

Session Three:

Making a Difference

*Exploring the Meaning Behind
Leadership Experiences*



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Facilitators Need to Know:

Often times, those who work with youth have a challenging time viewing young people as actual leaders. Instead, they view them as “potential” leaders—and they see their job as that of an educator who will tell youth how to lead. While this may be true in part, it is also true that youth can provide leadership in the moment. Youth leadership activities and experiences should be more than just a rehearsal for something they will do in the future. The best way for youth to learn about leadership is to be able to practice it.

In order for a leadership experience to be meaningful to youth, youth must learn new things, have an opportunity to apply what they learn, be given responsibility and creative freedom to express and implement their ideas, experience the consequences of their actions, and see the impact that their work has on others and/or the community.

Session Objectives:

- Adult volunteers and professionals who work with youth will be able to identify components of successful leadership development experiences.
- Adult volunteers and professionals who work with youth will be able to help youth set individual and group goals.
- Adult volunteers and professionals who work with youth will be able to identify community resources and opportunities for partnership between youth and other community members and agencies.

Total Time Needed: Approximately two and a half hours of activities are recommended in this session. You will need to allow extra time for breaks and additional discussion.

Materials:

- LCD or Overhead Projector
- Power Point Slides or Transparencies (Master Slides 3.1 – 3.10)
- Easel & Flipchart
- Markers
- Masking Tape
- Nametags
- Notepads & Post-it Notes
- Pens or Pencils
- Phone Book
- Notepads
- Contact Lists of Staff for Organization
- Copies of Other Relevant Community Resources (as available and determined by facilitator)
- Activity Sheets 3.1 – 3.3
- Handouts 3.1 – 3.3
- Jigsaw Puzzle (24, 50, or 60 pieces)
- Labels (to place on back of puzzle pieces)
- Balloons
- Felt-tipped Markers

Room Set-Up:

- Round tables or chairs arranged in theatre style
- Chairs that can be re-arranged into circular work groups
- Extra chairs should be available at the front of the room for panel discussion
- Table and screen for LCD or overhead projector
- Access to electricity

Welcome/Icebreaker

Time: 10 minutes

Slides: 3.1 and 3.2

1. Welcome participants.
2. Explain the purpose of the training session:

Welcome to today's session, "Making a Difference". During our time together, we will explore a variety of ways to help make leadership experiences valuable and effective for youth. We will discuss strategies for creating meaningful leadership experiences, and we will even take some time to practice creating leadership experiences for youth. Young people are eager to learn and also eager to put what they learn into action. They want to be able to do something and see its impact. Therefore, it is important for those of us who work with youth to be able to guide them in doing this.

3. Ask participants to stand and gather themselves in one area of the room.
4. Challenge them to line up, according to their birthdays, without speaking. They may use any other form of non-verbal communication. Give them a time limit if you wish.
5. Once participants feel that they have accomplished their goal, start at one end of the line and ask each person to introduce themselves by giving their name and their birthday.
6. Were they successful? Why or why not?

Time Travel

Time: 30 minutes

Materials: Pens or Pencils, Flipchart Paper, Masking Tape

Slides: 3.3 – 3.6

Activity Sheet: 3.1

1. Ask participants to recall an experience they had in their adolescence where they felt empowered and proud of an accomplishment.
2. Have participants record this experience on Activity Sheet 3.1 and answer the following questions as they record their story.
 - How old were you?
 - What were you doing?
 - How did you feel?
 - What did you accomplish?
 - What impact did this accomplishment have on you? On others?
 - Was there an adult who helped you? How?
3. Ask the participants to take a turn sharing their feelings about the experience they recorded.
4. Write their feelings on the flip chart and then tape it to the wall.
5. Ask participants to find a partner and share the characteristics, qualities, and actions of the adults who helped them in the experience they wrote about.
6. Ask them to record those characteristics, qualities, and actions on flip chart paper and tape it to the wall for reference throughout the session.
7. Review slides (3.1 – 3.6) on meaningful leadership experiences for youth.
8. Ask participants to compare and contrast their personal reflections with the information presented:
 - Are the key aspects of meaningful leadership ones that you experienced? Which ones?
 - Do you think that, as an adult, you model your own behavior after the adult(s) who helped you? If so, how? If not, why not?

Pieces of the Puzzle

Time: 10 minutes

Materials: Puzzle Pieces, Labels

Labels: write one of the following components on a small label and adhere label to the back of each puzzle piece; if necessary, components may be duplicated so that all puzzle pieces have a label. . .

Leadership

Ownership

Impact

Cooperation

Education

Relationships

Creativity

Hands-On

Necessary

Challenging

Compromise

Enjoyable

Celebration

Feedback

Communication

Support

Activity Sheet: 3.2

1. Give each participant a puzzle piece. On the back of each piece is a label.
2. Ask the participants to read their labels but not to share them with others at this time.
3. Give participants time to work with others to put the puzzle together.
4. Follow additional instructions provided on Activity Sheet 3.2.
5. When puzzle is completed, use the following questions to reflect:
 - What was written on the back of your puzzle piece?
 - Why is that component important?
 - What would be the result if that component were missing?
 - What are some other components that may not have been included in your puzzle?

**Guiding Group Goals and Expectations /
Open Discussion**

Time: 30 minutes

Slides: 3.7 – 3.10

Handouts: 3.1 – 3.3

1. Review slides (3.7 – 3.10) which provide tips for working with youth groups in the areas of goal setting and creating expectations.
2. Distribute Handouts 3.1 – 3.3 and briefly explain their use as resources in working with youth. The handouts provide helpful tips and strategies which can be used in helping youth create goals and expectations.
3. Engage participants in an open discussion based on their experiences, concerns, and questions.

Make it Mean Something

Time: 30 minutes

Materials: (one of each per group)

Phone Book, Notepad, Pens or Pencils, Contact List of Staff for Their Organization, Copies of Other Relevant Community Resources (as available and determined by facilitator)

Activity Sheets: 3.3a – 3.3e

Preparation: Copy each of the scenarios, and distribute one scenario to each work group. If there are more than five working groups, some groups may have the same scenario.

1. Instruct participants to work with others at their table, or form a work group of five.
2. Each group will create a meaningful experience for youth leadership development, using one of the scenarios on Activity Sheets 3.6a – 3.6e as guides.
3. Groups should discuss these questions (found after each scenario) as they create their leadership experiences:
 - Why was this experience created?
 - Does it meet the needs and desires expressed by the youth group? How?
 - What are the youth members in the group responsible for?
 - What are the adult leaders in the group responsible for?
 - Would you consider this a transactional leadership process or a transformational one? Why?
 - Is this experience meeting a community need?
 - Is this experience being done in partnership with another community organization or entity?

Presentations and Feedback

Time: 30 minutes

Panel Discussion Questions:

- Does this experience meet the needs and desires expressed by the youth group in the scenario? Why or why not?
- Is this experience something that would be attractive to youth within the community? Why or why not?
- What parts of the experience seem to be very good?
- What parts of the experience may need to be reconsidered or changed?
- Do you have any suggestions for changes or additions to the experience?

1. Ask each group to present the leadership experience they designed.
2. If time allows, ask for feedback from other participants.

Note: If possible. . .

Invite four to six youth leaders within the community to provide feedback.

- Youth leaders can be club officers, school leaders, or someone who exhibits leadership characteristics.

They should use the discussion questions to the left as a guide.

Wrap-Up and Food for Thought

Time: 10 minutes

Materials: Balloons, Felt-tipped Markers

1. Each table or work group of five will receive two balloons. They should inflate the balloons and use a felt-tipped marker to write one important point from the session on each balloon.
2. Each group should then toss their balloons, in opposite directions, to two other groups. The groups who receive the balloons will add one important point from the session (that is not already on the balloon) and then continue to pass the balloons on.
3. After a pre-determined amount of time, ask participants to stop and keep the balloons they have at their tables. Not every group will have received every balloon, but every group should have had an opportunity to write something on several balloons.
4. Each group should share the points on the balloons at their table with the other groups, mentioning only those points which have not already been mentioned by another group. Add any of the following points which may not have already been mentioned:
 - Youth want to be able to apply what they are learning.
 - Youth want to feel that their work has an impact.
 - Community involvement and service are effective ways to learn, apply, and have an impact.
 - The youth perspective is valid and helpful to the creation of meaningful leadership experiences.
5. Ask participants to write down one goal that they have for their work with youth after having participated in this session. Collect all of the goals and review as many as possible with the entire group (at least five).
6. Thank participants for attending and ask if they have any additional comments or questions. Mention future training sessions if appropriate.

