



# Participation



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**Purpose:** Improve leadership skills and explore strengths and weaknesses in relation to active participation.

**Participant learning objectives:**

1. Understand skills and qualities required for effective leadership
2. Be able to identify personal strengths and areas for improvement

| CONTENT                           | METHODS/ RESOURCES<br><i>Slides 80-89 can assist with this session.</i>   | APPROX. TIME |
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| <b>Consolidating the Learning</b> | Now is a great opportunity to consolidate some of the skills and learning to date. Inform participants that we will discuss leadership and the importance of effective leadership skills in active participation. Tell participants that all the skills we have learned to date – communication, team work, negotiating, self awareness, community awareness and advocacy are all vital to effective leadership.  | 10 minutes   |
| <b>A Good Leader</b>              | <p><b>Resources:</b><br/>Flipchart<br/>Markers</p> <p>This exercise can be completed as individuals or in small groups. It will allow participants to reflect on skills and qualities required for effective leadership. Ask participants to think about someone they admire who is in a leadership position. This can be someone they know or a celebrity/ well-known figure. Provide each individual/ group with a flipchart page and markers and ask them to draw their chosen leader. Around their leader they will write/ draw why they admire them, and all the skills and qualities that make them a good leader. Once participants have completed this, ask them to label the top five skills and qualities that they admire.</p> <p>Ask individuals to feedback to the rest of the group.</p> <p><b>Debrief:</b> How did you find this exercise? Did you all agree on what qualities and skills make a good leader? Can you think of any famous people in leadership positions who have skills and qualities you don't admire?</p> | 45 minutes   |

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| <p><b>Quiz the Leader!</b></p>     | <p>Provide participants with an opportunity to have a Question &amp; Answer session with a leader. This can be a youth leader, or you can invite someone in from outside of your organisation. Inform participants that they will have an open discussion as a group. Here are some questions for young people to think about:</p> <ul style="list-style-type: none"> <li>• What does your day-to-day activities look like?</li> <li>• How did you become a leader? Did you have to train/ learn?</li> <li>• What are the challenges of being a leader?</li> <li>• What skills do you need to be a leader?</li> <li>• Do you have any tips for us to become better leaders?</li> </ul>   | <p>30 minutes</p> |
| <p><b>Leadership in Action</b></p> | <p>The following activities are great for participants to utilise their leadership skills and exercise all those skills learned to date.</p> <p><b>Silent Line-up</b><br/>You will not need any resources for this one – just some space. Instruct participants to, for example, ‘line up according to the first letter of your surname’ or ‘arrange yourselves into age order by the month your birthday is in’. The participants then follow the directions without speaking a word to one another. They are permitted to use hand signals/ gestures only.</p> <p><b>Blindfold Leader Game</b><br/><b>Resources:</b><br/>Blindfolds<br/>Cones/ Markers<br/>Obstacles (optional)</p> <p>Arrange participants into a single line and come up with a starting point and finishing point. Then, place a blindfold on everyone except for the young person who is at the front of the line. Tell each participant to put their left hand on the left shoulder of the person in front of them. Next, shout “go”. The aim is for the leader (who is not blindfolded) to walk towards the finishing point, providing instructions to those behind, who are blindfolded. To make this extra challenging, you can put obstacles in the path – the leader must direct followers on how to avoid the obstacles and successfully reach the finish line. When this goal is achieved, let someone else have a turn at being the leader.</p> | <p>30 minutes</p> |



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| <b>In the Driver's Seat</b>  | <p>Ask participants to reflect on their leadership skills to date during all the tasks/ activities. Participants will showcase creatively how they view their ability to lead, and their role within the group.</p> <p>Ask participants to imagine a bus and they, as a group, make up all the core components of the bus. Ask:</p> <ul style="list-style-type: none"> <li>• Those who felt like they lead the group - sit at the front of the bus, driving</li> <li>• Those that supported the leaders – sit in the front seats</li> <li>• Those that felt they let others do all the talking/ thinking – sit in the back seats</li> <li>• Those that felt they motivated the group/ kept the group going – you are the engine underneath the bus (lie on the ground for this one)</li> <li>• Those that felt they didn't contribute at all, or didn't make any effort - you missed the bus altogether (stand away from the bus)!</li> </ul> <p>Ask participants to reflect on why they are in that position. What could they improve on? Did they get enough opportunities to lead and support the group?</p> | 15 minutes |
| <b>Power Hands</b>           | <p><b>Resources:</b><br/> <a href="#">Pages</a><br/> <a href="#">Pens/ Markers</a></p> <p>Participants should now be in a good position to reflect on their overall learning to date and how they utilise their participation skills going forward.</p> <p>Ask participants to draw around their hand. Ask them to fill in the following:</p> <p>Palm – Name<br/> Thumb – Personal quality they have<br/> Index finger – Skill they have<br/> Middle finger – Something they would like to be better at<br/> Ring finger – Something they are passionate about<br/> Little finger – Describe themselves in one word!</p> <p>The purpose of this exercise is to get participants to think about what they are good at and passionate about. But also, to get them thinking about what they would like to improve on.</p> <p>This activity offers a sound starting point before participants begin to explore and undertake social action over the course of the next three sessions.</p>   | 20 minutes |
| <b>Check-Out/ Evaluation</b> | <p><b>Resources:</b><br/> <a href="#">Informal evaluation ideas</a></p> <p>Choose an activity from the list provided.</p>   | 10 minutes |

