



GENERAL DESCRIPTION OF THE BLOCK

LEADERSHIP SKILLS

Leadership skills (3)

DESCRIPTION:

Leadership competences, understood as the ability to make people want to cooperate with each other in order to achieve a common goal, are crucial for youth councilors. They allow for effective work within the Youth Council/Youth Parliament, inspire peers to work for the community and its common good, and finally involve young people in YC/YP projects.

KNOWLEDGE:

- Understands the role and tasks of the leader
- Knows their strengths and limitations as a leader

SKILLS:

- Can communicate the vision of change in a way that engages others
- Builds good relations with youth councilors - representatives of various interest groups in the community.
- Builds mutual trust and cooperation in the team he works with, including YC/YP
- Is able to share tasks and responsibilities
- Is effective, consistently implements the plan, achieves specific, planned effects
- Adapts the way of acting as a leader to his strengths and limitations

ATTITUDE:

- Appreciates the members of the YC/YP
- Is open to development – their own, YC/YP and local environment's
- Sees meaning in collective effort (cooperation)
- Consciously takes the role of a leader in appropriate situations

LEADERSHIP SKILLS

GOALS OF THE BLOCK (What specifically do we want to achieve with the block)	<p>Preparing participants to act as a leader in YC/YP activities by:</p> <ul style="list-style-type: none"> ● participants' understanding of what the role of a leader is, ● participants' understanding of the essence and importance of leadership competences for the efficient functioning of the youth council/youth parliament, ● becoming aware of the individual leadership competences of the participants, ● drawing conclusions for further activities of the youth council,
MATERIAL (that will be necessary to prepare the block)	<ul style="list-style-type: none"> ● Reference Material No. 1 - graphic "Leadership areas" ● flipchart ● 3 x space for a "swamp" with dimensions of 10 m x 20 m ● tape for marking the boundaries of swamps ● 18 (3 x 6) throwing discs (frisbees) ● 15 (3 x 5) tokens, e.g., cones
LENGTH IN MINUTES (how much time will be necessary for the block)	30 min. + 100 min. + 45 min.
SUMMARY (list od individual activities)	<ul style="list-style-type: none"> ● Who is the leader - group discussion ● "Swamp" activity ● "Footbridge" activity

Introduction: what does it mean to be a leader?

A clear description of each activity so that whichever instructor who looks at the finished block knows how to train others according to it.

~ 30 min.	Introduction: what does it mean to be a leader?
Goal	<ul style="list-style-type: none"> ● Participant's realization of who the leader is, whom he or she is voluntarily following ● Getting to know the definition and model of a social leader and the areas of leadership tasks ● Translating general definitions of leadership into the participant's experience
Materials/preparation	Materials: <ul style="list-style-type: none"> ● flipchart + felt-tip pens ● post-it notes ● Reference Material No. 1 Leadership areas - displayed on the screen or drawn on a flipchart.
Activity	<p>Who is the leader - discussion The facilitator introduces the topic by showing and explaining the diagram – Reference Material No.1 Leadership areas.</p> <p>Then the facilitator divides the participants into pairs and gives them the task: Tell each other about a person with whom you came into contact and considered them a leader. Tell what kind of situation and person it was. You have 5 minutes each for this.</p> <p>After 10 minutes, the facilitator splits the pairs and creates new teams of four, to which they communicate an instruction: Answer the questions together based on your experiences:</p> <ul style="list-style-type: none"> ● What was it about these people that made you recognize them as leaders? ● What was this person doing that you were ready to recognize them as a leader? <p>Write down your answers on post-it notes - each quality and behavior on a separate piece of paper. You have 10 minutes to do this.</p> <p>After the next 10 minutes, the facilitator collects suggestions from the groups and places cards on a flipchart - groups them into 4 areas, already entered.</p>

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~ 30 min.	Introduction: what does it mean to be a leader?
Summary	In each area, the facilitator selects the 4 most important activities/behaviors/qualities in the discussion with the participants. If the group cannot decide on 4 items and justifies that the next one is equally important, there may be 5 of them.

“Swamp” Activity

~ 100 min	“Swamp” Activity
Goal	<ul style="list-style-type: none"> ● Developing participants' verbal and non-verbal communication skills ● Experience by participants: <ul style="list-style-type: none"> ○ processes taking place in the group, ○ a situation in which leadership qualities become apparent, ○ difficult situations in which the goal can be achieved only through cooperation, planning and appropriate use of resources.
Materials/preparation	<p>Preparation:</p> <ul style="list-style-type: none"> ● outside the building, 3 x space for a "swamp" with dimensions of 10 x 20 m - the areas of "swamps" must be at a certain distance from each other, so that the groups do not have eye contact with each other and cannot hear each other. ● a tape to mark the boundaries of three swamps. ● 18 (3 groups x 6) throwing discs (frisbees). ● 15 (3 groups x 5) tokens, e.g., cones. ● Groups should consist of up to 12 people, the optimal ones are of 10-12 people <p>Please note! The leader must have 1-2 helpers (as many helpers and one leader in a team as there are groups and swamps) who will accompany the leader - one for each group. Their task is to remind the rules and observe the processes taking place in the group (according to the three levels described in the summary).</p>

“Swamp” Activity

~ 100 min	“Swamp” Activity
Activity	<p>Field game "Swamp"</p> <p>The facilitator introduces the participants to the game:</p> <p>Each group is a company. Participants - its founders must come up with a name and purpose for it (e.g., earn a million dollars, invent a non-gasoline car). To achieve this goal, they will have to cross the swamp together. It symbolizes the difficulties that they may encounter on their way: from other companies, changes on the market or their own wrong decisions.</p> <p>The task of the group is to walk through the swamp's longer line (20 m).</p> <p>Game rules:</p> <ul style="list-style-type: none"> ● The swamp is to be passed in complete silence. But each group has 5 tokens or other items that they pay for each minute of verbal communication (1 token - 1 minute) at any time they choose. ● plastic discs are necessary for the passage of the swamp - participants may only step on the discs when on the swamp; each group gets 6 plastic discs. When anyone touches the swamp, the whole group returns to the start (easier version - only the person who comes into contact with the swamp returns). ● All team members must get inside the swamp before anyone can get out of it. ● No bystanders may enter the swamp area, nor can anyone supply resources from the side. ● The team is responsible for checking the compliance of all its members with the rules (e.g., recording the fact that someone touched the ground). ● The group has 60 minutes. to complete the task. The game ends when everyone has gone through the swamp or the time is over.

“Swamp” Activity

~ 100 min	“Swamp” Activity
Summary	<p>The discussion of the exercise (about 30 minutes) should take place on three levels:</p> <p>(1) Leadership qualities:</p> <ul style="list-style-type: none"> ● who initially took responsibility and who did later? ● how did these people steer the activities? ● has there been any plan developed and has it been followed? ● how was the decision made? did the members of the group communicate with each other or did one person decide for the group? ● have any leadership traits or behaviors been revealed? ● have the leaders fulfilled their role? <p>(2) Processes taking place in the group:</p> <ul style="list-style-type: none"> ● has there been an effort to involve everyone in the action? ● was attention given to those who needed extra help? ● has anyone "dropped out" of the group's activities and was this noticed by the group? ● what happens if people are not involved in the ongoing process? ● has the group been dominated by strong personalities and has it turned out to be good for the group? <p>(3) Communication:</p> <p>The point of the requirement of silence was to limit the possibilities of those who are verbally strong and allow for the emergence of different groups of leaders or single leaders.</p> <ul style="list-style-type: none"> ● has this procedure fulfilled its role? ● how does it feel to be unable to speak? ● what other means of communication replaced the voice and what consequences did this have for the group? ● did using verbal communication for one minute help or harm the group, why? <p>Let students vent their frustrations and satisfaction, and then think about their causes together.</p>

How to involve others in cooperation and delivering goals?

~ 45 min	How to involve others in cooperation and delivering goals?
Goal	<ul style="list-style-type: none">Participants' experience of cooperation and interdependence.Participants' identification of what people need to be fully involved in the task.
Materials/preparation	<p>Materials: painter's tape stuck to the floor in the form of a ladder, in which the number of spaces between the steps is equal to the number of participants plus one (odd). An "X" made of tape is affixed to the middle field)</p> <p>Preparation: Participants: an even number of participants (up to 12 people) divided into two teams (or you can add one "baggage" to a smaller group, a suitcase that the team has to throw according to the same rules as passing an ordinary participant. An odd participant can also be an Observer who pays attention to communication in groups and the processes taking place in them).</p> <p>The trainer prepares a "footbridge" on which the participants will move (according to the drawing of the "footbridge" – Reference Material No. 2). The distances between the two "steps" should be such that one participant can easily fit between them.</p>

How to involve others in cooperation and delivering goals?

~ 45 min	How to involve others in cooperation and delivering goals?
<p>Activity</p> <p>"Footbridge" Activity</p> <p>The facilitator divides the participants into two equal teams. The teams stand on the "footbridge" prepared on the floor facing each other, facing the center of the footbridge (X sign) and the other team, leaving one empty space (X sign) separating the teams.</p> <p>The instructor presents the goal of the task:</p> <p>The teams must switch places on the footbridge, the team on the right must move to the left and the team from the left to the right.</p> <p>Rules:</p> <ul style="list-style-type: none">- team members can only move forward (you cannot backtrack)- you can only move one space - to an empty space in front of you or bypassing one person to an empty space in front of you (you cannot pass two people in one move)- all the time during the exercise, everyone must stand on the footbridge - each on a separate field (you cannot go beyond the lines marked by the tape, two people cannot stand on one field)- when the team is "jammed" (it will not be able to move forward), people from the "forehead" of the teams go to the end, so everyone can (should) have the opportunity to stand at the beginning,- Teams can try to achieve the goal any number of times. <p>Solution - recommended course of action: after making a move, two people from the same team cannot be placed one behind the other without an empty space between them, or someone from the opposite team.</p> <p>The facilitator gives it to the participants only if they failed to complete the task in a set time.</p>	

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~ 45 min	How to involve others in cooperation and delivering goals?
Summary	<p>Discussing the game, the facilitator asks the participants the following questions:</p> <ul style="list-style-type: none">● how did you come to the solution - the way of crossing the footbridge?● was there a leader in this task? Who was it? How did they behave? What did they say that you felt would lead you to "crossing the footbridge"?● what helped you to cross the footbridge?● what made it difficult for you to complete the task?● was there a difficult/crisis moment? talk about it, what allowed you to overcome the crisis?

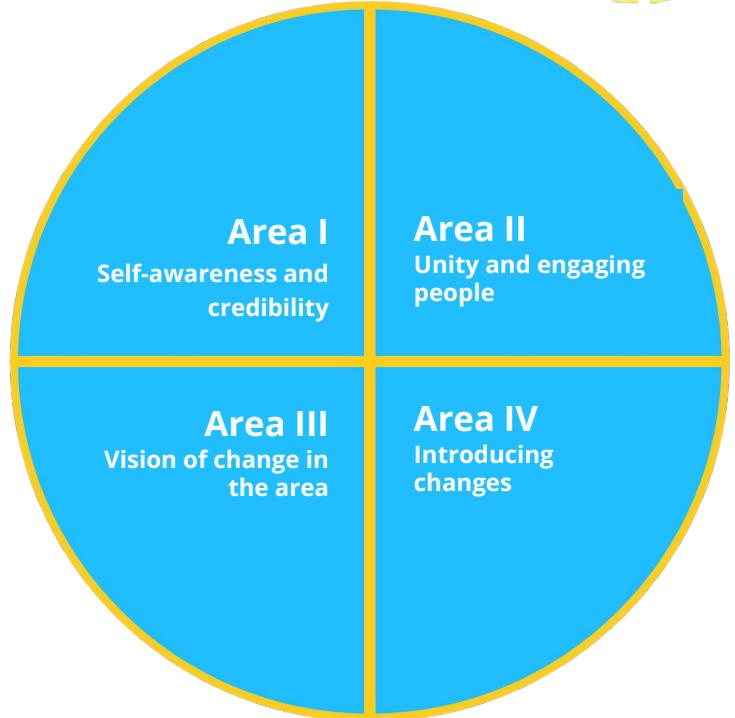
REFERENCE MATERIALS

Reference Material No. 1

Leadership areas

The presented model of operation and development of a leader was developed by the School for Leaders Foundation based on the experience of working with social leaders in the Leaders Program of the Polish-American Freedom Foundation (<https://liderzy.pl/co-nas-inspikuje/>).

The experience of the School for Leaders Foundation shows that there is no universal model of leadership competences, nor a personal model - a set of personality traits common to all leaders. However, there are areas of action and development common to all leaders. For local leaders, the most important of them are:



1. Credibility and self-awareness
2. Creating a vision of change in the area
3. Engaging and uniting people
4. Introducing changes in the area

REFERENCE MATERIALS

Reference Material No. 2

Footbridge scheme

