



Girls for **SAFER** COMMUNITIES

**Pathfinder/Ranger
Leadership Training**

HANDOUTS

LEADERSHIP WHEEL

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NORTH - WARRIOR

When things are going well and you are comfortable:

1. You like to get things done.
2. You are known as someone who has courage and endurance.
3. You enjoy new ideas and challenges, and you will easily take risks.
4. You are in your element when you are in charge, can map out plans and have others carry them out.
5. You are very persuasive and can motivate others with your energy.

When you are under stress or are uncomfortable:

1. You want things done your way and you want them done now.
2. You have difficulty delegating because you don't think anyone can do it as well as you.
3. You get impatient when the task is not getting done, and in your impatience, you can bulldoze over others.
4. You will fight for your rights and try to get your way, often getting into a "win, lose" battle, while being unwilling to see another perspective.
5. Others may see you as too strong and reactive.

SOUTH - NURTURER

When things are going well and you are comfortable:

1. You are known as a collaborator and team-player.
2. You are at your best when giving support to others.
3. You are known as a warm and friendly person.
4. You are very loyal to your friends and dedicated in your work.
5. You are trusting of others, and are concerned with fairness, how people feel, and how things are done.

When you are under stress or are uncomfortable:

1. You are too worried about what everyone thinks.
2. You can be too trusting, give in too quickly, and take on too much in order to be seen as a good person.
3. You will assume the blame for something even if you weren't responsible, especially if it means there will be no conflict.
4. You are a "rescuer", saving people even when they don't want to be saved.
5. Others may see you as a pushover.





WEST - CRITICAL THINKER

When things are going well and you are comfortable:

1. You are very analytical and you base your analysis on facts and logic – you are careful, methodical, and deeply introspective.
2. For you to accept a plan or a new idea, it must have a practical payoff.
3. You are pragmatic in dealing with others.
4. You like to look at all angles of a problem before taking action and you will always have a fail-safe option.
5. You are seen as solid and not easily ruffled.

When you are under stress or are uncomfortable:

1. You can be too critical of others and their work.
2. You analyze problems too much and may find it difficult to move to a decision.
3. You often provide too much data and once you present your position, you may become stubborn and unwilling to move.
4. You often stick to a traditional view rather than accepting a new way, which may be more effective.
5. You don't express your feelings well, and your lack of expression may make you appear cold and indifferent.

EAST - VISIONARY

When things are going well and you are comfortable:

1. You are creative, innovative and intuitive.
2. You are a divergent thinker, seeking new connections, and easily bringing ideas or thoughts together to arrive at the big picture.
3. You are driven by your vision – you know what you want, and optimistically go after it, even if it means changing.
4. Your social skills are excellent.
5. You freely share your feelings with others.

When you are under stress or are uncomfortable:

1. You think that your vision will carry you through, and that you need not be bothered with the small stuff. The result is that things often fall between the cracks.
2. You are not good on detail and follow through isn't your strong suit.
3. You may appear impractical and disorganized and you can become overly emotional, even melodramatic.
4. You change your opinion frequently.
5. Others may see you as "flaky".

WORKING WITH DIFFERENT LEADERSHIP STYLES

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NORTH - WARRIOR

- Communicate quickly, clearly and with confidence.
- Create timelines and stick to them.
- Give positive and public recognition.
- Express their role clearly.
- Explain their importance to the team and reward them for their contribution.



SOUTH - NURTURER

- Strengthen the relationships between team members.
- Ensure a trusting and respectful environment.
- Be fair and listen without judging.
- Let them know that you appreciate them.
- Be aware that they may have a hard time saying “no” and assist if needed.



WEST - CRITICAL THINKER

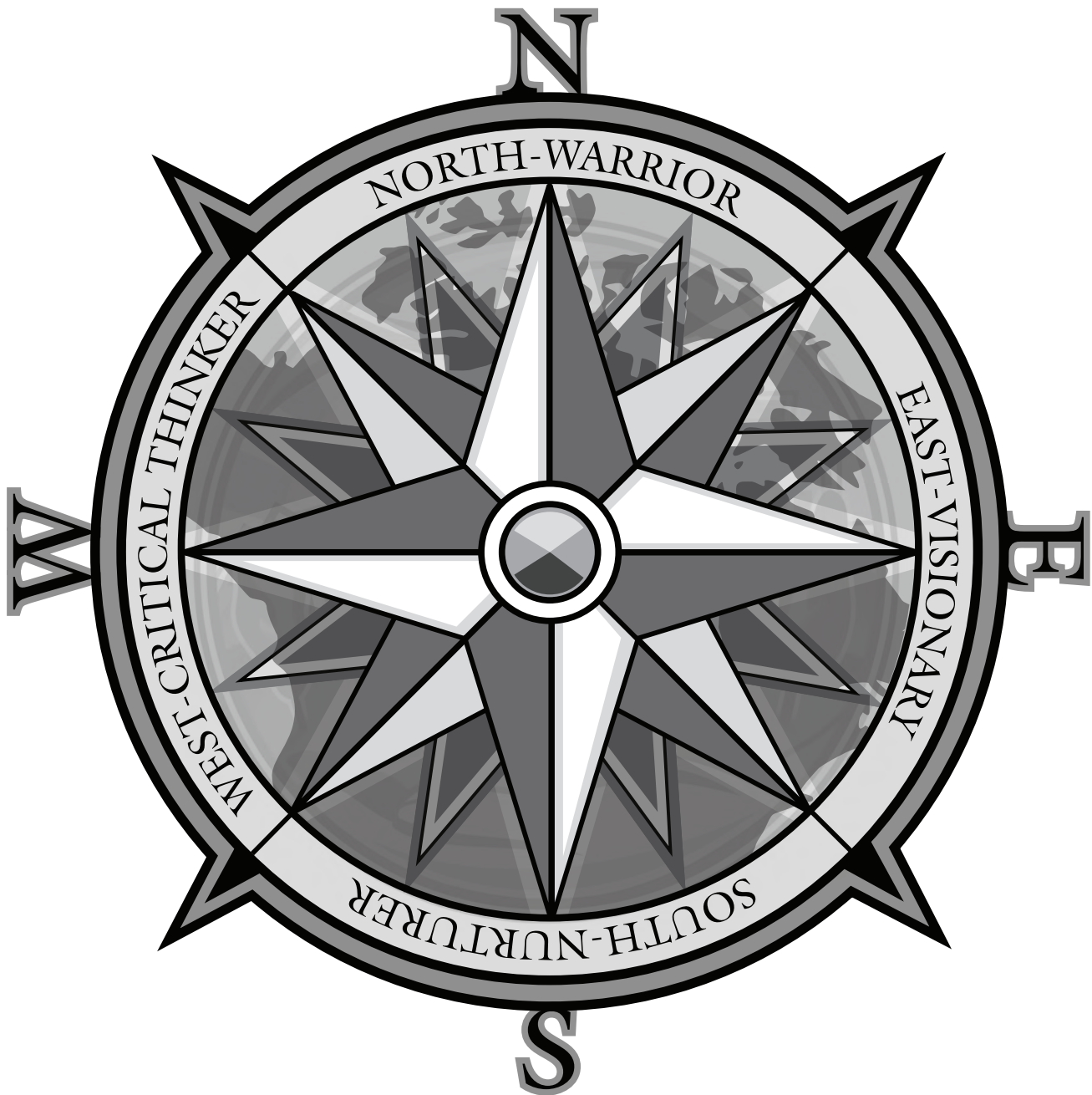
- Allow time to discuss decisions.
- Provide facts, data and useful resources.
- Be logical in decision-making.
- Create guidelines and procedures.
- Be organized.



EAST - VISIONARY

- Promote creativity.
- Show enthusiasm for new ideas.
- Provide a variety of tasks.
- Give lots of time to discuss new ideas.
- Help provide focus.





FACILITATION SKILLS

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DIFFERENCE BETWEEN TEACHING AND FACILITATION:

Teaching	Facilitation
Teacher provides the right answer	Facilitator asks the right questions
Values facts	Values individual experience
Teacher is the expert and provides the information	Everyone contributes their thoughts, opinions and perspective
Competition between students	Cooperation and collaboration between participants
Teacher gives lectures	Facilitator guides participants through an activity
Teacher decides on what students learn	Everyone contributes to the learning process
Consistent, predictable and quiet	Varied, high-energy with lots of movement
Teacher in front, students at their desks	Different types of activities
Teaching a lot of theory	Discuss how learning applies to real life

A GOOD FACILITATOR:

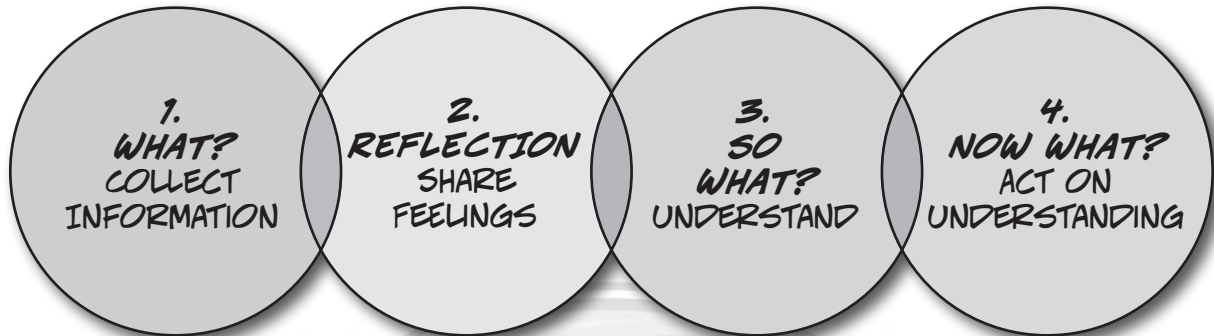
- Helps group in learning from the experience by relating the material to real life.
- Promotes good discussions by asking questions.
- Helps to clarify and add focus by guiding the conversation.
- Guides and supports participants by being available.
- Doesn't dominate the group with their own opinion.
- Ensures equal participation. Makes people feel valued.
- Makes sure that people feel safe and comfortable.
- Encourages creativity and problem solving.
- Keeps people on track and on time.
- Finds out the needs of the participants and works to meet them.



FOUR STAGES OF DEBRIEFING

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HOW TO ORDER THE QUESTIONS YOU POSE TO FACILITATE LEARNING



1. WHAT? STAGE: Collect the facts and information.

Questions to ask:

- What happened?
- Who was there?
- Where were you?
- When did that happen?
- Tell me about it.

2. REFLECTION STAGE: Participants to reflect on their personal feelings or thoughts about what they just experienced. Mutual respect and understanding are built as a result of the sharing.

Questions to ask:

- What was that like for you?
- How do you feel?
- What surprised you about this experience?
- What did you find frustrating?
- What was enjoyable?
- What did you find most challenging?

3. SO WHAT? STAGE: Talk about WHY it all matters! Your group will discover the point of doing the activity they just participated in. This is often where “AHA!” moments happen!

Questions to ask:

- What did you learn?
- Why do you think we did this activity?
- Why does that matter?
- What was the point of this activity?

4. NOW WHAT? STAGE: Talk about how your behaviour will change as a result of what was learned.

Questions to ask:

- How do these lessons and skills apply to real life?
 - How can you use these lessons and skills in your life?
- Now that you've learned these important lessons, what are you going to do with what you've learned?



ASSERTIVE COMMUNICATION

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Passive communication means not expressing your own needs and feelings, or expressing them so weakly that they are not heard and will not be addressed. Passive communication is not usually in your best interest because it allows others to not honour your rights. When you are passive, you are allowing others to choose for you.

Aggressive communication means asking for what you want and saying how you feel in a disrespectful way. It involves expressing thoughts and feelings in a way that can be sarcastic, insulting and hostile. It is not usually in your best interest because it often leads to increased hostility from those involved.

Assertive communication means asking for what you want or saying how you feel in an honest and appropriate way that respects you and others. It recognizes and asserts our rights while respecting the rights of others. It is almost always the best way to proceed. It is a good way of solving a problem because it shows that you are willing to negotiate with the other person and are respectful of their thoughts and feelings.

“I” Statements: Self-expression is key and by expressing your own perspective, needs, rights, and wants, no one can tell you that you are wrong. While speaking for yourself one can include statements such as “It’s important to me...”, “From my perspective...”, and “I feel as though...” Here you are speaking to the subjectivity of a situation, rather than asserting that a situation exists objectively.



SEVEN STEPS TO SOCIAL ACTION

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Step 1: Issue

- Choose the issue that you are passionate about. *What issue am I passionate about?*
- Determine a specific problem that you would like to take action on. *What is the problem?*

Step 2: Research

- Learn more about the issue or problem. Gather facts, statistics and stories. Be sure to check your sources. *Where can I get more information?*
- Use the research to find the root causes of the issue.

Step 3: Build a team

- Tell others about your issue and ask for their help. *Who wants to help?*
- Identify what skills, talents and interests team members would like to contribute. *What skills and talents can they contribute?*

Step 4: Have a meeting

- Meet with your team to discuss the issue, organize and plan next steps. *Where can I hold a meeting?*
- Make meetings fun: have icebreakers, games and food. *What can I do to make the meeting fun and enjoyable?*
- Set an agenda and take meeting minutes.

Step 5: Make a plan of action

- Specify what your group wants to accomplish. *What is our goal?*
- Then, brainstorm ideas for tackling your issue. *What needs to get done?*
- Identify people who can help with your goals. *Who can help?*
- Identify other resources that can help. *What is available to you?*
- Determine roles and tasks for each team member. *Who is going to do it?*
- Create a timeline. *When do things need to be completed by?*

Step 6: Take Action

- Turn your ideas and plan into reality. Walk the talk!
- Take pictures and write down your thoughts to remind you of the experience.

Step 7: Have FUN!!!!

- Have fun throughout all the steps in order to stay motivated.
- Celebrate the good you are doing, whether your successes are big or small.



EXAMPLE: SEVEN STEPS TO SOCIAL ACTION

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Step 1: Issue

- What issue am I passionate about? *Poverty.*
- What is the problem? *Many Canadians live in poverty. Many rely on food banks. The food banks in my community don't have enough food to give to people.*

Step 2: Research

- Where can I get more information? *Local newspaper. Neighborhood food bank. Community groups. Internet.*

Step 3: Build a team

- Who wants to help? *Talk to friends, classmates and family.*
- What skills and talents can they contribute? *Laura is a great artist. Fatima enjoys public speaking. Vera is very organized.*

Step 4: Have a meeting

- Where can I hold a meeting? *Community room at the library or school cafeteria.*
- What can I do to make the meeting fun and enjoyable? *Do a get-to-know-you activity. Bring snacks.*

Step 5: Make a Plan of Action

- What is our goal? *Alleviate poverty in our community.*
- What needs to get done? *Educate others of the reality of poverty. Contact politicians. Collect and donate food to a food bank.*
- Who can help? *Friends, family, community members.*
- What is available to you? *Community newspaper publishes local announcements for free.*
- Who is going to do it? *Laura will design the posters. Fatima will create the email to the politicians. Vera is going to research the mailing addresses of politicians and keep track of people who want to be involved in the food drive.*
- When do things need to be completed by? *Do research and create a team in August. Contact food bank and supporters in September. Send messages to politicians in September. Do the food drive the first week of October.*

Step 6: Take Action

- Turn your ideas and plan into reality. Walk the talk! *Collect the food for the food bank. Encourage others to get involved. Contact politicians and decision makers.*
- Take pictures and write down your thoughts to remind you of the experience.

Step 7: Have FUN!!!!

- Have fun throughout all the steps in order to stay motivated.
- Celebrate the good you are doing, whether your successes are big or small.

SPEV Skills:

Speed:

A person typically speaks 1.5 times faster when nervous, so remember to speak slowly enough that people can understand, but not so slowly so that the audience is bored.

Pause:

This can be the best way to let information (stunning point, story, or stat) sink in for the audience. It is also an extremely useful tactic to use when you need to take a deep breath or take a moment to gather your thoughts. Pauses can also be used to avoid saying “like”, “and”, “um” or “uhh”. These are called fillers and can make you seem less prepared, and take away from your overall message.

Emotion:

Show enough emotion so that people become interested, but not so much that you are unconvincing, overdramatic, or overemotional. Most importantly, make sure you are being honest with your emotion.

Volume:

It is important that you are loud enough so that people can hear you clearly, but not seem like you are yelling at the audience. Being too loud or too quiet can make a speaker less effective.

Sample outline for a speech:

1. Introduction (tell them what you're going to tell them)
 - a) Greet your audience and introduce yourself.
 - b) State the main reason for your speech.
2. Body (tell them)
 - a) List your main points.
 - b) Support your main points with facts and/or personal stories.
3. Conclusion (tell them what you told them)
 - a) Re-state your main points.
 - b) Summarize the idea you've presented.
 - c) Conclude with a compelling remark or a call to action.

You can find examples of effective and ineffective speeches on Youtube by entering these keywords.

Joe Opatowski - Me to We Song
Severn Suzuki - UN Earth Summit 1992
Martin Luther King speech - I Have a Dream
Miss Teen USA 2007 – South Carolina
The Late Show - Great Moments in Presidential Speeches



HEAD, HEART, HANDS AND FEET REFLECTION

handout



Head:

Touch your head. Think about what happened today.
What did you learn today from participating in the training?



Heart:

Touch your heart. Think about what it meant to you. How does this experience make you feel?
Does it change any of your values – what you believed in?



Hands:

Feel your hands. Think about the activities you did today.
What skills did you gain or improve?



Feet:

Touch your feet. Think about what you can do with all the new knowledge and skills. What are you going to do with your new knowledge or skills? How is your life going to be different?

