

A young person with curly hair, wearing a grey t-shirt and grey pants, is walking across a rope bridge in a forest. The bridge is made of thick, light-colored ropes. The background is a dense forest with many trees and green foliage. Other people can be seen in the distance on the bridge.

Leading For The Future

A Leadership Programme For Young People



Woodcraft Folk

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Woodcraft folk



TREE programme

Designed by **Kate Bowman**



Second Word

When we set out on our journey to create a toolkit to support young people to explore youth leadership, we felt that ‘youth leadership’ had got lost. Adults had taken it to mean managing things like meetings and events, while young people thought of leadership as being the boss of a group, a project, a campaign or an organisation.

When we started this project in early 2011, the world was on the brink of a wave of youth leadership that would spark a reaction from young people who had previously felt their voices and opinions made no difference to decisions.

Young people used twitter to spark a revolution that would spread across the entire Middle East, ending a dictatorship and bringing in a new, democratic era in several countries. Young people in the UK would take to the streets against tuition fee increases and public sector cuts, standing united with many other community groups in the UK to demand change.

And through Alex’s own experience of travelling Europe with the UK Youth Climate Coalition delivering training to young Europeans and youth organisations on campaign skills, it is clear that the optimism, passion, motivation and commitment to change is stronger than ever before.

This toolkit can help support individuals, groups, organisations and movements to tell their story, strengthen as a team, create a shared vision, work with others, connect to the wider world and learn how to use their commitment and passion effectively to make change.

It has been used already with hundreds of young people, from 11 different countries, in fields, living rooms, offices and lecture theatres and we believe it can be a force for change and help guide this generation of leaders to take on the challenges facing our world and our future.

We want to thank all those who have contributed and supported the development of this resource – the TREE Steering group and reference group, to Rebecca Mattingly who guided the whole project and to Harriet Gore, John Thurlbeck and Kevin Ford who guided our leadership thinking.

Bill Badham and Alex Farrow
July 2011



Introduction

The introduction tells you a bit more about the *Leading for the Future* programme so you can get the most out of it. To make it simple to follow, here are all the questions answered:

- What is the *Leading for the Future* programme?
- What's in the *Leading for the Future* programme?
- How does each part work?
- What's needed to get started?
- What do we need to run the sessions?
- How many people can take part?
- What do facilitators need to do?
- How can we support the young people in the group to run some of the activities themselves?
- How should we document our work?
- Do we need to run this full course in one go?
- What happens if someone new joins our group part-way through these sessions. How can we include them?
- What else is there?

What is the *Leading for the Future* programme?

Leading for the Future is a resource created with children and young people and adults from across Woodcraft Folk to support local groups to explore and develop their understanding of leadership, learn new skills and grow in confidence as young leaders. It is rooted in the UN Convention on the Rights of the Child which promotes the full participation of children and young people to help secure the best possible present and future.

What's in the *Leading for the Future* programme?

There are four parts and each part has three activities, making 12 activities in all. Each activity is about an hour long, so the whole programme takes at least 12 hours – or 12 group sessions. But this is best seen as a minimum. You could take much more time if you wanted.

Leading for the Future is rooted in the strong beliefs of the Woodcraft Folk movement:

- Education for social change
- Co-operation and sharing
- Peace
- The Rights of the Child
- International understanding
- Freedom of expression and belief
- One World



From the deep roots of the tree grows the trunk of Woodcraft Folk's belief and commitment to children and young people's participation and leadership. From that comes our four parts – or branches – which will help you discover more about leadership and give you the skills to be leaders and take action. They are:

- **Part 1: Leadership – our story.**
Who inspires me? What is leadership? What is our story and what do we bring? What does it mean to be a leader?
- **Part 2: Leadership – in our local groups.**
What are the things we need to know and do to be effective leaders in our local groups?
- **Part 3: Leadership – in our community.**
How do we gain the trust and interest of others, frame ideas and promote shared understanding and action?
- **Part 4: Leadership – across the country.**
What are the examples we can draw on, lessons to learn and skills needed to be leaders on a bigger stage?

The three activities in each part follow a similar pattern: exploring, planning, doing.

The *Leading for the Future* programme is supported by a range of online resources, such as more stories and leadership thinking, at: www.woodcraft.org.uk/leadingforthefuture

How does each part work?

Each part follows the same outline to make it easy to use.

- Purpose
- Aim
- Snapshot  – a short example
- What do I know?
- Leadership in action
- Three sessions
- What have we done?
- Bullseye evaluation

Each part starts with a short review of what you know already called, 'What do I know.' Each part ends with a review called, 'What have we done' which helps the group reflect on both individual and group learning.

Each session contains these sections:

- Before you start
- Aim
- You need
- What to do
- What do you think?
- Before next time

Some sessions are broken down into different parts, which we have called **Activities**.



What's needed to get started?

The most important resource you have is yourselves as a group. Here are some other important resources to think about as you start off.

- **Support:** is there someone helping and encouraging you on this journey? It could be really important to have this support or at least know who to turn to at particular times for ideas and advice.
- **Time:** obvious, but you need an agreed meeting time that most or all can make, regular enough to keep the momentum up.
- **Venue:** a good venue will be comfortable for you to work in, accessible, either free or not too expensive and welcoming but also give you space and privacy and ideally have some storage space you can use between meetings. Access to an outside space as well will be ideal.
- **Refreshments:** make sure you have some light refreshments to perhaps start and / or finish your meetings. Energy levels can dip during a session, so fuelling up during a break can help as well.
- **Money:** nothing in the programme costs much, but the group may want to have a small budget to be able to pay for some of the things above and to feel you are taking responsibility for these practical matters as well.



What do we need to run the sessions?

You might not need all of these things at once, but it is probably a good idea to create a toolkit at the start so that you have everything you might want from the beginning. Here is what you will need:

Paper and activity sheets, flipchart and pens, felt tips, Blu-Tack, sticky tape, post-its, newspapers and magazines, glue, roll of paper, such as wallpaper lining, string or wool, soft ball, local map, local newsletters and newspapers, a big piece of light ripstop nylon, sprayed on one side with spray-mount glue (If you tape this to the wall, you can display work done on the sticky side.)

It would also be useful for some of the activities for you to have access to a photocopier, Polaroid or digital camera, tape recorder, a computer and the Internet.

How many people can take part?

The activities in this pack are designed for groups of between 10 and 15 people. If you are a bigger group, make sure you check that the activity is going to work okay and give yourself extra time. The activities have been created and tested with children and young people between the ages of 10 and 25.

What do facilitators need to do?

Good preparation is very important, including knowing the group members and being well prepared for each session. Make sure you have enough copies of any worksheets for everyone, flipcharts are prepared and you have all the materials needed. Adding your own touch will bring the sessions alive and be of much more interest to the group. You can take it in turns to prepare and lead on particular activities. This will add to the group's confidence and skills. Along with planning, you will also need to be flexible in your approach, supporting individuals and the whole group, encouraging them to take responsibility for their own learning and running things. Make sure you build in breaks and give people loads of encouragement.



How can we support the young people in the group to run some of the activities themselves?

Everything is written to be read out loud in the group and so no special preparation is required for group members to lead the sessions themselves – though preparation always helps. Your group may have the support of an adult, but the material is written so that you can use it on your own if you wish. Giving people a chance to prepare materials, run sessions, support others and think about how well they did is all part of the leadership training and should be actively encouraged. Knowing guidance is there if needed will encourage quieter members of the group to also take a lead. The more group members put in the more they will get out of the programme.

How should we document our work?

It is a good idea for everyone to have a folder to keep all your work in so that you can reflect on everything that's been done at the end of each part. You will want to decide how you want to gather and record the results of your activities. Do you want a folder ready, or do you have a logbook or scrapbook? Might there be a group record as well as an individual one?

Do we need to run this full course in one go?

While you can pick the sessions of most use to you, they are designed to follow on from each other and be used as a whole. This will help build your understanding about leadership and support you in using leadership skills locally, in your community and further afield.

What happens if someone new joins our group part-way through these sessions? How can we include them?

Some people may come and some may go from one session to the next, but a strong commitment from a core of the group will be vital to make the most of the programme. When new people are welcomed, it can be a good opportunity for the rest of the group to recap what they have done and share with new members what they have learnt and achieved.

What else is there?

Developing leadership knowledge and skills can take some staying power and energy. While we hope this pack does have some fun in it, you will also need some hard graft and commitment to develop the knowledge and skills you need. Most sessions you run based on this pack may well want a bit of spicing up with warm up activities, chill out times and some zip at the end. There are some great resources to draw on to help with this like *Activities for Woodcraft Folk Venturer Groups*, published in 2011. Or there is an old favourite, *Spice it Up!* from Dynamix.

And if you want to get stuck into more of the detail of planning and running meetings and sessions, then the *Woodcraft Folk's Bored-Meeting* and *Choose it, Plan it, Do it!* are both useful companions to the *Leading for the Future* programme. You can get them from:

www.woodcraft.org.uk/resources





Part 1

Leadership- Our Story

Part 1: Leadership– Our Story

Purpose

The purpose of this first part is to help you think about the idea of leadership, what it means to you, what qualities make good leaders and what skills you and other leaders have. Exploring who or what motivates us gives us powerful tools for inspiring others into action and being able to tell that story is something that has defined many great leaders throughout the world.

Aims

- Exploring examples and styles of leadership
- Planning to develop skills as leaders
- Telling your own story of taking part in your group



Snapshot: Isabel's story

Isabel found out about the Woodcraft Folk when she was 7 or 8 when a friend's mum suggested she might like it. She went along and has been part of it ever since. Now a Pioneer, she feels her group is run very cooperatively, that there is no 'them and us' feeling between the adults and young people and that it has a great sense of shared ownership. Every time members of the group suggest something they feel they are listened to and if it doesn't happen it is very clear as to why it would not have worked.

One of the things Isabel thinks makes it easy for her to contribute to sessions is the fact that she has been involved for a while and has seen her input having an impact. People leading sessions also sometimes specifically ask new people if they have any suggestions to make sure they feel they can contribute. If she were to change anything Isabel would reintroduce sessions to gather ideas to be taken away and worked up which is something that has worked well in the past. She plans to suggest that this should be introduced and feels sure she will be listened to.

(Interviewed by Jack)

What do I know?

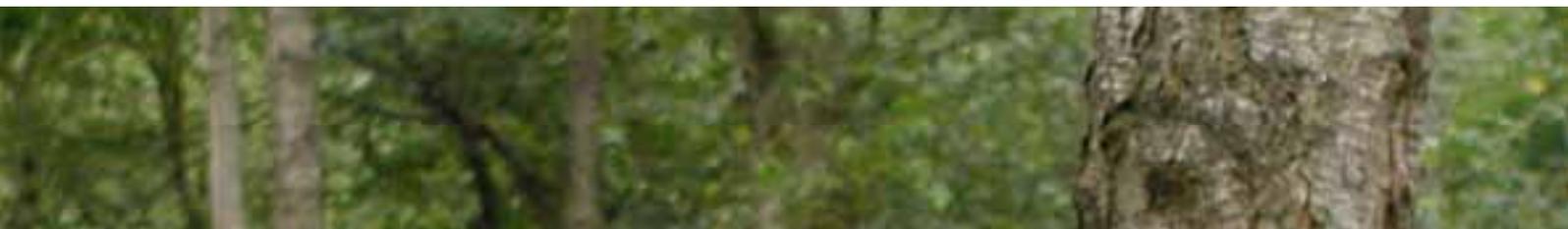
Below are the three aims of Part 1. How much do you think you know about this right now? Photocopy this grid to make handouts for the group, or draw it up on a big sheet of paper so everyone can copy it. Give yourself a personal score on the scale 1-2-3-4-5. 1 is low and 5 is high. Why did you give yourself this score? This isn't a test or exam, but it is worth thinking about why you have scored yourself the way you have. What score would you give yourselves as a group?

Aim	Personal Score (1-5)	Group Score (1-5)	Why did you give yourself this score?
Exploring examples and styles of leadership			
Planning to develop skills as leaders			
Telling your own story of taking part in your group			

Part 1: Leadership in Action

The activities in these sessions will explore what leadership means, what it looks like in different situations and what kind of leader you are. To make sure that leadership becomes something real and not just something for the next few hours, here are some ideas for actions you might like to do away from these group sessions as an individual or in smaller groups:

- Interview another leader, find out their story and ask their experience of leadership - whether it's positive or negative.
- Shadow someone else in a position of leadership - perhaps during a camp or event.
- Run a game for your group.
- Take on a small role, for example, be a group leader on a camp or organise the refreshments for the next session.
- Think about who might be interested in your story and share it with them.



Session 1: Exploring examples and styles of leadership

Before you start Part 1

Just before you start out on the programme, it is worth taking a moment to make sure everyone knows what it's about, how it works and how long it can take. One or more people will have needed to have read the Introduction and made sure you have the resources ready for the activities that follow, any refreshments you may need and adequate time and space to make the most of this opportunity. This toolkit is a guide and you will get most from it as you own it, add to it and adapt it for your purposes. Have you decided how you want to record what you have done, both personally and as a group? We talk about this in the Introduction.

Activity A: Leadership: my hero!

Aim

To share examples of young leaders you admire and explore why they inspire you

You need

Some creative art materials (optional) and about 20 minutes

What to do

- a) Each person thinks of a young hero – someone who inspires you who is under 20. They can be real or imagined, living or dead. You can do this on your own or you can do it in pairs if you prefer. You can draw or create your hero if you want to and have the time and materials.
- b) When everyone is ready, each person takes a turn in saying who they have chosen and why. If some don't want to, that's fine. It's not a test.

What do you think?

Though this can be quite light hearted and fun, you've probably touched on some really important things. Our heroes, our examples of leadership that inspire us are all around us. They may be family or friends. They may be ordinary people overcoming extraordinary difficulties or doing incredible things. There are so many inspirational young leaders. Why don't we hear more about them? About you?

Before moving to the next activity, it might be time to share some goodies – a box of Hero chocolates?



Activity B: Leadership faces

Aim

To explore the different ways leadership can look

You need

Just yourselves and a bit of space around you to move around and about 20 minutes

What to do

Take it in turns to make a group tableau to represent different leadership approaches and qualities. A tableau is like pressing a pause button on real life or like an action freeze frame. It's kind of like a photograph but recreating that with real people. You could each choose your own scene or the whole group could make a list first for individuals to choose from.

Here are some examples to get you started. Add your own to the list:

- Leading a demonstration
- Leading a group discussion
- Leading the 'save our forest' campaign
- Leading a bicycle race

a) One of the group agrees to start. Choose a leader. Move the group members to represent the style of leadership you want. Freeze! You may want to take a picture for your record.

b) Ask the group for comments, ideas and what they think the style of leadership feels like from different points of view.

c) Before you move on, check if another person would like to move the group around to show the same situation but being led differently.

d) Someone else in the group takes over and makes a new tableau of a different example of leadership.

What do you think?

Take a seat and talk about what you have discovered. Maybe make some notes of the key things shared. Did you find that leading can be from the front but also from the middle of the crowd? What are the strengths and weaknesses of these different styles? What style comes most naturally to you personally? You might want to jot down some thoughts in your own record about your own style of leading. In what situations does it work best and what other leadership approaches might you want to try out?



Activity C: Leadership boxes

Aim

To think about leaders you know and what makes them stand out

You need

A large piece of paper or canvas, some pens and about 20 minutes

What to do

Leaders are all around and each of us will have different ideas about who is a leader for us. It could be other young people, adults, politicians, celebrities, sport stars, classmates, parents or brothers and sisters. Who is a leader for you? Include as many of these different types of people in this next activity.

- Make a large version of the chart below with the same headings.
- Group members now write names of leaders you can think of (of any age), putting their names on one or more post-its or bits of card and place in one or more of the boxes depending on how you would define their leadership. Keep going till you've had enough! (You can always keep it and come back to it later on or another day.)

Leadership	
Changing the mood	Inspiring people
Making things happen	Leading from the front

What do you think?

Talk about why you have put people in these different boxes. What is it about them? Do you all agree or are there different views? You can move names around between the boxes after discussion if you wish. What is it that inspires you about other people's leadership? Are there some who seemed to be full of promise but then failed to deliver? Does good leadership have to be in the spotlight? And which of these four qualities do you feel you have or wish to have and how might you go about developing these?

Before next time

Before you meet next time, each agree to try a way of leading that is less your natural style when you are involved in some group activity. It could be in sport or in the classroom, among friends or at home. If you naturally lead from the front, try encouraging from the back. If you are naturally more reserved try putting yourself forward a bit.



Session 2: Planning to develop skills as leaders

Before you start

As a group recap the last session and discuss what you did afterwards. How did you get on with the task from last time? Was it uncomfortable leading something in a way that doesn't come so naturally to you? What was good about it? Good leadership means being flexible, in not getting cornered by always doing things in the same way or always taking on the same role. It can really help a group when the quieter one takes a lead or the noisier one holds back.

Activity A: Leadership body

Aim

To explore what skills and qualities you need to develop as leaders

You need

Yourselves, a large piece paper (perhaps from a roll of white wallpaper) or flipchart, post-its, a personalised version of the chart below called 'Developing my leadership skills' and about half an hour

What to do

In Session 1 activity B you looked at different faces of leadership – exploring leadership from different angles. Now is a chance to think more about what's behind the faces, what are the values, knowledge and skills that make up good leadership.

a) On the big sheet of paper draw the outline of a person and mark on it:

- Heart – for values, principles, beliefs we believe to be important in leadership
- Head – for knowledge and thinking skills we need to know to lead well
- Hands – for the practical skills we need for good leadership

b) Everyone now adds post-its over the body map, labelling it with the good qualities that leaders need around the heart, head and hands. Talk things through if you wish.

c) Now as a group, see if you can group the post-its together around similar ideas or themes. Place these onto a flipchart with the headings as below.



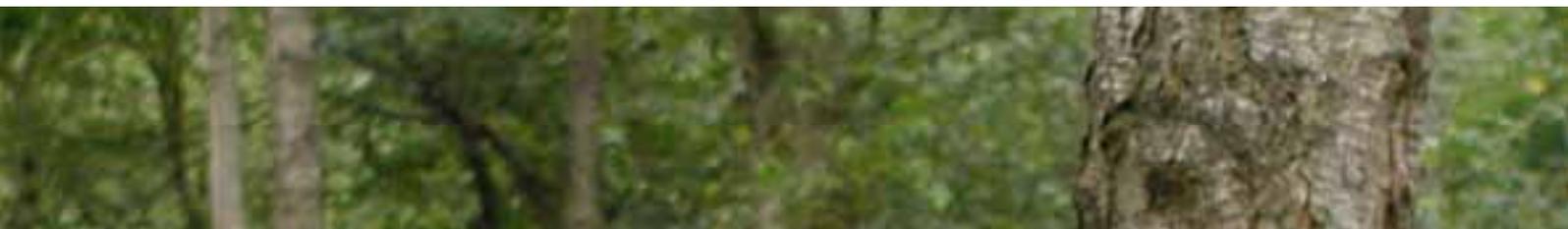
HEART- for values, principles, beliefs we believe to be important in leadership



HEAD- for knowledge and thinking skills we need to know to lead well



HANDS- for the practical skills we need for good leadership



Remember to save your 'body map' with the qualities of good leadership on it – you'll want to get it out again for a later session.

d) You now have agreement about some of the most important things about leadership in your group, community or organisation. So what's this got to do with you personally?

e) Looking at the lists on the flipchart, each person chooses one from each of Heart, Head and Hands that you think are most important to you for good leadership. Write them in on your own version of the chart below and complete the chart. It would be good then to share what you have written in pairs or within the whole group.

Developing my leadership skills				
Three things needed for leadership are:	This is how well I think I do these things at the moment (score 1-5 with 5 being high)	This is what I am going to do to advance my score by at least one	Who do I need to help me?	What do I need to help me?
1				
2				
3				

What do you think?

Knowing the skills and qualities that make good leaders is one thing, but thinking about our own skills – particularly the things we're not so good at – can be quite tough. Keep coming back to this table and think about how you are improving. How will you know when you have improved? Make sure to keep notes and examples of when you are making progress.



Activity B: Leadership skills in action

Aim

To practise three leadership skills

You need

Some pens and paper, some space and about half an hour

What to do

In the previous activity you focused on three leadership qualities you might want to develop and decided how you were going to go about doing that. Here is a chance to try out three leadership skills that sometimes get overlooked, but are really important:

- **Assertiveness** – holding your ground without getting stroppy
- **Giving feedback** – reflecting back to others how things have gone
- **Motivating people** – encouraging those around you.

a) **Assertiveness.** Make a list of situations where you might need to hold your ground, like making a complaint. Agree (randomly or by personal choice) who is going to complain and who is going to respond to the complaint. Act away! Run each scenario for about a minute. Here are some scenarios you might want to use:

- Complaining about your chips you bought being cold
- Returning some clothing you bought or were given that is faulty
- Asking for some money back you lent to a friend
- Telling someone they are in your reserved seat on a train.

b) **Giving feedback.** Make up your own fun example or use the one here. The health inspectors have just visited the hotel undercover, have had lunch and have now called all the hotel managers for a meeting to give feedback. Divide your group into four. Each small group prepares to give feedback to the rest of your group who will play the hotel management team when they are not the ones giving the feedback.

- The first group of inspectors found the experience excellent.
- The second group felt it was fine but things could be improved.
- The third group of inspectors were not impressed and had serious concerns.
- The fourth group were so concerned they plan to shut the kitchens immediately.

c) **Motivating people.** Encouraging people is so important. We are much more likely to try harder if praised rather than told off! Make a list of people to praise and encourage and try it out in the group or over the coming week. But the tricky bit is to try it for someone who is:

- Your age
- Quite a bit younger
- Quite a bit older
- A lot older
- Older and in charge of something you take part in, like the group, the classroom or another club.

You can try some of these as role plays in the group if you like.



What do you think?

Assertiveness, giving feedback and motivating people are just three leadership skills that can really help and that need practice. How did you find trying these out? What was awkward about being assertive or taking criticism? When giving feedback, how did each of the four groups approach it? It might feel easier to give praise rather than criticism but that is not always the case. And when thinking about motivating others, does it feel harder to do so for people who are older? Are we worried about it sounding like we are sucking up? Everyone needs motivating; leadership involves knowing when and how best to give it. Of course, praise and encouragement are only one form of getting motivation. Take a moment as a group to think of and note some others. Some well known ones are getting our basic needs met, satisfaction in what we do, a sense of fairness, self-esteem and expecting to get a result from our efforts. What others did you come up with?

Leadership thinking: if you want to find out more, the people behind the thinking are Basic needs: Maslow, 1954; Satisfaction: Hertzberg, 1968; Equity and fairness, Adams, 1965; self-esteem, Williamson, 1997; Expectancy or getting a result, Vroom, 1964.

Before next time

The development of the *Leading for the Future* programme was guided by a reference group of young people and adults. At their first meeting they explored what leadership meant to them and what leadership meant within their organisation - Woodcraft Folk. Before you next meet as a group, have a look at the website and the interviews and work done: www.woodcraft.org.uk/reference-group. Some of the ideas they came up with are in the table below. How does it compare to your list? Have they missed anything you think is really important? Is there anything they have come up with that you would like to add to your list before you move on?

What does leadership mean to you?

- Change
- Adaptability
- Flexible
- By example
- Helping people get involved
- Willing to do the boring stuff
- Communication (so everyone knows what's going on)
- Continuously there, although not necessarily with same people
- Supportive
- Inspirational
- Cooperative
- Growth
- Enabling
- Changing
- Encouraging
- Allowing space for others to develop and lead too (but still being supportive for them)
- Visionary
- Challenging
- Confidence building
- Fair and able to treat people equally & with respect
- Situational
- Different methods
- Directional
- Inclusive

What does leadership within our organisation mean to you?

- Energy
- Inspire
- Running a group
- Workshop
- Enthusiasm
- Guide - not tell
- Making sessions accessible
- Organising an event
- Bright ideas
- Involving people
- Organising decisions to be made, not making decisions.
- Transitory
- Variety
- Supporting other people to come through
- Decision makers
- Enable
- Listening
- Willing to do the 'boring' bits too
- Responsibility
- Coordinating
- Point of contact
- Communicator on many levels- passing info on and involving others
- Focused
- Committed
- Committees
- Making things interesting, engaging and fun
- Making things happen
- Volunteers



Session 3: Telling your own story of taking part in your group

Before you start

As a group recap the last session and discuss what you did afterwards. How did you get on with the task at the end of the last activity? What did you find on the website? Now look back to the list of characteristics you came up with when thinking about the perfect leader. Leadership takes three things - head, hands and heart. What things did you come up with for the heart? Take a quick look at the flipcharts to remind you.

Aim

To tell your story of what made you join your group and care enough to be involved

You need

Some flipchart, A4 paper, pens and about an hour

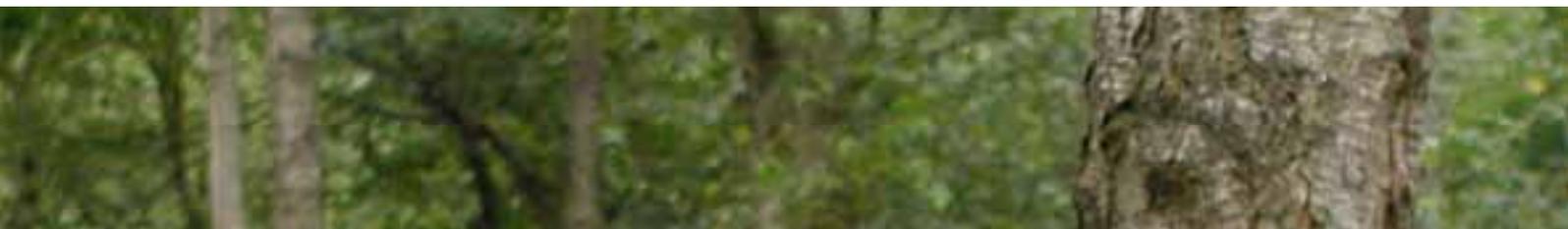
What to do

We all like stories. We read them, watch them, listen to them and tell them ourselves. Most people involved in making change are very good at telling people about the plans they have made and the things they have been doing - the head and hands. But good leaders are also good at telling people why they care about something, what inspires them and why they are motivated to take action. This is the 'heart' part of leadership.

a) Sitting in a circle, turn to the person you are sat next to and each tell a 2 minute story to one another. This could be something funny that happened at school, a trip with your family or an adventure you went on. It could be a really simple story where nothing that exciting seems to happen, but share it anyway - it could be anything! It is not a presentation, but it is a story about you.

b) All the stories that you told and heard were pretty interesting in their own way. What things made you keep listening? Make a quick list on flipchart of all the things that kept you interested in the other person's story. Here are a few ideas:

- Funny
- Colourful - the small details
- The context of the story: when, where
- How the story was told – energy and enthusiasm or calm and captivating
- Wanting to know what happened next
- The choice and options they faced
- The dilemma and solutions
- How they felt about what was going on
- A personal story
- A true story



c) In pairs, plot a timeline of your own life. You can write these things down or create a poster of them, marking the major things that have happened to you like being born, going to school, big family events, when you joined your group - the big important moments in your life. (Only share what you feel comfortable with. Some may have memories that are difficult that you would prefer to keep private. Make sure you are ok with what you share. If the activity brings things to the surface, you may want a moment to talk to someone privately.)

d) Looking at your timeline, there is probably an event or a moment that sparked something quite big for you. This is the story you have to tell. One of these events - maybe seemingly small - triggered something in you that made you choose a certain path or want to do particular things. What was that moment and what happened? You'll find some good examples online at www.woodcraft.org.uk/leadingforthefuture.

e) Grab a partner and tell that story to them. Think back to the list you made earlier about all the things that kept you interested in people's stories. Remember to use them in your story.

What do you think?

We know from the simple stories everyone told at the start that we like to listen and find out what happened. So why is it that we always miss our own stories out when we are leading or taking action? Did you hear any stories that were really inspirational? What did you like about them and how did they make you feel? Remember that leadership is about inspiring others and keeping people motivated and your personal story – a real story – is the best thing to do that.

Before next time

Some people have truly inspirational stories. Barack Obama is one of the best storytellers in the world and if you get a chance, go on YouTube and take a look at his 2004 Democratic Convention speech. The whole first 10 minutes is his 'story of self'. What stories does he use and what effect do they have? Be ready to share next time. Watch on YouTube at www.youtube.com/watch?v=eWynt87PaJ0.

Leadership thinking: the ideas in this session draw on Goleman et al, 2002. They use the term emotional intelligence to describe how leaders need to acknowledge and use feelings to guide their own and others' thoughts and actions.



What have we done?

Before you finish Part 1, look back over what you have done. First, on your own, score from 1-5 how much you feel you have learnt about each of the part's three aims (1 is a little and 5 is a lot). Mark in the box on the right anything more you want to do to take forward your learning. Now come together as a group to consider what you have learnt as a group. How are you doing together? Write what additional actions you may want to take as a group to strengthen your understanding of any particular section of Part 1.

You will have now reflected on your own personal learning and how the group is doing as a whole and what you agree needs to happen next.

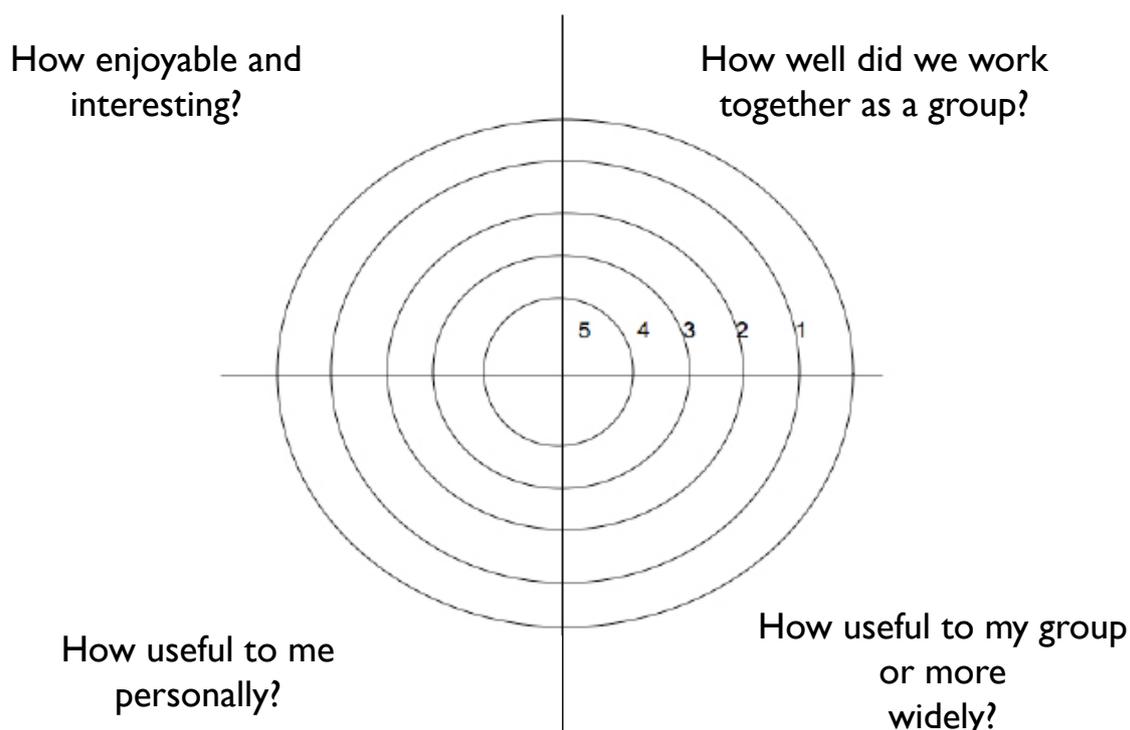
Aim	Personal Score (1-5)	Group Score (1-5)	Why did you give yourself this score?
Exploring examples and styles of leadership			
Planning what is needed to develop as leaders			
Telling your own story of taking part in your group			



Bullseye evaluation

And finally, after finishing each part of the programme, complete a simple and quick bullseye evaluation. Draw a big version of the picture below and ask each person to mark one dot in response to each question. Being a bullseye, the nearer the middle the higher the score (5 for middle and 1 for outer ring). You can then do the maths and get an average score out of five for each question and an average across the whole four questions. Keep this safe to compare with other parts. If any aspect has not scored too well, take a moment as a group to agree how to improve things before moving on to the next part.

The closer to the middle the higher the score.





Part 2

**Leadership
in our local
group**

Part 2: Leadership in our local group

Purpose

In the first part, the focus was on exploring the different faces and examples of leadership, what good leadership needs and your own personal stories. In Part 2 we can now build on this to look at leadership in your local group, looking at how different styles affect making decisions, how to deal with difficulties and how to inspire vision and a shared purpose.

Aims

- Exploring leadership styles
- Planning how to respond to leadership struggles and difficulties
- Developing and sharing a vision for the group

Snapshot – Hal’s story

Hal is 14 years old and is part of the Brighton Hill Fort district. He has been in the Woodcraft Folk for about 8 years - the majority of his life. He enjoys being a Venturer because he gets to meet so many different people and it has broadened his views of the world. He’s done things and made friends with people that wouldn’t have been possible without Woodcraft, such as going to Norway with his group.

For Hal, what’s exciting about being involved in his local group is not only what they do but how they do it. Hal feels that he is able to influence what is going on during his group nights because the leaders facilitate - as opposed to dominate - the group. Last November, his Venturer group organised a camp for their local pioneer group with Venturers organising the food, running activities (including a Narnia themed wide game) and being the camp chiefs. The camp was a great success and gave Hal and his friends the opportunity to plan and lead, whilst bridging the age gaps between the two groups.

(Interviewed by Ruth)



What do I know?

Below are the three aims of Part 2. How much do you think you know about this right now? Photocopy this grid to make handouts for the group, or draw it up on a big sheet of paper so everyone can copy it. Give yourself a personal score on the scale 1-2-3-4-5. 1 is low and 5 is high. Why did you give yourself this score? This isn't a test or exam, but it is worth thinking about why you have scored yourself the way you have. What score would you give yourselves as a group?

Aim	Personal Score (1-5)	Group Score (1-5)	Why did you give yourself this score?
Exploring leadership styles			
Planning how to respond to leadership struggles and difficulties			
Developing and sharing a vision for the group			

Part 2: Leadership in Action

In these sessions you'll think about your local group, the different ways of leading and creating your shared vision for the future. To make sure that leadership becomes something real and not just something for the next few hours, here are some ideas for actions you might like to do away from these group sessions as an individual or in smaller groups:

- Attend a meeting, for example, a district meeting or a regional committee meeting
- Organise and run an activity, or whole session at a group night, for your group or a different group
- Plan and run an activity in the next leadership session
- Is there a problem in your group? Try having a discussion about it and listen carefully to all the different opinions
- Do you have an idea to make your group better? Think about how you could make that work and bring the suggestion to the rest of the group.



Session 1: Exploring leadership styles

This session explores leadership styles in two ways: learning first from doing things badly and then by valuing different leadership approaches.

Before you start Part 2

As you start this part on leadership in your local group, take a few minutes to reflect together about things you remember or valued from Part 1. Some statements to complete like these below may help. You can do this all together or in pairs:

- One of the most interesting things we explored was...
- One of the most thought provoking things we talked about was...
- I have developed my leadership skills by...
- As a group we have developed our leadership skills by...

Activity A: Leadership gone wrong

Aim

To explore what makes for good leadership and what happens when it isn't there

You need

Flipchart paper and pens, some space and about half an hour

What to do

Part 2 is about equipping yourselves for leadership in your local group. One way to look at this and have a laugh at the same time is to start by turning things round the wrong way. So, imagine the perfect local group.

- In small teams, list all the things you would like to see that would make the perfect local group. They can be as fantastical as you like.
- Let's now say that you have just been appointed as the new leaders of the group. What would you need to do – or not do – to completely wreck this wonderful group? You have six months to do it in.
- Write all your ideas on a chart and then take turns to feed back to the whole group.

What do you think?

When we tried this activity, some of the things were about weird and divisive things the new leaders actively did. And there were also lots of things that caused chaos by what the leaders didn't do. Behind the fun of the activity, there are really sad examples of great organisations that have collapsed in about six months because of the leaders doing the wrong things really well and by not doing the things needed. Good leadership needs thought not just about what needs to be done, but also how best to go about doing it. This is what this next activity explores.



Activity B: Leadership styles

(created with DFs and Venturers at Welsh Thing, 2010)

Aim

To recognise and value different decision making styles and to practise presenting

You need

Flipchart paper and pens, some space and about half an hour

What to do

- a) Agree one topic or issue you are all going to work on in small groups to then present back to the whole group. It might be, as the DFs did one year at Welsh Thing, something about “who we are as a group and our place within the organisation.” It might be a hot topic.
- b) Randomly form three groups and take up to 15 minutes to prepare the presentation, but with each group working at the task in a different way:
 - Thinkers: explore the question, any definitions needed, discuss different angles and approaches to it.
 - Team players: you're very keen that everyone is included, think about all the different people involved and their needs.
 - Task focused: don't hang around overanalysing – you need to get the job done, with clear actions, deadlines and people responsible agreed.
- c) Come back all together. Each group now presents the topic.

What do you think?

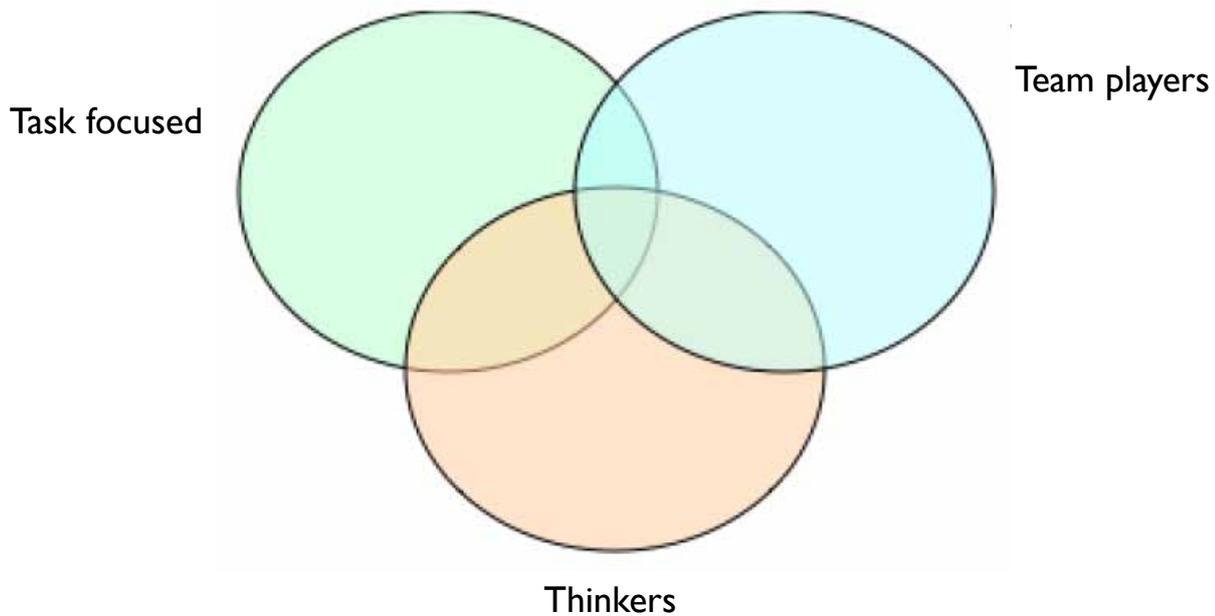
When everyone has had their turn, share what it was like doing the task from each perspective. What were the strengths and weaknesses for the Thinkers, the Team players and the Task focused approaches?

Most groups will have each of these styles in it. As a group, talk about and note down how you can make sure you value each other's ways of working and draw on each others' strengths. Take some time to think about how you can avoid the traps of, for example, doing lots of thinking but leaving the task to someone else, or focusing so much on everyone being happy that things don't get done, or jumping so quickly into the task that not enough time is given to thinking about it fully and including the team as a whole. How do you get the best out of each other and work together as a team to get the job done well and thoroughly?



Before next time

What about you personally? What style are you drawn to most and how can you make sure to value and make the most of the other perspectives? You could use this diagram below before the group meets again. Plot an X which best describes you. Add comments about what pushes you away from the other two circles and how you can gain more from them.



Here is an example from Bill:

- I am very task focused and I marked the green circle on my diagram.
- I get frustrated by the thinkers because they slow me down.
- I can learn more from thinkers by seeing things from different perspectives.
- I find team players frustrating because some times I can't make the most of what I'm good at.
- I can learn more from team players by seeing other people's strengths and being challenged to do things in a different way.

Leadership thinking: the ideas in this session are adapted from Henry Mintzberg, 1994, who has ten categories of leadership under three headings: leading, administering, fixing.



Session 2: Planning how to respond to leadership struggles and difficulties

This session explores two aspects to leadership struggles: difficult behaviours in the first activity and making difficult decisions in the second.

Before you start

How did you find the task at the end of the last session? Did it help to think about your style of leadership and its strengths and possible weaknesses? The last activity took a look at leadership styles and how to get the most out of thinkers, task do-ers and team players. But there are other leadership challenges that can make things tough and the next activity explores two of these. Before you start, remind yourselves of Hal's story. He helped organise an event. When reading it, it sounds simple enough, but it probably wasn't. Keep this in mind as you go through the next activity.

Activity A: Dealing with difficulties

Aim

To recognise tensions in the group and to feel confident responding to these

You need

Some space, lots of imagination and about half an hour

What to do

- Split the group in two. Half the group are actors and the other half the audience. This is forum theatre so everyone will be able to contribute, not just the actors.
- The actors are going to act out a planning meeting, ideally using a real issue you are facing. Or think about planning a camping weekend, inviting new people to join you, organising an event, or next term's programme.

We'll use the last of these examples as a starting point:

The group meets to decide the next term's programme of activities. You need to decide what activities you want, who is going to sort them out, who you'll need to invite, whether you need any materials and how you're going to get people to turn up.

Each actor takes on a character:

- The Chair** leading the meeting wants the meeting to end quickly and wants to hand out all the jobs to other people so they don't have to do anything.
- The do-er** wants to sign up to do everything but has a really important school exam next week.
- The rebel** wants there to be a good programme, but doesn't agree with what activities to put on or how the chair is running the meeting.
- The quiet one** who, although isn't really saying much, would like to do some of the jobs and be involved but is too shy and afraid of speaking up.
- The easy-going one** who is chilled out, relaxed and happy to go along with most things as long as it's fun.



Are there any other roles you want to add that describe sorts of behaviours that can contribute to difficult meetings? Add these to the roles above and assign who will act them. Start by going for it and improvising the discussion.

c) At any point, members of the audience can shout “Hold up!” if they don’t think something is working and give direction and advice for different people. The actors should follow that advice and see how it plays out. The audience are trying to get the characters to reach a good decision and way forward, but how can it be done when the characters don’t agree?

d) After about 15 minutes bring the action to a close.

What do you think?

Although it was probably funny to watch, it may have taken a while for the characters to agree what to do. Leading groups of people can be tricky and sometimes it’s hard to reach decisions that everyone is happy with. What was the role of the chair? What did they do well and not so well? How did the suggestions made by the audience change the way the meeting went? In your group talk about the different ways of leading a group and the way you would want your group to be led, as well as the best ways of dealing with difficult dynamics.

Activity B: Puzzling out the problem

Aim

To recognise and feel confident responding to difficult issues when leading groups

You need

Some space, lots of imagination and about half an hour. You might want six different hats as well!

What to do

If the activity above helped explore and respond as a leader to group dynamics, this activity helps explore puzzling problems. The first relied on you taking on awkward roles. This activity needs you to be really interested in exploring a problem from different perspectives.

a) Take a different and tricky problem that the group is facing at the moment. Define the problem as clearly as you can together.

We’re going to use an activity called Thinking Hats. It’s a creative way to help people work better as a group, move away from fixed positions and help group problem solving. Rather than taking a fixed and blocking position, Thinking Hats encourages looking at things from different angles and seeing that each has value and adds to understanding and agreement to action. The result is less of the ‘me’ and more of the ‘team’ with an emphasis on cooperation and collaboration, not competition and defensiveness.

b) Use six roles for this activity. Let’s represent them with different coloured hats. You can decide which of you will take on which role, but it is best to take a hat which reflects a character different to how you see yourself. Just double up on some of the hats if the numbers in your group require it.



These are the hats:



The Blue Hat helps the meeting run smoothly, including different views and moving people towards agreeing what needs to be done next.



The White Hat craves information – facts and figures they feel are needed to help decide what to do.



The Green Hat is really creative, thinking outside the box, offering interesting and surprising solutions; anything seems possible.



The Yellow Hat is bright and optimistic and looks for the positives and has a strong feeling that we can get on and do things and make a difference.



The Black Hat is more cautious, teases out the potential difficulties and where things might go wrong.



The Red Hat shares feelings and emotions, their fears and their hopes, the things they love and the things they hate about the suggestions and solutions.

When you've agreed on who is wearing which hat and you have clearly defined the problem as a whole, start the group discussion. It will work better if people don't speak for more than a minute each. And remember that this is a real tool to help the group find a way together through a real problem. It is not a farce, though hopefully there will be some good laughs as well.

c) At the end, the Blue Hat takes a few minutes to draw out the main points from the different perspectives and helps the group agree the best way forward.

What do you think?

Leadership can involve appreciating a range of views which may be in tension with each other. Clever leadership involves looking at the whole picture and weighing up these different things and working out the order of things to do and the leadership style best suited.

Before next time

This activity has helped us think about the getting things done aspect of leadership. Before the group meets again, think and note down as many of these sorts of practical things as you can that go towards making your group work, noting who does what and how well they do it.

Leadership thinking: these ideas come from Edward de Bono, whose book *Six Thinking Hats* was produced by Penguin, London in 2000.



Session 3: Developing and sharing a vision for the group

Before you start

Leadership is not all about ideas and speeches. There are a lot of practical tasks that often go unnoticed. How did you get on with the task from last time? Take a moment to draw all these ideas together about what has to be done to make the group work and who does what. Are the tasks shared evenly? Do some people do loads more than others? Is this fair? Do you want to change things around at all?

Activity A: Creating a shared vision

Aim

To develop and share a vision that can be used to inspire and lead the group

You need

Art materials, some space and about half an hour

What to do

a) In small groups create a poster that shows your vision of where you want the group to be in a year's time. You can be as fanciful in the art work as you like, but make sure to be realistic about what you are aiming for. A vision should not be so distant and unrealistic that it is mere fantasy, but:

- Imaginable – it clearly describes what the group will look like in the future
- Desirable – it can be seen to be in the group's interests
- Feasible – it includes realistic goals
- Focused – it is clear enough to be a practical guide for the group
- Flexible – it is not rigid, but supports group members' initiative.

b) Come back together and take it in turns to share your vision of the group with everyone. It should only take a couple of minutes each to tell everyone your vision.

c) Drawing on these various ideas, pull together an agreed shared vision for the group.

What do you think?

Having a picture of the group we are trying to create helps us to make sure we are all wanting to go in the same direction. Was it difficult coming up with a big vision but making sure it was still realistic and achievable? How easy was it to talk about your vision and make it understandable for the rest of the group? Keep hold of your shared vision as you'll need it for the next activity. How difficult was it to create a shared vision with the whole group?



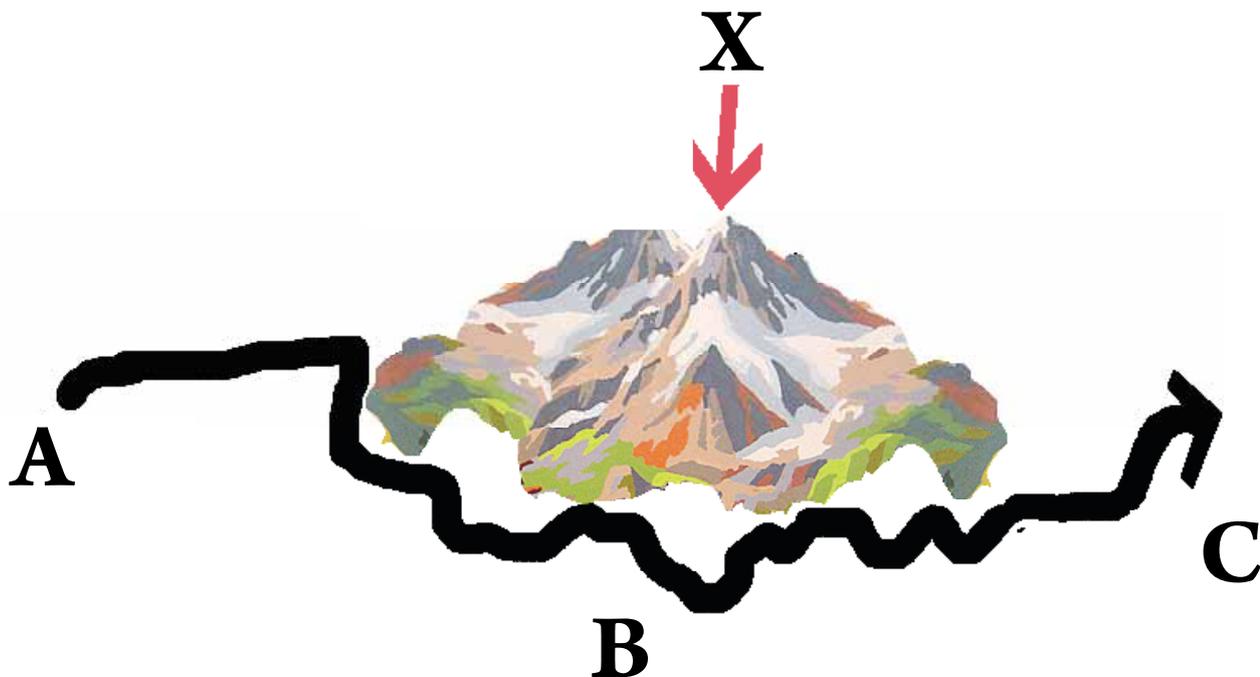
Activity B: Making your vision a reality

Aim

To develop a plan to make your vision a reality

You need

Art materials, your own version of the chart on page 35 and about half an hour



What to do

- Draw a large version of the mountain picture. A is where the group is now. C is where you want the group to be in a year's time.
- In pairs or small groups agree what you want to put at points A and C. Write the main ones on Post-its and stick them up. Talk about these as a whole group and look to gather these together, writing the main things on the picture.
- The mountain, X, is all the things that get in the way and make your journey to where you want to go a lot harder. Write or draw all these things onto the mountain.
- Now look at the point marked B. That's the stuff you need to do in the next few months to get from A to C and around the mountain of obstacles. Talk about and agree your top actions (no more than ten) as a whole group for Point B
- One last thing before you move on. Use the picture of the journey and the mountain (or any other journey picture you may come up with – sailing ship, inter-galactic space travel). Talk together about the journey towards your goal and, in particular, consider:
 - What stuff do you need to take with you on your journey to help you get to where you want to go?
 - What stuff do you really need to leave behind because it is going to make the journey harder?
 - What help and support do you need for your journey, especially to get round any obstacles?



If it would help your discussion, you could use the table below as a guide. Draw it on some flipchart and fill it in as you talk.

Our vision- where we want our group to be in a year				
The things we have to do to make our vision a reality (Point B)	The things we need to help us	The things we need to leave behind	The support and help we need	Who is going to do what and by when?

What do you think?

There is a great proverb that says, “*Where there is no vision the people perish.*” Having a vision of where you are going is really important and good leaders will back that up with a clear plan about how to make that vision a reality. So what do you think of the ideas you have created? How easy was it to reach agreement about the vision at Point C and the main things to do at Point B? Don’t forget, any good plan is flexible. You can come back to this and update it to help the journey go as smoothly as possible.

Before next time

We learn best by doing. What are some of the main things you have gained from this part and want to try? Is there an activity or a whole session some of you might agree to plan? Are there some regular tasks that you could take in turns to do on behalf of the whole group? Take a few minutes to talk this through and share what you plan to do to practise leadership in the group before you meet again.

Leadership thinking: these ideas come from a number of sources, including FPM, www.fpmonline.co.uk and Tim Brighouse, former Commissioner of Schools in London: <http://bit.ly/q2DoRh>



What have we done?

Before you leave Part 2, look back over what you have done. First, on your own, score from 1-5 how much you feel you have learnt about each of this part's three aims (1 is a little and 5 is a lot). Mark in the box on the right anything more you want to do to take forward your learning. Now come together as a group to consider what you have learnt as a group. How are you doing together? Write what additional actions you may want to take as a group to strengthen your understanding of any particular section of Part 2.

You will have now reflected on your own personal learning and how the group is doing as a whole and what you agree needs to happen next.

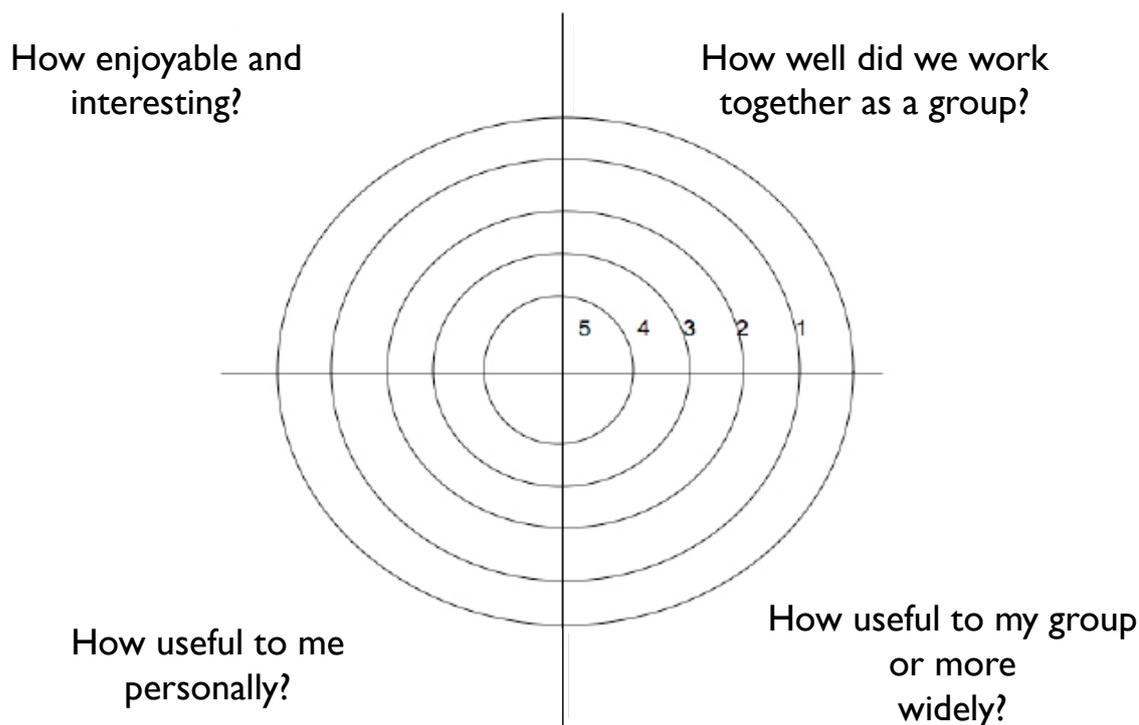
Aim	Personal Score (1-5)	Group Score (1-5)	Why did you give yourself this score?
Exploring leadership styles			
Planning how to respond to leadership struggles and difficulties			
Developing and sharing a vision for the group			

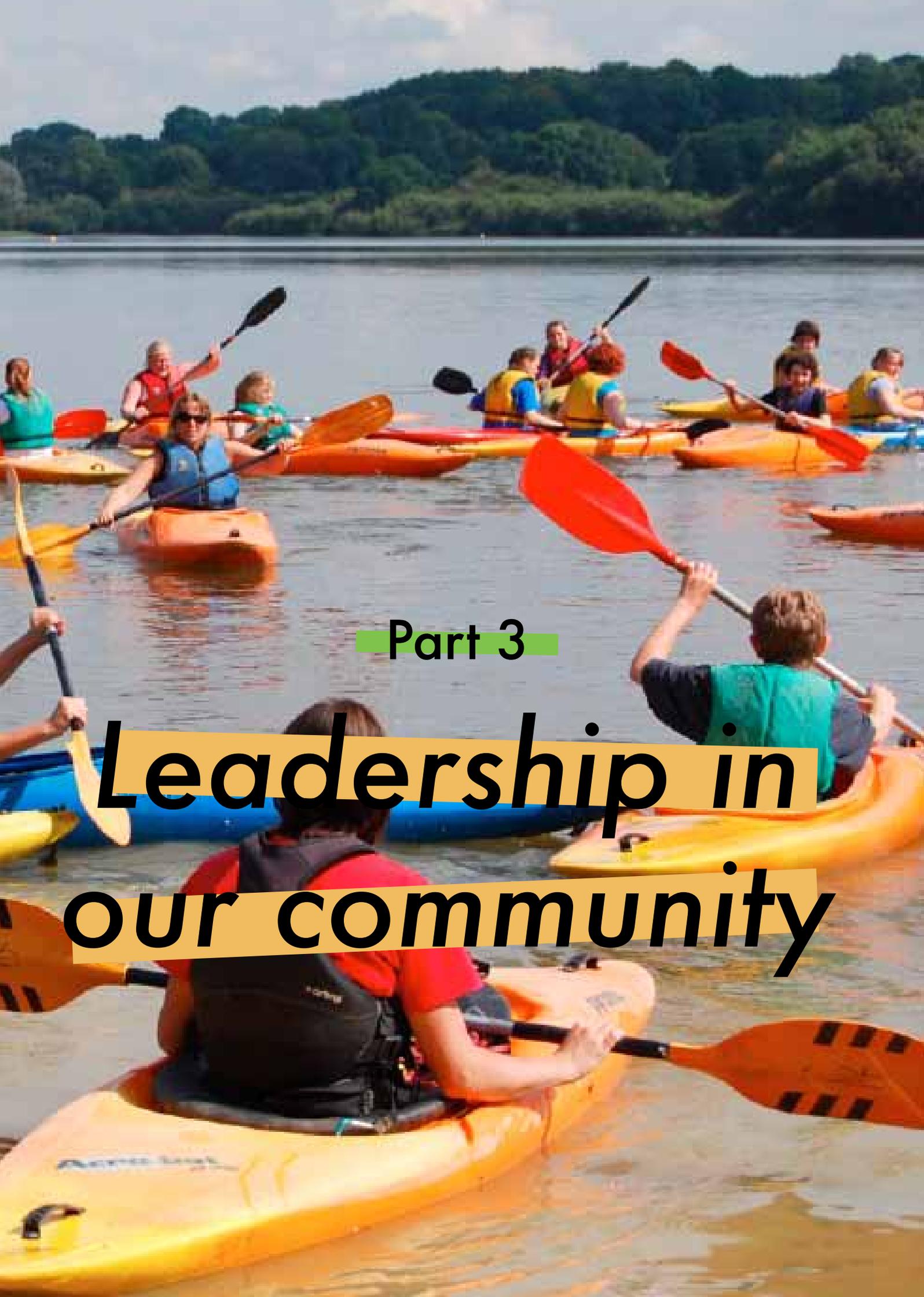


Bullseye evaluation

And finally, after finishing each part of the programme, complete a simple and quick bullseye evaluation. Draw a big version of the picture below and ask each person to mark one dot in response to each question. Being a bullseye, the nearer the middle the higher the score (5 for middle and 1 for outer ring). You can then do the maths and get an average score out of five for each question and an average across the whole four questions. Keep this safe to compare with other parts. If any aspect has not scored too well, take a moment as a group to agree how to improve things before moving on to the next part.

The closer to the middle the higher the score.





Part 3

Leadership in our community

Part 3: Leadership in our community

Purpose

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

- Exploring and appreciating people's different backgrounds
- Planning how to improve links with the local community
- Building connections within the wider community

Snapshot: Zoë's story

Zoë's Venturer group ran a dance project with their local community to reduce prejudices between police, bus drivers and young people. They did this through writing an application as a group for funding from the council after a leader had told them of the funding and asked what they would like to apply for.

They are quite a large group so they split into smaller groups with each planning a different area of the project. There was a lot of enthusiasm building up to the event and most of their group nights were taken up with preparing for it. This was positive in some senses as it gave group nights a real focus and consistency but it was also slightly overwhelming to people who hadn't been involved from the start of the project. This openness to involve those not taking part in the first stage of planning is something Zoë would like to improve if doing something like this again.

Running this project had a positive impact on Zoë and other members of the group with four of them now making up the shortlisting panel for Woodcraft Folk Action Projects grants which the TREE programme awards to districts to run their own projects.

(Interviewed by Jack)



What do I know?

Below are the three aims of Part 3. How much do you think you know about this right now? Photocopy this grid to make handouts for the group, or draw it up on a big sheet of paper so everyone can copy it. Give yourself a personal score on the scale 1-2-3-4-5. 1 is low and 5 is high. Why did you give yourself this score? This isn't a test or exam, but it is worth thinking about why you have scored yourself the way you have. What score would you give yourselves as a group?

Aim	Personal Score (1-5)	Group Score (1-5)	Why did you give yourself this score?
Exploring and appreciating people's different backgrounds			
Planning how to improve links with the local community			
Building connections within the wider community			

Part 3: Leadership in Action

The next sessions are part of exploring the wider community, the people in it and the ways in which we can work and support one another as individuals and groups. To make sure that leadership becomes something real and not just something for the next few hours, here are some ideas for actions you might like to do away from these group sessions as an individual or in smaller groups:

- Run an activity or session for another local group
- Run a small scale fundraising event, for example, a cake stall
- Write a letter in support of another local group facing difficulties, for example, money problems or losing their venue
- Go to represent your group and share your views at a meeting or another local event
- Help to organise an event or a camp



Session 1: Exploring and appreciating people's different backgrounds (moving forward, moving back)

Before you start Part 3

As you start this third part on leadership in your local community, take a few minutes to reflect together about things you remember or valued from Part 2. Some statements to complete like these below may help. You can do this all together or in pairs:

- One of the most interesting things we explored was...
- One of the most thought provoking things we talked about was...
- I have developed my leadership skills by...
- As a group we have developed our leadership skills by...

Aim

To think about the different groups, identities and backgrounds of those in our community

You need

The cue cards (found on page 44) copied and cut up, some flipchart, pens and about an hour. Go outside if you can - you'll want plenty of room.

What to do

- Cut up all the different cue cards and put them on the floor facedown.
- One person agrees to read out the statements below, rather than be involved directly in the activity. Everyone else comes and picks out a cue card and doesn't show it to anyone else. Take a good look at the statements on your cue card and then stand in a line with enough room to move up to 14 steps forward and 14 steps back.
- The designated person reads out one statement at a time. If the statement matches one that you have on your cue card, move one step forward. If the statement is not on your cue card, take a step back. This is best done in silence so that you can hear all the statements being read out. Remember to give everyone time to check their cue cards.



The statements:

1. I am a man
2. I go on holiday outside of the UK
3. Most of my friends are from the same background as me
4. I am white
5. I go to art galleries, museums, or to the theatre with my friends or family
6. I feel confident in expressing and being who I am
7. I live with both my parents and family
8. I plan to go to university
9. My home has more than fifty books in it
10. One or both of my parents went to university
11. My family owns our own home
12. My family told me I could be anything I wanted to be when I grow up
13. People with power in my community look like me

d) When all the statements have been read out, ask the group to look around the room and see where everyone has moved to. Then read the following:

“I want us to imagine that we are all about to start a race, with the starting line being the person at the front. The front is where the person who has stepped forward the most is. The winner of the race will be a successful and powerful person in the community.

If you have the space, then why not finish off by having a real race? Choose a finish point, like a wall or a tree, somewhere close by. Make sure the starting line is still the person who stepped forward the most and that everyone starts from their positions at the end of the moving forward, moving back exercise.

e) Everyone now comes back together and sits in a circle. How did everyone feel? What did it feel like to be first in line or right at the back? Did it make you think about yourself and the group you are part of? Talk about the experience and think about what it might mean for you as leaders and for other local groups.

Remember this isn't about making anyone feel bad, but instead giving us a chance to reflect on how important it is to make sure the things you do as leaders are accessible and include everyone who wants to be involved.

f) If during the conversation you talked about the make up of your own group or found that many of you come from a very similar background and way of life, you may want to think about how you could change things. Use the table on the next page to think about what actions you, your local group or wider organisation (if you are part of one) could take now, sometime soon or sometime in the future. Spend about 10 to 15 minutes thinking this through.



Growing our group: actions we can take			
	Now	Soon	Later
As an individual			
As a group			
As part of a wider movement			

What do you think?

It can be easy to forget that people in your community may have different experiences of growing up and living and working in your area. Leadership involves making sure people in the group don't feel left out and that the group is not closed in on itself and exclusive. It might not always be obvious who feels left out. We are all different, but all equal and the way we talk, act and make things happen needs to work for everyone. Leadership also involves looking outward, thinking outside the box, making wider connections and links. Who else might want to join you? Who else might you want to connect with? We'll come on to this in the next activity.

Before next time

Having thought about the lives of people around you, why not go and research a little about what groups really do exist where you live? It will definitely help with the next activity and will give you a better understanding of the different backgrounds and groups that make up your community.

Each person in the group needs to come back for the next session with one minute's worth of information about a group - young or old - from around your area. Jot down your findings when looking to find out five things:

- Who they are
- What they do
- Who goes
- What they believe or hold as really important to them
- Other information (try to collect a newsletter, magazine or poster of the group)

Leadership thinking: this session is inspired by 'Tools for White Guys' and the 'Step Forward, Step Back' by anti-oppression campaigners in America. It was rebuilt with the Woodcraft Group TREE Steering Group in a field at Cudham.



Cue Cards

Either write the Cue Cards onto another piece of paper, or photocopy this page and cut them up. Copy as many as needed for the whole group and don't worry if some people have the same cards.

My family owns our own home
I am a man
I am white
My family told me that I could be anything I wanted to be when I grow up
One or both of my parents went to university
I go on holiday outside of the UK
I live with both my parents and family
People with power in my community look like me
I plan to go to university

My family owns our own home
I am white
My family told me that I could be anything I wanted to be when I grow up
One or both of my parents went to university
I live with both my parents and family
People with power in my community look like me
I plan to go to university

I am a man
My family home has more than fifty books in it
I go to art galleries, museums, or plays with my family
I go on holiday outside of the UK
I feel confident in expressing and being who I am
Most of my friends are from the same background as me

I am white
My family told me that I could be anything I wanted to be when I grow up
One or both of my parents went to university
I live with both my parents and family
People with power in my community look like me

My family home has more than fifty books in it
One or both of my parents went to university
I feel confident in expressing and being who I am
Most of my friends are from the same background as me

My family owns our own home
I am a man
I am white
My family home has more than fifty books in it
My family told me that I could be anything I wanted to be when I grow up
I go to art galleries, museums, or plays with my family
One or both of my parents went to university
I go on holiday outside of the UK
I live with both my parents and family
I feel confident in expressing and being who I am
People with power in my community look like me
Most of my friends are from the same background as me
I plan to go to university

My family owns our own home
I am a man
My family home has more than fifty books in it
I go to art galleries, museums, or plays with my family
I go on holiday outside of the UK
I live with both my parents and family
I feel confident in expressing and being who I am
Most of my friends are from the same background as me

I am a man
I am white
My family home has more than fifty books in it
My family told me that I could be anything I wanted to be when I grow up
I go to art galleries, museums, or plays with my family
One or both of my parents went to university
I go on holiday outside of the UK
I live with both my parents and family
I feel confident in expressing and being who I am
People with power in my community look like me
Most of my friends are from the same background as me
I plan to go to university

I am a man
I am white
My family home has more than fifty books in it
My family told me that I could be anything I wanted to be when I grow up
I go to art galleries, museums, or plays with my family
I go on holiday outside of the UK
I live with both my parents and family
I feel confident in expressing and being who I am
People with power in my community look like me
Most of my friends are from the same background as me



Session 2: Planning how to improve links with the local community

Before you start

Did you get a chance to find out a bit about other local groups in your community? To make this activity really work, you'll need the information you gathered. Take a look at your notes and be ready shortly to give a one minute presentation to the whole group about what you found out.

Activity A: Knowing ourselves

Aim

To explore and agree the shared values of the group

You need

Post-it notes, flip chart, pens, paper, imagination and about 20 minutes

What to do

Before thinking about other groups around you in more detail, you need to think about what defines you as a group – your values. Values are the golden thread that unites us in a group or organisation and they can be seen in what we do, how we do it and in the things we want to see changed. They could include cooperation, supportiveness, collectivity, equality, social justice and inclusion.

- a) On post-it notes, each write down words that describe your group's values. What is it that unites you all? What are your shared values? Stick these on some flipchart.
- b) What did everyone come up with? Were they largely the same or were there differences? Cluster the post-its into similar ideas. Have a quick discussion about the differences and similarity of opinions.
- c) As a group, come up with a one line statement starting, "Our shared values are..." Put the statement along with the post-its so you can all see them.

What do you think?

How much has your group's values influenced your own and how do your own values influence those of the group? Jot down some thoughts. And what do these group values tell us about what sort of relationship you might be looking to have with the wider community around you?



Activity B: Mapping our mates

Aim

To find friends and allies in your community and discover what you share in common

You need

Some flip chart, A4 paper, coloured pens, ideally a camera, the internet if possible and about 40 minutes

What to do

- a) On flip chart, list all the groups you've talked about. If you didn't have chance to research a group, don't worry – just think of which groups are around and list them.
- b) Add, as best you can, given your knowledge, some key words that best describe the values you would ascribe to each group.
- c) Let's now look at your community. Draw a circle in the middle of a large bit of paper and put the name of your group in it. Take each of the other groups you have listed in turn, write the group name on a post-it note and stick it around the edge of the paper. The more the group fits with your values and activities the closer you should place it to yourselves; so discuss each group in turn and decide together where to place it on the paper. Keep going until you've gone through the list.
- d) But how well do you know these other groups? Use traffic light colours to represent this on your map: green is for having close connections; orange is for some links; red is for no real links at all.

What do you think?

You've now looked at diversity and difference and in this activity you've thought about the groups that make up your community. Leadership involves looking beyond your own group and thinking about how the group works with others around you and how you can create links that help. Good connections, coalitions and trusting relationships make you stronger. Good leadership helps hold these all together based on similar values and activities. What did you find? Were there any surprises? What plans do you need in place to build on existing relationships and establish new ones?

Before next time

It is likely that this activity threw up questions about who else is in your local community and which groups you know little about. Agree if there are any you still want to go and seek out and who will find out about them before you next meet. Think especially about those groups you would not usually come across, perhaps because of age or what they do. These might be the really interesting ones to find out more information about. Use the same main questions as before and be ready to add them to your community map at the start of the next activity. The five headings are:

- Who they are
- What they do
- Who goes
- What they believe or hold as really important to them
- Other information (try to collect a newsletter, magazine or poster of the group)



Session 3: Building connections with the local community

Before you start

From the last activity, quickly add the new groups to your community map and talk briefly about each group. Finding out more and meeting new groups can be quite scary and some of you probably hate having to go into a crowded room and say hello to strangers. Remember in Part 1 when you looked at your 'story of self'? This is a great way to introduce yourself! Take a look at the notes you made as they are going to really help in the next activity.

Activity A: Sharing our story

Aim

To practise sharing our story with different community groups

You need

Some space, a bit of courage and about 40 minutes

What to do

Your shared story is what makes people feel part of the group and what you do. It is also important to be able to represent the group to others - to be able to share with others who you are, what you stand for and what you do as well as learn from others in return.

a) Form an inner and outer circle and turn to face each other.

Person on the outer circle: You are a representative for your group. You need to tell the person opposite all about your group, what you do, what you believe, what activities you run and how they could be involved.

Person on the inner circle: Imagine you are a representative from one of the other groups on the community map from the last session (choose which one). You listen to the person on the outer circle, but are free to ask questions about them, their group and similarities or differences between them and your group.

Take a moment or two to decide what you plan to say and then have a conversation in your roles.

b) How did it go? Have a quick chat and the people on the inside circle give some feedback to those on the outside. Be positive, but also constructive.

c) Sticking with the same roles, try again and take on board the feedback you got. Everyone on the outer circle move round one place to the right so everyone has a new partner for this bit.

d) Now it's time to swap over the roles. Those on the inside now become your group members and those on the outside representatives of the different local groups. To spice things up, everyone on the outer circle move one space round to the right. Continue with the activity as you did above.



What do you think?

Being able to make links and represent your group is an important leadership skill. How easy did you find it? It's a big responsibility to talk about your group and seek to win friends and influence people. How comfortable do you find this and what further practice might help to build confidence if needed?

Activity B: Making friends and influencing people**Aim**

To make links with others in your community and get your message across

You need

Pens and paper, your community map, your own version of the grid below and about 20 minutes

What to do

So far in this part you've looked at making sure your group is open to children and young people from different backgrounds, thought about what your group stands for and practised telling others all about it. You then thought about your group's place in the community and how you can link with others around you. The final activity of Part 3 brings together these elements.

Your local group has decided to put on an event next month. Everyone wants it to be a joint event with some other local groups and you now have to make it happen. Remember Zoë's story?

- a) In 10 minutes quickly come up with all the details for the event you're putting on. What will it be? What will happen? Who do you want to come? Do you have a small budget? Where will it be? If you're stuck for ideas, perhaps it could be a community picnic, outdoor activity day, summer fare or celebration party.
- b) You want this to be a joint event with other groups so you're going to need to talk to them and get their support. Everyone in the community needs to be involved and you're going to have to appeal to different groups to make that happen. How are you going to do that?

Using your community map from Session 2 in Part 3 and what you learnt when practising telling your story in the last activity to help, fill in the table on the next page.



The event	When	Where	Why
Which new people do you hope will come?	What do you want from them?	What's in it for them?	What messages will you use to convince them?

What do you think?

Building connections and partnerships with other organisations is good, but you have to make sure it is built into what you do and not just an added thought at the end of your planning. It's also about you and them getting something out of it and jointly sharing the success. Was it hard to think about the benefit for them and not just you? During this session, how did you decide sell it to them? Would you use different messages for different groups?

Before next time

You've got all the learning and all the skills to make wider links between your group and the community. What's the plan now? Is there an existing event like a summer camp you might want to invite others to? Or is there a new activity that a number of groups in your area might want to pull together to achieve? Before finishing this Part, decide what next for your group and your links with those around you – both those you know and get along with and those who you are intrigued to find out more about.



What have we done?

Before you leave Part 3, look back over what you have done. First, on your own, score from 1-5 how much you feel you have learnt about each of this part's three aims (1 is a little and 5 is a lot). Mark in the box on the right anything more you want to do to take forward your learning. Now come together as a group to consider what you have learnt as a group. How are you doing together? Write what additional actions you may want to take as a group to strengthen your understanding of any particular section of Part 3.

You will have now reflected on your own personal learning and how the group is doing as a whole and what you agree needs to happen next.

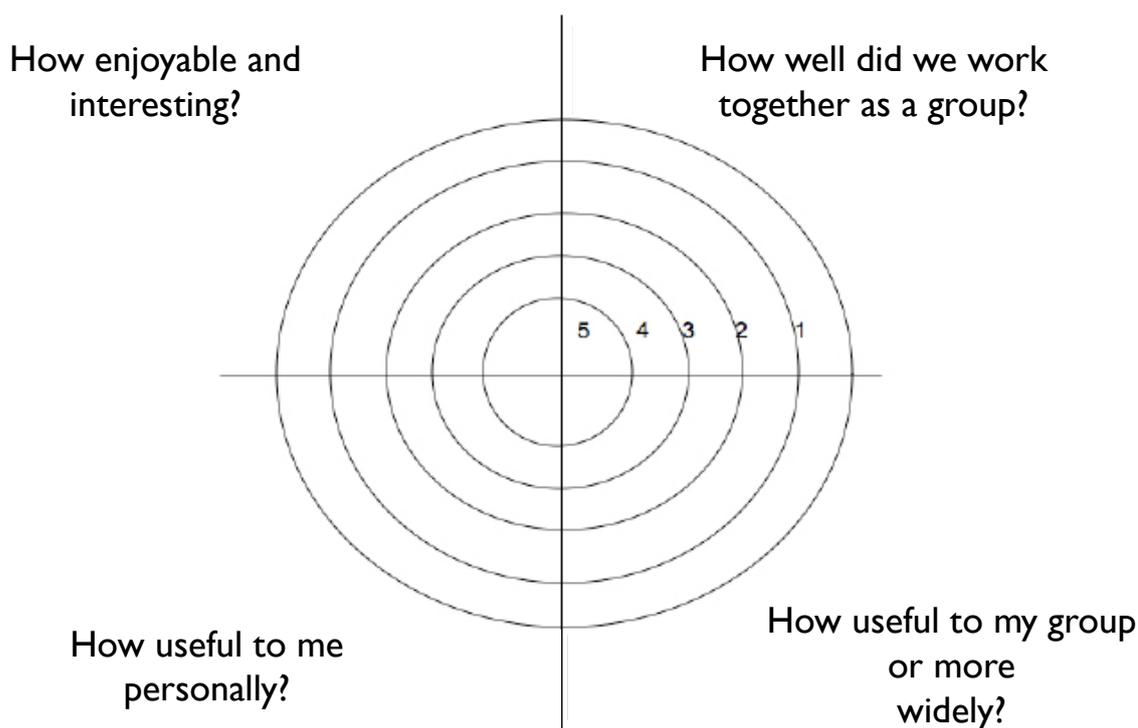
Aim	Personal Score (1-5)	Group Score (1-5)	What we want to do next as a group
Exploring and appreciating people's different backgrounds			
Planning how to improve links with the local community			
Building connections with the local community			



Bullseye evaluation

And finally, after finishing each part of the programme, complete a simple and quick bullseye evaluation. Draw a big version of the picture below and ask each person to mark one dot in response to each question. Being a bullseye, the nearer the middle the higher the score (5 for middle and 1 for outer ring). You can then do the maths and get an average score out of five for each question and an average across the whole four questions. Keep this safe to compare with other parts. If any aspect has not scored too well, take a moment as a group to agree how to improve things before moving on to the next part.

The closer to the middle the higher the score.



A group of people, including several wearing bright hoodies (green, orange, purple), are walking away from the camera on a gravel path. The path is lined with trees and greenery, suggesting a rural or outdoor setting. The scene is brightly lit, with shadows cast on the ground.

Part 4

**Leadership
across the
country**

Part 4: Leadership across the country

Purpose

So far the focus of this programme has been mainly on your local group, starting by exploring your role within it and then your group's place within the wider community. Part 4 looks at the bigger picture and the wider movement that you and your group are part of. It looks at what's going on, how you can take action, sharing learning and seeing the impact you have had.

Aims

- Exploring leadership for wider change
- Planning transitions and building the movement
- Reflecting on leadership now and for the future

Snapshot: Kit's story

Kit remembers that when he first joined Woodcraft Folk he had very little idea what it was really about. But he quickly became hooked when he realised what an open, respectful, friendly place it was. It was fairly unlike anything he had experienced before – a place where everyone was going to be listened to and everyone's voice was equally important. For Kit, this remains one of the most essential things about Woodcraft Folk.

As a Venturer he had an inspiring leader who really encouraged and supported him to get more involved in the Woodcraft Folk democracy. She took him to his first regional gathering where he remembers doing a workshop on conflict resolution and then getting elected to the regional council. Later on he became involved with district committee, DF committee and eventually General Council. For Kit, it all seems like a direct path from those early trips to South West council meetings in Bristol – a really empowering experience; as much because he got to spend a weekend away from his family as anything else!

Kit is certain it is these early experiences that led to him having the confidence and skills to do the work he does now. As a General Council member he enjoys developing links with partner organisations like the Centre for Alternative Technology (where he now works) and the YHA. He also gets to do exciting and challenging things like working with young people from across Europe as part of the All Together Against Climate Change campaign with the International Falcon Movement. It is from the small Woodcraft Folk beginnings that Kit has been able to get involved in so many more projects across the UK and internationally in the climate movement.

(Interviewed by Alex)



What do I know?

Below are the three aims of Part 4. How much do you think you know about this right now? Photocopy this grid to make handouts for the group, or draw it up on a big sheet of paper so everyone can copy it. Give yourself a personal score on the scale 1-2-3-4-5. 1 is low and 5 is high. Why did you give yourself this score? This isn't a test or exam, but it is worth thinking about why you have scored yourself the way you have. What score would you give yourselves as a group?

Aim	Personal Score (1-5)	Group Score (1-5)	Why did you give yourself this score?
Exploring leadership for wider change			
Planning transitions and building the movement			
Reflecting on leadership now and for the future			

Part 4: Leadership in Action

The final sessions think about leadership in the wider world and youth leadership in the UK and across the globe. Thinking about the UK youth movement, changing and influencing issues and reflecting on your own journey will help you think about the future. To make sure that leadership becomes something real and not just something for the next few hours, here are some ideas for actions you might like to do away from these group sessions as an individual or in smaller groups:

- Help another person take on a role you have done before
- Help someone else find out how they can influence something so that they feel able and motivated to make a difference
- Think about whether you could run this course of activities for another group or become a mentor for other people doing this course
- Repeat the C-I-A activity at the end of the course to look at your own personal style of leadership
- Support a project or campaign being run by a different group or start a campaign about something that matters to you.



Session 1: Exploring leadership for wider change

Before you start Part 4

As you start Part 4 on leadership across the country, take a few minutes to reflect together about things you remember or valued from Part 3. Some statements to complete like these below may help. You can do this all together or in pairs:

- One of the most interesting things we explored was...
- One of the most thought provoking things we talked about was...
- I have developed my leadership skills by...
- As a group we have developed our leadership skills by...

Activity A: Leadership: seen and heard

Aim

To explore and be inspired by the leadership of children and young people across the country

You need

Some pieces of paper or card, pens, some space and about half an hour

What to do

a) Split into two teams and give yourself a team name.

b) Below is a list of statements from the past 20 years and a list of years. As a team, match up each statement with the correct year that it happened in. If you don't know, take a guess! It's also a race - so be quick!

Statements:

- UN Convention on the Rights of the Child is created.
- European Convention on Human Rights is brought into UK law.
- UK is bottom of a UN table for youth happiness and wellbeing across the 21 most developed nations in the world.
- Mosquito devices are launched which give off an annoying high pitched sound only young people can hear to stop them being in certain places.
- Egyptian youth use twitter to organise mass demonstrations ending in regime change.
- "Youth cannot know how age thinks and feels. But old men are guilty if they forget what it was to be young." - Dumbledore
- The UK Youth Parliament is launched.
- 'Hands up for peace' campaign leads youth protest against war in Iraq.
- Make Poverty History campaign inspires millions.
- Students take to the streets against higher tuition fees.

Dates:

2010, 2005, 2003, 2000, 2003, 2011, 2004, 2007, 1998, 1989

Check out the answers over the page. Who won? It's not the quickest team, but the team that got the most correct out of 10. Round of applause all round!



c) These events were all from the last 20 years or so. What national events have you been involved in? If you've been on marches, joined big campaigns, signed petitions or taken part in actions, then share your story with the group. List all the different things you've done individually and as a group.

Answers to the quiz:

1989 - UN Convention on the Rights of the Child is created.

1998 - European Convention on Human Rights is brought into UK law.

2007 - UK is bottom of a UN table for youth happiness and wellbeing across the 21 most developed nations in the world.

2004 - Mosquito devices are launched which give off an annoying high pitched sound only young people can hear to stop them being in certain places.

2011 - Egyptian youth use twitter to organise mass demonstrations ending in regime change.

2003 - "Youth cannot know how age thinks and feels. But old men are guilty if they forget what it was to be young." – Albus Dumbledore

2000 - The UK Youth Parliament is launched

2003 - Hands up for Peace campaign leads youth protest against war in Iraq.

2005 - Make Poverty History campaign inspires millions.

2010 - Students take to the streets against higher tuition fees.

What do you think?

It's been a mixed ride for children and young people. Governments have done some good things and young people have been part of really incredible campaigns to make change happen. But, at the same time, some not so good things have happened and life for some children and young people is still pretty tough.

Think back to your own timeline and your exploration on values, respect and equality. Talk over what you feel has got better or worse in recent times and your hopes for the future. What do you think will happen next? If you are looking for more information in quiz style, check out this post on the Practical Participation website: <http://bit.ly/p2iUvI>



Activity B: Leadership for change and influence

Aim

To recognise what you can do to help make change happen

You need

Some paper, pens, coloured sticky dots and about half an hour

What to do

a) Write the words change and influence on two separate flipcharts. What does each word mean to you? What does it mean to be changing something compared to influencing things? You might, for example, be able to directly change the outcome of stopping a local youth club closing, but can only influence a decision to end poverty throughout the UK. Write on the charts or use post-it notes to put down all your thoughts. Before you move on, quickly look up both these words in a dictionary or online. Do the definitions help? Add any new thoughts to your flipcharts. Get a broad agreement in the group about the difference between the two.

b) Take a look at the list of actions the group has been part of from the previous activities. Were you involved in changing something or influencing change? Using the sticky dots mark next to each action what you think you changed in one colour and what you think you influenced in another colour.

c) And on a personal note as well as for the group, you might like to remember C-I-A:

- Change
- Influence
- Accept

Complete for yourself or in pairs and then as a whole group:

Me	The group
I can change	We can change
I can influence	We can influence
I need to accept for now	We need to accept for now

What do you think?

It can be quite hard when you think about what's possible for you to change and what you can influence as part of something bigger. Did everyone agree on change vs influence? Was it hard to accept that some things weren't in your control? Were there things you felt you had to accept and couldn't really expect to change or influence? Accepting these things can be helpful in bringing focus on the things we can do!

Before next time

Identify a cause you feel passionate about and think of specific actions each person can take.

- What can you do with only ten minutes to spare? A poll, petition or electronic sign up on a website perhaps?
- What can you do with half an hour? A letter to your local councillor?
- What can you do if you have an hour? Both the above and a different version of the letter to other people like your MP or the local newspaper? Or contact one of the local groups you want to link with?



Session 2: Planning transitions and building the movement

Before you start

Since the last session did you manage to find some time to take action for change or influence? Share what you did. But also, if you were not able to take action, that's fine. That happens. What were the reasons? Share these as well. Too busy, not sure what to do, not convinced it would make a difference, not confident enough? Note down your experiences and thoughts. Have any of the group been encouraged to take other small steps as part of a longer march for change? Did you find there were different challenges for you in using your leadership skills as part of a wider movement you find when using them in your own immediate group?

Activity A: Your personal journey

Aim

To look at our own personal journey through *Leading for the Future* and to see what's changed for you

You need

The Head, Hands and Heart materials you created in Part 1, sticky dots, large paper, pens and about 20 minutes

What to do

Ralph Nader, an American political activist said, "The role of leadership is to produce more leaders, not more followers." Good leadership is about having the right values, knowledge and skills to run things and inspire others to take action, but crucial to good leadership is passing on your skills to others.

a) Look at the table that you filled in for the Head, Hands and Heart of leadership activity back in Part 1 and the skills that you wanted to develop. Add an additional column to it called 'What's changed for me?' A blank version is below.

b) Do you think your personal score has improved? In the new column write down what you did and whether you think you've learnt something that has developed this skill.

Developing my leadership skills					
Three things needed for leadership are:	This is how well I think I do these things at the moment (score 1-5 with 5 being high)	This is what I am going to do to advance my score by at least one	Who do I need to help me?	What do I need to help me?	What's changed for me?
1					
2					
3					



c) On some paper - the bigger the better - draw a picture of you. In one colour, write down all the skills and qualities that you had before and have improved upon through Leading for the Future. In a different colour, write down all the new skills and qualities that you've gained. Use the Head, Hands & Heart idea to help.

d) In a different colour again, write down the things that you still want to learn or get better at.

What do you think?

Leadership involves lots of reflection as well as action and it's really important to look back and see how things could be improved and to remember to celebrate when things have gone well. Are you surprised by how much you've learnt and how much you've changed? Why not grab some Celebrations chocolates and treat yourselves!

Activity B: Skilling others up

Aim

To develop a plan to pass on your knowledge and skills to others

You need

Some pens, paper, a big version of the chart below and about half an hour

What to do

Crucial to good leadership is passing on your knowledge and skills to others. From the previous activity you will have seen what skills you have improved, what new ones you've learned and what you still want to improve. Just as there will be people to help your skills develop, you will be able to help others improve theirs too so we build a movement of youth leadership across the country.

a) Take another look at the Heart, Head and Hands of good leaders. As a group, discuss some of the key things that you believe are the most important skills, knowledge or values to pass on to others. Write these in the column on the left on your version of the grid below.

b) Now think about how you are going to pass these on to others. You could do this through training, blogs, videos, a report, an event, a dance, theatre performance, a song, or a rap. Those are a few ideas to get you started, but be as creative as you possibly can. Also think about who is the right person to lead on this. What could you do straight away, what you'll do soon and what will take a little longer.

Building for the future

Actions to be taken: when, how and by whom			
The knowledge and skills we most need to pass on	Now	Soon	Later



c) Now think about you as an individual. What skills do you feel most confident in passing on and what can you do to share them? You might also feel confident in taking on something new or getting involved in the wider movement in a way that you haven't done before. Using the table below, make a plan of the things you want to do and be involved in next. There are some examples to give you a start.

Leadership: what next?			
Action I want to take	How I can do it	What I need	When I want to do it by
<i>Example: Run a training session on leading groups and meetings</i>	<i>Talk to one of the group leaders and ask to run a session</i>	<i>The activities in Leading for the Future, pens, paper, a plan of my session</i>	<i>End of this month</i>
<i>Example: Offer my skills to a campaign I believe in</i>	<i>Find a campaign and identify how the skills I have could help and talk to someone there</i>	<i>To research a campaign, be clear how I can help, ring the campaign office or organisation.</i>	<i>End of this week</i>

What do you think?

This is an important way of thinking about leadership and makes us think about other people - especially those who don't think of themselves as leaders yet - and not just about our own learning and journey. How are you going to make sure you do these actions? Make sure you set a time to review how you are getting on and to update the plan. Leadership is about new leaders and working with others to build the bigger movement that we are all part of.

Before next time

As you're almost at the end of the *Leading for the Future* programme, it's a good time to start reflecting on all the things that you have done since the beginning. Before next time, look through the notes and activities you've kept from previous sessions. As an individual and as a group go over all the things you've noted down and thought about as you've gone through the programme and jot down:

- What's been your own experience of the *Leading for the Future* programme?
- What are the main things you have learnt?
- How have your leadership skills developed?
- What have been the biggest challenges?
- What has helped you the most?
- What would you like to do next with this knowledge and skills?

You'll need to bring all of your notes and activities to the next (and final!) session so you can reflect together on what you have achieved.



Session 3: Reflecting on leadership now and for the future

Before you start

Did you manage to go over all the things you've done since the start? Bring along all the materials and activities you've kept for this session.

Activity A: Tree climbing

Aim

To reflect, review and plan ahead personally and for the group

You need

As much of the material you have created from *Leading for the Future*, flipchart, tape, a camera, about 20 minutes and perhaps some goodies to celebrate

What to do

As a group create a big tree trunk, with 4 big branches coming off it and for each branch make sure you have enough space to stick things around it. You might want to have a whole piece of flipchart for each branch and several sheets for the trunk. Use some tape to stick it all together. (Or you could use a large piece of light ripstop nylon sprayed with spray mount and taped to the wall, which is an amazing way to display things.)

- a) Together create a collage of the whole journey you've been on. On each branch write the title of the Part, the aims and, using all the stuff you've collected over the course of *Leading for the Future*, fill the sheet with photos, activity sheets, reflections, comments, thoughts and materials you've created. Do this for all four Parts so you bring together everything you've been working on and fill up all four 'branches'.
- b) Add post-its for the flowers and the fruits of your work – the knowledge and skills you have gained.
- c) Looking at the trunk, write down the qualities and characteristics of the group now that makes it strong.
- d) Add your roots – as your group's shared values – don't forget them.
- e) Look at everyone's contributions. Have a small discussion about what you've all put and how you think the group has changed since starting *Leading for the Future*.
- f) Take a photo of the whole group with the tree!

What do you think?

You're reaching the final few activities now and it's really good to take stock of what you've done. There has been a lot of activities to get through and hopefully you can see just how much work you've done. With the new skills and knowledge you'll have picked up along the way, has the group changed at all? Are you working better together, appreciating where everyone comes from and what they do?



Activity B: One for the road

Aim

To develop a plan to take leadership forward

You need

Some pens, paper, your own version of the table below and about 15 minutes

What to do

a) Although you're reflecting on the things you've done and learnt, this is only the start. All of this now needs putting into action!

b) Using the table below, think about the action you want to take as an individual and fill in the first row.

c) Together, talk about what next for the group and where you are heading to complete the next two rows. Think about the action you want to take now, soon and later in the future.

Leadership: what next?			
	Now	Soon	Later
As an individual			
As a group			
As part of a wider movement			

What do you think?

This programme is only the beginning - it's now that things really take off! Lots of the things that lie ahead will be about transitions and taking on new roles, responsibilities and holding onto the qualities of leadership with you throughout everything. How prepared do you feel? Take some time in the group to pair up and review and revise your own action plan. What are the new challenges ahead? What are some of the opportunities and activities you might look to take on, perhaps with other people you have got to know and trust?



Activity C: Hopes, Fears and Proud

Aim

To celebrate endings and your achievements

You need

Just yourselves, some space to make a circle and perhaps 10 minutes

What to do

a) Everyone sit in a circle and take a moment to reflect on the journey you have been on. Come up with something you are hopeful for, something that you are fearful of or worried about and something you are proud of to share with the group. This could be on any level - personal, group, community or wider still. There's no right or wrong; it's just about how you feel looking back on the journey you've been on and your thoughts in looking forward.

b) Go around the group and everyone share their Hope, Fear and Proud. Jot down your thoughts and reflections.

What do you think?

You're now at the end of *Leading for the Future* and it's important to share your experiences and thoughts as a group. Giving everyone a chance to say how they feel can be really good to see where everyone is at. It's also a really good personal way of reflecting. Is this a tool you could use at the end of each group night?

Last Word

You've now reached the end of the Leading for the Future programme – congratulations!

Grab a box of Celebrations chocolates and celebrate what you've achieved! You've been through at least 12 hours of activities helping you think about youth leadership and having spent the last Part thinking about how you've developed and changed, it's time to pat yourselves on the back and recognise what you've accomplished!

How about making some certificates as well? These could be hand made or printed out from a computer if you have more time. Why don't you all sign each other's certificates as you celebrate together your shared success?



What have we done?

Before you leave Part 4, look back over what you have done. First, on your own, score from 1-5 how much you feel you have learnt about each of this part's three aims (1 is a little and 5 is a lot). Mark in the box on the right anything more you want to do to take forward your learning. Now come together as a group to consider what you have learnt as a group. How are you doing together? Write what additional actions you may want to take as a group to strengthen your understanding of any particular section of Part 4.

You will have now reflected on your own personal learning and how the group is doing as a whole and what you agree needs to happen next for you and for the group..

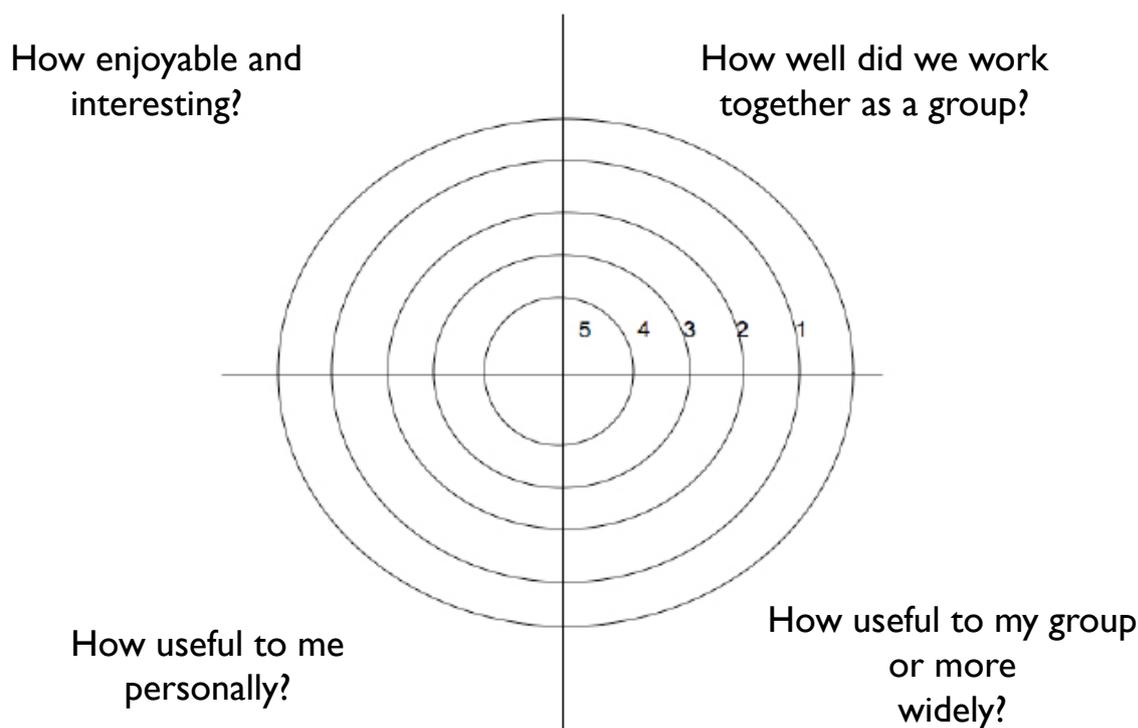
Aim	Personal Score (1-5)	What do I want to do next?	Group Score (1-5)	What we want to do next as a group
Exploring leadership for wider change				
Planning transitions and building the movement				
Reflecting on leadership now and for the future				



Bullseye evaluation

And finally, after finishing each part of the programme, complete a simple and quick bullseye evaluation. Draw a big version of the picture below and ask each person to mark one dot in response to each question. Being a bullseye, the nearer the middle the higher the score (5 for middle and 1 for outer ring). You can then do the maths and get an average score out of five for each question and an average across the whole four questions.

The closer to the middle the higher the score.



Because this is the last part of the programme, do the Bullseye evaluation twice. The first time do it for Part 4 as you have for all the other units. Using a different colour stick dot, do the evaluation for the whole training journey that you have been on. If any aspect has not scored too well, take a moment as a group to agree how things could have gone better and think about ways to improve things before you do more activities together.





Woodcraft Folk

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