



Erasmus+

**GENERAL DESCRIPTION OF THE BLOCK**

# **UNDERSTANDING THE POSITION, ROLE AND RESPONSIBILITIES OF A YC/YP MEMBER**

# Understanding the position, role and responsibilities of a YC/YP member (4)

## DESCRIPTION:

The ability to understand the position, role and duties of a YC/YP member will help their members to understand the activities that YC/YP faces and carry out those tasks adequately to the abilities of young people. It will enable the YC/YP members to fully identify with their role and act accordingly.

## KNOWLEDGE:

- Knows the basic diagnostic tools
- Knows their role in the YC/YP team
- Knows the principles and rules (statute) of the functioning of the YC/YP

## SKILLS:

- Able to self-diagnose what type/member of the group they are.
- Can adapt the role in the Youth Council/Youth Parliament to their type.
- Can choose an activity in YC tailored to their needs, so that they can act on their own motivation.
- Is able to apply the basic principles and rules (statutes) of the council's functioning
- Can choose, for self and others, such tasks that are consistent with the role of a member of the Council, and at the same time are in line with the needs and interests of a member of the Youth Council (YC)/Youth Parliament (YP)

## ATTITUDE:

- Tries to establish a relationship with each of the YC/YP members
- Respects and appreciates the diversity of people and views in YC/YP

## Understanding the position, role and responsibilities of a YC/YP member

### GOALS OF THE BLOCK

(What specifically do we want to achieve with the block)

Preparing participants to understand the position, role and responsibilities of a YC/YP member and act in accordance with them by:

- getting to know the role of a YC/YP member,
- getting to know your own abilities of fulfilling the role of a YC/YP member,
- getting to know the provisions of the YC/YP statute and their role in its activities,
- learning about the preferred ways of participation of YC/YP in public life.

### MATERIAL

(that will be necessary to prepare the block)

#### A set of leadership statements to be discussed in pairs

- Resource material No. 1 What is leadership and what it is not
- A computer with Internet connection for each participant (for individual test) or test printed out for each participant and matrix for counting and analyzing the results and personality characteristics.
- The statute of the YC/YP that participants belong to or an exemplary statute of other YC/YP, divided into several thematic parts, which are printed in 2-3 copies each.
- Flipchart paper + felt-tip pens for each table
- Reference Material No. 2 Hart's Ladder of participation

#### 16 personalities test

<https://www.16personalities.com/sk/bezplatny-test-osobnosti> - Slovak version

<https://www.16personalities.com/pl/darmowy-test-osobowosci> Polish version

<https://www.emiero.sk/> (also available in English, Check, Hungarian and Finnish)

#### Personality tests

[http://www.psychotest.sk/index.php?test=test\\_osobnosti](http://www.psychotest.sk/index.php?test=test_osobnosti)

<https://www.kvizy.eu/osobnostne-testy/online-eq-testy/mbti-test-osobnosti>

## Understanding the position, role and responsibilities of a YC/YP member

### LENGTH IN MINUTES

(how much time will be necessary for the block)

15 min.+30 min.+40 min.+45 min. = 130 min.

### SUMMARY

(list of individual activities)

- Discussion about leadership
- Various resources - test
- World cafe - YC/YP statute
- „Ladder of participation” roleplay

# Energizer

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



<b>~ 15 min.</b>	<b>Energizer</b>
<b>Goal</b>	<ul style="list-style-type: none"><li>• Participants formulating their own opinions on the role of a leader and discussing them</li><li>• Getting to know each other better</li></ul>
<b>Materials/preparation</b>	A set of leadership statements to be discussed in pairs Resource Material No. 1 - What leadership is/is no
<b>Activity</b>	<p><b>Discussion about leadership</b></p> <p>The participants are divided into two groups and form two circles with an equal number of participants - one inside and one outside. Both wheels rotate simultaneously in opposite directions and stop at the instructor's command. Each participant in the outer circle will stop face to face with one participant in the inner circle - they will form pairs.</p> <p>The facilitator reads one statement and gives 60 seconds for a pairwise discussion over it. After a minute, the circles start to spin again, and the action is repeated with subsequent statements.</p>

# Energizer

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



<b>~ 15 min.</b>	<b>Energizer</b>
<b>Activity</b>	<p><b>Couple-debated statements:</b></p> <ul style="list-style-type: none"><li>• Man must be born a leader; one cannot become a leader for external reasons.</li><li>• Being a leader means being number 1.</li><li>• Some people are leaders, others are followers.</li><li>• There is one leader at the head of the organization, and they lead it all the time.</li><li>• I can become a leader when I learn a few skills or read enough books.</li><li>• Leaders are in the center of events. Other people are passive, apathetic, and without opinion.</li><li>• Only a person with charisma can be a leader.</li><li>• Being a leader means getting people to do what the leader expects them to do.</li><li>• Developing leadership skills is a personal journey.</li><li>• Being a leader comes from within the person.</li><li>• Being a leader is part of being human.</li><li>• The leader usually looks for us as we find the leader.</li><li>• We are all leaders and performers.</li><li>• Leadership can be shared</li></ul>
<b>Summary</b>	<p><b>The facilitator asks which statements were particularly controversial for the participants and why.</b></p> <p>After the discussion, the facilitator explains that many of these questions do not have one right answer - the answer may depend, for example, on the style of leadership adopted. There are many different definitions of leadership and it is worth knowing them, knowing your own resources, the group you work with and consciously choosing a style that fits these elements. Provides Reference Material No. 1, asks for reading and feedback.</p> <p>Facilitator explains that every YC/YP member needs leadership skills.</p>

# PERSONAL PROFILE - RESOURCES IMPORTANT FOR MR / PM ACTIVITY



~ 30 min	<b>PERSONAL PROFILE - RESOURCES IMPORTANT FOR MR / PM ACTIVITY</b>
<b>Goal</b>	<ul style="list-style-type: none"><li>• Diagnosing one's personality traits that contribute or make it more difficult for them to work in a team (YC/YP)</li><li>• Drawing conclusions from this knowledge that could be useful for team members (YC/YP)</li></ul>
<b>Materials/preparation</b>	<p><b>Computer with Internet connection for each participant (for individual test) or test printed out for each participant and matrix for counting and analyzing the results and personality characteristics.</b></p> <p><b>16 personalities test</b> <a href="https://www.16personalities.com/sk/bezplatny-test-osobnosti">https://www.16personalities.com/sk/bezplatny-test-osobnosti</a> - Slovak version <a href="https://www.16personalities.com/pl/darmowy-test-osobowosci">https://www.16personalities.com/pl/darmowy-test-osobowosci</a> Polish version <a href="https://www.emiero.sk/">https://www.emiero.sk/</a> (also available in English, Check, Hungarian and Finnish)</p> <p><b>Personality tests</b> <a href="http://www.psychotest.sk/index.php?test=test_osobnosti">http://www.psychotest.sk/index.php?test=test_osobnosti</a> <a href="https://www.kvizy.eu/osobnostne-testy/online-eq-testy/mbti-test-osobnosti">https://www.kvizy.eu/osobnostne-testy/online-eq-testy/mbti-test-osobnosti</a></p>
<b>Activity</b>	<p><b>We have different resources - a test</b> Team activity is based on the diversity of people, their qualities and characters. We have the ability to perform various types of psychological tests to check personality traits, which should be consciously used in one's activities at YC/YP.</p> <p><b>The facilitator encourages the participants to take the test of their choice (they all measure same), by means of which they can verify their personal conditions, learn about resources and limitations.</b></p>

# PERSONAL PROFILE - RESOURCES IMPORTANT FOR MR / PM ACTIVITY



~ 30 min	<b>PERSONAL PROFILE - RESOURCES IMPORTANT FOR MR / PM ACTIVITY</b>
<b>Activity</b>	<p>After taking the test and getting to know the results and personality characteristics, the facilitator asks the participants to answer the following questions:</p> <ul style="list-style-type: none"><li>• What type is my personality?</li><li>• How do I perform my tasks?</li><li>• What is my strength and what is my weakness?</li></ul> <p><b>If there are people with similar outcomes (personality types) in the group, they can work out answers together.</b></p> <p>Participants express themselves while briefly presenting their personality types. The types that no one represents are presented by the facilitator.</p>
<b>Summary</b>	<p><b>Discussion:</b> <b>Does such a variety of personality types (strengths and weaknesses) promote teamwork, why?</b></p> <p>The facilitator concludes: the diversity of the team is its strength, because these types complement each other. What is the conclusion of this for creating project teams, assigning work?</p>

# YC/YP statute – understanding rules



~ 40 min	YC/YP statute – understanding rules
<b>Goal</b>	<ul style="list-style-type: none"><li>• YC/YP members learning their statute and its meaning for their everyday work.</li></ul>
<b>Materials/preparation</b>	<ul style="list-style-type: none"><li>• The statute of this YC/YP that participants belong to, or a sample statute of other YC/YP, divided into several thematic parts, which are printed in 2-3 copies each.</li><li>• Flipchart paper + felt-tip pens for each table</li><li>• Tables - a number equal to the number of fragments of the statutes</li></ul>

# YC/YP statute – understanding rules



~ 40 min	YC/YP statute – understanding rules
<b>Activity</b>	<p><b>World cafe - Statute</b></p> <p>Tables set "in a cafe" in the number corresponding to the number of parts into which the statute was divided. There is one participant at each table - the guardian of that table, and on the table, there are cards with one fragment of the statute printed on it. The rest of the participants are divided into small groups - as many as there are tables.</p> <p>At a signal, each group at a different table begins to learn about a different fragment of the statute - formulates comments, questions, etc., which the table guardian writes down on the poster. After 10 minutes, the groups change tables (the guardians stay) and read the next fragment of the statute. They also read the remarks of the previous group and add their own. And so on until each group "goes through" all the tables. The rounds are getting shorter and shorter, because there are less and less things to be added.</p>
<b>Summary</b>	<p><b>The facilitator asks how the discussion was conducted, the guardians present conclusions, questions and reflections.</b></p> <p>The facilitator checks whether the individual articles of the statute, standards, and YC/YP rules have been properly understood. Why is it important to have rules?</p>

# Roger A. Hart's Ladder of Participation



~ 45 min	<b>Drabina partycypacji według Rogera A. Harta</b>
<b>cel</b>	<ul style="list-style-type: none"><li>• Getting to know the ways of participation in social life by the participants</li><li>• Formulating conclusions regarding the participation of representative bodies (YC/YP) in public activities</li></ul>
<b>materiały / przygotowanie</b>	<ul style="list-style-type: none"><li>• Reference Material No. 2 Roger A. Hart's Ladder of Participation – cut in pieces, every "step" separately</li><li>• Presentation or a poster with „steps” of R.A. Hart's Ladder of Participation</li></ul>
<b>Aktywności</b>	<p><b>“Ladder of Participation” roleplay</b></p> <p>The facilitator presents the "steps" of participation from R. A. Hart's ladder. Then they divide the participants into 8 groups.</p> <p>Each group receives a description of one step of the participation ladder. Participants don't know who got what</p> <p>The role of the group is to develop and present a role-play in which the obtained “step” of participation is presented so that other groups can guess what kind of participation is meant.</p>
<b>podsumowanie</b>	<p><b>The facilitator asks the participants:</b></p> <ul style="list-style-type: none"><li>- which steps of participation have they dealt with so far? Was it a good or bad experience, why?</li><li>- What modes of participation should YC/YP prefer? In what situations?</li></ul>

# REFERENCE MATERIALS

## Reference Material No 1

### What leadership is/is not

source: <https://www.lollydaskal.com/leadership/what-leadership-is-not/>

#### Leaders are made not born:

Leadership is a set of skills that can be learned by training, perception, practice and experience over time. Leadership learning is lifetime activity. Good leaders seek out development opportunities that will help them learn new skills.

#### Leadership is not about you.

It's about your followers, your employees, your team. The best leaders devote almost all their energy to inspiring and empowering others. Taking care of their people is a big part of being a leader.

#### Leadership is not about power.

Leadership naturally comes with power, but to lead people with character and engender trust isn't compatible with being primarily concerned with acquiring and using power. The most powerful leaders are those who earn trust and stay trustworthy.

#### Leadership is not about telling and controlling.

Leadership will always involve some degree of telling people what needs to get done. But the best way to make that happen is by helping others figure out what needs to be done on their own. It's about guiding, mentoring and coaching, not telling, controlling and micromanaging.



# REFERENCE MATERIALS

## Reference Material No 1

### **Leadership is not about doing everything yourself.**

The best leaders know they can't meet their goals alone—they need the right people doing the right things. Leadership means delegating to the right people to get the job done right.

### **Leadership is not about doing all the talking.**

Great leaders are almost always great communicators, but more importantly they're great listeners. They don't interrupt or talk over others; they listen more than they speak, and they know that the most basic of all human needs is the need to understand and be understood. The best way to understand people is to listen to them.

### **Leadership is not about always feeling confident.**

Like everyone else, leaders don't always feel confident—they have uncertainty and doubts as we all do. Some people think of that as something to hide or bluff their way through, but leaders are strongest when they demonstrate transparency and vulnerability—traits that are equal to truth and courage. They may not always feel comfortable, but they're certainly not weak.

### **Leadership is not about having all the answers.**

We may be comforted by the idea that a leader knows everything, but the truest leaders bring people together to find the answers through collaboration.



# REFERENCE MATERIALS

## Reference Material No 1

### **Leadership is not about demeaning others.**

Leadership is not about demeaning others. You don't have to look very far to find someone in authority talking down to people who work hard, disrespecting people who make mistakes, or even bringing racism and other biases to their interactions with others. That behavior is never acceptable; it is unworthy of anyone who wants to be known as a leader. Leadership will always be focused on treating others with respect and reverence. Leaders don't alienate; they encourage.

### **Leadership is not about taking credit.**

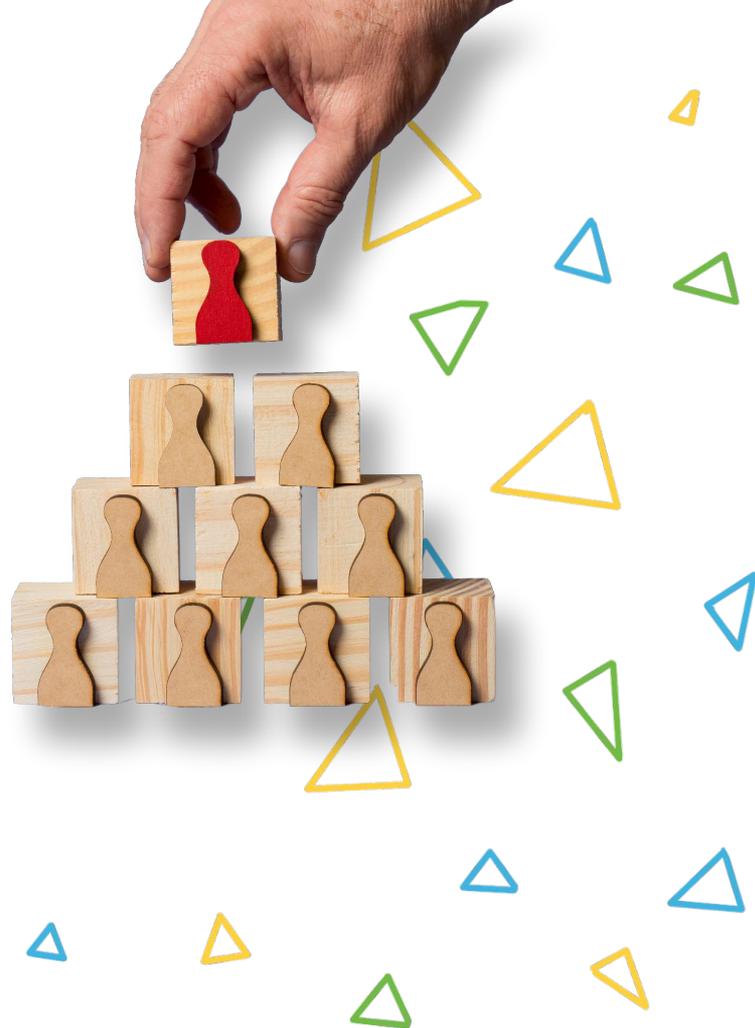
Successful leaders know nothing is achieved on its own; things happen when a group of people come together to make something work. Leaders should take a little more than their share of the blame when things go wrong, and a little less than their share of the credit when things go well.

### **Leadership is not about deflecting personal responsibility.**

Leadership doesn't deflect accountability—if anything, it increases it. If it is to be, it is up to me. The moment you take responsibility is the moment you have stepped into your leadership.

### **Lead from Within:**

There are many things that leadership isn't and many things that leadership is. It's up to us to become the kind of leader who chooses well.



# REFERENCE MATERIALS

## Reference Material No 2

### Roger A. HART's Ladder of Participation

#### MANIPULATION



Adult-led activities involving young people, as they are told, without understanding their meaning. Young people are drawn to various "committees", "teams" under the pretext of their participation. In fact, in this process, adults and municipal/city authorities instruct and guide them on how they should behave or how they should express their needs. An example of such an approach could be the establishment of a youth forum, which has no legislative power and serves the representatives of the local authorities to convince their members of the correctness of their decisions and to use the statement "you were a member of the committee". No proposals from the youth are accepted.

#### DECORATION



Using young people as decorations on various occasions, during which the local government tries to create its own image that it cares about the quality of life of young people. In fact, however, they are not taking any systematic steps to fulfill it. An example is the use of representatives of the Youth Parliament, who are invited to official twin town meetings where youth policy is presented. Young people understand the importance of activities but are not in any way involved in them.

# REFERENCE MATERIALS

## Reference Material No 2

### Roger A. HART's Ladder of Participation

#### TOKENISM (labeling)



Informing young people about their rights, duties and opportunities. Unfortunately, the flow of information is one-way - from the authorities to the youth and does not give young people the opportunity to express their opinions or comment on community decisions. A classic example is informing local community/city residents about new planned projects via public boards without the possibility of having a real impact on the result. Or the decision of the local government to build a sports field in the belief that young people rarely play sports, but without the possibility of commenting or influencing this proposal by young people.

#### CONSULTATION



An example of such a degree of participation is the invitation of the local government to submit comments on new proposals. Consultation is still considered a lower form of participation as citizens cannot influence what will happen with the results of the consultation. The degree of seriousness and participation at this level are quantified - how many responded to the survey, how many attended public debates, meetings, etc. As a result, often citizens "participate" but the next steps are beyond their reach.

# REFERENCE MATERIALS

## Reference Material No 2

### Roger A. HART's Ladder of Participation



#### CONSULTED AND INFORMED

The local government invites young people to express their opinion on their new proposals. Following consultation, it informs young people of how their views and recommendations have been incorporated into new policies and decisions. In this way, young people know how their suggestions will be used and applied.

#### ADULT-INITIATED, SHARED DECISIONS WITH THE YOUTH



This is the highest level and form of participation that a local government can offer to young people in relation to its plans and proposals. Young people are not only consulted and informed about how their views will be taken into account, but appropriate tools are also available to enable young people to co-decide on individual proposals. Making joint decisions can take many forms - through official youth representatives (if consultations really took place earlier), in a referendum, via clubs and youth centers, etc.

# REFERENCE MATERIALS

## Reference Material No 2

### Roger A. HART's Ladder of Participation

#### YOUTH-INITIATED AND DIRECTED



This step includes activities that are invented, prepared and conducted by the young people themselves, without the involvement of local government. The scale of this type of activity is large, although the involvement of local governments is minimal, but these can even be activities aimed at local government policy. Nevertheless, it is a high level of participation, as it assumes a high level of civic engagement of young people, the ability to organize and conduct activities to improve public life, and thus a great interest in public affairs.

#### YOUTH-INITIATED, SHARED DECISIONS WITH ADULTS



The highest level of participation assumes high activity of young people in communication with the local government, their interest in social events, and at the same time the ability to jointly propose solutions with representatives of local governments. Such an approach may mean a proposal of a group of young people for changes in the functioning of local government or a proposal to improve the quality of life of young people and, at the same time, their interest in taking joint responsibility for making decisions and implementing actions. Municipalities often expect this level of participation from young people, without realizing that this is the highest form of participation to which young people need to be led and which does not occur by chance or spontaneously.