

FOCUS

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Message from the National Youth Network

Welcome to the latest edition of FOCUS!

The National Youth Network has worked hard on producing the document you see in front of you, as well as the accompanying Participant's manual. That being said, nothing from these documents is sacred. There are no Copyrights or hard rules. If you want to take one activity and trade it in for something you feel will work better, go for it! Different modules came from across the country, and may not work for your group, but that's ok. FOCUS is a very flexible course. We encourage you to make it your own!

As a FOCUS trainer you have a very important task: to help youth learn the skills to become the greatest leaders they can be. There is a lot of great stuff between the covers of FOCUS. We created these modules on core leadership skills for you to use as tools to develop the young leaders around you. This is your opportunity to not only bring out the best in your peers but to share your skills and to share yourself. Your success in delivering this program to your peers will set off a ripple effect in those youth. Try and remember that even though you are the trainers, you are not experts. Do not close your minds to the contributions of the participants. Being a FOCUS trainer is an excellent opportunity to hone *your* leadership skills, and to learn some new ones!

You do not need to be a "certified FOCUS trainer" to run this program. You don't even need to have taken FOCUS previously! This manual is designed so that any Venturer or Rover could find everything they need within its pages to put on a program for their peers. Just remember, youth like to be active, so break up your sessions with lots of activities.

The better your delivery and the more youth involved in the program, the greater the effect. Let's make waves! Let everyone know that they can make a difference. Share your skills with others and let the chain reaction begin. Youth today are more than just the leaders of tomorrow... We are the leaders of today!

The National Youth Network
2009

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Welcome to FOCUS!

FUTURE OF CANADA UNITED IN SCOUTING

Module Outline:

1. Introduction and Welcome
2. Icebreaker Activities
3. Expectations
4. Rules and Norms for Weekend

1. INTRODUCTION & WELCOME

Ensure all participants, trainers and other staff members have name tags.

- What is FOCUS?
- FOCUS is a Youth Leadership Training. It may not teach you exactly how to be the best youth leader you can be (that can only come from practice) but it will give you many of the tools necessary to be the best you can be.
- FOCUS stands for Future of Canada United through Scouting. And that is exactly what FOCUS is all about! Throughout FOCUS you will look inside to know who you are, to consider your dreams and goals, and to strengthen your relationship skills so you can achieve them!
- For many of you, this FOCUS may be the start of something great; for others, a helpful step in your journey, where you can develop leadership skills and have fun!
- FOCUS is a unique Youth-teaching Youth course. All the material was assembled by young leaders, just like you
- *Now would be a good time to introduce yourself and your team. A fun way of doing this is having each member of your team introduce each other as oppose to themselves.*
- Enjoy your FOCUS experience. Take time to get to know each other, to learn new skills, and to learn more about yourselves. Your training team is here to ensure that you have fun and learn a lot, so let us know how we can help at any time.

2. ICEBREAKER ACTIVITIES

Here are some different Ice Breaker activities you can sift through to find one or two that work for you.

Group Activity: Human Bingo

Materials needed: Bingo cards with questions (example attached at end of module)

Each participant will be given a bingo card. The objective is to completely cover their card, or if there aren't enough participants, at least 1 or 2 rows/columns/diagonals. The participants are to go around the room and get the other participants to answer the questions in the card and get them to sign it, too. (only one signature from each person per card and each person can answer the same question only once!)

Group Activity: Two Truths and a Lie

Every participant (and trainers too) writes down three things about themselves, two of which are true and one which is false. Going around the circle each person reads their two truths and a lie and everyone votes to try and decide which one is a lie.

Group Activity: Camp Toilet Paper

Pass a roll or two of toilet paper around the room asking each person to take as many sheets of toilet paper as they would need to go camping. Afterwards invite each participant to share one thing about themselves for each sheet of toilet paper they took.

Group Activity: Ice-Breaker T-Shirt

Split the participants into groups. Each group is given a frozen T-Shirt (freeze shirt prior to activity/weekend). The first team to thaw out the shirt, break any ice off and have a teammate put the shirt on wins.

Group Activity: Egg, Chick, Eagle

This game has three levels of "status," Egg (arms domed above head like an egg), Chick (hands tucked under armpits like little chick wings), and Eagle (arms fully outstretched into large wings). All participants start out as Eggs, and pair up for a round of rock-paper-scissors. The winner of the round becomes a Chick, while the loser remains an Egg. The Chick moves off to find another Chick to play against. The winner of that battle becomes an Eagle while the loser gets demoted back to an Egg. When Eagles play Eagles, the winner remains an Eagle while the loser gets demoted to a Chick. The objective is to be an Eagle by the time the game ends.

There are many choices for Ice Breaker activities. If none of the above ideas work for you, use the internet or another resource to find one that fits your group.

3. EXPECTATIONS

Individual Activity: Wall of Expectations

Designate a wall or part of a wall as a “Wall of Expectations”. Perhaps add a title above it. Distribute sticky-notes to the participants and ask each of them to write at least one personal expectation of the course and stick it to the wall. Read the expectations aloud and keep them in mind as you move on through the course. Take them down or point them out as they are met.

4. RULES & NORMS

Norms:

Now that we know each other, and we know what we’re looking to get from this course, let’s take a couple minutes to talk about our expectations of each other. Remember, we are going to work, laugh, learn and play together just like one big happy family.

Have the participants brainstorm interpersonal rules for the weekend. What will be the unwritten rules on how we treat each? A couple of things to be considered are: not being too noisy late at night, keeping a positive attitude, actively participating in the program, not making negative comments, trying new things and listening to new ideas this weekend, etc.

Rules:

There are a couple of rules from our end too. *Discuss the non-negotiable expectations with the participants, such as staying on site, not using alcohol or drugs, not smoking, and attending sessions. Remember that trainers are expected to follow these rules, too. You, as participants, can expect the trainers to do our best in the delivery of sessions including staying on schedule, respecting participants’ beliefs, and staying on track.*

HUMAN BINGO ICEBREAKER CARD

Is from a different Scouting Area	Enjoys science Class	Would stay up all night with friends dressed as a Super Hero	Has read the Hitchhiker's Guide to the Galaxy	Sails, Canoes, and/or Kayaks
Participated in a Terry Fox Run	Listens to Country Music	Speaks French	Has their driver's license (any class)	Does not know what FOCUS stands for
Can play a musical instrument	Walks his or her dog every day	FREE	Is always up for a challenge	Has been in Scouting for at least five years
Hates wearing the full dress uniform	Has used msn slang in an every day situation	Watches Family Guy	Enjoys Reading	Is excited about the FOCUS experience
Helps with a Younger Section	Has earned the Chief Scout or Queen's Venturer Award	Has seen the latest Harry Potter Movie	Has asked for a Pony for Christmas... and never got one	Likes to Burn things

MODULE #1: THE LEADER IN YOU

Learning Objective: Participants will learn ways to ensure that they are a strong leader. They will learn how to be more self-confident, how to give confidence to others, and how to cope with the inevitable stress that comes with being a leader.

Module Outline:

1. Having Confidence
2. Giving Confidence
3. Stress Management
4. Conclusion

1. **Having Confidence**

Since this is a leadership course, it only makes sense to talk about what being a leader is like. While most of this course will focus on advancing your knowledge of how to lead, this module will focus on **YOU**, the leader.

One of the most important traits a leader has is confidence. For people to trust your leadership, they need to see that you trust yourself (and this isn't something that most people can easily fake!). Therefore, it is very important that you realize the value you have to others, and that you are self-confident.

The actions and words of other people can definitely help. *Ask participants for examples of people who have influenced their self-esteem, and how this has boosted their confidence.* Those are some great examples!

Now, how about yourself? Are you happy with what you've done, and who you are? At the end of the day, before going to sleep, are you usually satisfied with what you have done during the day? One of the best ways to have high self-esteem is to be aware of our actions, and be proud of them.

Ask participants to take 5-10 minutes to complete the section in their handbooks entitled "my 7 greatest accomplishments". Point out that these are private and that we won't be sharing these – the idea is for participants to realize what some of the great achievements they have are. If participants seem to be struggling, offer suggestions, such as academic achievements, having taught someone something, or having overcome a challenge. Once the exercise is complete, ask everyone:

How do you all feel right now? Do any of you feel a bit better about yourselves than before? Hopefully, remembering your successes will help you see your value, and encourage you to move onwards, giving it your all! And in terms of leadership, the same is true! If you come to a point where you doubt your leadership skills, take a few moments to remind yourself of your successes in the past!

Ask participants to complete the next section of their manual where they are asked to list 5 examples of how they have been a good leader, or steps that they have taken to become a better leader (for example, taking FOCUS Training!)

In order to see and appreciate the work you have done, you need to be perfectly honest with yourself. It is important to realize though that by being honest with ourselves when talking about our performance, it is likely that sometimes, we will be disappointed in our actions. There's nothing wrong with this!

We all make mistakes, and we all get discouraged. But pick yourself up! Don't spend too long being upset, spend that energy instead on fixing the problem, or improving!

"You don't drown by falling in the water – you drown by staying there."

–Edwin Louis Cole

GAME TIME!!!

Beforehand, prepare some paper slips with different situations written on them. Ask participants to come and select a situation, and have them act it out. After each situation is acted out, have the group discuss what went wrong, how each person in the situation must feel, and how the person “responsible” can deal with the situation, so that he or she can grow from it and not be discouraged.

Examples include (feel free to add your own):

-A babysitter is distracted for a moment, and during this time, the child he/she is looking after takes a pair of scissors and accidentally cuts himself/herself.

-You are in charge of organizing a soccer game with a team full of youth, but one youth is being very unruly, so you give up and abandon trying to organize the activity.

-You are preparing the materials for a camp, but forget the tents at home. When it comes time to set them up, your peers start to criticize you for your mistake.

-You are a volunteer working with a child who keeps acting up, so you ask him/her to sit on the side for the next activity. When the child’s parents arrive, they start to yell at you.

-You are supposed to make phone calls to your peers to let them know about an upcoming activity. For whatever reason, you don’t get around to it, and when the activity takes place, a fellow leader is upset to see that no one has showed up because you didn’t call.

Debrief: It is important to realize that these are rare occasions, and that for the most part, you will have great experiences being a leader! It is also very important to realize, though, that we all make mistakes, and that we must learn from them. This doesn’t mean that you should always think that you are right, it just means that even if you’re wrong, you shouldn’t despair, since you can still make the most of the situation!

Here are some things to do to maintain your positive attitude: *Record the following on a flip chart as you go through them and discuss with the group.*

1. Take time to think and reflect.
 - *Example: Know that you have done your best.*
2. Be open-minded and willing to change - - be flexible.
 - *Example: Things won't always be the way you want, adapt to the situation.*
3. Look for the positive outcome from apparently bad situations
 - *Example: What can I learn from this?*
4. Be confident in your decisions; accept consequences of your actions
 - *Example: Assure yourself that what you are doing is worth it.*
5. Surround yourself with friends and others who will provide positive support and encouragement
 - *Example: This FOCUS, all of us worked together to make it happen.*

Ask the participants for any other suggestions.

2. Giving Confidence

As a leader, there will be countless times when you will need to inspire others and encourage them. This will be discussed in further detail throughout this course, but we are going to take some time now to explore some ways that you can help others gain confidence so that they are motivated to succeed!

One of the most important things that YOU can do to be able to give confidence to people is to notice what they do right! Pay attention to what people do, and make mental notes of the accomplishments and positive attributes they have, then compliment them personally!

It's time for an activity!

Pair everyone up, and give them all a few minutes to get to know one another. Warn everyone that at the end, they will all be required to share three positive things about their partner with everyone. After the time is up, go around and ask everyone to introduce and present their partner.

Doesn't it feel good to hear someone point out your positive qualities? Too often, we focus on our faults and our mistakes. Every time you see something negative in yourself or others, be quick to match that observation with one or more positive qualities. There's a good side to everything. Always focusing on the negative can be disabling. When giving praise, make sure it's genuine.

Now we're going to try another activity that will help us learn some things that we can say that will help others feel good and help give them confidence!

You have the choice of two activities here: Warm Fuzzies or Feelin' Good

A) Warm Fuzzies

Materials:

- *Sticky Notes*
- *Pens/Pencils*
- *Wall*
- *Positive Mental State*

Instructions:

1. *Distribute 3 sticky notes to each participant.*
2. *Have each participant write one positive thing about three separate people on each sticky note.*
3. *Once they have written their warm fuzzies, have them post the notes on the specified wall.*
4. *Allow the participants to continue writing as many warm fuzzies throughout the course of the weekend to improve the overall morale of the course.*

B) Feelin' Good

All participants will need a piece of paper. Each participant should write a statement makes them feel especially good when others say it to them. The different statements should be posted, and then everyone needs to get up and start moving around. Everyone should look at the other people's positive sayings, and should sign their name on the sheet with any statement that makes them feel good about themselves.

At the end of the activity, you either simply read, or write on a flip-chart, the following points.

Here are a few other things to consider if you are trying to be supportive of others:

- What goes around comes around, so treat others as you'd like to be treated.
- If you can't say anything nice, don't say anything at all.
- Use people's first names when speaking to them.
- Give praise for specific personal accomplishments. (i.e. Tell Jennifer she is doing well on her specific task rather than compliment on her nice sweater)
- Listen carefully so you can relate better to others.

If you come to a point where you need to encourage/inspire others, here are some suggestions you can offer to them:

- Recall your successes.
- Associate yourself with people who encourage you.
- See the big picture, keep the end in mind.
- Ask yourself, what's the worst thing that could happen? And then consider the probability of that happening
- Rule #1: Don't sweat the small stuff. Rule #2: It's all small stuff.

Ultimately, you will need to deal with followers in a case-by-case situation. No one is the same, and you will have to adapt your approach to the different individuals you are dealing with. In the Situational Leadership Module, we will be discussing further how to deal with followers of different levels, so keep what you learned here in mind!

3. Stress Management

Is this your typical day?

Seven a.m., the alarm clock is ringing. You hit the snooze because you are so tired – you didn't get much sleep last night because by the time you got home from work you had to finish those assignments that are due today... not to mention your midterms are coming up soon... You finally drag yourself out of bed and grab some coffee to make the day bearable. You run for the bus, but it leaves before you get there. Now you are late for your nine a.m. class. You slip into class, hoping the teacher didn't notice, and wait to get your report back from last week. When it arrives you only got a D. This is not the B it deserved; that teacher has definitely got it in for you! Time to get ready for the next assignment, but the library doesn't have the book. Uh-oh, it's due in two days! Once you get in the door, exhausted after a long sports practice, you check the answering machine, only to find out that your boyfriend/girlfriend has found someone new, and that he/she doesn't want you to bother calling them back! It's only Monday today, what does the rest of the week hold for you?

If this is your typical day, then you need to take some steps to help deal with the stress in your life.

Using a flipchart, ask participants for suggestions of things that can cause stress (e.g. school, peer pressure, family issues, etc.)

Ask participants to take the "Stress Test" in their manuals. Ask them together if they find that their results match how they actually feel.

We all carry around some stress with us, just in varying amounts. Just like a loaded backpack with different items (tent, clothes, food, etc.) there are different things that add to your load. Avoiding some of these items could help lower your stress. *Record the following on a flip-chart.*

Negative emotions:

- Anger
- Guilt
- Fear
- Poor self image

Stressful Habits:

- Procrastination
- Laziness
- Perfectionism
- Substance abuse (including smoking and drinking)

Some symptoms of stress are:

- Headaches that never seem to go away
- Exhaustion
- A poor attitude toward those you care for
- Abuse to pets

Sleep: The Magic Elixir

“Sleep, oh gentle sleep, nature’s soft nurse”

- Shakespeare

Many teens are often tired. Parents usually attribute this to illness, bad diet, too many video games or too much time spent on the computer, but it's often due to lack of sleep. Growing adolescents require more sleep than adults. It is a well-known fact that lack of sleep increases stress levels, but that is not all it does.

Here are some things about sleep you may not have known. Sleeps helps:

Your Alertness: A full grown adult needs eight hours of sleep and will suffer until it is caught up on. A report from Daytona Hospital shows that reducing sleep by a mere hour and a half will reduce daytime alertness by more than 33%.

Your Strength: Studies done by British researchers limited weight lifters to three hours of sleep for two nights. On the second day not one of the lifters could complete one set of normal weights for curls, presses and lifts.

To Repair Your Body: During sleep the body circulates 70% of the daily dose of Human Growth Hormone, (HGH). This is the hormone that stimulates repair of skin, muscle and bone. Also, Japanese studies showed that men who slept for only 3.6 hours in one night had significantly higher blood pressure the next day.

There are several other ways to try and cope with stress:

- Get a hobby
- Listen to some music
- Play with your pets or younger siblings
- Get in touch with nature. Go for a walk, go for a bike ride, hit the slopes – whatever you enjoy!
- Write a diary
- Revisit your values, goals and dreams
- Write some poetry, a song, or a short story

Ask participants if they have any other suggestions, and record them on a flip chart. Encourage participants to record these in their manuals as well, so that they may apply them when needed.

4. Conclusion

Has this session helped you understand better how to be a leader? Do you feel as though you will be able to maintain your confidence, and that you will be able to better deal with stress? And do you think you will be able to encourage others, and give them confidence?

To wrap up this session, we need a game!

GAME: Following the leader!

Ask participants to sit in a circle with their legs crossed, if possible (otherwise, they may sit around the tables you are using, but the important thing is that everyone is able to see one another). Choose one player to be “the detective” and ask him or her to leave the room. Choose one of the seated participants to be “the leader”. Everyone else in the circle knows that this person is the leader, and they must perform the exact same actions as the leader does. This can be anything from tapping one knee rhythmically, scratching your nose, clapping your hands, etc. Whenever the leader changes actions, everyone else must try to do so as quickly as possible as well. The leader should also try to change actions fairly frequently. Once the leader has started an action, go and get the “detective”. He or she must use their observation skills to identify the leader, but they are limited to a certain number of guesses (usually 3). At the end of the round, reveal the leader, and he or she will be the next detective. Continue playing until everyone has had a turn as the detective or until you feel it is appropriate to stop.

MODULE #2: EFFECTIVE COMMUNICATION

Learning Objective: Participants will experience the components of effective communication. They will further understand their role in improving communication with peers and older generations.

Module Outline:

1. Introduction
2. Barriers to Communication
3. Building Rapport
4. Listening Skills
5. Non-verbal Communication
Section De-Briefing
6. E-mail Etiquette
7. Effective Speaking
8. Communicating with Older Generations
9. Conclusion

1. Introduction

This module will begin with a brief discussion on the importance of communication in everyday life. There are four main aspects of communication: writing, speaking, listening, and reading. These should be posted on some sort of poster or flipchart.

Activity: Talk Your Way Out Of A Jam!

*Set up a table at the front of the room with a jar of jam, a knife, and a bag of bread. Have all the participants sit where they can see the front. Ask for a volunteer who thinks they could describe how to make a sandwich exactly, and have him or her come to the front of the room. Get one of the trainers to be the sandwich maker. This trainer must follow that volunteer's instructions **exactly**. If there are any ambiguities in the instructions, the trainer has free reign to interpret them however he/she desires. For example, the instruction "put the jam on the bread" could be interpreted as placing the entire jar of jam on top of the loaf of bread. Play the game until the participant/trainer pair gets it right, or you feel it has gone on long enough.*

This is a good opening exercise because it is funny and lightens up the mood for the start of the session, while getting the participants thinking about the repercussions of poor communication and how easily messages that seem clear can be misinterpreted.

Other tasks can be used for the activity, such as brushing teeth (the trainer might want to wear a garbage bag poncho for this one—it gets messy!) or making a bowl of cereal. Take your training facility into account when choosing your activity.

De-Briefing:

Lead a short group discussion about the barriers the volunteer encountered in trying to get their message across properly to the trainer. Think about things such as: lack of clarity, unequal base of starting knowledge (the volunteered assumed the trainer would know how to do basic tasks, but that was not the case), and frustration encountered when things did not go well.

2. Barriers to Communication

Brainstorming:

During this course, you will see that “brainstorming” is used in almost every module because it allows participants to throw out their ideas with little or no boundaries. Brainstorming can stimulate valuable discussion and encourages everyone to contribute. Use a flipchart or overhead transparency to record ideas **using participants’ own wording as much as possible**. With large groups you may want to use a separate person who is designated as a “scribe” to record ideas on the flipchart so that you can be concentrating on facilitating the discussion. Keep brainstorming to 5 to 10 minutes maximum otherwise it becomes a guided discussion.

Now that you know when and why “brainstorming” can be used, let’s try it!

Possible questions to be brainstormed are:

- What makes communication effective/ineffective?
- What are some possible barriers to communication? Which of these barriers can be overcome using “brainstorming”?
- What are the costs of poor communication?
- What are the relationships you have where effective communication is most important?

3. Building Rapport

Suggestion: *Have 2 trainers talk to each other; one using expression (facial, verbal, eye contact, gestures, volume of voice, etc.) and the other using no physical expression, but by the end of the conversation, both are. Also, try having the trainer that is using the expression drop their expression the 2nd time to demonstrate the other side. Make sure you pick a suitable topic ahead of time so the conversation can flow and not be a barrier to the exercise.*

When the actors are seated the trainer will ask:

What do you think the trainers were doing?

What do you think this has to do with communication?

This exercise demonstrated what is called “mirroring.” Mirroring is something we do to adapt to another person's style of communication so that they understand us better. We do this naturally in everyday conversation. As we move throughout the day we speak one way to our parents, another to our friends at school and another way to adults in Scouting.

We understand people better when we feel well connected. Think of the person you communicate best with. Who do you communicate worst with? Why is this? Matching such things as posture, breathing, pace of speech, tone, vocabulary, level of eye contact and type of language (visual, auditory, kinaesthetic/movement) allows us to maximize our connection with other people. It puts us into their shoes and helps place the speaker on the same level as the listener. By mirroring, you break down barriers by saying with your body language that you are just like the person you are communicating with, and you do not feel superior to them.

Mirroring is a way of building “rapport.” Rapport is a term meaning a relationship of mutual trust or camaraderie. By having good rapport with your audience, you will be able to better communicate your message.

Activity: Mirroring

Ask the participants to divide into pairs with someone they consider different from themselves, in age, interests, or personality. One person will describe a significant experience or strongly held point of view while the other person will try to mirror the person sending the message. Notice how your understanding goes up as you mirror the speaker closer and closer. (3 minutes) If time allows, pick another partner and try it again. (3 minutes)

In the large group get some sharing going about the experiences with the activity. Some may find it unnatural at first when consciously thinking about it and may feel that they are being silly and exaggerating the gestures, but remind the group that we tend to do it all the time without realising it.

Although we naturally mirror those who are fairly similar to ourselves, it might take a more concerted effort when communicating with someone who is very different. This is important to keep in mind because *these* are the situations when mirroring can be most helpful. By not mirroring this habit, you could run the risk of appearing unintentionally restrained or uninterested in the conversation.

Lecture: Other Ways to Build Rapport: (overhead/PowerPoint)

(Put up overhead/PowerPoint slide and touch briefly on each of the points. Refer participants to their manual)

Smile: Smiles are contagious. It is difficult to be negative or angry when you are smiling. When you're feeling stressed, frustrated or upset, put on your best smile.

Take a genuine interest in others: Each of us is an interesting and complex mix of history, experiences, and aspirations. You can learn much from others – including new perspectives.

See the best in others: It is easy to find faults. Give people the benefit of the doubt. Help others to realise their true potential and recognize their existing strengths.

Speak well of your friends and even better of your foes: People are often too quick to criticise. It's difficult to grow and develop if everyone was always pointing out your faults.

Have a firm handshake: A firm handshake suggests confidence and energy.

4. Listening Skills

Activity: Headbands (need pre-made headbands and tape to attach them, as well as a topic to use for discussion)

Divide participants up into groups of 8-10 and get them to arrange themselves in a circle. Attach a headband to each participant's head. Make sure the participants do not see their own headbands. Explain that the participants are to follow what is stated on the other people's headbands during a conversation (have a suitable topic ready ahead of time). Encourage them to listen carefully, as well as contribute to the conversation, and try to figure out what their headband says. At the end of the activity they will be asked to guess what was written on their label.

Possible headband labels include:

- laugh at me
- encourage me
- agree with me
- disagree with me
- ignore me
- avoid looking at me
- smile at me
- put me down
- compliment me
- interrupt me
- patronize me

OR

Activity: Headbands Version 2.0

Divide participants up into groups of 8-10 and get them to arrange themselves in a circle. Attach a headband to each participant's head. Make sure the participants do not see their own headbands. Explain that the participants are to treat their peers according as if they were the person or item that is written on their headbands. Encourage them to listen carefully, as well as contribute to the conversation, and try to figure out what their headband says. At the end of the activity they will be asked to guess what was written on their label.

Possible headband labels include:

- **George W. Bush**
- **Mom**
- **Mickey Mouse**
- **Jimi Hendrix**
- **Rocking Chair**
- **Pencil**
- **Tree Stump**
- **Window**
- **DVD Player**

De-Briefing:

Ask the group to consider how their actions and words affect other people's self-esteem, and lead a group discussion to share their thoughts.

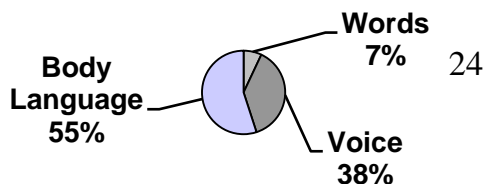
5. Non-Verbal Communication

Short Interactive Role Play:

Start the presentation by simultaneously communicating two different messages with words and body language. For example, you could use words to rave about how much fun you are having training this module while conveying the opposite with your tone of voice, facial expression and posture. Ask the group what was wrong with that message.

In North America, it is estimated that when communicating verbally, we convey only 7% of our message through words alone, 38% through tone and inflection of our voice, and 55% through facial expression, body posture, and gestures.

Communication: The Whole Picture



*Explain that there are four components of non-verbal communication:
(Write these on a flipchart or display on an overhead)*

- **body** (posture and movement)
- **space** (distance between the message expresser and receiver)
- **voice** (volume, pitch, tempo)
- **touch** (firmness, location)

Some body language can be misunderstood. Arms crossed can mean “I’m bored,” “I’m cold,” “I’m uncomfortable” or “I’m angry.”

Five or six individuals will now pick a piece of paper out of a hat. Each paper has something written on it that they have to display using body language, infliction of voice, space or touch (they may speak but they cannot explicitly say what the paper says). The group members can guess what they are trying to portray and the person who guesses correctly then goes up next. Suggestions for ideas are:

- challenge someone to a fight
- express gratitude
- show annoyance
- be fearful

De-Briefing:

Explain that non-verbal communication is used in everyday life without us even noticing. We unconsciously follow non-verbal cues, but we may need to pay more attention to things that we cannot hear.

Section De-Briefing

These past activities have been very focused on personal communication strategies which will be most useful when verbally communicating one-on-one or in a small group. *(Ask the group for suggestions why this is a good skill)* By being able to communicate effectively you not only convey your message well, but you can put others at ease and find yourself with a host of new friends. *(Direct participants to read Craig’s story in their manual. Give the group a moment to reflect on what this could mean to them in their personal lives).*

“CRAIG’S STORY”

Craig, a close friend of mine in graduate school, brought energy and life into any room he entered. He focused his entire attention on you while you were talking, and you felt more important than you had before he started listening. People loved him. One sunny autumn day, Craig and I were sitting in our study area. I was staring out the window when I noticed one of my professors crossing the parking lot.

“I don’t want to run into him,” I said.

“Why not?” Craig asked.

I explained that the previous spring the professor and I had parted on bad terms. I had taken offense at some suggestions he had made and had, in turn, given offense in my answer. “Besides,” I added, “the guy just doesn’t like me.”

Craig looked down at the passing figure. “Maybe you’ve got it wrong,” he said. “Maybe you’re the one who’s turning away, and you’re just doing it because you are afraid. He probably thinks you don’t like him, so he’s not acting friendly towards you. People like people who like them. If you show interest in him, he’ll be interested in you. Go down and talk to him.”

Craig’s words smarted. I walked tentatively down the stairs into the parking lot. I greeted my professor warmly and asked how his summer had been. He looked at me, genuinely surprised. We walked off together talking and I could imagine Craig watching from the window smiling broadly.

Craig had introduced me to a simple concept, so simple I couldn’t believe I’d never known it. Like most young people, I felt unsure of myself and came to all my encounters fearing that others would judge me when, in fact, they were worrying about how I would judge them. From that day on, instead of seeing judgment in the eyes of others, I recognized the need people have to make a connection and to share something about themselves. I discovered a world of people I never would have known had I only listened to my fears.

Once, for example, on a train going across Canada, I began talking to a man everyone was avoiding because he was weaving and slurring his speech as if drunk. It turned out that he was recovering from a stroke. He had been an engineer on the same line we were riding, and long into the night, he revealed to me the history beneath every mile of track: Pile O’Bones Creek, named for the thousands of buffalo skeletons left here by the Indian hunters; the legend of Big Jack, a Swedish track layer who could lift 500 pound steel rails and; a conductor named McDonald who kept a rabbit as his traveling companion. As the early morning sun began to tint the horizon, he grabbed my hand and looked into my eyes.

“Thanks for listening to me. Most people wouldn’t bother.” He didn’t have to thank me. The pleasure had been all mine. How often we allow such opportunities to pass us by. The girl everyone thinks is homely and the boy with odd clothes or the strange manner- those people have stories to tell as surely as you do. And like you, they dream that someone is willing to hear. This is what Craig knew. Accept most people first; ask questions later. See if the light you shine on others isn’t reflected back on you a hundredfold.

- Condensed from “Letters to My Son” by Kent Nerburn

6. E-mail Etiquette

E-mail has become one of the most widely used methods of communication in modern Scouting and society in general. It is crucial to be able to use this tool properly in order to represent yourself well and to communicate your ideas clearly.

Place three examples of e-mails on the overhead projector or flipchart. (They are also in the Participant Manual.) Ask three volunteers to read them. The group will brainstorm why the third piece of writing is better and give examples of how to make an e-mail easier and more enjoyable to read.

Sample #1

Hey all,

so I've attachde minutes as i reqsted, if u could re-vue them asap, that'd be sik. As soon as u get me ur comments bak, I'll put them 2gethr and send out finalsed version to all of u.

thx n have a gr8 day!

Sample #2

Hello my esteemed colleagues,

I extend my greatest greetings to you. I anticipate that you are doing well, and that you have received the rather thorough and extensive minutes prepared to summarize our recent AGM. While it is our prerogative to ensure that these minutes pay due credit to the proceedings of our convention, I would gracefully request that you retract a few moments from your exorbitantly occupied lives to thoroughly peruse these recountings of our meeting. If you would be so obliged, I would ask that you recapitulate your observations in an appropriate format prior to forwarding them to yours truly. I will then do likewise of your various commentaries, before finalizing the minutes. Your ASAP efforts in this endeavor are not underappreciated, and I will undoubtedly advance gratitude for your cooperation to our BOG's CEO.

My sincerest respects,
John Smith

Sample #3

Hello everyone,

I hope that you are all doing well! I have attached a draft of the minutes for our annual meeting, and would appreciate if you could review them at your earliest convenience. If you send me your comments/corrections by next Monday (February 2nd), I will then compile all of them into one file for us to all review and discuss. I know that this is a busy time of year for you all, so thank you once again for your time!

Thanks and take care,
Jane Doe

When writing e-mails:

- **Know your audience**
There is nothing wrong with being friendly and personable in an e-mail, but keep your reader in mind. An e-mail to a close friend will likely sound different than an e-mail to your Area Commissioner.
- **Be concise**
People get dozens of e-mails a day and usually just skim them. If you are not brief, people will lose interest.
- **Split ideas into small paragraphs**
Again, people generally skim e-mails. By splitting up individual ideas it makes it easier to be brief, and you make sure that none of your ideas are missed. Nothing is more annoying than receiving a reply from someone who clearly did not read your entire e-mail the first time!
- **Proofread**
Spelling mistakes make an e-mail hard to read, and make you look less professional
- **Capitalize properly**
How hard is it to push the shift key at the beginning of every sentence? The English language requires capital letters. Similarly, do not write e-mail in all caps. It's annoying, and it is construed as you yelling your message
- **Watch who you're sending to**
Make sure that you're not sending an e-mail to more people than you would like to when you hit "reply all," and don't leave anyone off of a distribution list.
- **Don't get bent out of shape for nothing**
When reading e-mail, it can be difficult to understand the reader's tone. Things are often "taken the wrong way" because people jumped to conclusions over the use of a certain phrase or wording; have faith in the sender's good intentions. A short, terse e-mail could mean the sender is annoyed, or it could just mean they were pressed for time or typing on a Blackberry.

7. Effective Speaking

Role-plays and Guided Discussion:

Choose three volunteers. Provide no prior explanations other than being told that this section is dealing with effective speaking.

The first volunteer will come up to the front and will be asked to commence with their presentation. Chances are they will be stunned because this was an unexpected statement. They will be asked to sit down and the next volunteer will be given a topic on something they know nothing about (E.g. the application of calculus in the development of nanotechnology in the 21st century. They will then be asked to seat themselves and the third volunteer will be given a relevant topic but something that they will have a tendency to ramble on (I.e. the reason that their all- time favourite movie is the best). They will then be seated with the group.

The group will be asked to decide why the speeches did not go over very well and will come up with several points as to why they failed.

- *The first person did not have a topic,*
- *The second person did not know what he/she was talking about, and*
- *The third person did not have a point and was not able to prepare.*

Public speaking is frequently listed as the #1 phobia of Canadians, with #2 being “dying”. This means that people would rather DIE than speak in public! But it doesn’t have to be scary if you do your research and preparation ahead of time. Remember, it’s just talking! Prepare a good presentation and you will have nothing to worry about.

A good way to structure a presentation is by following the standard five paragraph format for an essay. You’ve probably already heard of this format in school.

- **Introduction** (introduce yourself if necessary, introduce your topic, and let the audience know the points you will be covering)
- **Point #1** (the first point you want to express to your audience and supporting info)
- **Point #2** (the second point you want to express to your audience and supporting info)
- **Point #3** (the third point you want to express to your audience and supporting info)
- **Conclusion** (your opportunity to drive home your message by summarizing your key points and connecting your message to the “big picture” so that your audience is compelled to act/be interested)

Activity: Speech Time!

Break the participants up into small groups and ask them to create a 2 minute presentation on a topic of discussion (try to choose something that could be funny, such as the scientific evidence linking blue slurpee consumption to increased athletic performance) and select one of the group participants to present the material. Remind the participants to use the five paragraph structure in their brief presentations, and let them know that it's OK to be silly with this one.

In addition to having a well structured presentation, you need to make sure it is relevant for your audience and is being presented at a level that is both understandable and interesting for your listener. Before planning a presentation, ask yourself the following questions:

(Write on a flipchart/overhead)

- *What is my main point/message?*
- *Is it of interest to my audience?*
- *Is it at a level that the listeners will understand?*
- *Is there anything to be learned from the presentation? How can I help my audience learn?*

8. Communicating With Older Generations

Lecture:

Adults are people just like you and I. They may have the power or resources to bring your ideas to life, so it is especially important to make them see what your ideas are really about.

Overhead/Flipchart:

- 1. Be Prepared:**
Make sure you know as much about your idea as possible. Anticipate the types of questions that might be asked and build the answers into your presentation.
- 2. Be sold yourself:**
If you believe in the idea you are trying to promote you will be more convincing. Your level of enthusiasm will be contagious.
- 3. Know your outcome:**
Have a clear idea of what you want this person or group of people to do as the result of your presentation. Do you want their approval, their help, or their money?

4. Be flexible and open minded:

An adult may see a potentially good idea as well as see ways to enhance that idea with changes. Ask for suggestions on how to follow through. Make sure you look at those changes with an open mind.

5. Be mature and responsible:

Act appropriately. Ripped clothing, bubble gum, and slang create unnecessary barriers to communication. A mature, respectful conversation will help your project. Remember points on mirroring.

6. Speak clearly and maintain good eye contact:

Speak clearly to be understood. Older adults may not be familiar with your slang or manner of speaking. Regular eye contact shows that you are paying attention.

Exercise (if time allows):

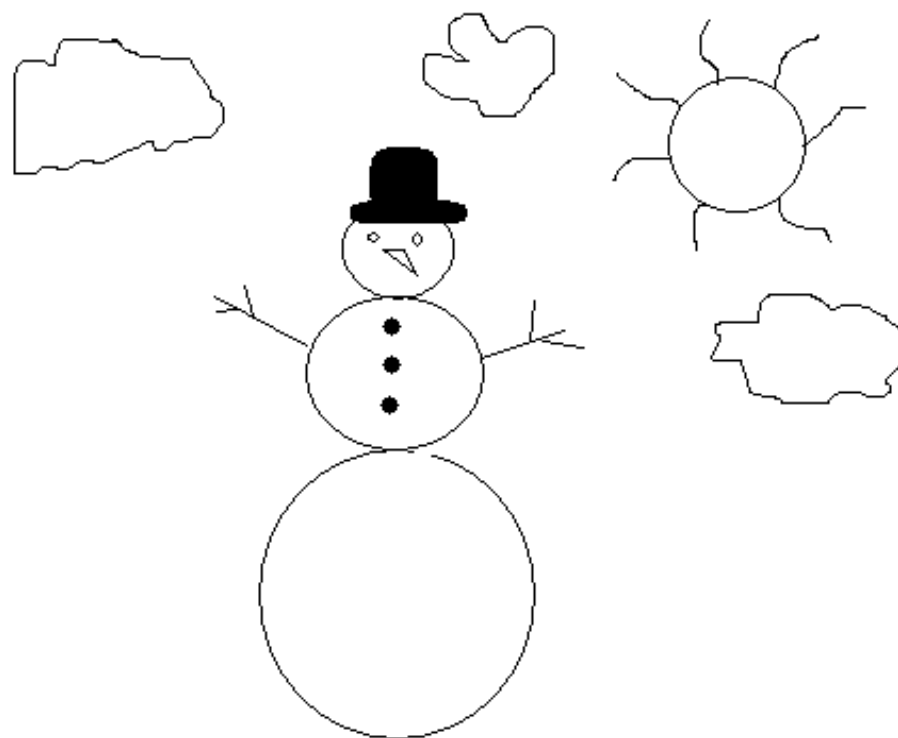
In small groups plan a way to sell commissioners on running FOCUS for your area. This exercise will take about 15 minutes. After you are done choose a reporter and present the idea to the group. The large group will be able to ask questions.

9. Conclusion**Wrap-up/Debriefing: Are you listening?**

Break in to pairs, and have each sit with their chairs back to back. Partner #1 should have some paper and a pen and sit with their back to the front of the room. Partner #2 should be able to see the front of the room. Draw the below image on a flip chart at the front. Get the #2 partners to describe how to draw the image to partner#1 using verbal communication only. At no time can partner #2 say what it is that they are drawing (i.e., a snowman). They must describe it bit by bit (i.e. draw a circle, then draw three smaller dots vertically in the centre of the circle).

For an added challenge, come up with your own ideas of more complex drawings using basic shapes, and see how your partner fares!

At the end of the activity, reveal to the group what the final drawings looked like. Ask for some comments from the group about techniques from the module they used to make the task easier. Review the main points from the module.



MODULE #3: GROUP DYNAMICS AND TEAMWORK

Objective: Participants will be exposed to the roles played in groups, and how to effectively build, and work in, a group. They will also learn common approaches to decision making and resolving differences within a team.

Outline:

1. Roles people play in groups
2. Assessing personal strengths
3. Building a team
4. Working as a team
5. Decision making
6. Conflict resolution
7. Conclusion/debrief

1. Roles People Play In Groups

When you are working in a group, there are many different roles you can play, and ways you can contribute. Here are some various types of group members. Try to think about which of these roles you have played, and the importance of each one.

While listing the roles (ideally on a flip-chart), ask participants for an example of each, either from a TV show, movie, story, or real-life situation. Ask participants to fill in their Participant's Manual as you go through this section (and all throughout the module).

- Initiator** - proposes new ideas, suggests solutions, offers new definitions
- Fact Seeker** - asks for clarification, asks for the ideas of the whole group
- Summarizer** - gathers the group's ideas and summarizes for the group
- Elaborator** - expands on the original idea and offers a wide range of ideas
- Informer** - frequently stating facts and ideas, offering opinions
- Encourager** - energetic, open and friendly, supports group members
- Custodian** - makes sure the decisions of the group don't violate member values
- Gate Keeper** - makes sure that no one in the group gets excluded and that everyone in the group has an opportunity to voice their opinions

-Stress the importance of all the people in the group. Talk about why you need all sorts of people in the group so that the group can function to its full extent. Are there any missing people from the group? What other people may add to a group?

2. Assessing Personal Strengths

It is important that you know your skills! Know what you can do! And if there is something you cannot do, set goals to improve your strengths in these areas, and find experts who have these skills to help you.

Let's look at some examples. Who has their shoes tied? Who tied it ALL BY YOURSELF? This is an example of a basic simple skill that most people have. There are many difficult ones as well. For example, fire building! This is not only an important skill, but it is fun, too. How many of you like fire? How many have built a fire you would brag about? How many would say "burning stuff" is one of your skills? Everyone has skills, from the simplest thing that a majority of people are capable of, to perhaps less common skills, such as playing the guitar or computer programming. It is important that you take the skills that you have and develop them. Set goals to improve these skills. Know your strengths and weaknesses before taking on a task.

-Ask participants to record in their manual skills that they have. Ask them the following questions: How have I obtained these skills? Why am I good at them? How can I take these skills and make them stronger?

Now, there are also probably skills that you do not have, but would like to gain. Try and write down two or three skills that you would like to start to develop, and also ask yourself *why* you would like to gain these skills.

3. Building a Team

Before beginning this section, engage the participants in a team-building exercise. Several are available and described in the FOCUS Appendix Material. At the end of the exercise, ask participants if they felt that the activity helped bring them closer together, and if so, in what ways?

Now, imagine if you have to perform some challenging task, and you want to get a team to help you do it. What steps do you take to build this team? What are some of the major questions you have to answer?

Have participants brainstorm some questions/tasks that are involved in building a team, and write them on a flipchart, encouraging the participants to copy them into their manuals. Make sure to include the following four, which will be covered in further detail:

- A) Who you want to ask to join your team?
- B) How many people do you want on your team?
- C) How do you get people to join your team?
- D) How do you orient/bring your team together?

There are probably lots of different answers for all of the questions and tasks that we have come up with. We're going to explore a few of these now, but keep in mind that every scenario is different, and you will always be learning of new ways to improve your team building methods (just like any other skill!)

A) Who do you ask to join?

When building a team, try to come up with all of the different skills that will be needed for the project. Try to recruit an expert of each of these skills. *At this point, break the participants into a few groups and give them one of the scenarios below. Ask them to try to come up with a list of the different skills they would need team members to have if they had the following projects:*

- You must plan a one-day publicity event for Scouting inside a local shopping mall
- You have to organize a garbage clean-up of every street in your municipality
- You are going to be running in an upcoming student council election

The size of task you and your team must complete will influence who you need on your team. For example, if you are just planning an activity of a few hours, you probably don't need to recruit someone for each minor task, such as taking records, getting together the necessary equipment, looking after finances, and taking care of registrations and attendance. If this is the case, make sure that you recruit people who have several skills that they can add to your team.

B) How many people do you want on your team?

There is no magic equation to decide how many people to have on a team. The size of task that your team is in charge of will be one factor, but you also have to consider how much time you have, and the types of expertise needed. Everyone in the team should be contributing almost equally, and no one should be on the team who isn't contributing.

When discussions are involved, you will want to also limit the size of your team so that you don't have too many opinions. In meetings, the rule "bigger is better" is not usually true – imagine trying to get 100 people to make a decision! Typically, anything more than 10 or 15 people starts to get difficult to manage.

Also, you don't want to have too many experts on the same thing. If you have a large task to manage with your team, try to get "heads" for each portfolio, or aspect, of the task. These team members can make their own teams, to create a network. Let's try an example:

On a flip chart, have 1 or 2 examples of large tasks. Ask participants to suggest what possible "portfolio heads" you should consider having for each scenario.

Possible examples include:

1) Planning a Jamboree! (*Chair, Transport, Food, Site (and/or Maintenance), Subcamps, Youth Leadership, Registrations, Finance, Security, Media Relations, Program, etc.*)

2) Run a weekend-meeting for youth representatives from across your council, province, or territory! (*Chair, Accommodations, Travel arrangements/registration, Food, Equipment, Administration, Program coordinator, Volunteer recruiter, finance publicity, etc.*)

As your team progresses, you might realize that you need more members with specific skills that your team is lacking. It is always a good idea to review your team periodically to see what you might be lacking, or if you have people who are not doing enough!

C) How do you get people to join your team?

Ask participants this question. Encourage a few minutes of suggestions, recording them.

The next module of this course is actually going to be all about getting youth involved, so you will be covering more of this in the next section, but the very best way to get people to join is to talk to them in person, and invite them to try it out!

D) How do you orient/bring your team together?

So you have a great group of people with all the skills you need, and now it's time to get together and start working... but no one knows each other! *You* may know everyone's skills on the team, but that doesn't mean everyone else does! It is very important to have ice breaking activities and introductions whenever forming a new team, and to repeat those introductions whenever someone new joins the team. It is also a great idea to have social activities or additional ice breakers every once in a while, especially if you have to deal with difficult issues, to make sure that everyone is still having fun, and realizes that they are on the same team working towards the same goals!

Now, to stretch out a bit, and to help teach each other learn some ice-breaking activities, we're going to have a break, and we need to do **at least** 4 different ice-breaking activities! Any suggestions?

Encourage participants to come up with ice-breaking activities, but have at least 2 or 3 prepared (see the first section of this course) in case no one has any suggestions. At the end of the ice-breaking games, give participants a few minutes to write down what the activities were.

4. Working as a Team

Divide the full group into smaller ones. Each group discusses a problem given to them by the trainers and determines a method to solve the conflict. There is a solution attached to each of these problem suggestions, but this is not the only answer!

-One of the kids has vandalized one of the outhouses.

Possible Solution -talk to leader and figure out punishment

-One of the Venturers is refusing to follow rules and regulations

Possible Solution -confine venture to camp and do not invite him/her to next camp.

-Some people are driving their cars into the camp, when asked to leave, they refuse.

Possible Solution -use radio to call proper authority.

-A youth wanders from the campgrounds.

Possible Solution-confine kid to campsite for duration of the camp

After going through each group to discuss what solutions they came up with, ask the participants the following questions:

- 1.) Did the small group work effectively?
- 2.) How did the groups get things done?
- 3.) Was there some sort of structure?
- 4.) What were they good at? What could they improve?

When working in a group, it is important to build rapport with the other members, and to gain their trust. Can you think of some ways to do that?

Record suggestions from the participants, and include the following, if not suggested:

Ways to Gain Trust of a Group

- *listening to every person
- *adding ideas and input
- *being open-minded to new ideas
- *getting to know one another on a personal basis
- *respecting one another
- *encouraging group participation
- *having a clear idea on the purpose and mission
- *agreement on goals and the links with one another

5. Decision Making

In a team or group, you will often have to make a decision, and this can be anything from a simple agreement that takes 4 seconds, to one that takes hours and hours of discussion and hearing each others' points. Effective communication allows the job to get done faster and more effectively, but there are certain factors that can misconstrue or challenge communication. When trying to achieve a decision, it is important to try and avoid these kinds of factors. Some of these are:

- tiredness
- lack of interest
- individuals who attempt to dominate
- those who refuse to contribute

Can you think of any others? *Record suggestions from the participants on a flip-chart, so that everyone may recopy them into their manuals.*

Of course, *identifying* the things to avoid is the easy part – the real challenge is how to deal with them if they do arise! We're now going to break up into groups to come up with some possible solutions for each of these factors.

Split the participants into groups, and divide the factors (both those listed, and any new ones) among the groups you formed. Give each group a few minutes to discuss possible ways of dealing with each of the factors they are given, then get everyone back together to discuss and share their input. Allow participants the time to record the possible suggestions in their manuals.

When making a decision, it is also important to know what kind of decision needs to be made. We are going to talk about four general types of decisions, and I need you to help fill in what the possible strengths and weaknesses of each type of decision are.

Go through each one of these and try to get the participants to suggest the strengths and weaknesses. If none are given, mention these.

Types of Decisions

a) Unanimous - everyone agrees.

strength - everyone is happy.

weakness - may have acted too quickly without considering all options.

b) Majority - wishes of the majority are accepted over the minority.

strength - everyone gets to express themselves and it is a quick, easy process.

weakness - may cause bad feelings among the minority,

- minority could be less eager to volunteer ideas next time.

c) Minority - a minority makes the decision due to authority.

strength - fast and efficient, effective in crisis.

weakness - one person in control, people lose interest, people are left out.

d) Consensus - group members work until decision is acceptable to everyone.

strength - all members are consulted, group is unified, all members have input and there is a higher commitment to the decision.

weakness - time consuming, hard to achieve in large groups.

6. Conflict Resolution

At one point or another, every team or group will have conflicts to deal with. Conflicts exist everywhere in life though, and there are many different types, and just as many different ways to solve them. Conflicts can range from some disliking what you wear to someone starting a fistfight in the parking lot behind a mall. But all conflicts can be solved, some better than others. Solutions can range from ignoring the conflict all together to a violent confrontation.

Now it's time for ... another variation of charades! This time the participants will act out a conflict, and it will be your responsibility to guess what the conflict was, and then come up with a possible solution for the problem!

Possible conflicts:

-You and your friend are at a bus stop, and someone next to you is blowing cigarette smoke directly onto you. When asked to stop or move out of the line, the person refuses to, and doesn't want to lose his/her spot.

-You are talking to your good friend, when all of a sudden, his/her jealous boy/girlfriend comes up and accuses you of flirting with him/her. He/she is NOT in a good mood.

-You are walking your dog when it starts to fight with another dog. The owner of the second dog is very upset that your dog is so poorly trained, and out of control.

-You and your spouse told your child to be home by a certain time, and she/he has just walked in, four hours late. You have been waiting up, worried, and are VERY tired.

-You are in your friend's car, and he/she is driving much faster than the speed limit, which is scaring you, and is listening to loud, offensive music. You try to suggest that he/she slows down, and adjust the radio.

While almost every conflict requires a unique solution, there are certain steps you can take to generally help resolve most conflicts. *Encourage participants to fill in their manuals as you go through the steps involved in conflict resolution.*

Resolving a Conflict: The Mike Francis Approach

1) **Thoughts:** The first step in resolving conflict is to think & consider the problem

2) **Feelings:** Decide how you feel about the conflict and your point of view based on that.

3) **Actions:** Take action to fix the conflict. Make actions to commence the solution at this step.

4) **Consequences:** What were the consequences, good and bad of your actions? Was it worth it? Do you have regrets?

5) **The Magic of Talking:** Talking out the problem or conflict with someone else can make all the difference in the world. Through discussion, you can probably solve the conflict. Talking is what makes the magic circle go around.



It is important to remember that some conflict in a group is healthy. Groups that are too quick to go along every suggestion made by a team member may be missing out on valuable opportunities to evaluate all options. Some companies actually employ “devil’s advocates,” whose job it is to present a contrasting point of view on issues to force the group to look at things in a different way. Contrary opinions can still be valuable opinions!

7. Conclusion/Debrief

Hopefully in this module, you have learned some valuable skills which will allow you to work better in a team, and to better build a team. Keep in mind that every team is different, and that nothing is permanent! Try new things out, and make sure that everyone is enjoying him or herself. We’re now going to conclude this module, but first, you’re going to split into 3 groups to tackle some debriefing-questions!

Split the participants into 3 groups and stress that each member of the groups must contribute to the discussions. Each group is given one of the three topics below to address. Rejoin after ~10 minutes, and share everyone’s answers.

Group #1: What are the qualities of a good leader?

Group #2: What makes an effective group or team?

Group #3: How can you define conflict?

After the module is complete, make sure to give time for participants to fill out the module pages within their manual. Then, it’s time for another team-building exercise! Take your pick from the suggested ones in the FOCUS Appendix, or use your own!

MODULE #4: YOUTH INVOLVEMENT

Objective: Participants will explore what youth involvement is, how they can get more involved, and how they can inspire others to get involved. Participants will also understand the important steps in setting goals.

Outline:

1. What is youth involvement?
2. Getting involved
3. Getting others involved
4. Setting goals
5. Challenge – a secret weapon
6. Wrap-up

1. What is Youth Involvement?

This next module is unlike the ones that we've covered so far, and while there is some overlap with the other modules in this course, we will also go over important aspects of what it means to be “involved”. To start off with, though, we're going to have to address a question that this entire module is built on. Everyone can have a few minutes to answer this question, and it's important to not answer it how you think everyone else will, but how *you* think it should be answered.

Get participants to read their definitions, one-by-one, and encourage discussion after everyone has read. Highlight common points.

2. Getting Involved

Participants will have the following table in their manuals, and please go through each rung with them. The description is below, taken from the www.scout.org website's Youth Involvement Toolbox.

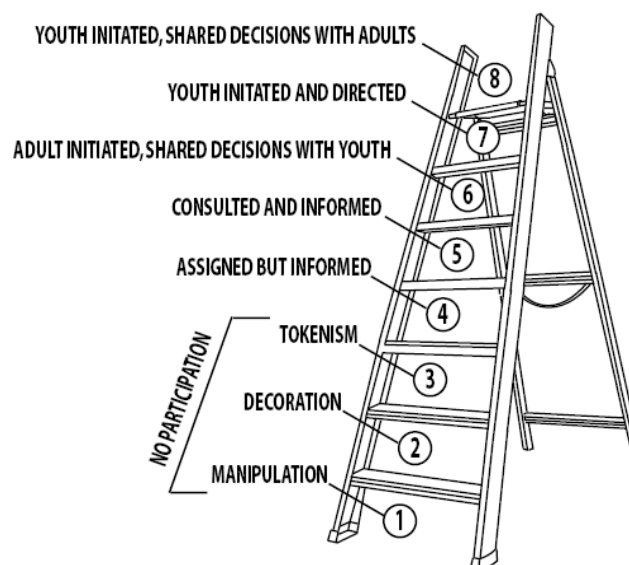


fig. 1 - Ladder of participation (R. Hart)

The Ladder of Participation

Successful youth participation includes shared decision-making and collaboration with adults who can serve as resources and mentors for youth. The Ladder of Participation, developed by Roger Hart, describes various levels of youth participation with a steady progression to meaningful shared decision-making between adults and youth. Projects corresponding to the three lowest bars of the ladder are not participative. The five last bars of the ladder represent levels where there are real participation and learning opportunities. Each of these stages can be reached by young people at various moments, according to the progressive development of their participative skills. The degree of educational value increases from level 1 to level 8.

1. **Manipulation.** This occurs when adults use young people to promote a cause they feel strongly about, but do not help young people to understand the cause.

2. **Decoration.** Young people are often asked to dress in a certain way and perform to support an adult agenda, usually with the aim of prompting an emotional response on the part of adult viewers.

3. **Tokenism.** This describes situations in which young people are asked to speak before conferences of groups of elected representatives, but without learning anything substantive about the issue, determining their own position or consulting with other young people, who, it is claimed, they represent on the part of adult viewers.

4. **Assigned but informed.** Although the young people's participation is decided for them, they understand the aims of the project, who decided that they should be involved and why.

5. **Consulted and informed.** The project is designed by adults, but young people's opinions are taken seriously in any decision-making process.

6. **Adult-initiated, shared decisions with youth.** Young people have an integral role in making decisions, rather than a consultative status.

7. **Youth-initiated and directed.** Such projects are infrequently seen, because few adults are willing to relinquish complete control to young people. Because of lack of adult involvement, such projects often fail to become a true community concern and remain marginalized.

8. **Youth-initiated, shared decisions with adults.** Adults are involved as facilitators for the goals of the young people, directing them to needed resources, providing support in developing necessary skills, and helping them to evaluate. This type of relationship enhances learning for the young people, builds a sense of community ownership of the project, and provides adults with the opportunity to learn from the enthusiasm and creativity of young people. Generally, the assumption is that it is better to aim for the

highest level of participation. However, different levels of participation may be appropriate to given situations.

Taken from Toolbox Programme Handouts – Youth Involvement, Youth Empowerment – www.scout.org

Think about this model, and about your involvement. Where do you see yourself? Where would you like to be? How can you get there?

What are some possible obstacles you may face in getting involved, or things that have kept you, or might keep you, from getting more involved? *This should be a group brainstorm session. Write on a flipchart all of the ideas that come up, and try then, as a group, to go through each one and think of possible ways of overcoming these obstacles. If you don't get any, here are some possible obstacles/solutions:*

-lack of time

solution: improve time management, make a schedule

-lack of expertise

solution: clearly outline and understand what's missing, and then learn how to "fill in" what's missing.

-lack of opportunities

solution: speak with someone who is doing what you would like to be doing. Ask she/he how you can help and get more involved. If you are not satisfied with this, try to think up your own project/role and determine if you can manage it (ask the appropriate person)

-other obstacles: too young/old, live too far away, family/friends won't let you, etc.

There should never be an opportunity where someone who wants to get involved can't do so. One final piece of advice for youth who really want to get involved is to prove your capabilities by showing what you can do. If you want to be given certain responsibilities, show to yourself, and others, that you can handle them, by successfully managing other responsibilities that are related to the ones you would like to be given. Don't give up, you're young!

3. Getting Others Involved

In many occasions, the problem is not how to get involved yourself, but how can you get others to involve themselves? Now, try to think about some challenges you may face if you are looking to get youth involved in something. Are the challenges always the same, or are they different depending on the context.

Split the participants into 4 groups, and ask each group to come up with the major challenges each would face when trying to recruit youth

- A) You are planning a weekend camp, and want to make sure that the program is what the youth (11-14 year-olds) want
- B) You are the Youth Commissioner for your council, and you must find an Area Youth Commissioner for one of the Areas in your Council.
- C) You are running a fun game for 5-8 year-olds, but they are just standing there and seem uninterested.
- D) You must find a team of youth (14 to 18) to organize a camp for 50-100 people, since you are not allowed doing it.

After each group has had 5 minutes or so, stop them and ask for the challenges each scenario would have to face.

From these different cases, you can probably see that there are all sorts of different challenges when trying to get youth to be involved.

One of the biggest challenges is **TIME**.

Since most youth are students, it is important that a balance between school, work, a job, a girlfriend/boyfriend, family and friends exists. Every student has a busy life with all these factors, and it is important to remember that. Also, everyone has different focuses on these aspects, so it is not easy for everyone to find time to get *more* involved. There is no easy solution to fitting in youth involvement into an already busy schedule, but if the youth is genuinely interested in becoming involved, he or she will probably do their best to make the time. Your job is to make them interested! This is where you can put your communication skills into practice!

So if you need to get youth involvement, how can you do it? There is no guaranteed formula, and many successful leaders manage to get young people to become involved without having followed a guidebook, but just by correctly motivating them. To help you out though, here is a list of some good practices when trying to recruit youth to be more involved.

1. **Meet people** as often as you can. Go to events, or meetings, or wherever else you think you might make new friends and meet potential candidates for whatever it is you need involvement with. Also, you can gain from these opportunities to get to know people, and for them to get to know you, so that if you do end up working together, you will be much more comfortable with each other, not to mention you will have a general idea of what to expect.

2. Once you think you've found someone, or a group of people, who might meet what you're looking for, **meet with them one-on-one**. Make sure that the meeting is casual and that the person/people you are meeting with are comfortable asking questions at any time. Discuss with them what you are looking for, and be honest and open. Never make something sound like less work than it is (avoid saying things like "it's only one hour a week!") and don't give false expectations. One of the leading reasons people leave Scouting is because "it's not what I expected", and this is related to giving false expectations, so avoid doing this!

3. **Invite the youth to try out the role** so that they can see what is really involved. In Scouting, we have "Bring a Friend" night to try out the organization, so why not have a couple tries at other commitments? This experience may actually inspire and get the youth to be more eager to get involved, or it may not appeal to the youth at all. Either way, it is a good investment!

Also be sure to introduce the youth and make them feel comfortable, and perhaps stay with them if appropriate, in order to explain terms and topics which might not be clear to a new-comer.

4. After the trial, **discuss with the youth how they found it**. This will give them a chance to provide you with feedback and ask any questions, or for clarifications. If they are interested, you can arrange future participations, and if they are not, you can find out why, and decide if maybe there's only a slight dilemma, or if the role really isn't for the person/group who tried it. This way, even in the worst-case scenario, you will know better who to try to get the role, and you will also know what kind of roles the youth who tried this one out is/are looking for!

5. Even after you have gotten youth involved, you should **support and check-in** on the youth from time to time, to ensure that everything is going well. Ask to hear about obstacles that the youth has/have faced, and how they overcame them, and also any concerns. Support the youth however you can and encourage them to come to you (or someone else) with any problems they have.

6. **Celebrate** the successes and learn from the difficulties, and get these new "involved youth" to get more of their peers to be involved!

4. Setting Goals

When working on a project, either alone or in a group, it is important to have goals. But why? Goals do a number of things, such as:

- give you a sense of purpose
- motivate you so that you're not working aimlessly
- allows you to determine what you need, and how you can get it (recognize obstacles and resources)

When setting goals, there is a way of doing it, known as the SMART technique, which makes the goals more useful and practical. This increases the odds you have of achieving them.

S-pecific – Make sure it is clear what you want your goal to be.

M-easurable – Can you keep track of your goals progress?

A-ttainable – Is your goal realistic?

R-elevant – Does this goal contribute to who you want to become?

T-ime bound – Put a time limit on your goal to help you achieve it.

Another important aspect in goal setting is to break down larger goals into smaller ones. For example, if you want to go on a trip to Brazil with your group, but you have never even gone camping outside of your province or territory, you will need to break down your goal into steps. When tackling a larger goal, you should try to practice the SMART technique for each step, and go through this sequence:

1. Decide WHY the goal is important (to you, or your bigger goal)
2. Decide WHAT the obstacles and challenges of the goal are
3. WHO can help you in achieving this goal?
4. WHAT is the first step?
5. SHARE the goal with others, so that they can support you
6. TAKE the first step and keep on going!
7. CELEBRATE the successful completion of one goal
8. REPEAT this sequence to move to your next goal.

5. Challenge – a secret weapon

Think about a challenge you have been faced with, and how you overcame it. What did you gain by doing this, and how did you grow from having overcome this challenge?
Have participants answer these questions in the participant's manual, and they can then choose to share their answers with everyone.

Think about when someone challenges you to do something. How do you feel? Are you eager to give it a try, or are you overwhelmed or intimidated, and give up before you start? Setting goals, and ultimately, setting challenges for yourself, is a great way to grow as a person. Others can also set challenges for you, though. Think about the Scouting

program. From Scouts to Rovers, you are constantly challenging yourself and being challenged to do more. The best Venturer company, following the Venturer motto of “Challenge”, is one that is always trying new things.

One way to define Challenge is:

$$\text{Challenge} = \text{Experience} + 1$$

Giving challenges to others can be a great way to inspire them to work harder, to impress themselves, and to grow. It is also a great way to get youth to be involved. All too often, members your age lose interest in activities because they become boring and repetitious. This is where the importance of challenges comes in. Think of how school gets harder from grade to grade. It may not be very fun, but it would be a lot worse, and a lot more boring, if it never got harder.

When trying to get youth to be involved, try giving challenges to them, to push them to try something new. This won't work with everyone, since there are bound to be some who are overwhelmed, and this is where team work is needed, so that those team members who want to take the challenge can encourage the others to help them out. Challenging people, when done correctly, can be a powerful motivational tool and a great way to get the most out of people.

There are certain things that you *shouldn't* do when challenging people, though. Can you think of any?

Write down on a flipchart the suggestions from the participants, and be sure to include the following, if they are not given by participants:

-Do not try to intimidate or taunt others. Saying “I bet you can't do this” or “I doubt you can do it” are not good ways to challenge people. Instead of supporting and encouraging youth to be involved, you are showing a lack of faith. These tactics may work on a rare occasion, but the harm they can do is not worth it.

-Do not overshoot. There is a difference between a challenge and overkill. For a group that has never gone hiking, suggesting 5-day hiking excursion covering 500km is not a challenge, it's a lost cause (in most cases). Part of setting a challenge is the goal setting. Just like a goal, a challenge has to be broken down into steps, but make sure that the steps can be made reasonably. Almost anything is possible (even a 5-day hike over 500km) but it can't be presented all at once.

-Don't give a group challenge to one person. If your challenge is for a group, make that clear. Otherwise, that one person who is really ambitious may try to do it all, and suffer from burnout.

6. Wrap-up

This module has covered various aspects of youth involvement, but has also touched on goal setting, knowing yourself, communication, and group dynamics. Has there been anything interesting that you've learned here, either about yourself, or about others? Do you think that you can use what you've found here to help get other youth involved?

Split the participants into two groups. Give one person from each group the role of organizer. He or she must try to get the youth involved. All the other participants should choose how they would like to interact, or you can assign a role to them (ex: someone who is eager to get involved, someone who easily gives up, someone with no skills or experience but is interested, someone who is very pessimistic). Then, give each of the two groups one of these scenarios. The organizer will have to try to get the youth involved in the project. After about five minutes, get the group back together again, and have everyone take turns to comment on how the activity went, and what the organizer did correctly, and could have done better. You can repeat this activity a few times if you'd like, with various scenarios (the following are just suggestions).

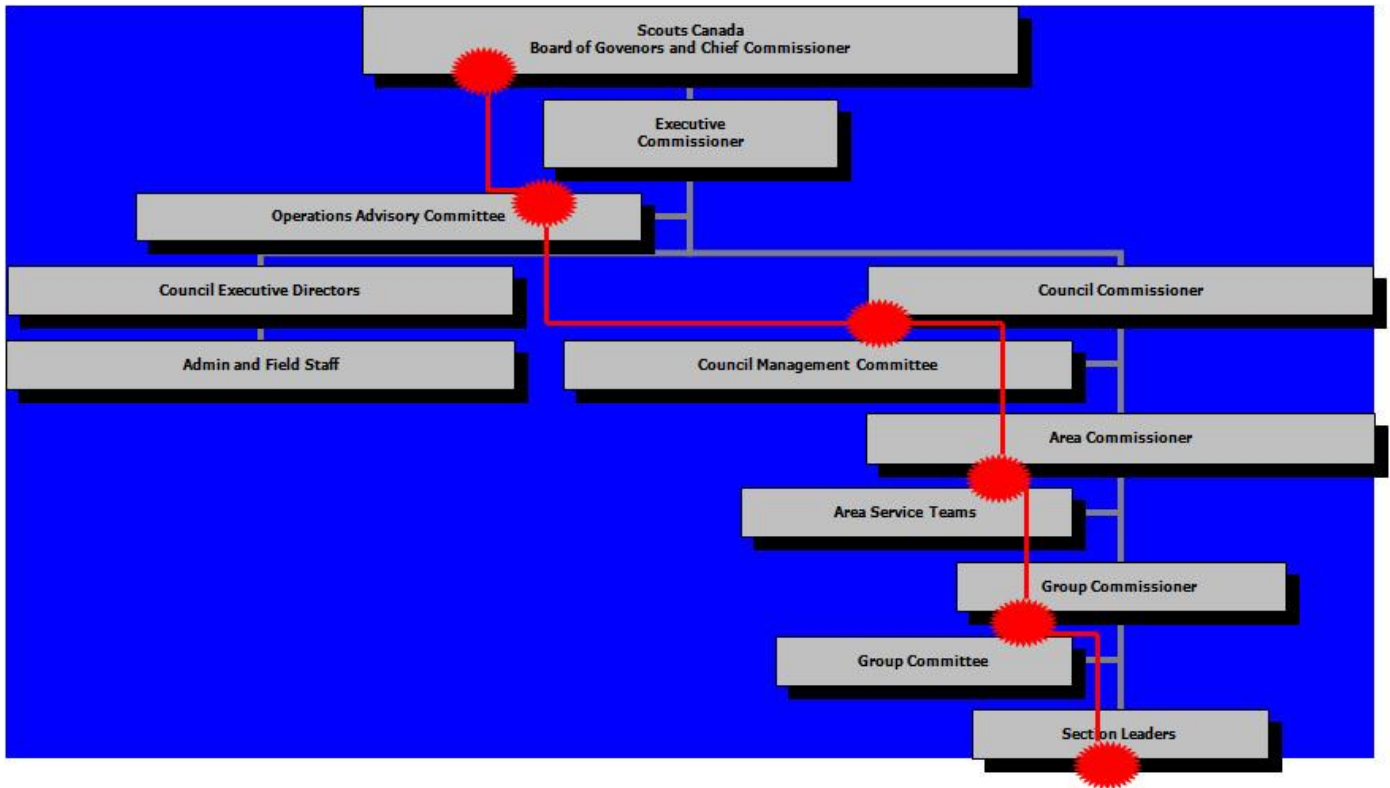
a) You have to find a team of youth to run the YLT (young leaders in training) program at the next Canadian Jamboree. You and your team do not need to run the program, but are responsible for finding people to run it.

b) You are an Area Youth Commissioner, responsible for representing the opinions and rights of Scouting youth across a geographical area. Your term is coming to an end, and you need to start looking for a replacement.

c) You want to make an award to give to very active youth, but need someone to decide who receives it (adjudicators). You have to make a team to present this award.

d) You are a Scout leader in training (Scouter in Training – SiT), and you have found out that next year, only one of the leaders is coming back. She has said that she will find one or two other adult leaders, but would appreciate if you could get at least another one or two SiTs.

Before we finish this session, there is one last topic we are going to touch upon. Where can YOU get involved? If you look in your participants manuals, you will see a diagram showing the structure of Scouts Canada. You may not be familiar with this entire diagram, but the important thing to know is that at every level, starting from the youth in a Scout Troop, Beaver Colony, or Rover Crew, up until the National Board of Governors who make new policies, there are youth involved in making decisions. More importantly, these youth have created a network to allow a two-way flow of communication, so that the voices of any youth can be heard.



Stars indicate levels where youth are involved

Now, while you are looking at this diagram, ask yourself if you would like to be more involved. If so, at which level? There are plenty of opportunities to get involved, and to represent the youth of your section, group, or even above! If you are eager to get more involved, now's your chance! Contact your local Youth Commissioner today, or if you aren't sure who you should talk to, we as FOCUS Trainers can help you get in touch with the right person. You can play your part in getting more youth involved in Scouting!

Feel free to review the Scouts Canada structure diagram with the participants if you wish (note that this is optional, however). The participants will have the diagram in their manuals, but they may have questions. If you are not comfortable explaining the structure of Scouting, contact your Area or Council Youth Commissioner to get more details!

MODULE #5: SITUATIONAL LEADERSHIP

Objective: Participants will demonstrate an ability to assess their own and follower's level of readiness. Based on follower readiness, they will choose the appropriate level of direction and support required to positively influence behaviour.

Outline:

1. Definition of Leadership
2. Assessing Followers
3. Situational Leadership
4. Approaches of Leadership

1. Definition of Leadership

Discussion: Meaning of Leadership

Ask the participants "What does the word *leadership* mean to you?"

- *Have them brainstorm for ideas/thoughts; create definitions as a group. Check to ensure everyone agrees upon the final definition. Post this definition on a wall or flipchart.*
- *After the participants have shared their definitions, tell them that a leader is not necessarily the one in charge. We can all show leadership by helping the group find and move in the right direction. Management is doing things right. Leadership is doing the right things.*
- *Tell the Stephen Covey story illustrating the difference between leadership and management.*

Quiet, we're making progress!

Stephen Covey, the author of Principled Centered Leadership and The Seven Habits of Highly Successful People is known for his story about the work crew busy chopping their way through the jungle. The excellent managers have the crew working at top efficiency. Tools are sharp, crews are scheduled perfectly, all the equipment is in the right place and production is above expectations.

The Leader is the one who climbs the highest tree and yells, "Stop! We're in the wrong jungle." The typical management response would be, "Quiet. We're making progress."

Leaders bring a sense of direction to a situation. The leader is the one who is able to move people in the right direction, all the while interacting with their followers to bring about the desired results. The level of involvement necessary from the leader depends on the follower's needs for direction and support in various situations. A new Venturer company requires much more support and direction to make good decisions than the company that has been planning its own adventures for over a year. Leaders must therefore know how to assess their followers.

2. Assessing Followers

Skit:

This exercise involves scenes with three trainers acting out the various roles.

1. A Scout leader is preparing two members of his troop for a big camp. He attempts to make the necessary preparations, but soon realises that the Scouts are not even interested in participating in the event.

2. A Scout leader is once again preparing a group of Scouts for a big camp. She tests their skills and knowledge (eg. lighting stove, pitching tent, cooking, orienteering, etc.) and realises that the Scouts are not capable of participating in the activity.

Brainstorming & De-Briefing:

Ask what the difference is between these Scouts in the two scenarios. How would you rate their commitment to the task? How would you rate their skills and abilities?

Why would a bright group of youth be unwilling/uncommitted?

- lack of motivation, low self confidence, concern for security, and poor sense of direction

Why would a bright group be incapable/incompetent at a task?

- lack of skills, knowledge and experience, low self confidence, time pressure

Why do we assess our followers?

- to provide the appropriate level of direction and support
- to identify learning needs
- to make learning activities more interesting to followers
 - to minimise differences and misunderstandings between the leader/group

How do we assess our followers?

Be:

- Be approachable
- Be open to feedback
- Be observant of their interactions with others
- Be watchful for indications of commitment and competence

Know:

- Know the group's goals and objectives
- Know their strengths
- Know their skills that need improvement
- Know their maturity level
- Know how your group makes decisions

Inquire:

- Ask them questions about themselves
 - Motivation for being in group
 - Personal aspirations and desires
 - General information (helps group members get to know one another)

Competence and Commitment

Competence: The follower's ability to do a task or make a decision.

Indicators of high competence include:

- Asking advanced questions
- Demonstrating abilities
- Declining offers for assistance
- Offering suggestions or preferences easily

Commitment: The followers level of willingness and dedication to the task, decision or project.

Indicators of high commitment include:

- Initiating ideas
- Volunteering for tasks
- Objection to unnecessary direction

Draw the "Readiness Factor" chart on a flipchart, or display on PowerPoint, and discuss it as a group. You will refer back to this chart in the Situational Leadership section.

The "Readiness" Factor

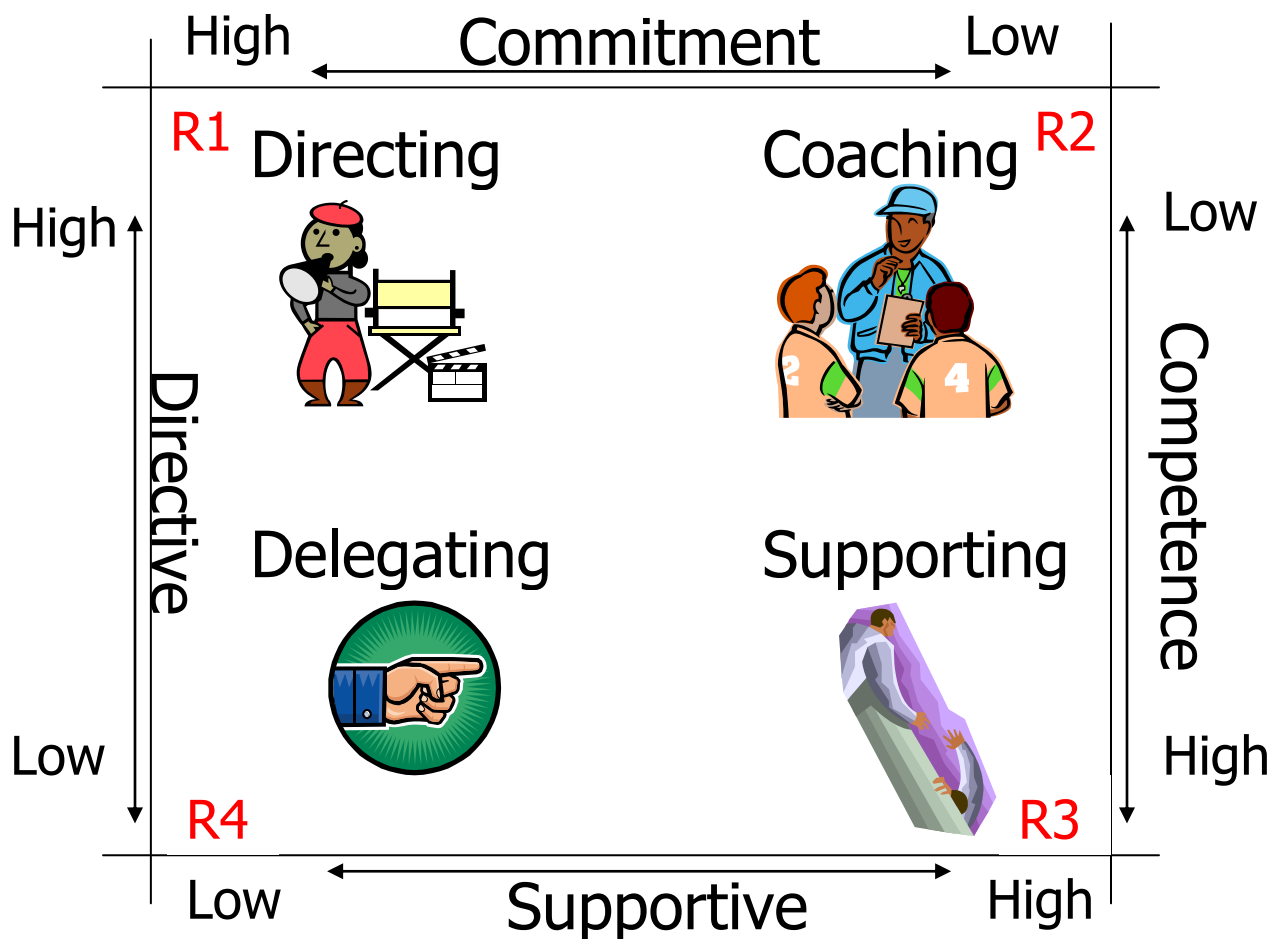
Low Competence High Commitment R1	Low Competence Low Commitment R2
High Competence High Commitment R4	High Competence Low Commitment R3

R1: Willing to meet the demands of the needs of the group, but possibly incapable of doing so, due to lack of skill or experience

R2: Has little innate desire to meet the demands and expectations of the group. Additionally, they are in need of experience to hone their skills in order to complete the task at hand.

R3: Has the experience and abilities to complete the tasks but finds little interest in doing so.

R4: Not only are they more than capable of completing the task at hand with one hand tied behind their back, balancing on one foot all the while fighting a horde of flaming zombies, but is also completely willing to do so.



(Set up a table on a flip chart similar to this, or use the PowerPoint presentation attached)

3. Situational Leadership

Lecture:

The original Situational Leadership theory developed by Paul Hershey and Ken Blanchard proposed that there is no one style of leadership that can be applied successfully to all situations. We must adjust our approach based on the readiness of our followers.

If the leader knows how competent and committed the followers are, the leader can adjust their level of direction and support to have the best influence towards success. The theory has since been adapted and applied to the teacher/learner relationship, the retailer/buyer relationship, and the coach/performer relationship. In all of these relationships, the leader, coach and the retailer adjust their approach based on two qualities of the follower, competence and commitment.

“A successful leader makes use of two weapons of mass communication in their arsenal, directive and supportive behaviour. Directive behaviour is one-way communication providing specific direction as to what needs to be done. Additionally, it provides the location, the time and the directions to complete the task at hand. On the other hand is supportive behaviour which, unlike directive behaviour, is two-way communication providing support, encouragement, explanation and positive reinforcement. When used in unison, they create a force the likes of which have rarely been seen, blowing away the minds of the followers in order to create subservient beings ready to do as their leader requires.”

- Josh Brown

Given the four levels of readiness described earlier, the appropriate mix of support and direction to match up the follower’s readiness is:

R1 Directing: High Directive/Low Supportive: Leader provides specific instructions (roles and goals) for the follower(s) and closely supervises task accomplishment.

This combination would be appropriate for a Venturer advisor to use with an all new Venturer company fresh out of Scouts. They are all excited about what they will do, but may not know where to start. The advisor provides a number of highly directive sessions, walking them through how to run a meeting, how to elect the executive, etc. Most of the information is one way from the advisor to the Venturers.

R2 Coaching: High Directive/High Supportive: Leader explains decisions and solicits suggestions from follower(s) but continues to direct task accomplishment.

This combination might be used in helping the young Venturer Company plan their first canoeing trip. They have had plenty of camping experience, but have never applied it to a canoeing situation. The advisor can draw on the skills they have and

encourage them to stretch themselves, but must maintain a certain level of control over the tasks to ensure member safety.

R3 Supporting: High Supportive/Low Directive: Leader makes decisions together with the follower(s) and supports efforts towards task accomplishment.

This is typical of the Scout Leader encouraging the Scouts to participate in something such as running a station at a Cuboree. The Scouts have a few years of experience and variable levels of commitment. The leader's enthusiasm and encouragement is transferred through participating in the decision making with the Scouts. The Scouts begin to apply the skills they have to make the project a success.

R4 Delegating: Low Support/ Low Directive: Leader turns over decisions and responsibility for implementation to follower(s).

A well organised troop requires very little direction from the Scouter during the first 15 minutes. The Patrol leaders get their patrol organised and ready for the opening by completing inspection and lining up the patrol ready for the call.

Delegation

Stephen Covey, CEO of the Covey Leadership Centre and author of "The Seven Habits of Highly Effective People," divides delegation into two categories, Stewardship and Gopher.

Gopher Delegation

Gopher delegation is very much as it sounds; go for this, do that, tell me when it's done. As outdated as this style sounds it is surprising how many CEO's, government officials and other managers still operate in this fashion. This form of delegation accomplishes very little when the amount of supervision is taken into account.

Stewardship Delegation

The other form of delegation is Stewardship, a much more productive means. This style is more concerned with *results* as opposed to *methods*. Those assigned the responsibility get a task and a deadline, and then they are expected to perform. They are given the responsibility to complete the task in the most effective means necessary. Though this method may take a little more time to establish, the result is much more effective.

One of the most effective tools for a leader is the ability to effectively delegate. In order for delegation to be productive it must be thought out. Here is the five point system designed by Stephen Covey for delegation:

1. **Desired Results:** Create a clear and mutual understanding of the results, including needs of accomplishment and remembering to focus on the result, not the method.
2. **Guidelines:** Set out a basic set of parameters for the individual to follow. It is important to keep these to an absolute minimum in order to allow for individual creativity. Do remember to warn them of any apparent roadblocks or other paths of failure. Allow them time to learn from their mistakes and those of others.
3. **Resources:** Identify all the resources available for the task, including financial, human, organizational and technical.
4. **Accountability:** Identify the standards of performance before the task begins, as well as the reporting times and evaluation process.
5. **Consequences:** Specify what will happen, good and bad, as a result of the performance and evaluation. Things to be included are financial and physical rewards, opportunity for advancement and natural consequences of the task.

Participant Involvement:

Ask the participants to find a partner and discuss how their Scout troop, Venturer Company or Rover crew prepared for a recent large event. Have them discuss the following questions:

- What was the general readiness level of the group?
- How much direction and support did the advisor provide?
- Was this the appropriate level and what were the results?

Allow ten minutes for some sharing of tales and past glories, and then invite a few volunteers to share their victories with the group.

When too much or too little direction and support is provided, the group or individual can actually lose readiness. Ask the participants to think of a time when they were asked to do something that they already knew how to do, but the person gave them detailed instructions anyway. Similarly, how do they deal with being given a free reign even though they don't know where to start?

With a partner, have them discuss a situation where they are often in a leadership role.

- What is the readiness level of the other group members?
- Do they provide the appropriate level of support and direction?

Note:

Everyone has a leadership style they are most comfortable with. The leader needs to vary their level of direction and support based on the commitment and competence of the followers. That will vary from situation to situation.

4. Leadership in Action

Creating an Action Plan:

Often the easiest way to make and achieve a goal, or an action plan, is to use the **SMART** technique that we already talked about.

Give the group a situation where they would need an action plan, such as planning for a camp, or any upcoming event. Allow 15 minutes for them to make an action plan, and then have them read it back to you. They should try to apply the SMART technique when making their plan.

Wrap-up/Debriefing:

Anybody can influence the direction and actions of a group or individual at any time.

- Challenge yourself to constantly develop your competence and commitment towards your goals.
- Determine the clearest way for you to set your own goals, whether it's using the SMART approach, or your own method; just make sure it works.
- Take time to learn about your leadership style
- Interviewing or talking with people in a group you're interested in would give you a better understanding of how you can achieve your goals with fewer roadblocks.
- If you find yourself to be an achiever and surrounded by colleagues who just are not as motivated as you, try to help them find some inner drive to reach their goals. You will feel good about helping them achieve, and the group will accomplish more as a whole.

COURSE CONCLUSION

Session Outline:

1. It's All Connected
2. Evaluation Forms
3. Practical Application/ Action Plan
4. Recognition
5. Conclusion

1. IT'S ALL CONNECTED

Take a few minutes to discuss how everything we learned is interconnected. How will all of this help us to be better leaders? Better people? Briefly summarize and revisit each module.

Activity: Team Challenges

In teams, go through some "Team Challenges". Involve the whole team. We Challenge you to use your leadership and team skills always!

Example #1 *A small circle is laid on the floor, in this circle you must fit your entire team. You are only allowed to place 4 feet in the circle. It's fair game to try and fit everyone into the circle any other way. The circle is obviously too small to fit everyone inside it, what do you do?*

Example #2 *About 2 dozen tennis balls (or anything else you have access to) are placed on the ground. All of the team is blind folded except for one person. The person with sight has to direct the team to safety without stepping on any of the 'landmines.'*

Example #3 *Each team has 2 boards and several stones to cross a river, but neither team has enough on their own to cross the river. How does your team get across? For added challenge make bigger teams with more supplies but make them do them cross the river tied all together where only the person at the back can see.*

Example #4 *Set up a rope course between trees. The purpose of the course is for each member of the team to make it to the end of the course without getting caught up or stuck.*

In each of these examples the teams must use the skills they have been developing throughout the course

2. EVALUATION FORMS

Distribute evaluation forms and allow time for participants to fill them out. Questions should be asked about every aspect of the weekend and can be anonymous. (sample attached)

3. PRACTICAL APPLICATION

Separate the group into Troops, Companies, Crews, Areas, or other similar groups. Each group should develop a plan of action for something they would like to accomplish once FOCUS is completed. Choose a scribe for the planning process. Think of the modules your group/area can use and what skills they need to develop. How can what you have learnt here improve your group/ area? When will you begin? What will you do?

After this step is completed each group can report to the whole group. This will give the groups a chance to share ideas and learn from others how to create the best program possible.

4. RECOGNITION

Certificate

Consider presenting a Certificate of Completion or some other certificate to all the participants who took part in the weekend.

FOCUS Uniform Badge

Also consider presenting a FOCUS uniform badge (available at the Scout Shop) to all the participants. This badge may be worn on the uniform.

5. CONCLUSION

Pat on the Back

Finish off with a PAT ON THE BACK. Each person will have large pieces of paper cut in the shape of hands on their backs and equipped with markers. Each person will write on the other participant's backs the qualities that person brought to the weekend, the skills they have and the qualities that make them unique. This is a special 'Pat on the Back' for a job well done.

Sample Focus Survey

1) Why did you decide to attend this camp?

2) How often do you attend this kind of camp?

A) Every time I get the chance

b) When I am not busy

c) Only when my friends come

d) I am only here because I was tricked into coming

e) This is the first camp/course of its kind I was aware of

3) How would you rate the modules in terms of effectiveness, good information, etc. (1= poor, 10=excellent)

The Leader in You 1 2 3 4 5 6 7 8 9 10

Effective Communication 1 2 3 4 5 6 7 8 9 10

Group Dynamics and Teamwork 1 2 3 4 5 6 7 8 9 10

Youth Involvement 1 2 3 4 5 6 7 8 9 10

Situational Leadership 1 2 3 4 5 6 7 8 9 10

4) How was the layout of the weekend?

Excellent Good Neutral Poor Bad

5) How useful was the information presented throughout the weekend?

Excellent Good Neutral Poor Bad

6) Overall how fun was the weekend?

Excellent Good Neutral Poor Bad

7) Do you feel that the information was presented in a fun and informative manner?

- A) Yes, the information was well taught
- B) I would have liked to see more of an effort put into the teachings by the trainers
- C) I felt like all I did was sit in a classroom and waste my weekend
- D) I didn't pay attention and therefore I don't know

8) Did you feel that your expectations for the weekend were met?

- A) Yes
- B) A little Bit
- C) Not really
- D) No

9) What, of the information you learnt this weekend, do you feel was the most useful to you?

10) Would you consider becoming a trainer for FOCUS?

- A) Yes
- B) Maybe
- C) What's FOCUS?
- D) No

If so, can we contact you? E-mail address? _____

11) If this camp was held again next year would you come?

- a) Yes
- B) Maybe
- C) Only if I don't have to fill out another survey
- D) Never, I don't know why I came in the first place

12) What would you improve or do differently next time?

Scouts Canada
FOCUS

TRAINING
MATERIAL
APPENDIX

Written by:
National Youth Network
Scouts Canada
2009

Player's Name:

Instructions:

Find players to fill in boxes

Players can only answer a question once.

Players print their name in the box with their answer.

B	I	N	G	O
Place of Birth:	Pet's Name:	Greatest Strength:	Favourite Instrument:	Best Friend:
What I do for fun:	# of Brothers and Sisters:	Age in Fridays:	Favourite Summer Sport:	Last Book I Read:
Favourite Song:	Part-Time Job:	SMILES ARE FREE	1 Thing I Expect from FOCUS:	Personal Hero:
Joined Scouts as:	Favourite TV Program:	Career Goal:	Best Scouting Experience:	One Thing I'm Proud of:
Skilled at:	Best Fundraiser I helped with	Committed to:	Favourite Teacher:	What I Value Most:
Best Team I Was On:	If I was an Animal I'd be a:	Favourite Winter Sport:	Favourite Food:	Best Subject in School:

(play this song while projecting the lyrics for participants to reflect upon)

The River

You know a dream is like a river
 ever changing as it flows
 and the dreamer's just a vessel
 that must follow where it goes.
 Try to learn from what's behind you
 never knowing what's in store
 makes each day a constant battle
 just to stay between the shores.
 And I will sail my vessel 'til the river runs dry
 like a bird upon the wind these waters are my sky.
 I'll never reach my destination if I never try
 so I will sail my vessel 'til the river runs dry.
 Too many times we stand aside
 and let the waters slip away
 'til what we put off 'til tomorrow
 has now become today.

So don't you sit upon the shoreline
 and say you're satisfied;
 choose to chance the rapids
 and dare to dance the tide.
 Yes, I will sail my vessel 'til the river runs dry
 like a bird upon the wind these waters are my sky.
 I'll never reach my destination if I never try
 so I will sail my vessel 'til the river runs dry.
 And there's bound to be rough waters
 and I know I'll take some falls
 but with the good Lord as my captain
 I can make it through them all.
 Yes, I will sail my vessel 'til the river runs dry
 like a bird upon the wind these waters are my sky.
 I'll never reach my destination if I never try
 so I will sail my vessel 'til the river runs dry.
 Yes, I will sail my vessel 'til the river runs dry
 'til the river runs dry.

Mirroring

posture

tone of voice

breathing

pace of speech

placement of body parts

level of eye contact

facial expressions

gestures

type of language (auditory, visual, kinaesthetic)

Other Ways to Build Rapport

- smile
- take a genuine interest in others
- see the best in others
- speak well of your friends, and even better of your foes
- have a firm handshake

Roles People Play in Groups

<p>Initiator: proposes new ideas, suggest solutions, offers new definitions</p>	<p>Fact Seeker: asks for clarification, asks for the ideas of the whole group</p>
<p>Summarizer: gathers the group's ideas and summarizes for the group</p>	<p>Elaborator: expands on the original idea and offers a wide range of ideas</p>
<p>Informer: frequently stating facts and ideas, offering opinions</p>	<p>Encourager: energetic, open and friendly, supports group members</p>
<p>Custodian: makes sure the decisions of the group don't violate member values</p>	<p>Gate Keeper: makes sure that no one in the group gets excluded and that everyone in the group has an opportunity to voice their opinions.</p>

TEAM BUILDING GAMES/ACTIVITIES

Shrinking Island: *The Earth is flooding. Your team members are the last people on the planet. All the land you have left to stand on is continually shrinking. Each team is given a tarp of the same size. They are told that they have to keep all members alive on the island (tarp). Each time they successfully load all members on in such a way they can stay on the tarp only for 15 seconds the tarp is folded in half until they can no longer all fit. For additional challenge ask the teams to fold their own tarps in half without stepping off!*

Human Knot: *Everyone must stand together, and stick their arms in, until they find one hand for each hand. Make sure that everyone has their hands attached. The challenge now is for the giant jumble of people to rearrange themselves WITHOUT LETTING GO to create one circle. This will likely involve people climbing under and over each other, and at the end, there still may be some people tangled, or backwards, but they should be able to get quite far. To complicate this game, give 2 or 3 players a blindfold!*

Silent Birthdays: *Participants are not allowed speaking, and must arrange themselves in a circle according to birthdates, from January 1st to December 31st. No one may show any identification or use a writing instrument.*

Monster-maker: *This game does not start with teams, but everyone will have to work together to give you what you ask for. You are a monster-maker, and will ask for specific monsters, and everyone must work to give you what you are looking for. For example, in the first round, you can ask for a monster with 3 heads, 3 legs, and 5 arms. Players must arrange themselves so that when you look at them, you see what you have asked for. Each round, ask for a different type of monster. You can increase the complexity of what you are asking for if you'd like, such as 6 heads, 2 legs and 13 arms (good luck!)*

DIRECTIVE BEHAVIOUR

DEFINITION:

The extent to which a leader:

- engages in one-way communication
- spells out the follower's role
- tells the followers what to do, where to do it, when to do it, and how to do it
- closely supervises performance

THREE KEY WORDS

structure / guide

control

supervise

ACTIONS:

The Leader:

- sets goals and objectives
- plans and organizes work in advance
- consistently communicates job priorities
- clarifies the leader and follower roles
- sets timelines
- determines methods of evaluation
- shows or tells the follower how to do a specific task
- checks work

SUPPORTIVE BEHAVIOUR

DEFINITION:

The extent to which a leader:

- engages in two-way communication
- listens and provides support and encouragement
- facilitates interaction
- involves the follower in decision making

THREE KEY WORDS

praise

listen

facilitate

SUPPORTIVE BEHAVIOUR

ACTIONS:

The Leader:

- listens to the followers' problems
- praises the followers
- asks for suggestions or input
- encourages or reassures the follower
- communicates information about the total organization operations
- facilitates follower problem-solving

WHAT DOES A LEADER DO WHEN... DIRECTING

- identifies problems
- sets goals and defines roles
- develops actions plan to solve problems
- controls decision making
- provides specific direction
- engages largely in one-way communication
- initiates problem solving and decision making
- announces solutions and decisions
- supervises and evaluates work

WHAT DOES A LEADER DO WHEN... COACHING

- identifies problems
- sets goals
- develops actions plan to solve problems then consults followers
- explains decisions to followers and solicits ideas
- two way communication is increased
- supports and praises the followers' initiatives
- makes the final decision after hearing the followers' ideas
- continues to direct the followers' work
- evaluates followers' work

WHAT DOES A LEADER DO WHEN... SUPPORTING

- involves followers in problem identification and goal setting
- asks the followers to define how the task is to be done
- provides assurance, support, resources and ideas if requested
- shares responsibility for problem solving and decision making with followers
- listens and facilitates followers' problem solving and decision making
- works with followers to evaluate their work

WHAT DOES A LEADER DO WHEN... DELEGATING

- defines problems with followers
- sets goals collaboratively
- allows followers to develop an action plan; to control decision making about the problem and how it is solved
- only periodically monitors followers' performance
- allows followers to evaluate own work
- allows followers to take responsibility and receive credit

The Great Plague

A horrid plague has swept the land many are sick and the suffering immense. Researchers have found a cure to this illness but that cure lies in the yoke of the rare beautiful Dingbat Bird.

There is only one known nest for this bird left on the earth and it's in the middle of an active volcano. As such none of the group can touch the lava or they will lose their legs.

The nest of the dingbat bird is very unstable and has been known to tip over, spilling the eggs into the molten lava.

You have been equipped with the supplies in this bag.

GOOD LUCK!

DISCOURAGE ME

**TELL ME WHAT YOU
AGREE WITH**

NOD ENCOURAGINGLY

SUMMARIZE

DON'T LISTEN TO ME

BE OPEN MINDED

**SAY NOTHING,
DO NOTHING**

ADD ON TO MY IDEA

**ASK CLARIFYING
QUESTIONS**

**ASK ME TO STOP
TALKING**

MISINTERPRET

EVERYTHING I SAY

TELL ME WHAT YOU

DISAGREE WITH

LAUGH WHEN I FINISH

SPEAKING

LISTEN WITH INTENT

FROWN AT ME

SAY ENCOURAGING

WORDS

TAKE NOTES

CLAP WHEN I FINISH

SMILE AT ME

ASK ME TO BRIEFLY

RE-EXPLAIN

**CUT ME OFF,
SOMEBODY ELSE BEGIN**

**RESTATE IDEA IN
YOUR WORDS**

**TELL ME WHAT I
COULD CHANGE**

**TELL ME THAT YOU
DISLIKE MY IDEA**

**GET SIDE TRACKED
(TALK ABOUT
SOMETHING ELSE)**

INTERRUPT ME

**WHISPER TO THE
PERSON BESIDE YOU**

**TELL ME TO KEEP
TALKING**

EVERYBODY YAWN

KEEP AN OPEN MIND