

YOUTH LEADERSHIP PROGRAMME PARTICIPANT WORKBOOK





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 type="checkbox"/>	Trustworthy	<input type="checkbox"/>	Stubborn	<input type="checkbox"/>	Understanding
<input type="checkbox"/>	Acts hastily	<input type="checkbox"/>	Organised	<input type="checkbox"/>	Tough critic
<input type="checkbox"/>	Flexible	<input type="checkbox"/>	Inspiring	<input type="checkbox"/>	Know it all
<input type="checkbox"/>	Confident	<input type="checkbox"/>	Inexperienced	<input type="checkbox"/>	Encouraging
<input type="checkbox"/>	Believes in others	<input type="checkbox"/>	Articulate	<input type="checkbox"/>	Arrogant
<input type="checkbox"/>	Never prepared	<input type="checkbox"/>	Listens to others	<input type="checkbox"/>	Role model
<input type="checkbox"/>	Level-headed	<input type="checkbox"/>	Has all the power	<input 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 making a decision. You don't get angry, and you remain calm and collected so others will follow you.

Quality 1:

Quality 2:



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.

**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



BLANK



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

Each of the statements below relates to a **role/ responsibility** associated with what it is that a Scouter/ Youth Leader does 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 the activity.

Create a safe space for young people.

Give young people a sense of belonging.

Support & deliver programme & activities.

Work collaboratively as part of a team

Be aware of the needs of young people.

Look after young people/ be responsible for their safe keeping.

Advocate on behalf of young people.

Support the moral, spiritual, and physical welfare of young people.

Follow and uphold the rules and policies of the organisation.

Be an ambassador for the organisation.

Be open, honest, and friendly to all those you engage.

Be accountable for your actions.

Keep up to date on training and resources that support delivery.

Promote and support Scout Promise & Law.

Be on the side of young people/ Speak up for them/ Support them.

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 young people, including 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



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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.

Be aware of the needs of young people.

Follow and uphold the rules and policies of the organisation.



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:	
Group you are delivering to:	
Delivery Date:	
Aim of the session: <i>What is it you want to do?</i>	
Session Overview / Structure (including timings)- Change as appropriate	
Example: (I) Opening- 5min (II) Icebreaker/ Game – 5min (III) Activity 1- 5min (IV) Activity 2- 5min (V) Summary- 5min (VI) Evaluation- 5min (VII) Close	
Resources	
Roles	
Policy/ Guidance to consider: <i>Health & Safety</i> <i>Fire Safety/ Evacuation Plan</i> <i>Safeguarding</i> <i>Consent/ permissions (photography/ video etc.)</i> <i>Other</i>	
Evaluation method	



Worksheet 8- Self Reflection Journal 3.2

Session Title:	
Group delivered to:	
Delivery Date:	
Aim of the session: <i>What was the intention in delivering the session?</i>	
1) What was your role- what did you do? (Please answer in no more than 150 words)	
2) What do you feel worked well? / What were your strengths? (Please answer in no more than 150 words)	
3) What things didn't work or could be done better? (Please answer in no more than 150 words)	
4) How did being involved in planning and delivering make you feel? (Please answer in no more than 100 words)	