

SFNI- PROGRAMME TEAM YOUTH LEADERSHIP

A short program introducing the key skills of leadership, supporting young people to learn and grow, becoming leaders for themselves and others.



SFNI Programme Team 2023



Youth Leadership



Introduction

Scouting has always provided opportunities for young people to develop their skills and ability in learning how to make choices and decisions that benefit themselves and others through supporting them to recognise their strengths and areas to build upon, set personal goals and provide frameworks to achieve them putting in place activities and other mechanisms that build self-esteem, confidence, motivation, and support young people to develop in their own ability.

Scouting delivers learning in a unique and different way from experiences young people are used to, being practical and **youth led** across delivery ensures that youth members are supported to experience and develop learning for themselves as opposed to sitting down and just discussing it, and this Youth Leadership programme aims to emulate and deliver on this approach.

At **Group level**, youth leadership inspires the activities and learning that young people undertake; at **County/ Provincial level** young people can positively impact and shape the experiences of others; and at **'National' level**, young leaders act as **'Reps'** and can affect the direction, policy, and guidance that Scouting Ireland aspire to deliver for all its members.

All of this starts at **Group level**, and as such this **Youth Leadership** program is designed to grow the experiences and skills that young people hold, better identify, and shape their understanding of leadership and provide them opportunities to exhibit and deliver within a leadership role, inspiring and encouraging them to think about their continued journey within Scouting.

About the Youth Leadership programme

There are a number of SI inspired activities and guidance that intend to develop **'Youth Leadership'**, utilized in various ways from group to group. What this programme intends to do is provide the **'foundation skills'** programme in leadership and provide practical opportunities to learn them. The programme has been developed following OCN Level 1 framework for Youth Leadership, providing a standardized/recognised set of criteria for learning.

The programme has been designed to be delivered across an **8-week period** (suggestion only) and will be built upon creating a portfolio to capture and evidence learning completed by the youth members. It will use a range of methods to capture and collect the outcomes necessary to complete the programme, combining theoretical and experiential learning for the young person, and using verbal, written and practical activities.

The programme has been split across **three parts** and is designed to be delivered to youth members aged 14+; and may be of particular use to Venture Sections and delivered at the beginning of a Scouting year to prepare and equip the group with the skills and ability to create a programme for themselves.

Using the Session Plan

The **Youth Leadership Programme** has been split into **three parts**, with each one consisting of a set number of sessions.

Each session begins with an **energizer** activity, linked to the learning activities, each contains an **introduction**, **description** of the learning activity(s) and a **close/ reflection** element.

At the top of each session page, you will find the **learning outcome(s)** and **'assessment criteria'** (what should be demonstrated) for each session.

In the first column describes what the activity is and what the **associated learning** will be.

A **description** of an activity to complete, along with prompts on how to undertake the activity are provided in the middle column.

A **suggested timing** has been included, for guidance only, along with resources/ useful links, required to complete the activities.

The last element of the session plan is a **review activity** which should be complete as part of quality assurance and recording.

Learning Outcomes		Session length	Assessment Criteria	Introduction/ Leadership Qualities
1. Understand the importance of leadership within a youth group.		05 minutes	1:1 Identify qualities required by an effective youth leader.	Session 1
Activity		Time	Resources	
Energizer - Game Communication/ Teamwork/ Leadership	Flip the tarp • Split the group into two teams (4-8 members per team) and give each a tarp sheet, asking them to lay it flat on the ground and ensure everyone is standing on top of the tarp. • Explain that the challenge is to 'flip the tarp over' without any of the team stepping off the tarp - the first to achieve the task wins. • The facilitator should be looking for strong communication skills, teamwork and identify if anyone is stepping into a 'leadership' role - noting this.	Suggested time: 10 minutes	Tarp sheeting (x2) Playing space	
Energizer - Game Communication/ Teamwork/ Leadership	Cup race • Split the group into three teams, provide each team with (x8) plastic cups and a polystyrene/ card sheet. • Ask one of the team to hold the 'sheet' flat horizontally in front of them and then stack the cups to form a 'pyramid'. • The task is to 'race' from one end of the hall to the other, without the cups falling down: the team that finishes first wins. • The facilitator should again identify communication, teamwork, strategy, and leadership roles displayed.	Suggested time: 10 minutes	Plastic cups (x24) Polystyrene/ flexy card sheets Playing space	
Energizer - Game Communication/ Teamwork/ Leadership	Team Pen • Mix the group into teams of 3 or 4 and give each a marker with pieces of string tied around it so that there are 'lengths' of string that group members can hold (see video in resources) • The group can only hold the ends of the string and must not touch the marker. • The task is to work as a team to write a word that you give. • Try this a number of times to give each group an opportunity to work together and develop a strategy for completing the task.	Suggested time: 10 minutes	Markers/ string/ blank paper How to Team pen	
Introduction-Recorded Discussion Qualities of a Leader	Introduction - Youth Leadership • Provide a debrief for the ice-breakers, explaining that these activities intended to encourage teamwork, communication and to see if anyone took a 'leadership' role while completing the challenges. • Ask the group to tell you if they 'recognised' any leadership traits or actions that they or others took- what did they see? • Now explain that across the number of weeks the group will explore what leadership looks like, what it involves and why it is important. • Tell the group that to do this they will complete different activities, have discussions and presentations, complete a portfolio on leadership and have a practical experience around what the role of the leader is- to start the group will think about someone who is a leader and describe their 'qualities'.	Suggested time: 10 minutes	Flip chart/ Marker to record some of the answers the group provide	
Activity- Discussion/ Worksheet 1 - Question 1.1 Qualities	What makes a good leader? • Start a discussion by asking individuals to 'name a leader' and tell you what they are that they say 'do not like' that make them a leader. • Using Worksheet 1, ask the group to tick the qualities a good leader has. • Discuss what the qualities mean and reference why a good leader uses them.	Suggested time: 10 minutes	Worksheet 1- Q 1.1/ Pens etc.	
Activity- Discussion/ Worksheet 1 - Question 1.1 Qualities	The qualities of a good leader... • Using Worksheet 1 complete the qualities question by placing the group into pairs and asking them to choose (x2) qualities that they have identified and complete a short statement that describes what the quality means and what it looks like when thinking about leadership. • Collect worksheets/ named (if applicable) to be placed into a portfolio.	Suggested time: 10 minutes	Worksheet 1- Q 1.1/ Pens etc.	
Review	Reflect on all the learning delivered asking youth members to tell you one thing that they have learned and evaluate the activities with the Group.	Suggested time: 5 minutes		

There is a **'workbook'** attached to the delivery of sessions that will capture evidence of learning. If a youth member struggles with reading/ writing it may be beneficial to have a recorded discussion instead.



SFNI- PROGRAMME TEAM

YOUTH LEADERSHIP PART 1

Outcomes	Learning to be recorded
Understand the importance of leadership within a youth group.	-Identify qualities required by an effective youth leader. -Identify situations where effective leadership contributed to the development of young people and their own organization.
Be aware of a range of leadership styles.	-Identify a range of leadership styles. -Illustrate the main characteristics required for each leadership style.
Recognize the key roles and responsibilities of a leader in a youth group.	Identify the key roles and responsibilities of a leader in a youth group including health and safety.
Delivery/ Assessment Activity:	
Discussion Recorded Conversation (flip chart/ audio etc.) Photographic Testimonial/ Scribed material if required as additional support to learners Completed Workbook	





PART 1 Youth Leadership- <i>Leadership in Youth Work</i>		Session length	90 mins. max.	Session 1 Introduction/ Leadership Qualities	
Learning Outcomes		Assessment Criteria			
1.	Understand the importance of leadership within a youth group.	1.1	Identify qualities required by an effective youth leader.		
		Activity		Time	Resources
Energizer – Game <i>Communication/ Teamwork/ Leadership</i>	Flip the tarp <ul style="list-style-type: none"> Split the group into two teams (4-6 members per team) and give each a tarp sheet, asking them to lay it flat on the ground and ensure everyone is standing on top of the tarp. Explain that the challenge is <i>‘to flip the tarp over’</i> without any of the team stepping off the tarp- the first to achieve the task wins. The facilitator should be looking for strong communication skills, teamwork and identify if anyone is stepping into a <i>‘leadership’</i> role – noting this. 			Suggested time: 15 minutes Tarp sheeting (x2) Playing space	
Energizer – Game <i>Communication/ Teamwork/ Leadership</i>	Cup race <ul style="list-style-type: none"> Split the group into three teams, provide each team with (x8) plastic cups and a polystyrene/ card sheet. Ask one of the team to hold the <i>‘sheet’</i> flat/ horizontally in front of them and then stack the cups to form a <i>‘pyramid’</i>. The task is to <i>‘race’</i> from one end of the hall to the other, without the cups falling down- the team that finishes first wins. The facilitator should again identify communication, teamwork, strategy, and leadership roles displayed. 			Suggested time: 15 minutes Plastic cups (x24) Polystyrene/ flexy card sheets Playing space	
Energizer – Game <i>Communication/ Teamwork/ Leadership</i>	Team Pen <ul style="list-style-type: none"> Mix the group into teams of 3 or 4 and give each a marker with pieces of string tied around it so that there are <i>‘lengths’</i> of string that group members can hold (see video in resources) The group can only hold the ends of the string and must not touch the marker. The task is to work as a team to write a word that you give. Try this a number of times to give each group an opportunity to work together and develop a strategy for completing the task. 			Suggested time: 15 minutes Marker/ string/ blank paper How to ‘Team pen’ video	
Introduction- Recorded Discussion <i>Qualities of a Leader</i>	Introduction – Youth Leadership <ul style="list-style-type: none"> Provide a debrief for the ice-breakers, explaining that these activities intended to encourage teamwork, communication and to see if anyone took <i>‘a lead’</i> on completing the challenges. Ask the group to tell you if they <i>‘recognised’</i> any leadership traits or actions that they or others took- <i>‘what did these look like?’</i> Now explain that across the next number of weeks the group will explore what <i>‘leadership looks like, what it involves and why it is important.’</i> Tell the group that to do this they will complete different activities, have discussions and presentations, complete a portfolio on <i>‘leadership’</i> and have a practical experience around what the role of the leader is- to start the group will <i>‘think about someone who is a leader and describe their ‘qualities’</i> 			Suggested time: 15 minutes Flip chart/ Marker to record some of the answers the group provide	
Activity- Discussion/ Worksheet 1 - Question 1.1 Qualities...	What makes a good leader? <ul style="list-style-type: none"> Start a discussion by asking individuals to <i>‘name a leader’</i> and tell you what the things are that they say/ do/ act like, that make them a leader. Using Worksheet 1, ask the group to tick the qualities a good leader has. Discuss what the qualities mean and reference why a good leader uses them. 			Suggested time: 10 minutes Worksheet 1- Q 1.1/ Pens etc.	
Activity- Discussion/ Worksheet 1 - Question 1.1 Qualities...	The qualities of a good leader... <ul style="list-style-type: none"> Using Worksheet 1 complete the <i>qualities</i> question by placing the group into pairs and asking them to choose (x2) qualities that they have identified and complete a short statement that describes what the quality means and what it looks like when thinking about <i>leadership</i>. Collect worksheets/ named (if applicable) to be placed into a portfolio. 			Suggested time: 15 minutes Worksheet 1- Q 1.1/ Pens etc.	
Review	Reflect on all the learning delivered asking youth members to tell you one thing that they have learned and evaluate the activities with the Group utilizing a range of evaluation methods – Post its/ statements etc.			Suggested time: 5 minutes	

PART 1 Youth Leadership- <i>Leadership in Youth Work</i>		Session length	90 mins. max.	Session 2 Leadership Styles	
Learning Outcomes		Assessment Criteria			
1.	Understand the importance of leadership within a youth group.	1.2	Identify situations where effective leadership contributed to the development of young people and own organisation.		
2.	Be aware of a range of leadership styles.	2.1 2.2	Identify a range of leadership styles. Illustrate the main characteristics required for each leadership style.		
		Activity		Time	Resources
Energizer – Competition/ discussion <i>Effective leadership and developing others</i>	Paper Planes – Leadership Twist		Suggested time: 20 minutes		
	<ul style="list-style-type: none"> Give each group member a piece of A4 paper and a pen/ pencil, ask each member to write on the page a time that someone showed them 'good leadership'. Now each member folds the page to make a paper plane – run a competition to see whose flies furthest. Take the winning plane, read out what was written on the page and discuss 'in what ways' did 'good leadership' benefit them. Run another couple of rounds, exploring with the winner of each round how an effective leader helped develop them in the situation as described. 		Paper (A4)/ pens/ pencils Playing space		
Introduction- Discussion	Introduction – Why leadership matters/ leadership styles -		Suggested time: 10 minutes		
<ul style="list-style-type: none"> Explain that this session will help explore how and when effective leadership has helped young people/ individuals. The session will also focus on leadership styles and help the group identify the different types and characteristics associated with these styles. 		N/a			
Activity- Discussion/ Worksheet 2 - Question 1.2 <i>Effective leadership and developing others</i>	A time I experienced good leadership was...		Suggested time: 15 minutes		
<ul style="list-style-type: none"> Using Worksheet 2, facilitate a 'walking debate' using the points raised across the worksheet. Reflect on the examples provided by the 'Paper Planes' energizer and explore other times the group feel that they have benefited from good leadership, reflecting on how it helped them to develop. Record the main points/ experiences on a flipchart and use this to complete the statement box at the bottom of Worksheet 2-1.2 		Flipchart labeled 1.2/ marker Worksheet 2- Q1.2/ Pens etc.			
Activity- Practical / Discussion <i>Leadership styles</i>	Don't topple the tower		Suggested time: 20 minutes		
<ul style="list-style-type: none"> To begin the activity, create 3 groups and select one member from each group to be 'the leader'. Invite each leader over in turn and give them a 'leadership style' that they must act like when completing this challenge: (I) Authoritarian - 'the ruler' - a leader who gives orders and directions which others follow. (II) Laissez-faire - 'the one who lets them get on with it' - this leader allows the group to do whatever seems best to them while watching what is happening. (III) Facilitative - 'the one who includes everyone's ideas' - this leader encourages everyone in the group to take part in deciding what to do. With each group now following a different leadership style, the challenge is to make the tallest 'paper tower' using the materials provided, which will support the weight of an egg and not fall over. Each leader must exhibit the styles allocated across the activity and at the end, tell their teams the style they used and start a discussion about how this style impacted on the team working together. On a flip chart list the traits being described and tease out the pros/ cons of each style. 		3x teams Paper/ sellotape / eggs Playing space Flip Chart labeled as 2.1/ Marker Tower Game' and leadership style resource			
Activity- Discussion/ Worksheet 3 - Question 2.2	Leadership styles- The Characteristics		Suggested time: 20 minutes		
<ul style="list-style-type: none"> Using Worksheet 3, complete the <i>characteristics</i> activity by asking the group to use different colours to highlight the characteristics and traits associated with Authoritarian, Laissez-faire, and Facilitative leadership styles. Use the activity to further the discussion around identifying and characterizing leaderships style and to consider the pro's & cons of each- recording any new thoughts and ideas on the flip chart to be used as evidence in portfolios. Collect worksheets/ named (if applicable) and place into members portfolios. 		Worksheet 3- Q2.2/ Pens etc. Flip chart labeled as 2.1			
Review	Reflect on all the learning delivered asking youth members to tell you one thing that they have learned and evaluate the activities with the Group utilizing a range of evaluation methods – Post its/ statements etc.		Suggested time: 5 minutes		



PART 1 Youth Leadership- <i>Leadership in Youth Work</i>		Session length	90 mins. max.	Session 3 The role of a leader
Learning Outcomes		Assessment Criteria		
3.	Recognise the key roles and responsibilities of a leader in a youth group.	3.1	Identify the key roles and responsibilities of a leader in a youth group including health and safety.	
		Activity	Time	Resources
Energizer – Competition/ discussion <i>Effective leadership and developing others</i>	Scavenger Hunt <ul style="list-style-type: none"> Create a short 'Scavenger Hunt. Ensuring that items/ activities to complete are easily achievable and can be completed within 5 minutes. Divide the group into teams and set the teams off to complete the 'hunt'. The first team back with all 'hunt items/ activities' completed wins. De-brief the activity- ensuring that you discuss roles/ teamwork and communication, emphasizing effort and achievement put into the task by members and exploring the 'take away' for the group from the challenge. 	Suggested time: 20 minutes Scavenger Hunt items/ Activities list		
Introduction-Discussion	Introduction – Roles and responsibilities of “a leader” <ul style="list-style-type: none"> Explain that this session will explore what the roles and responsibilities of a Scouter/ Leader are. To do this the group will take part in an activity, discussions and complete some workbook pages as part of their portfolio. 	Suggested time: 5 minutes N/a		
Activity-Discussion/ Written <i>Roles & Responsibilities</i>	Revisiting the Scavenger Hunt – What did the leader do? <ul style="list-style-type: none"> Using the same groups as the ones selected for the scavenger hunt, give each a flipchart page and marker and ask them to write down what things do they think 'the leader' had to do to make the 'hunt' happen? Discuss with the group areas like <i>planning, making sure the activity was fun and could be completed by everyone, identifying any risks involved, organizing the hunt and identifying in what ways the activity will support the group/ learning and program.</i> 	Suggested time: 15 minutes Flipchart/ marker		
Energizer –	5-minute energizer Complete a quick 5-minute energizer such as 'Wink murder' or whichever you and the group prefer so that the group gets a quick break and a burst of energy to complete the upcoming workbook questions to use in their portfolio.	Suggested time: 10 minutes		
Activity-Discussion/ Worksheet 4 - Question 3.1 Part 1 <i>Roles & Responsibilities</i>	What does a Scouter/ Youth Leader do? - Part 1 <ul style="list-style-type: none"> Using the flipchart answers along with Worksheet 4- 3.1 Part 1, continue the discussion with the group around the roles and responsibilities listed, asking them to give you their understanding of what the roles mean- to further support this, complete the What does a Scouter Youth Leader do buzz word/ points activity during the discussion. 	Suggested time: 20 minutes Flip chart answers Facilitators Guide Worksheet 4- 3.1 Part 1/ Pens / Scissors/ Glue		
Activity-Discussion/ Worksheet 5 - Question 3.1 Part 2 <i>Roles & Responsibilities</i>	What does a Scouter/ Youth Leader do? - Part 2 <ul style="list-style-type: none"> Next work with the group to complete the activity found on Worksheet 5-3.1 Part 2 working through the points what the roles and responsibilities are, following the points provided in the facilitators guide and provide particular reference to H&S. 	Suggested time: 15 minutes Facilitators Guide Worksheet 4- 3.1 Part 2/ Pens		
Review	Reflect on all the learning delivered asking youth members to tell you one thing that they have learned and evaluate the activities with the Group utilizing a range of evaluation methods – Post its/ statements etc. Congratulate the group on completing the first part of the program.	Suggested time: 5 minutes		



SFNI- PROGRAMME TEAM

YOUTH LEADERSHIP PART 2

Outcomes	Learning to be recorded
Know how to take part in a group discussion.	Contribute to a group discussion on a chosen topic demonstrating the following: a) Listening skills b) Responding to the views of others c) Non-Verbal Communication
Know how to give a verbal presentation.	-Identify relevant information on a chosen topic. -Use a range of images and media to highlight the main points. -Outline how to structure a presentation on a chosen topic. -Identify and use a suitable presentation style to illustrate the main points. -Speak clearly and use language appropriate for an audience.
Delivery/ Assessment Activity:	
Discussion Recorded Conversation (flip chart/ audio etc.) Photographic Testimonial/ Scribed material if required as additional support to learners Completed Workbook	





PART 2 Youth Leadership- <i>Communication Skills in Youth Work</i>		Session length	90 mins. max.	Session 1 Communication
Learning Outcomes		Assessment Criteria		
1.	Know how to take part in a group discussion.	1.3	Contribute to a group discussion on a chosen topic demonstrating the following: a) Listening skills b) Responding to the views of others c) Non-Verbal Communication	
		Activity	Time	Resources
Energizer – Game <i>Communication</i>	Just a minute	<ul style="list-style-type: none"> Bring the group together in a semi-circle and ask everyone to think about a subject they know lots about and explain that in turn everyone will come to the front and talk about the subject for 60 seconds without repetition or hesitation. The facilitator should go first to demonstrate how the task is performed, provide a member of the group with a bell or whistle, and tell them it is to be used if the group notice a pause for more than 5 seconds or repetition. Give everyone in the group a chance to compete, affirming that it is just for fun and there is no need to be nervous or worried about being in front of the group. 	Suggested time: 20 minutes	Topic ideas to discuss Bell/ whistle
Introduction-Discussion	Introduction – Communication	<ul style="list-style-type: none"> Explain that the ‘<i>Just a minute</i>’ activity was an opportunity to learn a little more about communication and how we present to other people. Discuss how being confident and being able to stand in front of others and engage and lead them is an important element of ‘<i>leadership</i>’ and something that takes practice. Talk about how the next few sessions will explore how to communicate effectively with others and how this is used within <i>leadership</i>. 	Suggested time: 10 minutes	
Activity-Practical/ Recorded Discussion <i>Listening</i>	Repetitions Game...	<ul style="list-style-type: none"> Bring the group together in a circle, tell them that this activity is all about listening. Explain that you will begin by saying the phrase ‘<i>I’m going to a party, and I am bringing...</i>’ add an item and then pass to the person standing on the right. They must say the phrase ‘<i>I am going to a party...</i>’ say what it is that is already being brought and then add a new item. Play a few rounds so the group understand the importance of listening. 	Suggested time: 15 minutes	
Activity-Discussion/ Debate <i>Responding to others</i>	Giving others space to speak...	<ul style="list-style-type: none"> Ask a member of the group to begin a discussion on ‘<i>whether age matters when thinking about leadership</i>’. The aim of the discussion is to start a debate amongst the group and assess their ability to give space to others to have their say, listen effectively and use body language. Allow the group to lead on the debate, supporting all members to be involved in the discussion. Interject if you notice anyone dominating the discussion or if attitudes stray from assertive comments to aggressive ones, ensuring that you explain why you have stopped the discussion, affirming how a good leader effectively responds to the views of others without using negative approaches. Complete the activity by asking the group to tell you how they felt they performed in the debate, referencing non-verbal communication displayed. 	Suggested time: 20 minutes	N/a Flip chart/ Marker to record some of the answers the group provide
Activity-Practical/ Discussion <i>Non-verbal communication</i>	Charades- ASD nonverbal ques	<ul style="list-style-type: none"> Run several rounds of ‘<i>Charades</i>’ with the group. Use the game as an example of ‘<i>non-verbal</i>’ communication, using the analogy of ‘<i>a picture speaks a thousand words</i>’ referencing how our facial expressions and demeanor are as important than the things we say and do when engaging with, listening to and leading others. Discuss with the group how ASD can impact on non-verbal communication and explore why we need to be mindful of these scenarios. 	Suggested time: 20 minutes	Charades suggestions
Review	Reflect on all the learning delivered asking youth members to tell you one thing that they have learned and evaluate the activities with the Group utilizing a range of evaluation methods – Post its/ statements etc.		Suggested time: 5 minutes	

PART 2 Youth Leadership- Communication Skills in Youth Work		Session length	90 mins. max.	Session 2 Leadership Presentation
Learning Outcomes		Assessment Criteria		
2.	Know how to give a verbal presentation.	2.3 2.4 2.5 2.6 2.7	Identify relevant information on a chosen topic. Use a range of images and media to highlight the main points. Outline how to structure a presentation on a chosen topic. Identify and use a suitable presentation style to illustrate the main points. Speak clearly and use language appropriate for an audience.	
		Activity	Time	Resources
Energizer – Verbal <i>Presentation styles</i>	The Daily recap <ul style="list-style-type: none"> A quick-fire energizer, in turn ask each of the group to provide a 30-second re-cap of their day. Encourage the group to fill the 30 seconds with as much content as possible and use actions to illustrate what they are saying. Ask the group to rate each performance and tell you what they liked about the winning 30-second 're-cap'. 		Suggested time: 20 minutes N/a	
Introduction-Recorded Discussion <i>Presentation Skills</i>	Introduction – Presentation Skills <ul style="list-style-type: none"> Debrief the energizer, explaining that as a Scouter/ Youth leader you will often be required to speak to, present, guide and teach others and as such knowing how to communicate and present effectively is an important skill to learn. Explain that in the next session, the group will be required to complete a 3-minute verbal presentation, so this session will explore some of the skills involved. 		Suggested time: 10 minutes N/a	
Activity-Verbal/Discussion Worksheet 6 – 2.5- Structure <i>Structuring a presentation</i>	Tell a story <ul style="list-style-type: none"> This activity should demonstrate the importance of structuring a story so that it is cohesive and easy to follow. Sit the group in a circle and explain that we are going to create a story, begin the story with the phrase 'once upon a time there was a...' The person to your right then takes over, passing the story from person to person until it reaches you (the facilitator) again to conclude the story. Discuss the structure of the story, using Worksheet 6-2.5 to discuss the importance of structuring a presentation so that it is clear, coherent and has a point. 		Suggested time: 20 minutes Worksheet 6- 2.5	
Activity-Discussion Worksheet 6 – 2.3-Content <i>Content to include</i>	What to include- *try to ensure different leaders are selected <ul style="list-style-type: none"> Using Worksheet 6- 2.3 have a discussion around the importance of using the right 'content' to inform a presentation. Tell the group that the topic of the presentation that they will be delivering is going to be about a 'Great Leader'. They will need to select someone who they think is a great leader and provide reasons and evidence as to why. Discuss how what they say and illustrate should be relevant, up to date and highlight/ demonstrate why they are a 'Great Leader'. The information should be fun and engaging and not 'bore' the audience. The presentation should use visual aids (pictures) and could use video or audio clips to illustrate and support what it is the presenter is saying. 		Suggested time: 15 minutes Worksheet 6- 2.3	
Activity-Discussion Worksheet 6 – 2.6-Styles <i>Presentation styles</i>	What to include <ul style="list-style-type: none"> Revisit the 'Daily re-cap' energizer, using this, along with Worksheet 6- 2.6 to illustrate and explore the different types of presentation styles that are available to use, asking the group to think about which style may work best for them. Explain that style, language and how a presenter uses verbal communication is equally as important as a good presenter wants to make what they are saying as accessible and relevant as possible to the audience they are delivering to. Conclude by telling the group that they have a week to work on their presentation on a 'Great Leader' and will be delivering it at the next session and highlight the assessment criteria for the presentation. 		Suggested time: 20 minutes Worksheet 6- 2.3	
Review	Reflect on all the learning delivered asking youth members to tell you one thing that they have learned and evaluate the activities with the Group utilizing a range of evaluation methods – Post its/ statements etc.		Suggested time: 5 minutes	



PART 2 Youth Leadership- <i>Communication Skills in Youth Work</i>		Session length	90 mins. max.	Session 3 Leadership Presentation
Learning Outcomes		Assessment Criteria		
2.	Know how to give a verbal presentation.	2.3 2.4 2.5 2.6 2.7	Identify relevant information on a chosen topic. Use a range of images and media to highlight the main points. Outline how to structure a presentation on a chosen topic. Identify and use a suitable presentation style to illustrate the main points. Speak clearly and use language appropriate for an audience.	
		Activity	Time	Resources
Energizer – Verbal <i>Presentation Skills</i>	The Daily recap <ul style="list-style-type: none"> Re-run the 'Daily re-cap' energizer from session 2, encouraging the group to utilize their skills and understanding of presentation styles, content and practice using clear communication and language in preparation for their presentations. 		Suggested time: 20 minutes N/a	
Introduction-Discussion <i>Presentation Skills</i>	Introduction – Leadership presentation <ul style="list-style-type: none"> With the group, decide the running order for the presentations, ensuring everyone is comfortable with their place in the running order. Remind the group that the presentations are an opportunity to learn, encourage and support one another and that everyone should be as positive as possible- all attributes of a 'great leader'. 		Suggested time: 10 minutes N/a	
Activity-Verbal/ Presentations	Leadership presentations <ul style="list-style-type: none"> Encourage and support each of the group in delivery of their presentations and assess each across: <ol style="list-style-type: none"> I. <i>Relevance of information provided</i> II. <i>Images and other media included</i> III. <i>The structure and flow of the presentation</i> IV. <i>The style used by the presenter</i> V. <i>The language and accessibility of the presentation</i> On conclusion ask the presenter how they felt they did. Ask some of the audience to feed back to the presenter. Provide positive and constructive feedback to the presenter, ensuring that you affirm their effort and support developing their confidence. <p>Don't forget to take plenty of pictures to submit as part of the learners portfolio along with any resources the learner has provided to complete their presentation.</p>		Suggested time: 45 minutes Assessment Criteria as listed Quiet space	
Conclusion	<ul style="list-style-type: none"> Re-visit the qualities of a Scouter/ good leader, linking these to the presentations just delivered and asking the group to rate whether or not they feel they were able to display any of these qualities or other leadership skills when delivering their presentation. Congratulate everyone on their presentations and in completing the second part of the Youth Leadership Programme. 		Suggested time: 10 minutes Worksheet 6- 2.3	
Review	<p>Reflect on all the learning delivered asking youth members to tell you one thing that they have learned and evaluate the activities with the Group utilizing a range of evaluation methods – Post its/ statements etc.</p> <p>Congratulate the group on completing the first part of the program.</p>		Suggested time: 5 minutes	



SFNI- PROGRAMME TEAM

YOUTH LEADERSHIP PART 3

Outcomes	Learning to be recorded
Know how to work with others to plan an activity.	-Identify an activity which engages young people. -Plan an activity with young people to include: c) timescales and priorities d) manageable tasks e) agreed roles necessary permissions, resources, materials, and facilities
Know how to give a verbal presentation.	-Co-operate with others to achieve tasks in an activity. -Complete own allocated tasks in an activity. -Outline the health and safety guidelines required for an activity.
Know how to evaluate an activity.	-Identify the strengths and challenges of: a) the activity b) own role c) team performance -Use participant feedback to identify areas for improvement.
Delivery/ Assessment Activity:	
Discussion Recorded Conversation (flip chart/ audio etc.) Photographic Testimonial/ Scribed material if required as additional support to learners Completed Workbook	





PART 3 Youth Leadership- Planning & Delivering Youth Work Activities		Session length	90 mins. max.	Session 1 Communication
Learning Outcomes		Assessment Criteria		
1.	Know how to work with others to plan an activity.	1.4 1.5	Identify an activity which engages young people. Plan an activity with young people to include: c) timescales and priorities d) manageable tasks e) agreed roles necessary permissions, resources, materials, and facilities	
		Activity	Time	Resources
Energizer – Game <i>Planning</i>	Your turn... <ul style="list-style-type: none"> Ask someone in the group to volunteer running their 'favorite' Icebreaker. Ensure that they engage the Group, explain what is involved and deliver the activity. As way of debriefing ask the group to identify 'what the reason for running the 'icebreaker is' and 'what other things' needed to be considered.		Suggested time: 25 minutes	
Energizer – Game <i>Planning</i>	We're going to... <ul style="list-style-type: none"> Sit the Group in a circle and tell them that together, they are going to plan an activity in under 5 minutes. Start by saying 'we're going to- insert an activity – then say 'and we're going to need...' In turn the Group should identify things that you will need to think about, prepare, and do in order to complete the activity. Support them by prompting them to think about- outcomes- <i>what is the aim of the activity, timescales, who will be involved, roles and responsibilities, permissions, resources, evaluations etc.</i> It may be useful to make a note of what is said for use later in the session. 		Suggested time: 15 minutes Flipchart (labeled 1.5) / marker	
Introduction-Discussion	Introduction – Preparing an activity <ul style="list-style-type: none"> Highlight that the first two 'Icebreaker' activities were to provide focus on identifying an activity that would engage young people and consider what is involved in planning of such an activity. The focus of this session will be both the above things- the group will <i>identify, plan, and deliver a session</i> for a more junior section of the Group. 		Suggested time: 10 minutes	
Activity-Recorded Discussion Worksheet 7 – 1.5 <i>Planning/ Identifying an activity</i>	Begin at the beginning <ul style="list-style-type: none"> The Group need to select an activity that they wish to deliver to a more Junior section that lasts no longer than 30 minutes. Adventure Skills are a great place to start, reflect on the Groups favourite Adventure Skill, identify that it should be one that most of the Group are confident to show others how to do and then identify which 'Adventure Skill' element they wish to deliver to others. Remember to guide the Group in identifying the above and take into consideration the age, ability, and experience of more junior members. 		Suggested time: 10 minutes Flip chart/ Marker to record some of the answers the group provide	
Activity-Discussion/ Debate <i>Planning/ Identifying an activity</i>	Next steps <ul style="list-style-type: none"> Having identified an Adventure Skill and topic, begin to flesh out in <i>what ways would a session run; What is to be achieved by the session; What ways will this happen- across one group/ activity or using many different activities; What will the structure of the session look like- will it start with an energizer, how will facilitators introduce themselves and the topic etc.; What resources are required; Who will do what; What is the timescale; What permissions are required; What are the H&S and other policy considerations; How will they evaluate the session and their delivery etc.</i> 		Suggested time: 25 minutes Flip chart/ Marker to record some of the answers the group provide	
Activity-Practical/ Discussion <i>Planning/ Identifying an activity</i>	Putting it into motion <ul style="list-style-type: none"> With the Group having now planned a session around a chosen topic, identified activities, roles and considered all other requirements provide the Group with a week to practice their delivery and to engage with other leaders of more junior sections to ask if it is possible for them to deliver their session and organize a date for this to happen. 		Suggested time: 10 minutes N/a	
Review	Reflect on all the learning delivered asking youth members to tell you one thing that they have learned and evaluate the activities with the Group.		Suggested time: 5 minutes	



PART 3 Youth Leadership- Planning & Delivering Youth Work Activities		Session length	90 mins. max.	Session 2 Delivering & Evaluating an activity	
Learning Outcomes		Assessment Criteria			
2.	Know how to give a verbal presentation.	2.8 2.9 2.10	Co-operate with others to achieve tasks in an activity. Complete own allocated tasks in an activity. Outline the health and safety guidelines required for an activity.		
3.	Know how to evaluate an activity.	3.2 3.3	Identify the strengths and challenges of: a) the activity b) own role c) team performance Use participant feedback to identify areas for improvement.		
		Activity		Time	Resources
Delivering 'teaching session to others'	a	Organizing yourselves		Suggested time: 20 minutes	
	to	<ul style="list-style-type: none"> Take this time to prepare for the delivery of the session/ learning topic that has been planned for. Remember to think about roles, timings, resources, introductions, communicating the aim of the sessions and leading the activities. *Remember as Scouters/ leaders you should be on hand to help the Group and provide support as necessary.		N/a	
Introduction-Recorded Discussion <i>Presentation delivery skills</i>		Delivery		Suggested time: No longer than 35 minutes	
		<ul style="list-style-type: none"> Support the Group in the delivery of the session, encourage them, get them to think about how they are communicating with junior members, how they keep the flow of the session moving and to be confident in their own abilities in leading and teaching others. When someone is not delivering, positively affirm their actions and contributions to the running of the session. Take plenty of photo's of delivery, ensuring consent is received to use these as part of portfolio evidence. Don't forget to ensure that there is a space for evaluating the session with the junior members, collecting their thoughts and opinions on the session delivered and record these- labelling them 3.2. 		As planned for.	
Activity-Verbal/Recorded Discussion <i>Evaluation</i>		Evaluation		Suggested time: 20 minutes	
		<ul style="list-style-type: none"> Take time to de-brief with the Group and ask them to reflect on the strengths and challenges of: <ol style="list-style-type: none"> the activity own role team performance Record the responses received, reflect on the feedback provided by the junior members, and congratulate the skills demonstrated by the Group. 		Flipchart/ Marker	
Activity-Discussion Worksheet 8 – 3.1 <i>Evaluation</i>		Reflection Journal		Suggested time: N/a	
		<ul style="list-style-type: none"> Using Worksheet 8- 3.1 ask the Group to write or record an audio journal answering the questions in the reflection journal, to be used to conclude the portfolio. 		Worksheet 8- 3.1	