How do they involve the group? • Are they clear and articulate about what is happening? • Do they take time to work step by step across what is happening?
<p>3. How are they supportive?</p> <ul style="list-style-type: none"> • Do they listen to you? • Are they judgemental or hurry you along? • Do they encourage you/ work at your pace? • How do these things make you feel? 	<p>4. How are they inspiring?</p> <ul style="list-style-type: none"> • Do they make you feel like you matter? • Do they make you believe in yourself and grow your confidence? • Do they help you develop new skills and knowledge? • Why do these things matter?
<p>5. How does effective leadership support development of young people/ groups?</p> <ul style="list-style-type: none"> • Does having trust in a leader/ group help support your development?... How? • Does a good leader give you purpose and show you how to grow? 	<p>*On a flipchart, record the discussion using bullet points and short statements describing how effective leadership can contribute to developing young people/ groups.</p> <p>Label the flip chart page 1.1.2 as evidence</p>

1.2- Using the points you have recorded from your discussion, provide a few sentences that demonstrate a time that you have experienced effective leadership and how it supported developing yourself and/ or your skills.

***Example-** When I was completing my Backwoods Adventure Skills Stage 3 it involved planning and going on a camp, our Scouters took time to work with us all to identify the skills areas we needed to learn, helped us think about the activities we could do to learn these skills and then supported us to plan and organise when a Backwoods day-camp would happen.*

All the Scouters were very helpful and supportive and really encouraged us to be involved in the planning. They also took the time during the day-camp to teach us the skills we needed and to allow us to learn at our own pace, before assessing our skills level.

This made me feel very good, not judged and encouraged me to learn the skills to the best of my own ability.

**Worksheet 3- Leadership Styles - The Characteristics** 2.2

Below you will see a list of 'characteristics' associated with three different styles of Leadership -

Authoritarian - *'the ruler'* - a leader who gives orders and directions which others follow, believes only in their way, and directs everything that happens.

Laissez-faire - *'the Leader who lets others get on with it'* - this leader allows the group to do whatever seems best to them while watching what is happening.

Facilitative - *'the Leader who includes everyone's ideas'* - a leader who encourages everyone in the group to take part in deciding what to do and gives space & support to others to find solutions and set their own tasks.

Using a red colour for **Authoritarian**, a yellow colour for **Laissez-faire**, and a purple colour for **Facilitative**, highlight each of the characteristics that relate to the style of leadership they are most associated with.

Each Leadership style has **7 characteristics** for you to identify, once complete, take time to discuss what each Leadership style looks like and 'revisit' the 'pros & cons' of each style.

Think their way is best.	Trusts their team highly	Understands they don't have all the authority
Allows other to have control	Impose their views on others	Promotes creativity
Acts as a guide for others	Supervision is kept to a minimum	Very detailed about how things happen
Results driven and task-orientated	Believes in others & challenges them to be their best	Ensures access to resources to complete tasks
Ensures access to tools to support work	Controlling	Open and transparent about things
Seeks feedback from others	Only gets involved when necessary	Doesn't listen to suggestions
Closely supervises others.	Accepts own limitations	Always available for others



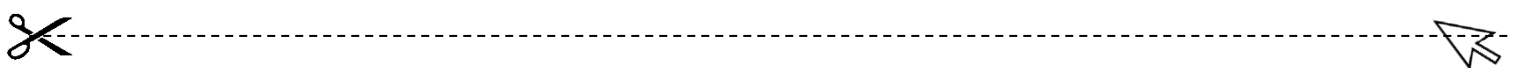
Worksheet 4-3.1 What does a Scouter/ Youth Leader do? Part 1

Each of the statements below relates to a role/ responsibility associated with what it is that a Scouter/ Youth Leader is required to do as part of their job.

Below these statements you will find 'buzz words/ points' that match up to the role statements. Working in small groups try and match the role statement to their buzz words/ points, discussing what you think each role/ responsibility means.

2 matches have been made for you to help demonstrate how to complete this activity.

Create a safe space for young people.	Welcoming / Inclusive/ Create a place fit for purpose.	Support the moral, spiritual, and physical welfare of young people.	Promote difference/ celebrate diversity / explore positive health.
Give young people a sense of belonging.	Listen / Hear /Respect/ Value young people, including them.	Follow and uphold the rules and policies of the organisation.	Policies - Governance/ Health & Safety / Safeguarding / CRED
Support & deliver programme & activities.	Plan/ Involve young people/ Organise/ Deliver/ Evaluate	Be an ambassador for the organisation.	Act in a way that upholds the integrity of the organisation/
Work collaboratively as part of a team	Support colleagues/ Encourage others/ Play a positive part.	Be open, honest, and friendly to all those you engage.	Be approachable/ non- judgemental / a positive role model for others.
Be aware of the needs of young people.	Identify issues/ what affects young people / support their need.	Be accountable for your actions.	Accept responsibility for yourself / Provide a rationale for actions
Look after young people/ be responsible for their safe keeping.	Safeguarding policy/ Manage and control behaviours	Keep up to date on training and resources that support delivery.	Complete relevant training courses, follow new recommendations.
Advocate on behalf of young people.	Be on the side of young people/ Speak up for them/ Support them.	Promote and support Scout Promise & Law.	Advocate Scouting way of life/ Exemplify what it is to be a Scout.



Be approachable/ non- judgemental / a positive role model for others.	Promote difference/ celebrate diversity / explore positive health.	Support colleagues/ Encourage others/ Play a positive part.	Welcoming / Inclusive/ Create a place fit for purpose.
Accept responsibility for yourself / Provide a rationale for actions	Policies - Governance/ Health & Safety / Safeguarding / CRED	Identify issues/ what affects young people / support their need.	Listen / Hear /Respect/ Value them.
Complete relevant training courses, follow new recommendations.	Act in a way that upholds the integrity of the organisation/	Safeguarding policy/ Manage and control behaviours	Plan/ Involve young people/ Organise/ Deliver/ Evaluate



Worksheet 5-3.1 What does a Scouter/ Youth Leader do? Part 2

Having identified what the role and responsibilities of being a Scouter/ Youth Leader involve, discussing what these mean and what these things look like in practice, working in pairs focus on the following three roles/ responsibilities and describe in your own words what each of these mean.

Create a safe space for young people.

***Example-** A Scouter/ Youth Leader must make sure young people feel welcome and safe when they come to group. Scouters/ Leaders must think about the hall, is it warm, does everything work, and think about any dangers there may be. They must also think about how they make the group a safe space, doing this through treating everyone equally, encouraging everyone to get along and enforcing agreed rules if necessary.*

Support & deliver programme & activities.

Points that should be discussed that will support a description of what this mean include:

- Plan Programme & activities.
- Consider how activity supports programme.
- Consider the needs of the group
- Understand resources used & delivery.
- Plan and risk assess proposed activities.
- Make sure activities are suitable for all.
- Prepare & collect equipment.
- Identify equipment needed.
- Evaluate activity and Programme with the group supporting planning of next steps.

Be aware of the needs of young people.

Points that should be discussed that will support a description of what this mean include:

- Meet with young people and develop a trusting relationship.
- Support young people to identify what they want and what they need to make this happen.
- Use non-judgemental and person-centred approaches to understanding need.
- Think about how you support needs identified.
- Develop own learning around needs of young people through experience/ research etc.

Follow and uphold the rules and policies of the organisation.

Points that should be discussed that will support a description of what this mean include:

- Complete the 'induction process' understanding what policies and guidance are in place for the organisation.
- Complete training around Safeguarding and Health & Safety
- Complete Risk Assessments- identifying potential harm involved in activities.
- Limit potential harm through planning, preparation and controlling activities and delivery.
- Identify 'response' actions to take in an emergency i.e., Fire plans/ First Aid response plans etc.
- Use professional approaches to delivery and working with young people.



Worksheet 6- Leadership Presentation- Task Overview 2.3-2.7

The task is to give a verbal presentation on the subject of a '**Great Leader**'.
You will be asked to give a **3-minute presentation** that highlights:

- Who your chosen leader is.
- Information and facts about the leadership they have demonstrated.
- The use of visual aids, and/ or other media (such as short video/ sound clips) to support the presentation.
- A preferred presentation style, suitable for the audience you are speaking to.

2.5 Structuring a presentation: Presentations will contain a start, middle and end:

Start- *Introduce yourself, the topic area, who your chosen leader is and what the audience should expect by the presentation.*

Middle- *The main content of the presentation is found here, including information, facts, and any visual/ other aids you wish to use to highlight the reasons you feel your chosen person to be a 'great leader.*

End- *You summarise your points and conclude the presentation- you may wish to include a final statement/ fact or visual aid etc. that supports what it is you are saying.*

2.3 Content: what you include in the presentation should be:

Relevant- *supporting your thoughts and opinions.*

Highlight & confirm
what it is you are saying.

Illustrative & engaging- *clear and of interest.*

Accessible- *easily understood by the audience.*

2.6 Presentation style: There's a variety of styles available to present subject matter or give a speech. Choose a style that works both for you and the audience:

Storyteller- *useful if you have lots of time to weave a story and doesn't involve lots of data information to present.*

Free form- *you have lots of knowledge on the subject and can illustrate with personal experience/ anecdotes.*

Visual- *you use lots of visual aids/ other media as part of the presentation.*

Coach- *someone very enthusiastic about the subject and usually tries to involve the audience interactively.*

Analyst- *depends on lots of data to form their presentation and prove their points.*

Connector- *asks lots of questions of the audience trying to engage and connect them to the topic being presented.*



Worksheet 7- Planning Document 1.5

Session Title:	<i>Backwoods Skills- Shelter Building- How & Why</i>	
Group you are delivering to:	<i>Cub Section (approx. 10 members)</i>	
Delivery Date:	<i>12/10/2023 (1850-1925)</i>	
Aim of the session: What is it you want to do?	<i>The Cubs will be taught about why it is important to be able to put up shelter-keeping you warm and dry in the outdoors and learn how to put up a basic a frame shelter made with sisal and tarp.</i>	
Session Overview / Structure (including timings and roles)- Change as appropriate		
Example:		
(I) Opening- 5min	<i>Sam and Sarah will welcome the group, ask their names, and tell them what the aim of the session will be and what we will be doing. They will also explain the reason why 'our leadership group' is running the session.</i>	
(II) Icebreaker/ Game – 5min	<i>Simon and Steve will play 'Human Knots' to get the group thinking about working together and communication.</i>	
(III) Activity 1- 5min	<i>Stella and Seb will complete a Q&A with the Cubs about when, why, and how shelters should be used so that they can demonstrate knowledge about using shelters.</i>	
(IV) Activity 2- 5min	<i>Sam & Steve will perform a demonstration of how to use sisal and the correct knots to create a ridgeline and Simon and Stella will show how to position and secure the tarp to make the shelter complete.</i>	
(V) Summary- 5min	<i>Sarah and Seb will sum up everything communicated by the session and then ask the Cubs to fill in a 'post it' stating what they liked about the session and what 'other things' they think we could have done better, providing an evaluation of the session.</i>	
(VI) Evaluation- 5min		
(VII) Close	<i>The Cubs will be thanked for taking part in the session.</i>	
Resources	<i>Outdoor Space and Den area/ Lengths of sissal/ Book of knots/ tarp sheets/ post-its/ pens or pencils/ consent forms about taking photographs.</i>	
Roles	<i>Sam – Introduction & setting a ridgeline Simon- Icebreaker & setting the tarp Stella- Q&A & setting the tarp</i>	<i>Sarah- Introduction & Summary Steve- Icebreaker & setting ridgeline Seb- Q&A & Summary</i>
Policy/ Guidance to consider: Health & Safety Fire Safety/ Evacuation Plan Safeguarding Consent/ permissions (photography/ video etc.) Other	<i>H&S- Clear area to work/ trip hazards in the outdoor space. - Possible cuts or splinters from trees. - Sprains or twisting of arms with human knots. - Ask Scouters to Risk Assess the session. Safeguarding- Don't work with Cubs unsupervised. Consent- Make sure all Cubs of signed photo consent forms.</i>	
Evaluation method	<i>Use of 'post its' to record what the Cubs liked about the session and what things they think could have been better or weren't covered by the session.</i>	

**Worksheet 8- Self Reflection Journal** 3.1

Session Title:	<i>Backwoods Skills- Shelter Building- How & Why</i>
Group delivered to:	<i>Cubs</i>
Delivery Date:	<i>12/10/2023 (1850-1925)</i>
Aim of the session: What was the intention in delivering the session?	<i>Teaching the why, how and when to set up and use a tarp shelter in an outside space as part of Backwoods Adventure Skills learning.</i>
1) What was your role- what did you do? (Please answer in no more than 200 words)	
<i>Sam- My role was to introduce the activity and teach the group about setting up a 'ridgeline'. I worked with Sarah to introduce ourselves to everyone, explained that we would be learning about putting up a shelter as part of Backwoods Adventure Skills and told them what the activities were that we would be doing.</i> <i>As part of the activities, I had to work with Steve to show the Cubs the right way to tie a knot using sissal and demonstrated how to pull the ridgeline tight. I made sure that I took my time to explain and demonstrate what it was that I was doing so the group could easily understand what was happening.</i>	
2) What do you feel worked well? / What were your strengths? (Please answer in no more than 200 words)	
<i>Sam- I think we all worked well together, working as partners we shared what it was that we were doing, I didn't rush through anything, and I thought I spoke clearly and took time to demonstrate what it was I was doing.</i> <i>I felt I was encouraging to the rest of the team and helped them to feel confident as I was being very supportive.</i>	
3) What things didn't work or could be done better? (Please answer in no more than 200 words)	
<i>Sam- The Human knot game took more time than expected and I don't think it was a great way to start the activity as there are better games to do that teach about communication and teamwork.</i> <i>I would have liked more time to complete my training about ridgelines and having some sissal already cut to length would have also helped.</i>	
4) How did being involved in planning and delivering make you feel? (Please answer in no more than 100 words)	
<i>Sam- I really enjoyed working as part of the team to plan and organise how we would deliver the session. I thought it pushed all of us and challenged us to test what it was to be a Leader and has showed me that this is something I would like to do again.</i>	