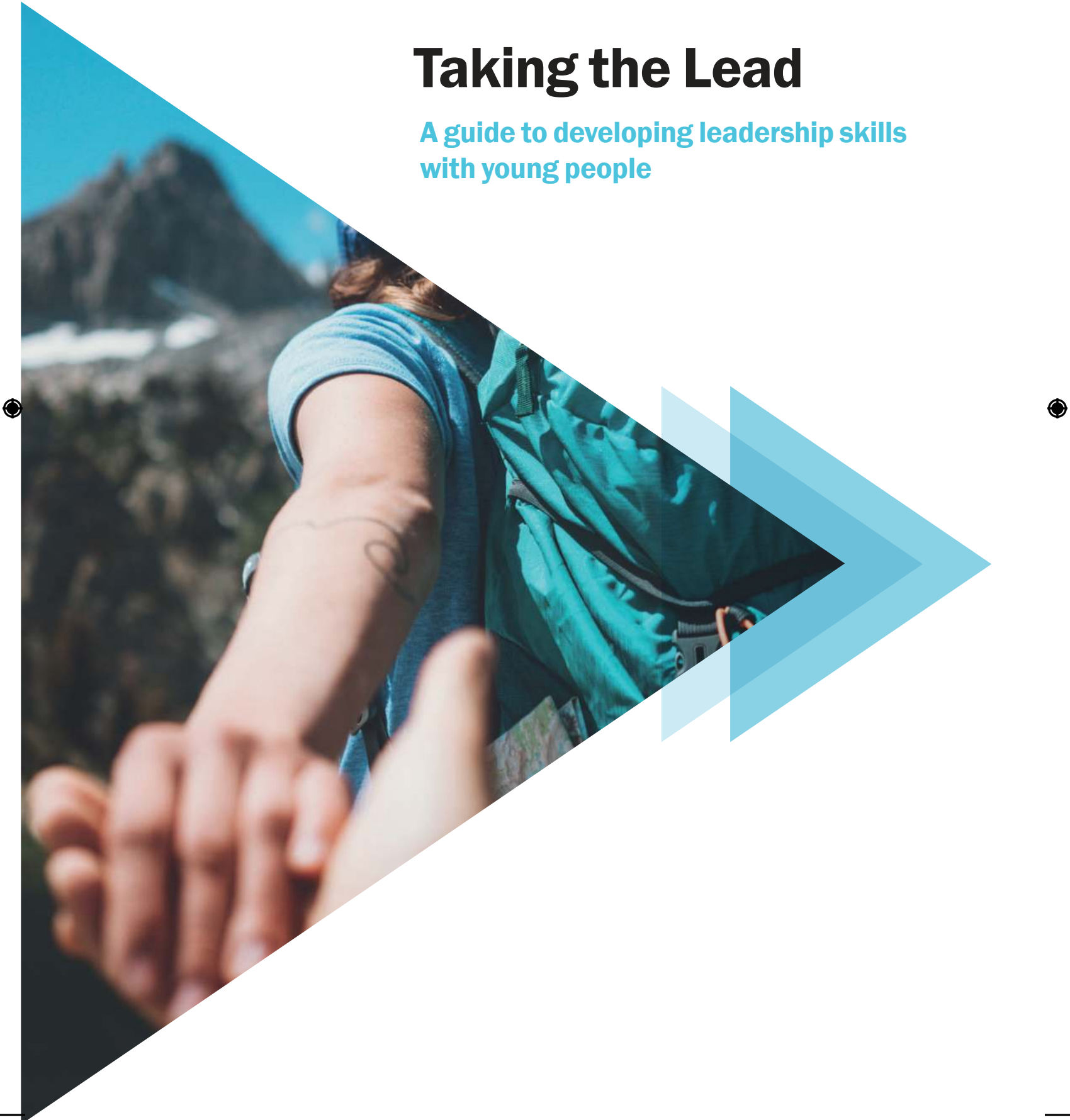
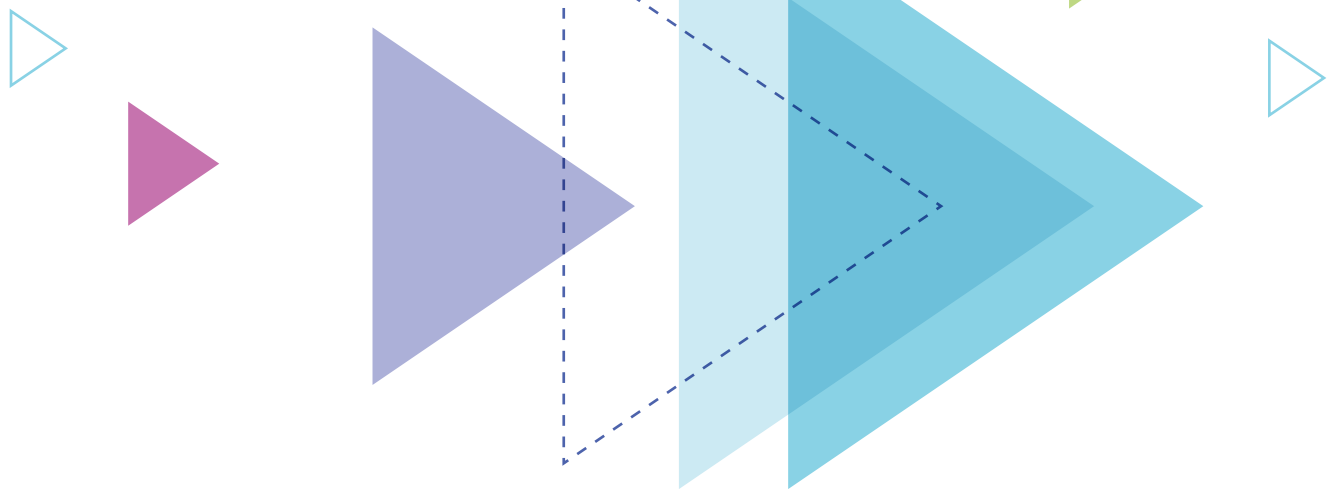


Taking the Lead

A guide to developing leadership skills
with young people



The Foyer Federation



The Foyer Federation is a not-for-profit organisation and our mission is to turn young people's experiences into solutions that support their transition to adult independence. Since 1992, we have worked with young people to create new approaches, developing the skills and resources they need to thrive.

Our ambition is to become the organisation best known for leadership and excellence in developing services for young people as they make the transition from adolescence to independent adulthood.

Our groundbreaking campaigns and initiatives are led through a network of over 70 learning and accommodation centres known as 'Foyers'. These Foyers provide over 5,500 16-25 year-olds per year with mutually agreed, tailor-made programmes which give the young people access to housing, learning, personal development, training and employment opportunities in line with their goals.


Working through our network, and by forging new partnerships, the Foyer Federation will continue to provide high quality leadership in the field of youth development. We will create, pilot and test a portfolio of innovative, specialist services, activities and campaigns with and for young people. By placing young people at the heart of all we do, we will strive to achieve our vision for all young people to have a chance to realise their potential, build a thriving, independent and sustainable adulthood and become a valuable asset to society.

One of the approaches we use is 'Advantaged Thinking' - an asset-based approach to working and seeing young people as possibilities and investing in their talents and aspirations, rather than letting their 'problems' and 'deficits' define them.

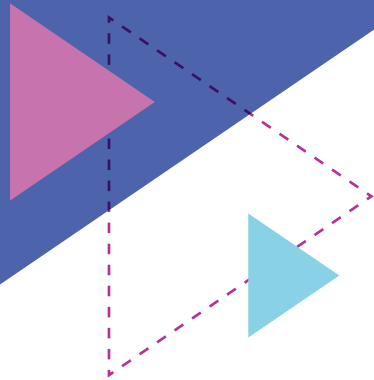
www.foyer.net

Contents



USING THIS GUIDE		4	ACTIVITIES FOR YOUNG PEOPLE		24
Who is this guide for?		4	Icebreakers		26
Where has it come from?		4	Two truths and a lie		27
How to use the guide		5	First impressions		27
How to deliver the sessions		5	Energise		28
Group agreement		5	Tadpole to superman		28
Additional resources		5	Raising the bar		29
INTRODUCTION TO TAKING THE LEAD		6	Engage		30
Why do we need to support young people?		8	Idol		31
The coaching approach		9	Who is at your table?		31
Listening activities		10	Communication		32
EXPLORING LEADERSHIP		12	Articulate		33
Inspirational introduction		13	S.U.N and R.A.In		41
What is leadership?		14	Reflect		42
Model of leadership		15	Negotiation		43
Peer quiz		17	Marshmallow tower		45
My identity		18	Top trumps		46
Peak experience		20	Moral side of murder		48
Values auction		22	Crisis		49
			INVESTING IN YOUNG PEOPLE THROUGH SOCIAL ACTION		52
			Our approach		53
			Engage		54
			Build		57
			Recognise		60

Using this guide



Who is this guide for?

This guide has been designed for organisations wishing to create or enhance a leadership development programme with young people, using the resources and expertise of a youth organisation. This guide will equip organisations with the tools and understanding to work with young people in developing leadership skills, making better decisions and influencing positive change in the community.

Where has it come from?

This guide comes from a rich history of face to face delivery with young people from across the UK. The Foyer Federation believes in values based leadership and to lead others you need to be able to know and lead yourself. Good leadership isn't just about leading others or leading from the front, it is about leading yourself with values and good intentions, allowing you to be the leader you want to be.

Values guide leadership

“ Your beliefs become your thoughts,
Your thoughts become your words,
Your words become your actions,
Your actions become your habits,
Your habits become your values,
Your values become your destiny. ”

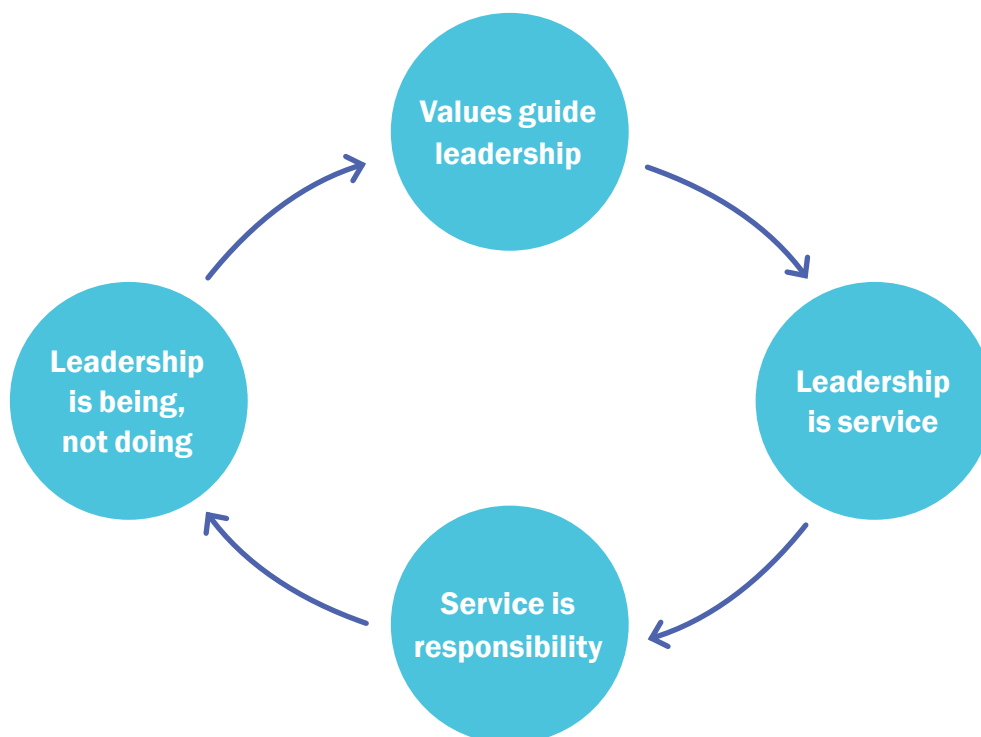
Mahatma Gandhi

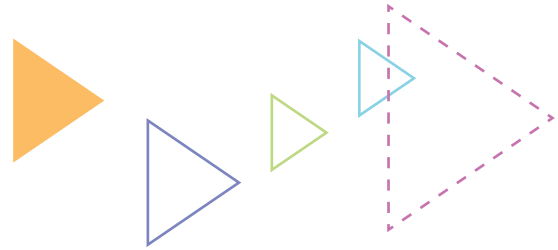
Values are lived and form our view of the world

Leadership is service ▶ Service of self, others and the world.

Service is responsibility ▶ Responsibility (response-ability) begins with self and is developed through service.

Leadership is being, not doing ▶ Everyone has everything they need to create a positive change in their world.





How to use the guide

Taking the Lead has been designed with three key purposes in mind:

- 1 To give you an **in-depth understanding** of the values, thinking and practice that underpin the Foyer Federation's approach to leadership
- 2 To be a **practical resource** that delivery staff can use to get going with activities quickly
- 3 To provide practical examples of how to shape and **deliver social action projects**

Within this guide there are over 17 hours' worth of resources, sessions and useful videos to be explored. Each session can be split into bite size sections and delivered over a period of time. We recommend working with a group of around 10 young people, if possible.

The guide has been designed to allow you to pick and choose different sessions, tools and activities based on what your group would like to get out of their experience. Sessions can be delivered in small manageable sections or over a full day.

On the contents page and throughout this guide, we have marked two different types of sections to help you make efficient use of the pack and decide which parts are relevant to you.



This symbol indicates that the section deals with **values, thinking and practice**. If you are looking for an in-depth understanding of the theory behind Taking the Lead, you should plan to read through all of these sections.



This symbol indicates that this section focuses on **activities**. If you require hands-on activities for delivery, skip straight to the sections with this label.

How to deliver the sessions

Taking the Lead only comes to life when the facilitator/coach shares personal, authentic and unexpected stories of their life - stories of real strength, vulnerability and deep learning.

Facilitators/coaches must be in the room with the participants at their level, not elevated as gurus above the participants.

Our aim is to encourage young people towards a better understanding of their leadership potential – and then to encourage them towards being the best version of that a little more often.

Group Agreement

Group agreements are a useful tool for getting your activity off to the right start and keeping it on track. They help a group to come to an agreement on how it will work together respectfully and effectively. This, in turn, enables people to interact more co-operatively and maintain respect for each other.

Making these decisions as a group is far more empowering than having a facilitator set out 'rules' for everyone to follow. Also, people are much more likely to respect and implement an agreement that they have had an input into. It will make your job as a facilitator much easier. When problems or conflicts arise you will be able to refer back to this agreement (e.g. we all agreed at the beginning that it's best if only one person speaks at a time...).

There are lots of ways to create group agreements. When deciding which to use you might consider some of the following: whether the group will be working together in the longer term, how controversial the topic of the meeting or workshop is, how much time you have and what level of trust the group have in you as a facilitator.

We would recommend that you keep coming back to the group agreement at each session and also use it as a tool to hold people accountable to what they have agreed.

Additional resources

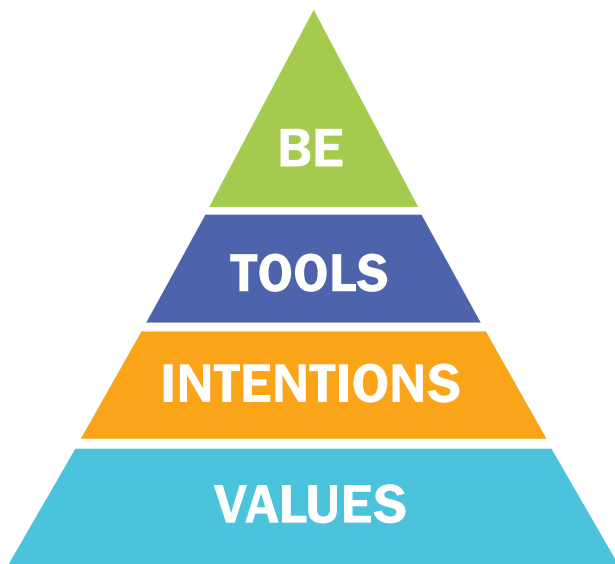
The pack has been designed to be a practical and user friendly tool.

The Foyer Federation also offers a suite of products for organisations to more effectively engage, harness and develop the talents of young people. For more information regarding these additional services, please contact the Foyer Federation directly at inbox@foyer.net

This guide draws on the experiences of staff and young people from the Foyer Federation network who have been involved with leadership initiatives. More information about our projects and the learning from our programmes can be found on the Foyer Federation website: www.foyer.net

Introduction to Taking the Lead

Taking the Lead takes an Advantaged Thinking approach to leadership. It empowers young people by focusing on their potential. It gives them the tools, understanding and networks to create positive change personally, with their peers and within the wider community.



Taking the Lead uses a model of leadership to take staff and young people on a journey through values. It works on the premise that when leadership is guided by values, the world and those around us will benefit. We encourage participants to 'be the change they wish to see in the world'.

In order to do this, we equip them with:

Values:

A set of principles upon which they make their leadership decisions.

Intentions:

A desire to bring about positive change in the world around them based on their values.

Tools:

Activities, experiences and resources that help participants develop the skills they need to become effective leaders.

Be:

All of these combined allow participants (both staff and young people) to be 'Advantaged Thinkers' when it comes to leadership.

“ We believe that everything we do in life and as a leader is based upon values. They inform our behaviour and actions and are the foundation of leadership. What underpins this guide is our values. ”



At the Foyer Federation, we live by the following five values:



Authentic:

Leadership starts with being authentic. It's about keeping it real, being comfortable in your own skin and not trying to be someone you're not.



Brave:

This is about having the quiet, inner confidence to stand up for what really matters to you.



Loving:

Love is at the heart of everything we do. It's about genuinely looking out for the world and people around us, knowing when to be tough and when to be kind.



Maverick:

Mavericks are born to be original, quirky - and maybe even a bit unpopular - to shake things up and make them better.



Savvy:

Savvy isn't a sophisticated science; it's a mindset. It's about being smart; having one eye in the now and the other on the end game.

Intentions:

When you are aligned with your values, that is, making decisions and actions with them in mind, your intentions are going to be right. When you are acting with the right intentions, then you are going to get better, more positive results. The intention of this guide is to equip members of

staff with the tools and understanding to take an Advantaged Thinking approach in developing young people's capability as leaders, and to influence positive change in the community.

Specifically, the key intentions behind the leadership approach are to:

- ▶ Help young people to develop the **understanding and resilience** to take responsibility for life choices and approaches
- ▶ Engage young people in **purposeful activity** to achieve greater social interaction and equality in their lives through the design, development and running of local community social action projects
- ▶ Develop staff members' ability to **coach** young people through a range of leadership approaches
- ▶ Bring what it means to be an **Advantaged Thinking leader** to life for staff as well as young people

Tools:

To maximise the benefit of your intentional actions, it's important to be using the right tools. Within this guide we have included a number of activities that cover engagement with young people, exploration of leadership and resources that allow young people to practice their leadership skills. These activities will provide you with the tools to support young people to think about their leadership abilities in a positive, Advantaged Thinking way.

Be:

The synthesis of all of this, when your Values, Intentions and Tools are in alignment, is a way of "being". The use of this guide will support you and the young people you work with to take an Advantaged Thinking approach to leadership.



Why do we need to support young people?

An Advantaged Thinking approach to leadership

Our experience tells us that many youth services offer programmes and solutions that start from a 'deficit-based' model: young people are assessed in terms of what they lack and the problems they face. As a result, support is more likely to be constructed to help them cope with that disadvantage rather than enabling them to develop their talents and assets.

Too many young people who experience challenges in their childhood and adolescence are seen through this lens of disadvantage. They tend to be picked up by services only when they are in crisis and services are increasingly expected to move them on as soon as their crisis is stabilised. Taking the Lead is a different way of working with young people. It is based on the fact that all young people have the talent and potential to live thriving lives. We believe that young people hold the ability to turn their experiences into a positive solution that enables them to develop into flourishing adults.

Youth organisations have faced many challenges in recent years on account of vast cuts in public spending and pressure

on services. As a result, many organisations are currently struggling to maintain the vital 'balanced community' of young people that fully supports their potential.

It is clear that young people, particularly those who have experienced poverty and/or homelessness, face inequalities relating to exposure to opportunities such as employment, housing and health. Taking the Lead addresses these challenges. It takes an Advantaged Thinking approach to developing young people's skills, confidence and values, enabling them to understand that they each have the potential to make a difference and that there are many ways to lead and be.

The Advantaged Thinking approach empowers and equips young people to make a positive change in themselves and the world around them, creating a movement of future leaders who can thrive in society.

The experience equips young people with:

- 1 A set of principles upon which they make their decisions (**VALUES**);
- 2 A desire to bring about positive change in the world around them based on their values (**INTENTIONS**);
- 3 The skills they need to be leaders, such as confidence, resilience and communication (**TOOLS**).

The coaching approach

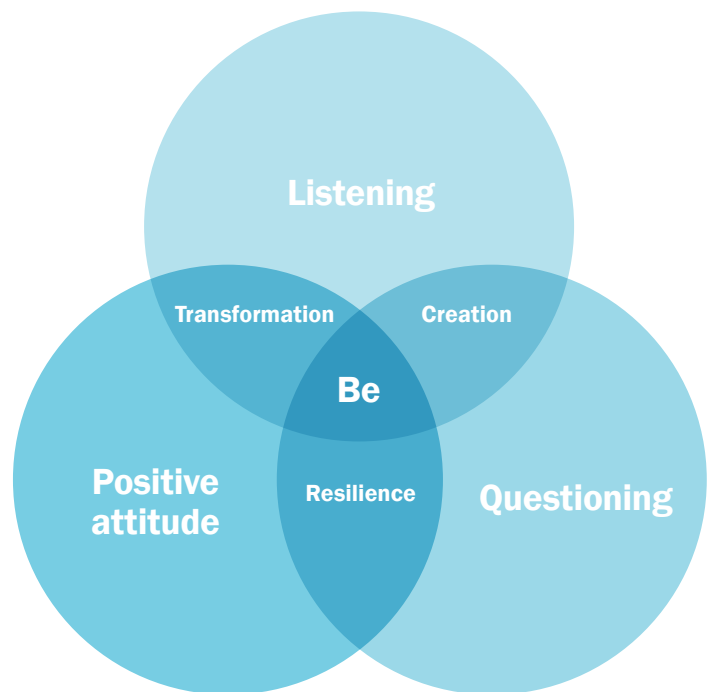


Coaching is a technique that enables young people to take control of decisions and develop a positive conversation with their self, staff worker and social network. It empowers young people to be aware of their thinking and behaviour, set personal goals and take responsibility for actions. Coaching enables young people to sustain long-term choices by building the confidence and resilience to affect positive change.

Our definition of coaching is:

“**Conversations with purpose that raise awareness and responsibility (response-ability) around participants’ core values and aspirations.**”

Our coaching approach sits on the simple yet deep foundations of a ‘positive attitude’, ‘listening’ and ‘questioning’. It is a coach’s purpose to help participants find new ways of looking at things, and cope with challenges, all in line with what really makes them tick – their core values.



We believe that by working with these ‘coaching fundamentals’, people can access a level of awareness, empowering them with a response-ability to lead a values based life.

Listening

We've all had that moment where, after turning through several pages of a book, we suddenly realise we haven't any idea of what we just supposedly read. We saw the words on the pages, but we didn't actually take the time to process them mentally. In other words, there is a difference between seeing and reading.

Seeing happens as long as your eyes are open. It is a passive biological process. But reading requires you to exert some brain power. It is an active process of making meaning. When it comes to listening, we have a tendency to look at the words but never really "read" what our family, friends and colleagues are saying.

As a coach it is important to practice great listening, starting with the self and extending to others. Coming from a place of listening, coaches are able to be present to the moment and respond accordingly.

Our coaching approach explores three levels of listening:

Level 1 – Internal listening

This level is about being aware of the internal monologue that goes on in your own head. You might be preoccupied by your own worries, thinking about what to have for lunch, or how much fun you had at the weekend. When you are listening internally it is difficult to give your full attention and energy to someone.

Level 2 – Focused listening

This level is about giving your full, undivided attention to someone, and listening to everything they are, and aren't, telling you. You hear the words they are saying and you register them and are able to recall and reflect back to them what they have just said. Here you are listening openly and without bias from a place of positive attitude and questioning.

Level 3 – Global listening

This is a wider level of listening which concentrates on the energy of a client or group. It's like walking into a room and instantly noticing there is a good or bad 'vibe'. You can use this level of listening to read between the lines of what a participant might say and what they might actually mean. What is it that their words aren't telling you? In group situations, this level of listening is used to pay attention to the energy in the room and what it's telling you about how a session is going.

Don't be afraid to change things up if your level 3 listening tells you to!

Listening activities

Can you move the chair?

Divide the group into two and give each group a different brief. Inform them not to tell the other group what their brief says. Give the first group a sheet of paper with the following brief: "You must move all of the chairs as close to the door as possible" (agree with the group which door is meant if there are multiple in the room). Give the second group a sheet of paper with the brief: "You must form the chairs into a circle". Ensure that there are only as many chairs as there are people, defining any surplus as out of bounds. Start the activity and observe. Run the activity until there is a resolution or until the points of conflict and communication are made. Debrief the activity picking up points on the importance of communication (listening).

Good listening allows us to fully appreciate our self, others and new opportunities.

Internal vs. focused listening activity:

Explore the difference between internal and focused listening. Use powerful questions to enhance learning.

Ask the group to get into pairs and find somewhere in the room where they can sit facing each other at a comfortable distance. Ask one person in each pair to put their hand up. Ask everyone else to leave the room.

- ▶ Listeners (in the room): briefed to listen using focused listening, but whenever they stray from giving their full attention to the person who is talking they should raise their hand.
- ▶ Talkers (outside): briefed outside of the room to prepare to talk about something that they are really passionate about, their purpose in life or reason for living (ensure they can talk about the subject for around 5 minutes without stopping).

Debrief ask them to feedback (listeners, then talkers) on the experience and explain what was happening.

Questioning

In our coaching approach, coaches use powerful, simple and open questions to nurture leadership and raise awareness in participants.

Simple questions

Simple questions are best as they are easier to understand and won't leave the participant feeling confused. You should also avoid double-barrelled questions, or asking two questions in one. The more simple the question, the easier the participant will find it to reflect on what they are being asked.

Open questions

Open questions usually start with 'who', 'what', 'where', 'why' and 'how'. Open questions allow the participant to answer honestly without being 'led down a path' by their coach. Avoid asking closed questions like 'Don't you think that...' or 'Wouldn't you say...', where the participant might feel like there is a specific answer they should give. It is important for the coach to remain unattached to the outcome and the answers the participant will give.

What?

'What?' is very powerful as it focuses the question from the outset and sets intention or action. Questions like 'What is your goal?' or 'What steps do you need to take?' enable the participant to give very specific and focused answers that lead to action.

Positive attitude

Positive attitude underpins our coaching approach. You must both listen and question with a positive attitude.

Questioning with a negative attitude can disempower a participant, whilst listening with a negative attitude can be reflected in the questioning you use. In our coaching approach, we aim to model the way of 'being' that we want our participants to adopt. This is characterised by an overall optimistic and positive attitude.

The coach's role

It is important for both the participant and the coach to understand the coach's role:

A coach's role is not:

- ▶ To be an authority figure or a friend but somewhere in-between
- ▶ To get involved in the game itself as a 'player'

A coach's role is:

- ▶ To get to know the participants, beyond any issues or challenges, focusing instead on their capabilities and positive attributes
- ▶ To support participants to develop new awareness around themselves and their values
- ▶ To support participants to identify meaningful and positive goals/action steps where appropriate
- ▶ To gain 'permission' from participants to coach and challenge them towards their leadership development
- ▶ Remain unattached to outcomes yet fully present
- ▶ To facilitate an environment of leadership, self-reliance, resilience and resourcefulness
- ▶ Maintain confidentiality within the remit of safeguarding

Gaining permission to coach

It is important to gain permission from participants to enter into coaching conversations with them. Imagine you are going for a run in the park, and someone starts running alongside you. They then proceed to start offering advice, posing difficult questions and challenging you to improve your performance. "Run faster!" they shout. Your reaction is defensive and you don't appreciate the support, even if they might have something useful to say.

The reason is that they don't have "permission" to coach you. In much the same way someone you are coaching will only respond to coaching support if they have given you the "permission" for you to coach them. This can be achieved relatively simply, by requesting it and negotiating the terms before offering coaching support. If you spot that a young person has retracted their "permission" then it is your job to regain it by re-negotiating.

Exploring leadership



Purpose of section

Participants understand values based leadership and develop awareness of their own values and leadership potential through a shared experience that nurtures resilience.

The following section includes a range of session plans, tools and activities that can be delivered with young people over the course of one day or over several days or weeks.

Objectives

- ▶ To introduce leadership to young people and explore what it means to them
- ▶ Young people understand that leadership isn't something beyond their reach
- ▶ Young people identify where they lead in their own lives

Overview of session structure

- ▶ **Inspirational introduction** - 15 minutes
- ▶ **What is leadership?** - 60 minutes
- ▶ **Model of leadership** - 60 minutes
- ▶ **Peer quiz** - 30 minutes
- ▶ **My identity** - 30 minutes
- ▶ **Peak experience** - 45 minutes
- ▶ **Values auction** - 30 minutes

Resources required

Laptop, projector, speakers, notepads, pens



Detailed session structure

Inspirational introduction

 15 minutes

Formally welcome everyone to the session. Run through the aim, objectives, length and agenda for the session as well as the health & safety and any other operations.

Give your personal story around disadvantaged thinking, being labelled as something negative and how it feels to always be told to be someone who really isn't you. Why are you running this workshop? What does it mean to you?

Where did Taking the Lead come from?

We were looking for an easy way for people to be able to take some time to look at who they are and how they might spend more time being the best they can be.

Explain that it's all about them as individuals, the workshop will include time for them to personally reflect, to work in pairs and to share back to the group (if they feel comfortable doing so).

Play the **leading with lollipops** video (which provides the context as to different leadership styles) and facilitate a discussion around the video.



www.ted.com/talks/drew_dudley_everyday_leadership

Debrief

Suggested questions

- ▶ What do you think of the clip?
- ▶ Do you agree that we make leadership something bigger than it is?
- ▶ What is your definition of leadership?
- ▶ How does the word leadership make you feel?
- ▶ Have you had any 'lollipops' moments in your life?

What is leadership?

 60 minutes

Activity overview

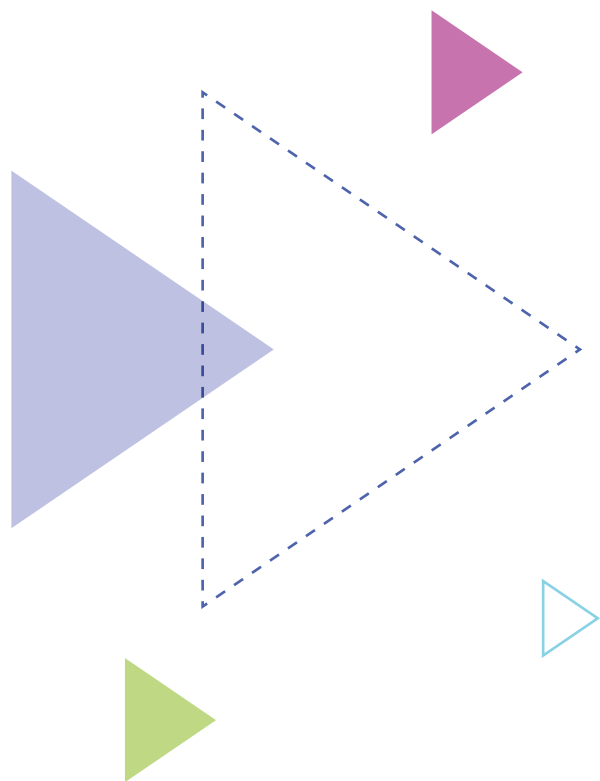
Leadership can take many forms and mean many things to different people - self-leadership as well as leading others for example. The objective of this session is to facilitate an exploration of what leadership means to each person. Throughout this session, a variety of different ways of expressing what leadership is are going to be used. Some may work for the participants and some might feel really difficult but it's important to give each of them a go.

Resources required

Pens, paper, flipchart

Intended outcomes

- ▶ Participants explore and understand what leadership is in relation to them
- ▶ Participants explore different ways to define what leadership is



Delivery notes and techniques

Encourage young people to feedback and share their thoughts after each section.

5–20 minutes Visual – individual reflection

“The first part of this session is around personal self-reflection. You might want to write the following questions down in your notebooks. What is leadership to you? And what do you look like as a leader? Now using a blank page, spend 10 minutes visualising your ideas – as a mind map, diagram, journey, picture, etc. Feel free to move around the room.” Invite them to share with the group.

20–30 minutes Mathematical / Logical / Formula

Bring the group back together into a circle. Explain that what they have just done was a visual exploration of the question “what is leadership?” “Hopefully you got some of the way to identifying what leadership means to you. The next way we are going to express what leadership means to you is in a mathematical or logical way”. You may want to give examples. “Using the visualisation you created, try to come up with a mathematical formula for what leadership means to you. For example: (hard work + passion + charisma) x toughness = leadership.” Invite them to share with the group.

30–35 minutes Physical / Movement / Action

Explain that they are now going to explore physical movement and action as a way of expressing what leadership means to them. Ask them all to come up with a movement, action, or pose that symbolises what leadership means to them. Encourage them to share with the group.

35–45 minutes Metaphor / Mantra / Motto

The final stage is to try and come up with a personal metaphor, mantra or motto of what leadership means to them. Try to think about and combine all of the other ways they have explored previously into one answer if possible. An example of a leadership mantra/ motto is: Positive mental attitude; Self-reliance; and Leaving people and places better than you found them. A leadership metaphor could start like this: “Leadership is like...”. Highlight how powerful self-generated metaphors can be. Get them to record their metaphor, mantra or motto onto a new sheet of their notebook. Encourage them to share them back to the group.

45–60 minutes Debrief

- ▶ What are the benefits of experiential learning?
- ▶ What section did you enjoy the most and why?
- ▶ What do you think of the term ‘leadership’?
- ▶ How can you use what you have learnt?
- ▶ What section did you find the most challenging?

Model of leadership

 60 minutes

Activity overview

Introduce and explore The Foyer Federation's model of leadership.

Resources required

Flipchart, pens

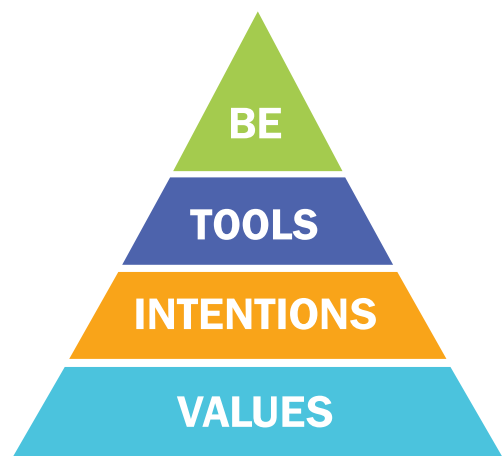
Intended outcomes

- ▶ Participants explore the Foyer Federation's model of leadership
- ▶ Participants explore the Foyer Federation's values
- ▶ Participants develop self-awareness

Delivery notes and techniques

Draw the model of leadership so that all participants can see it.

Explore the model. Go through each section unpicking, using questioning to draw out understanding and learning. Explain that everything you do as a leader or in life is based upon values. They inform everything you do. Values are the foundation of The Foyer Federation's leadership. As an organisation, it is more important for us to support young people to see how their personal values are aligned with ours, rather than saying 'ours are the only way'. The Foyer Federation's values are: authentic, brave, maverick, loving and savvy. See page 7 for more information.



Explain that when you are aligned with your values, that is, making decisions and actions with them in mind, your intentions are going to be right. When you are acting with the right intentions, then you are going to get better, more positive results. We want to champion intentions that benefit the world that we live in. To maximise the benefit your intentional actions can have, it's important to be using the right tools. The synthesis of all of this is a way of "being", or rather when values, intentions and tools are in alignment then you are being a values based leader.

Pose the **question** 'what is coaching?' and check understanding. See page 9 for further information on coaching.

This is the main theory of the training, the rest will be experience and practice.

Role of a coach

Permission

It is important to gain permission before commencing coaching. E.g. using a personal trainer to support you to get fit, you have given this trainer permission to challenge and push you to reach your goals.

Unattached

Remain unattached from participants' goals, it is not the coach's job to score the goals (football analogy) - the coach's role is to support the participant to reach their goals.

Descriptive praise

Descriptive praise is a different kind of praise, which people can't argue with. It is about noticing and mentioning exactly what the person has done right. They can't argue with it because it's a description of the facts.

Confidentiality

Confidentiality should remain at all times unless breaking safeguarding protocol.

Introduce and explore the coaching fundamentals skills diagram (listening, questioning and positive attitude). Go through each section checking for understanding. Explain how the coaching fundamentals diagram fits into the leadership model.





Print and cut out for participants

Peer quiz



30 minutes

Activity overview

This activity encourages participants to explore how we make judgements of people and how that makes us feel. Allow the activity to run before revealing the theme of the activity.

Resources required

Peer quiz handout, pens

Intended outcomes

- ▶ Participants explore judgements
- ▶ Participants understand their values when making judgements

Delivery notes and techniques

Ask everyone to find someone in the room they haven't yet spoken to, or do not know as well, and hand out the peer quiz. They are to work in this pair.

Do not introduce the theme of the activity (assumptions), to help ensure honest answers. Provide each person with a copy of the peer quiz (to the right). There are six questions on there with space to add two more which the group could agree before starting the activity. They must now look at their partner and answer the questions as best they can about their partner. They CANNOT speak to them or communicate with them in any way. Ensure good distance between them/no whispering/showing sheets to one another. Once complete, get them to feedback to each other on their responses. Then bring the whole group together and debrief.

Draw out understanding as to why they did the exercise, and what the subject was about (equality and diversity, the power of first impressions and assumptions). Highlight common theme areas that come up in the questions, and how assumptions are formed e.g. race, disability, age, sexuality, gender, religion (or no religion), class/background, etc. Explore how this relates to self-leadership, self-confidence, identity and aspirations.



PEER QUIZ

Your name:

Partner's name:

Looking at your partner, answer all of the questions as best you can. You CANNOT speak to them or communicate with them in any way. Remember to respond as quickly as possible to capture your initial thoughts about them. Capture your responses below.

What is their favourite drink?

What is their favourite food?

How old are they?

What is their favourite music?

What are their hobbies?

What is their dream job?



My identity



30 minutes

Activity overview

Participants reflect on all of the things that make up who they are. Participants are to think about what makes you... you? Personal qualities, values, what they stand for etc. Allow participants time alone to really reflect on themselves.

Resources required

My identity handout, pens

Intended outcomes

- ▶ Young people given time to self reflect
- ▶ Greater understanding and awareness of what makes them the person they are
- ▶ Participants to further explore their personal values

Delivery notes and techniques

Introduction

Welcome the group and introduce the activity. Explain the importance of being authentic as a leader. "This session is aimed at helping you to reflect on you as an individual. As a leader it is essential to know who you are and to be comfortable with that person."

My identity

Using the my identity worksheet, ask participants to try to represent everything that makes up their identity and who they are. Examples can be: nationality, religion, sports etc. Encourage them to include all of their positive qualities. They have 15 minutes.

Debrief

Bring the group back together and invite them to share their creations.

Suggested questions

- ▶ How did you find that activity?
- ▶ How often do you take time to reflect?
- ▶ Did you learn anything new about yourself?

My identity

Brief

Use this worksheet to represent everything about who you are and what your identity is.

I AM...





Peak experience



45 minutes

Activity overview

Participants reflect on their peak experience and people they admire to gain an understanding of themselves and their values. Participants then reflect back in pairs, using the opportunity to reflect and be heard.

Resources required

Self-reflection worksheet, pens, paper

Intended outcomes

- ▶ Participants to gain a deeper understanding of themselves

Delivery notes and techniques

5 minutes My values introduction

“Now we are going to explore what is important to you/your personal values. Values can be a core part of someone’s identity, and they show what is important to someone. When we live in line with our values, we are happier and more fulfilled.”

15 minutes Self-reflection

Invite participants to find a quiet spot and get comfortable, grab a tea or biscuit - this is their solo time to be selfish. Participants spend 15 minutes thinking about the following:

“Think of a peak experience, when life couldn’t get any better, when you were at your best!

How did it feel? Who was there? What impact did you have on them? What else was going on at the same time?”

“Think about your heroes and heroines, people you really admire. They can be someone in your family, a great leader, a film star or even a fictional character.

What is it about them that you admire? What is it about them that you value? What qualities and values do they represent?”

“Think about your perfect, happy, easy day, in an ideal world, with no barriers—now or in the future, real or imaginary.

What would it look like? What would you do? Who would be there? What is it that makes it a perfect day?”

Provide them with the self-reflection worksheet with these questions on.

15 minutes Pair

Pair up members of the group and tell them they will now share what they have written with one another. This is an opportunity to share as much or as little as they want. It is important that the experience is as comfortable as possible. Listeners should listen respectfully, this is not a dialogue.

10 minutes Debrief

Bring the group back together. Explain this discussion is NOT about the content of the conversations, but instead it is about the experience.

Suggested questions

- ▶ How was that experience for you?
- ▶ How did it feel?
- ▶ How was it to be heard?
- ▶ What did you learn about yourself? What else?
- ▶ When did you last do something like this?
- ▶ What did you learn?

Use their words to playback to them. Don’t be afraid of silence. Thank them for sharing.

SELF REFLECTION WORKSHEET

Brief

Part 1

Find a quiet spot—solo time to be selfish. Spend 15 minutes thinking about the following:

Think of a peak experience, when life couldn't get any better, when you were at your best!

How did it feel? Who was there? What impact did you have on them? What else was going on at the same time?

Think about your heroes and heroine, people you really admire. They can be someone in your family, a great leader, or even a fictional character.

What is it about them that you admire? What is it about them that you value? What qualities and values do they represent?

Think about your perfect day, in an ideal world, with no barriers— now or in the future. Real or imaginary.

What would it look like? What would you do? Who would be there? What is it that makes it a perfect day?

Part 2

Form a pair or a triad and spend 15 minutes—share as much or as little as you want, about your reflection. Listeners to listen respectfully, this is NOT a dialogue.



Values auction



30 minutes

Activity overview

Participants explore values and discover which values are most important to them.

Resources required

Values auction handout, flipchart paper, pens

Intended outcomes

- ▶ Participants explore their own personal values
- ▶ Participants understand what values mean to them
- ▶ Participants increase their own self awareness around values

Delivery notes and techniques

For this activity, brainstorm a list of values among the group (examples are provided in the associated handout if required). Explain that each person has £250 imaginary money to spend on the values and they should think about the amounts they are prepared to pay.

Step 1, before you start the exercise ask the group, individually, to rank the values that are the most important to them (1-10, 1 being most important).

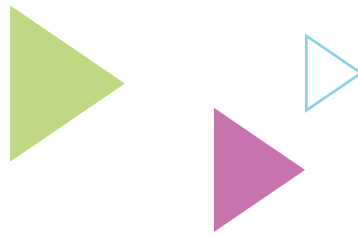
Start the auction and work through the values until time is up, no one has any money left or all of the values have been worked through. Facilitate the auction in the style of an auctioneer, looking for different bids for each value. You can use your discretion on the bids you start with i.e. £5, £10 or £20. For each successful bid, write on the flip chart the name of the value, the amount of the winning bid and name of the person who bought the value. Run the activity for a maximum of 10 minutes.

Debrief

Debrief the activity, focusing on the process, any new learning as a result of having to be very selective over the values they can choose (limits of budget and challenge of other bidders).

Suggested questions

- ▶ How did you feel about taking part in the activity?
- ▶ How did you decide on the values chosen?
- ▶ Did you use a particular strategy during the auction?
- ▶ Why were the values chosen important to you?



Values auction

Using the list below, prioritise your most important values from 1 to 10, with 1 being the most important. You have £250 imaginary money to spend during the auction.

Print and cut out for participants

VALUE	1-10	£	VALUE	1-10	£
Trustworthiness			Punctual		
Honesty			Knowledgeable		
Reliability			Enthusiastic		
Integrity			Genuine		
Non-judgemental			Understanding		
Sense of humour			Caring		
Calmness			Kindness		
Empathy			Friendship		
Motivation			Organisation		
Confidence			Creativity		
Fun			Family		
Money			Success		
Authentic			Achievement		
Loving			Brave		
Savvy			Maverick		

Activities for young people

Leading epic activities

Starting right

Believe in yourself: remember to act confident even if you don't feel it. Your group will copy you. Believe in your activity: be positive, YOU LOVE THE ACTIVITY!

Before: prepare

Know why you are running the session e.g is it to increase your group's energy? Is it to develop the skill of teamwork in your group?

Know exactly what the activity involves, what resources you need and visualise leading it. Plan/adapt your activity to suit your environment and young people.

During: engage

Be clear and concise in your explanation and instructions. Encourage buy-in: look people in the eye, build up the activity. Interactive not reactive: don't be put off if people look bored or are talking. You can control the energy to engage them: don't let people talk over you and have the energy you want them to have.

After: develop and discover

Congratulate yourself for giving it your all and ask for feedback. Don't stick to what you know – try something different next time.

Leading inclusive activities

All activities that you run must be accessible to your entire group. Running inclusive activities is vital. When planning an activity or a session, think STEPS – Space, Task, Equipment, People, Speed.



Icebreakers



Purpose of section

The purpose of the next section is to provide practitioners with activities and tools to manage the energy within the group. Within this section there are a couple of icebreakers that will encourage conversation within the group and create a relaxed atmosphere.

Objectives

- ▶ Participants encouraged to communicate with group members
- ▶ Participants will develop communication skills
- ▶ Participants will get to know other group members more

Overview of session structure

- ▶ **Two truths and a lie** - 15 minutes
- ▶ **First impressions** - 15 minutes

Resources required

Pens and paper



Detailed session structure

Two truths and a lie



Activity overview

Participants are encouraged to get to know each other. Participants to introduce themselves to the group and think of two truths about themselves and one lie. The group need to guess which of the three statements is a lie.

Resources required

None

Intended outcomes

- ▶ Promote teamwork
- ▶ Encourage communication in the group
- ▶ Get to know each other better

Delivery notes and techniques

- ▶ Ask each participant to think of three things about themselves: two that are true statements and one that is a lie (allow approximately 5 minutes)
- ▶ Select a person to read their three statements then ask the rest of the team to vote on which statement is a lie
- ▶ Ask the selected person to reveal which statement is the lie
- ▶ You can score this activity or use it as a way to get to know each other

Debrief

The group will have learned new things about each other. Explain that we all have more to us than we can see and it is important not to make assumptions.

Suggested questions

- ▶ Did anything surprise them? Why?
- ▶ Did they associate certain traits with certain people?

First impressions



Activity overview

Participants write facts about themselves, which are then read out randomly by the facilitator. All participants will then guess who the random fact is about. The activity encourages participants to get to know each other.

Resources required

Paper and pens

Intended outcomes

- ▶ Encourage communication in the group
- ▶ Get to know each other better
- ▶ Highlight the importance of personal difference

Delivery notes and techniques

This game works well in various group sizes, you could do it as a whole team or split the group into different sizes to encourage them to get to know someone they do not know that well.

Instructions

- ▶ Sitting in a circle, each person writes a little known fact about themselves. Encourage them to think of something most people will not know
- ▶ The facilitator will read out the facts one at a time and the team should write down who they think each fact belongs to
- ▶ Everyone shares their guesses and the writer is revealed

Debrief

You can use this game to discuss how important it is to respect each other's personal differences. You can get them to relate to each other, looking at ways in which they are the same and ways in which they are different.

Energise



Purpose of section

Energisers are a great way to increase energy levels in the group, give them a boost and help them bond as a team. Most energisers can be linked back to teamwork, leadership and communication - ensure that you make this link to get the most out of these activities.

Objectives

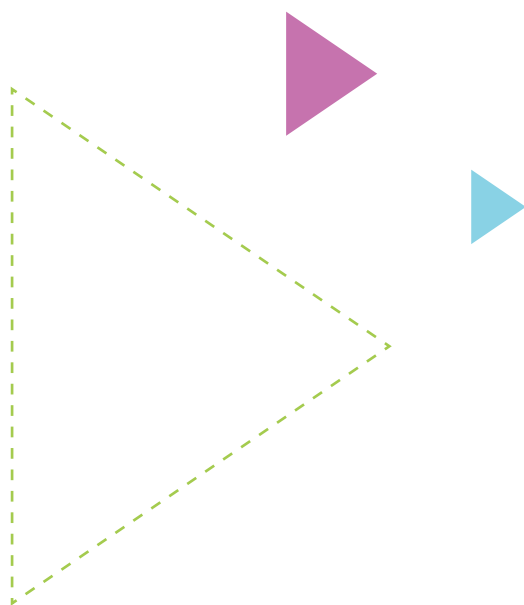
- ▶ Participants will be able to effectively communicate within their group
- ▶ Participants will build group rapport
- ▶ Participants will experience new activities

Overview of session structure

- ▶ **Tadpole to superman** - 15 minutes
- ▶ **Raising the bar** - 30 minutes

Resources required

Tent pole or bamboo stick, raising the bar handout



Tadpole to superman



15 minutes

Activity overview

This is rock, paper, scissors with an added twist. Everyone in the group starts the game as a tadpole. In order to move through the ranking, each tadpole challenges another tadpole to a game of rock, paper, scissors. The winner moves up the rankings and the first person to become superman wins.

Resources required

None

Intended outcomes

- ▶ Increase the energy in the room

Delivery notes and techniques

Get energy levels up with extreme rock, paper, scissors.

Tadpole

Every member of the team starts out as a tadpole (and moves around as a tadpole). Each tadpole challenges another tadpole to a game of rock, paper, scissors.

Chicken

The winner moves up, becoming a chicken (they must walk around flapping their wings and clucking like a chicken too!). The loser remains a tadpole and can only challenge other tadpoles. Chickens challenge other chickens. Whoever wins becomes a monkey. Whoever loses becomes a tadpole.

Monkey

Monkeys challenge other monkeys. The loser moves down to a chicken and the winner becomes superman.

Superman

The first person to become superman is the winner!

Note: tadpoles can only challenge other tadpoles; chickens can only challenge other chickens, etc.

Raising the bar



30 minutes

Activity overview

Participants develop a self-awareness and an awareness of values and communication skills through working as a team. The aim of the activity is for the participants to lower the stick to the ground from a standing position, maintaining contact with the stick at all times.

Resources required

Tent pole or bamboo stick, raising the bar handout

Intended outcomes

- ▶ Participants will build their teamwork skills
- ▶ Participants will understand their own strengths and weaknesses
- ▶ Participants will improve their communication skills

RAISING THE BAR

Brief

Your aim is to lower the stick to the ground, from a standing position. To do this, you must split the group in half, and create two lines facing one another. Your coach will then place the stick across your hands.

Rules

- ▶ You must all maintain contact with the stick at all times. If anyone lets go, or loses contact, you have to start the activity again
- ▶ The stick must be horizontal
- ▶ You must start lowering from no lower than waist height
- ▶ You must keep your hands flat. You can't hold onto the stick. It must rest on your fingers. If anyone is found bending his or her fingers, you must start the activity again

Your coach has the final decision in terms of rules, and may clarify rules if any are unclear. **Good luck!**

Print and cut out for participants



Delivery notes and techniques

Explain the activity and hand out the activity brief.

Allow the activity to run and challenge the group when necessary. Make sure the group has contact with the stick at all times and that their hands are flat. If not, make the group start again.

They may try different tactics e.g. 'what about if we cross arms?' 'what if just one person talks?'. Allow the group to try out different techniques. The task is more difficult than it seems and the group may become frustrated. If necessary, ask the group to take time out to reassess.

The activity is easiest to achieve when people are quiet or silent, or when eyes are closed, or when the group breathes together. The key to the activity is working as a team and raising their awareness, focussing only on the part of the stick that they (individually) are responsible for. But don't give this away to the group. Once the time is up, debrief the activity.

Additions

If the group completes the task successfully and there is still more time:

- ▶ Try lowering the stick with their eyes closed
- ▶ Try lowering the stick in silence
- ▶ Try lowering the stick with only one person speaking

Debrief

Suggested questions

- ▶ How did you think that task went?
- ▶ How did you perform as a team?
- ▶ What would you do differently if you were to do it again?
- ▶ What did you enjoy?
- ▶ What did you find difficult (if anything)?

Engage



Purpose of section

These activities are fun, engaging and should help your group bond. You should end the activities by linking back to the importance of working together, communicating as a team and supporting each other.

Objectives

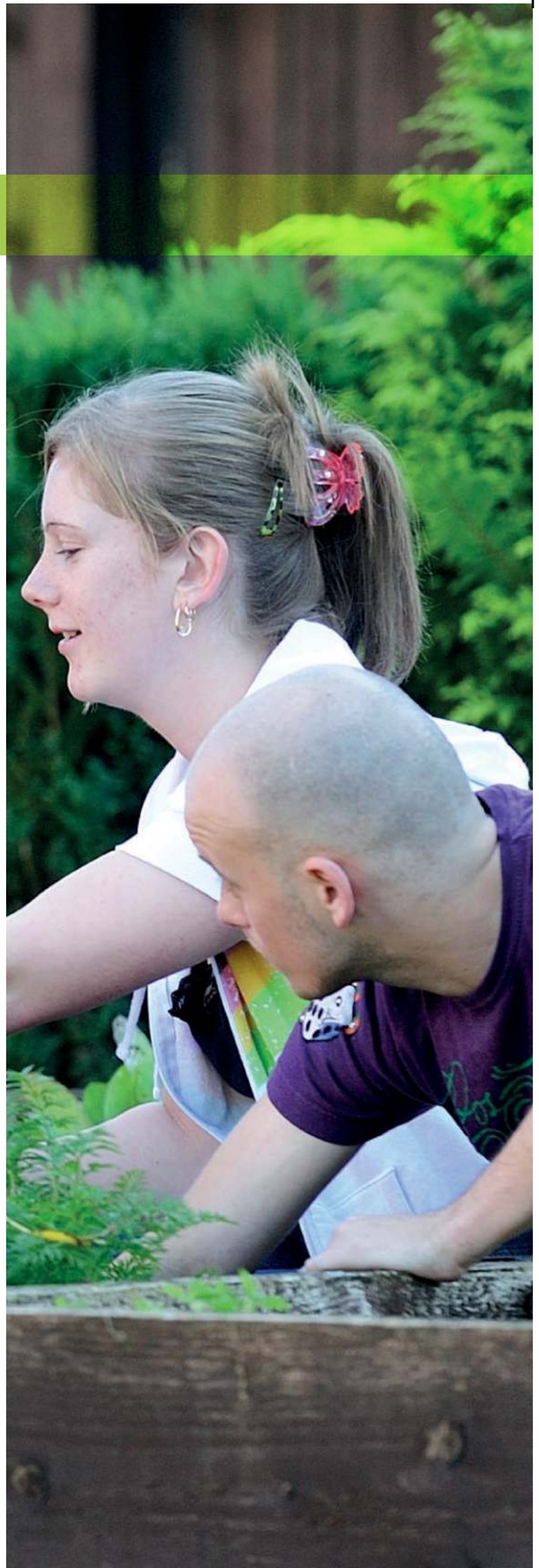
- ▶ Participants build team rapport
- ▶ Participants build self confidence within the group
- ▶ Participants get to know each other more

Overview of session structure

- ▶ **Idol** - 10 minutes
- ▶ **Who is at your table?** - 15 minutes

Resources required

Pens and paper



Idol



10 minutes

Activity overview

Participants to explore who they admire and the qualities they have.

Resources required

None

Intended outcomes

- ▶ Energise the group
- ▶ Encourage conversation
- ▶ Recognise personal qualities and why

Delivery notes and techniques

Ask everyone to think of someone they admire then go around the circle asking each person to describe the person without using their name. It is important that everyone is listening and paying attention to the speaker.

Once the group has guessed who the person is describing, ask each person to explain why they picked this person, why they respect them and what qualities they would like to see in themselves.

Who is at your table?



15 minutes

Activity overview

Participants to explore who inspires them, who their role models are and what key characteristics they have.

Resources required

Paper and pens

Intended outcomes

- ▶ Participants build their self reflection
- ▶ Participants become more aware of their role models
- ▶ Participants are aware of the skills, key characteristics and values that they can associate with

Delivery notes and techniques

Begin with a brief discussion about how leaders need good role models/mentors. Discuss how just as a company or a large organisation has a Board of Directors to help lead and guide it, so too do we all need to surround ourselves with people who can help us on our leadership journey.

Ask participants to think about their own Board of Directors or their table of role models.

These may be people living or dead (or even non-humans— one person had his dog at his table because he learned unconditional love from the dog). They may be people the participant knows personally or just looks up to, people in history, etc.

Ask participants to share who is at their table and why.

You can also talk about whose table YOU might be sitting at, serving as their mentor or role model. What qualities do you bring? What qualities would you like to bring?

Communication

Purpose of section

To increase participants' self confidence around communication and in feeling prepared for employment and future life.

Objectives

- ▶ Participants explore the tools for effective communication
- ▶ Participants have the opportunity to practice public speaking
- ▶ Participants have the opportunity to influence others
- ▶ Participants understand how communication skills will benefit their wider life

Overview of session structure

- ▶ **Articulate** - 6 hours
- ▶ **S.U.N and R.A.In** - 30 minutes

Resources required

- ▶ Laptop
- ▶ Projector
- ▶ Speakers
- ▶ Pens
- ▶ Paper
- ▶ Video camera (tripod)/voice recorder (optional)
- ▶ Coloured card
- ▶ Worksheets
- ▶ Envelopes
- ▶ Articulate introduction video
- ▶ Gobbledygook words
- ▶ Feedback words
- ▶ Top 10 tips for public speaking



Articulate



Activity overview

This section can be delivered over one day or can be split into three blocks and delivered over a series of days. Articulate comprises of a number of activities which enable participants to develop their public speaking skills.

Delivery notes and techniques

Suggested timings for a day exploring articulate:

TIME	ACTIVITIES
SESSION 1 – 90 minutes total	
10.00 (30 minutes)	Check in
10.30 (15 minutes)	Articulate
10.45 (15 minutes)	The importance of public speaking
11.00 (30 minutes)	Gobbledycook 1
SESSION 2 – 75 minutes total	
11.30 (20 minutes)	Building blocks for public speaking
11.50 (55 minutes)	Gobbledycook 2 with feedback
SESSION 3 – 195 minutes total	
13.30 (90 minutes)	Making the structure real
15.15 (15 minutes)	The Foyer Federation's top 10 tips for public speaking
15.30 (60 minutes)	Beyond articulate
16.30 (30 minutes)	Check in

Check in



Check in with the group and introduce the overview of the activity. If you have created a group agreement previously, then review it with the group. If not, create one by asking the group what rules are important, facilitate a discussion and write down the rules that the team wants to agree on. Remind the team that the group agreement is in addition to the code of conduct. Reconfirm or ask the group permission to coach. Role model and manage the energy of the group. Set intentions.

Articulate



For some inspiration about getting our message across and influencing people, we are firstly going to watch a short clip of Malala Yousafzai giving a speech at the Nobel Concert:



www.youtu.be/qu3aQMxkrc4

Suggested questions

- ▶ What do you think of the short clip?
- ▶ What do you think are the important things to think about when communicating? (Notes could be included on a flip chart)
- ▶ Did you see anything you liked within the clip?
- ▶ Why do you think we are showing this clip?

The importance of public speaking



a) Question to group – what do you think the phrase public speaking covers?

(Prompts: interviews, presentations, speeches, debates, influencing someone)

b) How does this fit with what you are doing with your Foyer?

(Prompts: speaking at our events, influencing staff to make changes, running an event etc.)

c) Ask each participant in private to write on a piece of card their name and how confident they feel about public speaking out of 10

(1 = not confident, 10 = super confident).

They won't have to share it (unless they want to). They then put it in an envelope with their name on and hand it in to the facilitator. It is for them to see how they progress over the course of the day or days.

Debrief

Discuss why public speaking is a very important skill in life and is relevant to them.

Gobbledygook 1

 30 minutes

Activity

Participants choose a gobbledygook word at random. This session is designed to get participants out of their comfort zone and used to standing at the front for a period of time.

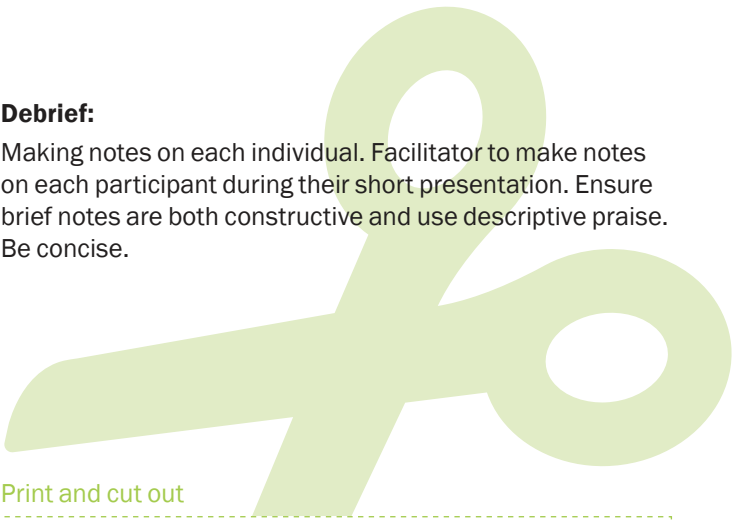
“Imagine you are a world expert and you have been flown in today to give a 60 second speech on your expert topic. Your audience knows nothing about your expert field so you are free to say what you like.”

Explain that they have one minute and ask one member of the audience to time and hold up a red card when the minute is up.

Debrief:

Making notes on each individual. Facilitator to make notes on each participant during their short presentation. Ensure brief notes are both constructive and use descriptive praise. Be concise.

Print and cut out



Yether	Happrom
Alphosion	Denethe
Moncist	Tionment
Andefent	Crusepece
Hambelevol	Plong
Legaust	Cabooke
Sumbrial	Robjea
Scousater	Werfut
Florch	Expluctee



Building blocks for public speaking

 20 minutes

Prepare by having flip charts with key information on. Explain the three building blocks of great public speaking, reference back to the articulate video (of Malala Yousafzai) to give examples.

1 Know your purpose

(it doesn't matter if it's a made up word, you still need to know your intention – relate to Values > Intentions)

- ▶ Why are you doing this speech?
- ▶ What do you want to achieve?
- ▶ What is your core message?

2 Be authentic

(meaning what you say adds credibility)

- ▶ Why should the audience listen to you (credibility, character, competence)?
- ▶ What is your personal experience / opinion / story?
- ▶ How will you demonstrate your passion?

3 Structure your speech

- ▶ **Opener** (statistic, fact, tell a story, ask a rhetorical question, catch the audience's attention, shock, simple, inspiring)
 - E.g. Shocking fact: 264 million children and young people are out of school worldwide (UNESCO Institute for Statistics)
 - E.g. Rhetorical question: How can you sleep knowing that 795 million people around the world are hungry? (Global Nutrition Report, 2014)
- ▶ **Power of three** (three key points, no one listens to more than that, you can remember things and it builds up tension). Inherently funnier, more satisfying and more effective than other groupings... What things come in threes...? (three blind mice, three little pigs, three French hens, Education, education, education – Tony Blair, Location, location, location, the good, the bad, the ugly)
- ▶ **Closer** (action, request, final thing to remember, take away)
 - Make this relevant to your audience, involve them, think positively, motivate / inspire
 - E.g. Action: Sign up to our pledge today
 - E.g. Concluding point: if you take nothing from my speech today, take away the basic human need for clean water
 - E.g. Request: I'll be at the march on Saturday; I want you to join me

Debrief

Recap information and present the structure as a tool to be used throughout the programme.

Gobbledygook 2 with feedback

 55 minutes

Activity

Now participants have another opportunity to talk for 60 seconds about a new gobbledygook word, but this time they can test out the structure explored in the previous activity. Each participant has five minutes to prepare their speech before delivering it to the group.

The other members of the group will be giving feedback based on **body language, clarity of message, use of structure, authenticity, attractions and distractions.**

Explain how feedback will work - one or two people in the group will be assigned one of the feedback criteria and look out for it as each participant delivers their speech.

The coach will then manage the **feedback** process. There will also be one person to time each speech.

Debrief

As well as allowing participants to give feedback based on their handouts, it would also be beneficial for you as the coach to contribute to anything that you have observed with a specific individual or overall as a group. Highlight what went well and any areas for improvement. Acknowledge that participants may have felt uncomfortable going through the task- but being out of your comfort zone is a good thing!

Print and cut out

BODY LANGUAGE

CLARITY OF MESSAGE

USE OF STRUCTURE

AUTHENTICITY

ATTRACTIONS

DISTRACTIONS



Making the structure real

 90 minutes

Set the context for the activity. Practice is the best way to improve your speech and develop your public speaking style. Now we're going to introduce topics of your choice to talk about and work on the structure and delivery.

Brief: develop a speech about the change you want to make in the world (through a social action project)

- ▶ You have 20 minutes to prepare (variable dependant on group size)
- ▶ The speech must be no longer than two minutes
- ▶ Remember to use the building blocks for public speaking
- ▶ OPTIONAL: We will be recording the speech (for reference for your social action projects and publicity)

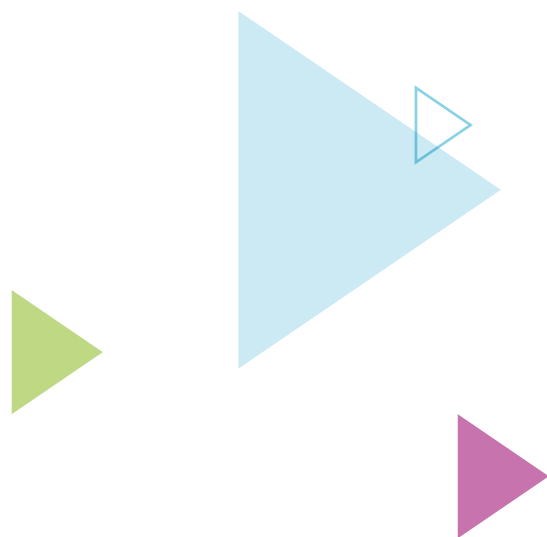
Set up the same **feedback** model as Gobbledygook 2.

Debrief

Discuss how the public speaking practice went, both positive and negative elements.

Suggested questions

- ▶ How did that go? Did you enjoy giving the presentation?
- ▶ How confident did you feel delivering your speech?
- ▶ Was it easier to talk about something you are passionate about?
- ▶ Were the building blocks useful?
- ▶ What do you think are the key things to think about when public speaking?
- ▶ What have you learnt about yourself?



The Foyer Federation's top 10 tips for public speaking



15 minutes

Go through and distribute the top tips tool.

Print and cut out for participants




TOP 10 TIPS FOR PUBLIC SPEAKING

1	Know your purpose	<ul style="list-style-type: none"> a) Why are you doing this speech? b) What do you want to achieve? c) What is your core message?
2	Be authentic	<ul style="list-style-type: none"> a) Why should the audience listen to you? b) What's your personal experience and opinion? c) How will you demonstrate your passion?
3	Structure your speech	<ul style="list-style-type: none"> a) How will you grab the attention of the audience? b) How do you get your message across? c) How do you end on a high?
4	Engaging your audience	<ul style="list-style-type: none"> a) Who are you talking to? b) How will you influence them? c) How do you manage them?
5	Know your attractions and distractions	<ul style="list-style-type: none"> a) What is your body language saying? b) What are your filler words?
6	Creating your stage presence	<ul style="list-style-type: none"> a) How will your audience remember you? b) What can you use to help you?
7	Face your fears	<ul style="list-style-type: none"> a) What do the audience really think of you? b) How can you make your nerves work for you? c) How can you use feedback to your advantage?
8	Practice makes perfect	<ul style="list-style-type: none"> a) What preparation works for you? b) Visualise what success looks like for you.
9	Keep to time	<ul style="list-style-type: none"> a) What can your audience handle? b) What prompts can you use to keep you to time?
10	SMILE 	



Beyond articulate

 60 minutes

Introduce this session with the aim to link the practice they have done to an interview scenario and the STAR interview technique tool (page 40).

Participants to self-reflect using the STAR interview technique to explore their responses to example interview questions.

Next, set up a role-play scenario with a panel of interviewers and a rotating interviewee whilst the remaining participants use the feedback model from previous sessions.

Debrief

Discuss how the public speaking practice went, both positive and negative elements.

Suggested questions

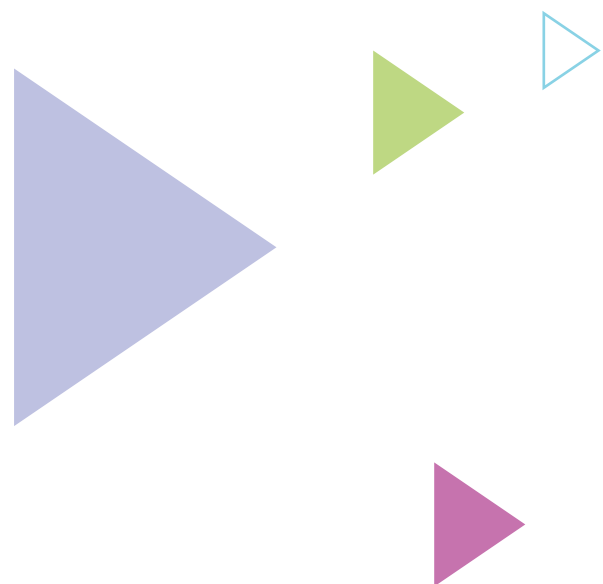
- ▶ Was the STAR technique useful?
- ▶ Did you prefer interviewing or being the interviewee?

Check in

 30 minutes

Participants to take back envelopes / cards from the beginning, open them up and rate themselves again – encourage them to feedback if they wish.

Check in with the group creating a quality space to: land overall learning for the day, check intentions that were set at the start of the milestone and set new intentions for the time between milestones.



S.T.A.R interview technique

The S.T.A.R interview technique is a simple acronym that you can use to structure your answers. You can use this template to understand the techniques and reflect on the programme as well as some of the situations you may have encountered and how you can use them as examples. Most interviewers look for common competencies such as communication, conflict management, leadership, initiative, etc. So it can be helpful to use this technique and have a handful of examples for a range of competencies depending on the interview.

Situation

What was the situation you found yourself in?

E.g. Two people you were working with are having a serious argument.

Task

What specific task did you have to achieve?

E.g. Resolve the conflict situation so that both parties agree to the outcome.

Action

What action did you take?

E.g. Intervened in the situation and split the two colleagues apart instructing them to take 10 minutes each to “cool off”. I then went to them one by one to set the rules for the interaction and explained that I would mediate. I mediated between the two like this until we reached an agreement that both parties were happy with.

Result

What was the result of your actions?

E.g. Resolved the situation of conflict so that both parties agreed to the outcome.

Debrief

Suggested questions

Use the S.T.A.R interview technique above to help develop responses to the example interview questions below. Remember to use all you have explored in articulate. Whilst making notes is an effective way of remembering things, constantly reading from a piece of paper can damage the appeal of what you are saying to an interviewer.

- ▶ Tell us about a time when you have had to lead a team/project?
- ▶ Tell us about a time when you have worked outside your comfort zone?
- ▶ Tell us about a time when you have taken initiative (to go above and beyond your role, etc.)?
- ▶ Tell us how your strengths can help you in this job?
- ▶ Tell us why you are the right person for the job?

S.U.N and R.A.In



30 minutes

Activity overview

To explore growing or nurturing an idea through S.U.N and R.A.In.

Resources required

Flip chart (optional)

Intended outcomes

- ▶ Participants explore a tool to facilitate positive thinking
- ▶ Participants feel more confident when generating new ideas
- ▶ Participants understand the balance between too much positivity and reality

Delivery notes and techniques

Introduce the S.U.N and R.A.In activity. Draw the acronyms on a flip chart and explain each word. Now, in pairs, get them to take it in turns for five minutes each to grow each other's ideas around a birthday party and to chop down each other's ideas. Debrief the experience. This activity could then be taken further to discuss ideas for a social action project.

Debrief

This session is ideal when trying to generate new ideas and encouraging ideas to grow, no matter how crazy they may seem!

Example

S.U.N (Suspend judgement, Understand, Nurture)	R.A.In (Resist, Analysis, Insist)
First person: For a birthday party I'm thinking of hiring a boat	First person: For a birthday party I'm thinking of hiring a boat
Second person: And what if we all dress up in themed costumes?	Second person: But it will be too expensive!

Reflect



Purpose of section

Reflection is about learning from different experiences and applying them to other areas of your life. This does not come easily to some people but is a great way to grow and develop.

Objectives

- ▶ Participants encouraged to use self reflection as a learning tool
- ▶ Participants explore different types of decision making styles
- ▶ Participants understand and are more aware of their own strengths

Overview of session structure

- ▶ **Negotiation** - 50 minutes
- ▶ **Marshmallow tower** - 30 minutes
- ▶ **Top trumps** - 60 minutes
- ▶ **Moral side of murder** - 30 minutes
- ▶ **Crisis** - 90 minutes

Resources required

- ▶ Red card
- ▶ Blue card
- ▶ Pens
- ▶ Flip chart paper
- ▶ Projector screen
- ▶ Projector
- ▶ Speakers
- ▶ Marshmallows
- ▶ Spaghetti
- ▶ Moral side of murder video clip
- ▶ Crisis resource handout
- ▶ Crisis map



Negotiation

 50 minutes

Activity overview

Participants explore their way of 'being' and reflect on their values whilst deciding what 'winning' means to them. The aim of the activity is to finish on a positive score. Two groups will decide how they will play their red and blue cards against one another to fulfil the aim of the activity.

Resources required

Two red cards, two blue cards, a brief sheet for each team, pens, flip chart paper

Intended outcomes

- ▶ Participants explore negotiation and what that means
- ▶ Participants will build their communication skills
- ▶ Participants will improve their teamwork

TIME	ACTIVITY DETAIL
5 minutes	Hand out resources and introduce activity
5 minutes	Group allocate roles and familiarise themselves with the rules and aim of the game
5 minutes	Teams play cards for rounds 1 and 2 and facilitator reveals scores
5 minutes	Groups decide on negotiation tactics and negotiation takes place
5 minutes	Teams play cards for rounds 3 and 4 and facilitator reveals scores
5 minutes	Groups decide on negotiation tactics and negotiation takes place
5 minutes	Teams play cards for rounds 5 and 6 and facilitator reveals scores
15 minutes	Debrief

Delivery notes and techniques

Split the group into two and hand each team a blue card, a red card and a brief sheet that includes a scorecard. Teams should be a sufficient distance apart so that they cannot hear each other.

Explain that there will be six rounds to play either a red or blue card. Participants will not know what the other team have played until after each round. After rounds 2 and 4 there will be a chance to negotiate with the other team. It is up to the team whether they stick with this negotiation or not! The scores from the final rounds, 5 and 6, will be doubled. Tell the groups that the aim of the game is to finish on a positive score.

The team should allocate roles: a negotiator and a scorer/timekeeper.

Allow the group time to read through the brief sheet and understand the activity.

The facilitator will play timekeeper and scorer for the whole activity. After each round, push the teams to make the decision on which card to play and reveal the scores after rounds 2, 4 and 6.

Debrief

Suggested questions

- ▶ How did that go?
- ▶ How did you feel after each negotiation?
- ▶ What was the aim of the activity? Tell us more about this.
- ▶ How did your values come into play?
- ▶ If you did the activity again, what would you do differently?

Negotiation continued...



Print and cut out for participants

Resources

2 **RED** and 2 **BLUE** cards (for each team), scoring sheets (for each team), flipchart paper to draw up scoring sheet, pens

Brief

This is a game played in 6 rounds. The objective of the game is to finish with a **positive score**.

In each round you can play either **RED** or **BLUE**. Points are then scored as follows:

If Team A play	If Team B play	Team A scores	Team B scores
RED	RED	+3	+3
RED	BLUE	-6	+6
BLUE	RED	+6	-6
BLUE	BLUE	-3	-3

You will play three sets of two cards at a time. The points for rounds 1 & 2 will be played without negotiation. After round 2 and round 4, the person from your team who has been nominated as your negotiator will negotiate with their counterpart from the other team as to what you both agree (or not) to play in the next two rounds. 5 & 6 (the final rounds) will be doubled.

TIMING	SET	TASK
5 minutes	1	Decide and play cards for rounds 1 & 2
5 minutes	2	Receive scores, plan negotiation (2 minutes), negotiate (2 minutes)
5 minutes		Decide and play cards for rounds 3 & 4
5 minutes	3	Receive scores, plan negotiation (2 minutes), negotiate (2 minutes)
5 minutes		Decide and play cards for rounds 5 & 6 (DOUBLE POINTS)
5 minutes	Final scores revealed	

Team Roles

The following specific roles will be required in your team:

Negotiator

Able to take responsibility, can make decisions, ability to work as part of a team, be persuasive, can talk clearly and confidently and able to listen to other's point of view.

Scorer / timekeeper

Can work accurately, use numbers correctly, keep the team aware of time, can talk clearly and confidently.

SCORE CARD	WE PLAYED	WE SCORED	THEY PLAYED	THEY SCORED
Round 1				
Round 2				
Sub total				
Round 3				
Round 4				
Sub total				
Round 5				
Round 6				
TOTAL				

Marshmallow tower



Activity overview

Participants to work as a team and build the tallest freestanding tower with the resources provided. Allow participants 5-10 minutes to plan, 10-15 minutes to build.

Resources required

Marshmallows, spaghetti sticks,
Free Hugs Campaign video (optional)

Intended outcomes

- ▶ Participants can identify their own strengths
- ▶ Participants work as a team
- ▶ Participants develop their communication skills
- ▶ Participants can identify other people's strengths

Delivery notes and techniques

In small groups you are tasked to build the tallest free standing tower with the resources you have been provided with. Can you work as a team? Can you show your strengths? Ensure that everyone in your team has a role.

Debrief in small groups focusing on what went well. Draw out the strengths of the team.

Debrief

Suggested questions

- ▶ How did you find that activity?
- ▶ What have you learnt about yourself?
- ▶ What have you learnt about your team members?
- ▶ What do you think was the purpose of this activity?
- ▶ If you were to do the activity again, what would you do differently?



Optional activity - exploring strengths

Show the Free Hugs Campaign:



www.youtube.com/watch?v=cN43wIBLCBg

Juan Mann had been living in London when his world turned upside down and he had to come home. By the time his plane landed back in Sydney, all he had left was a carry on bag full of clothes and a world of troubles. No one to welcome him back, no place to call home. He was a tourist in his hometown.

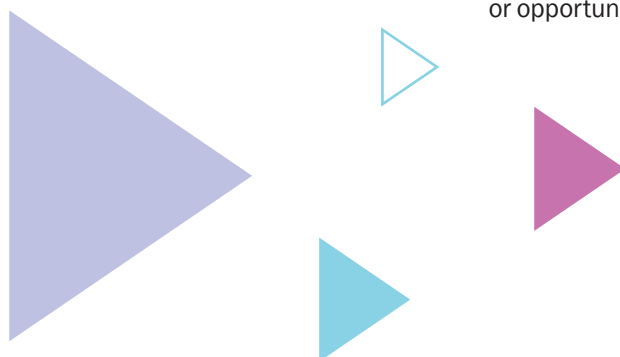
Standing there in the arrivals terminal, watching other passengers meeting their waiting friends and family, with open arms and smiling faces, hugging and laughing together, he wanted someone out there to be waiting for him. To be happy to see him. To smile at him. To hug him.

So he got some cardboard and a marker and made a sign. He found the busiest pedestrian intersection in the city and held that sign aloft, with the words "Free Hugs" on both sides. And for 15 minutes, people just stared right through him. The first person who stopped tapped him on the shoulder and told him how her dog had just died that morning. And how that morning had been the one year anniversary of her only daughter dying in a car accident. How what she needed now, when she felt most alone in the world, was a hug. He got down on one knee, they put their arms around each other and when they parted, she was smiling. On reflection he says: "everyone has problems and for sure mine haven't compared. But to see someone who was once frowning, smile even for a moment, well it's worth it every time."

Explore the strengths of Juan Mann and what he achieved.

Debrief

Highlight how having a reminder of your strengths can be very powerful, especially in a world where sometimes all you see and hear are the negative. Finally get the group to see the fact that there is a diversity of strengths in the room that can be used when tackling any project, initiative or opportunity.





Top trumps



60 minutes

Activity overview

Participants to create their own top trumps card focusing on their skills, talents and passions. Participants are encouraged to be honest and reflect where they might need to develop in specific areas. The session allows participants to focus on what they have at their disposal rather than what they don't have.

Resources required

Felt tip pens, flip chart, top trump template

Intended outcomes

- ▶ Participants think creatively about what skills they have
- ▶ Participants understand the skills that other people have and how they can support each other

Delivery notes and techniques

- ▶ This session is about honesty; an opportunity to be honest about what skills they have and what skills they think they may need to improve
- ▶ It is also an opportunity for the group to learn about each other and how to support each other through a project
- ▶ Everyone to think about the skills they have to offer
- ▶ Start to think about how skills and interest could link in with project ideas

Create your card (15 minutes)

Using the template overleaf, each participant individually creates a top trump card with the opportunity to discuss it if they'd like or to work on their own.

They can draw a quick self portrait.

The description is about their own passions, interests and experience.

The skills section will be a personal reflection for participants to enable them to think pragmatically about areas of growth and skills fit for a potential social action project.

Top trumps! (15 minutes)

Participants pair up. By going through their cards, they can compare and contrast their skills and begin to think about what they could create with their skills, passion and experience.

Debrief (30 minutes)

Ask some of the group to volunteer to share their trump cards and what the cards helped them to realise about their partnership.

Explain next steps – to collect in, photograph and send out next week.

This is a useful tool to come back to throughout their time at the Foyer or during the social action project.

End the session by collating a board of all the strengths, passions and interests of everyone in the room and exploring what the potential is of these assets.

Fill in and cut out



Name

Foyer

Description

Picture

TOP TRUMPS

SKILLS

Creativity	☆☆☆☆☆
Decision Making	☆☆☆☆☆
Time Management	☆☆☆☆☆
	☆☆☆☆☆
	☆☆☆☆☆
Special skill	
Overall leadership score	

Taking the Lead ▶ The Foyer Federation

Moral side of murder

 30 minutes

Activity overview

Explore a short clip from a professor at Harvard University. The clip explores choice. Allow the participants to reflect on what choice they would make in response to the scenarios.

Resources required

Projector, laptop, speakers, video clip:



[www.drive.google.com/
open?id=0Bw4Na3G5kabyNEhDaUY1ZzdIQTA](https://www.drive.google.com/open?id=0Bw4Na3G5kabyNEhDaUY1ZzdIQTA)

Intended outcomes

- ▶ Participants more aware of their own decision making
- ▶ Participants explore choice
- ▶ Participants explore values based leadership

Delivery notes and techniques

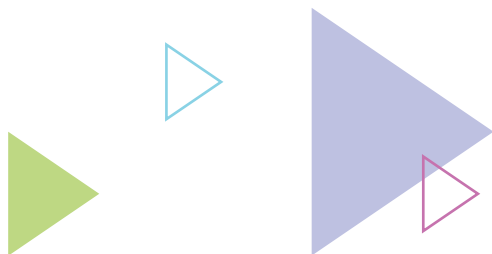
Allow participants to explore their own decisions and choice with a safe space. Use questioning to allow the conversation to flow. Ask participants to reflect on their choices based on their values.

Be prepared for a heated debate...!

Debrief

Suggested questions

- ▶ How did you make your decision?
- ▶ What impacted you in making the decision?
- ▶ How does it make you feel that someone has a different opinion to you?
- ▶ How does this activity link to what you do in your world?



Crisis



90 minutes

Activity overview

A series of activities that allow participants to explore and understand different types of decision making models.

Decision making types:

Autocratic decision making

In an autocratic participative decision-making style, the leader takes control of and responsibility for the final decision. Other participants are not included in the decision and the final outcome is the responsibility of the leader.

Dictatorship

Government by a single person having unlimited power; despotism. A country or state that is governed by a single person with unlimited power.

Consensus decision making

Consensus decision making is a creative and dynamic way of reaching agreement between all members of a group. Instead of simply voting for an item and having the majority of the group getting their way, a group using consensus is committed to finding solutions that everyone actively supports, or at least can live with.

Democratic decision making

Democracy is a form of government in which decisions are made by the will of the majority, usually through elections or referendums, with the participation of all citizens.

Resources required

Laptop, projector, speakers, pens, paper, flip chart, crisis handout, brief for leader, map

Intended outcomes

- ▶ Participants explore the tools for values based decision making
- ▶ Participants explore tools to cope with challenges
- ▶ Participants explore the tools for negotiation
- ▶ Increase in resilience / ability to cope with challenges

Delivery notes and techniques

Set up the room as a plane and put passenger information on seats.

1 Coach(es) to act as cabin crew and say:
“We have the following information for you, please pay attention - this is vital to your safety”:

- ▶ It is 4.30am local time and still dark
- ▶ 10 of your fellow passengers have died in the crash
- ▶ The temperature is 1 degree centigrade
- ▶ The plane is sinking and you must abandon the plane at first light in one hour
- ▶ You (cabin crew member) have assessed the situation and gathered the following resources (give the group the resource list containing 20 items on page 51)

Using consensus decision making, the participants must decide which 10 items they would like to take with them.

2 Hand out the map (page 50)

Participants must use democratic decision making to decide which island they want to go to.

The sun has come up and the plane is sinking fast
The map has information on your location, and you have three options:

1. **Island A**
2. **Island B**
3. **Island C**

Ask the group to feedback/debrief on their decisions so far.

3 You have arrived at the island, but before you can get onto it, you have to get everyone off the boat and across the marsh/rocks/bog which is preventing you from making it onto the island. You must choose a leader for this task and using autocratic decision making, follow their orders exactly.

Debrief

Suggested questions

- ▶ How was the activity?
- ▶ What did you enjoy the most?
- ▶ What have you learnt?
- ▶ Will you use any of the things you have learnt? How, when?

Somewhere in the Atlantic Ocean

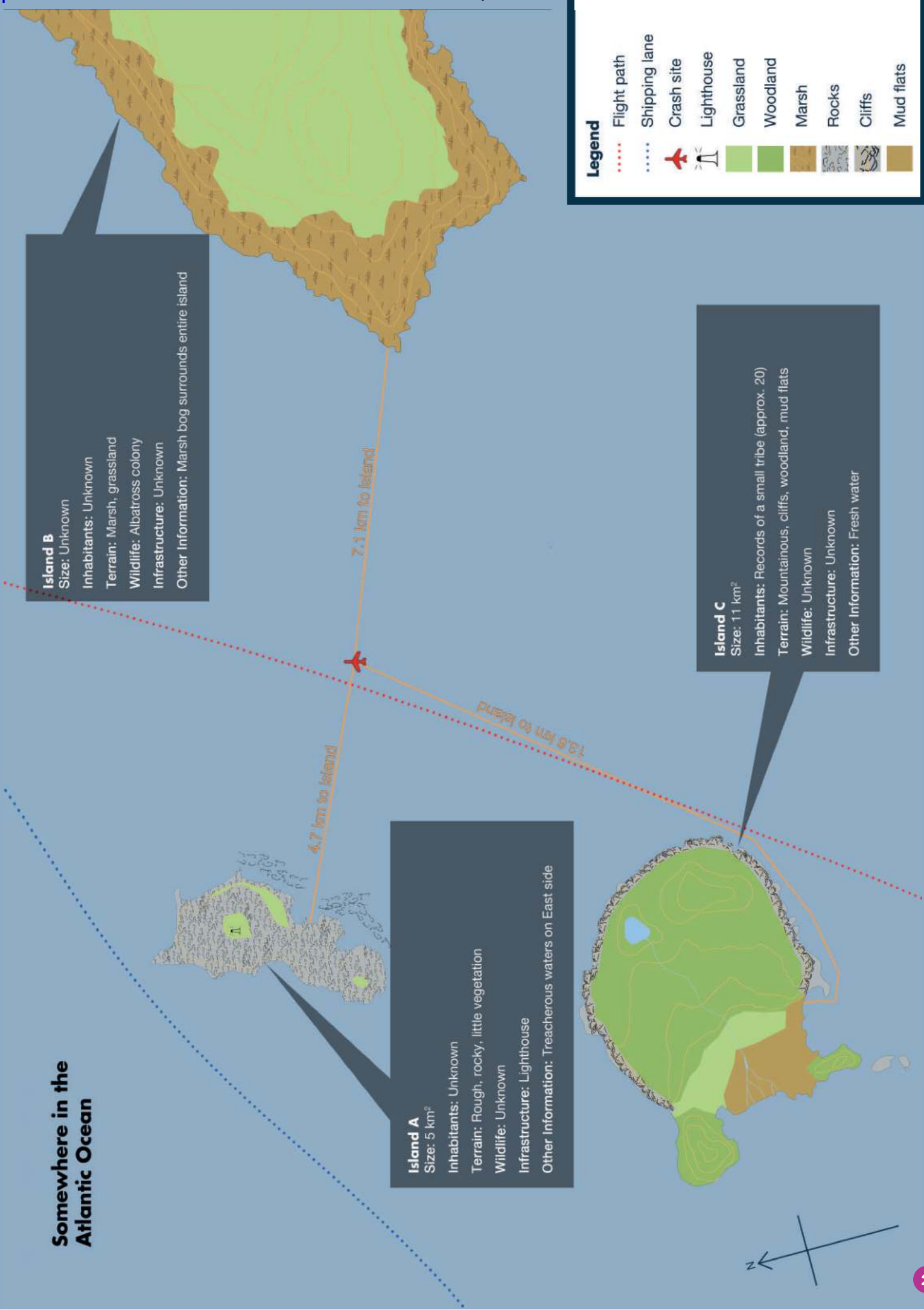
Island A
 Size: 5 km²
 Inhabitants: Unknown
 Terrain: Rough, rocky, little vegetation
 Wildlife: Unknown
 Infrastructure: Lighthouse
 Other Information: Treacherous waters on East side

Island C
 Size: 11 km²
 Inhabitants: Records of a small tribe (approx. 20)
 Terrain: Mountainous, cliffs, woodland, mud flats
 Wildlife: Unknown
 Infrastructure: Unknown
 Other Information: Fresh water

Island B
 Size: Unknown
 Inhabitants: Unknown
 Terrain: Marsh, grassland
 Wildlife: Albatross colony
 Infrastructure: Unknown
 Other Information: Marsh bog surrounds entire island

Legend

- Flight path
- Shipping lane
- ✈️ Crash site
- 🗼 Lighthouse
- 🟩 Grassland
- 🟨 Woodland
- 🟪 Marsh
- 🪨 Rocks
- 🏔️ Cliffs
- 🟫 Mud flats



Resources challenge

1

Your task

You must choose **10 items** from the list below and specify why they will be useful to the group. You must reach a consensus, which means that you must all agree. If even one of you does not agree, you must negotiate to reach a decision everyone is happy with.

Here are some tips to use in reaching consensus:

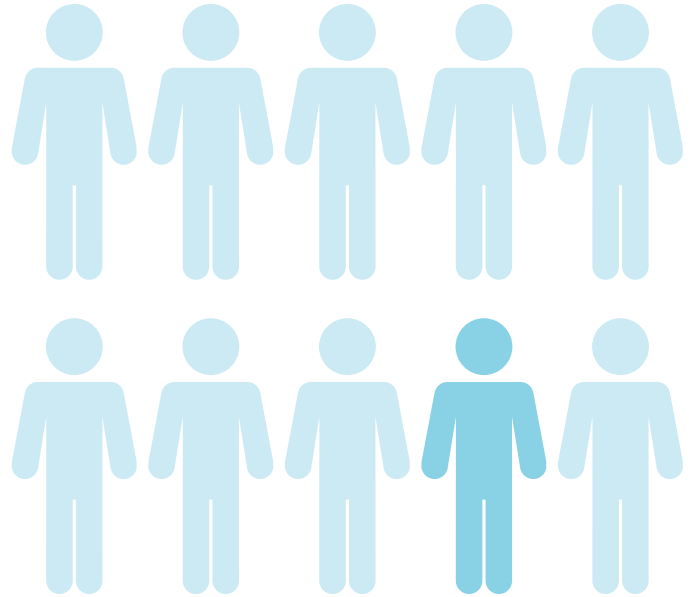
- ▶ Avoid arguing for your own individual judgments. Approach the task on the basis of logic
- ▶ Avoid changing your mind if it is only to reach agreement and avoid conflict. Support only solutions with which you are able to agree at least somewhat
- ▶ Avoid “conflict-reducing” techniques such as majority vote, averaging or trading in reaching your decision
- ▶ View differences of opinion as a help rather than a hindrance in decision-making

	RESOURCE LIST	1-10
1	Fishing line and hooks	
2	One emergency rubber life raft (can accommodate all passengers and equipment)	
3	100 litres of bottled water	
4	Roll of black bin bags	
5	Food supplies (5 days' worth)	
6	First aid supplies	
7	One pistol with 50 rounds	
8	Flare gun with 10 flares	
9	Compass	
10	Cigarette lighter (not containing fluid)	
11	A bottle of whiskey	
12	A small axe	
13	20x20ft piece of heavy duty canvas	
14	One newspaper per person	
15	One extra jumper per person	
16	Length of rope (30ft)	
17	Wire wool	
18	Pen and paper	
19	Torch	
20	Aluminum foil	

Obstacle crossing brief - autocratic decision making

3

Nominate a team leader



Team Leader:

Your goal is to get all of your team members across the obstacle safely using only the four stepping stones provided. The parameters are as follows:

The parameters are as follows:

- ▶ Everyone must reach the other side safely, using only the stepping-stones
- ▶ Stones can move both forward and backward
- ▶ There can be no piggybacking on top of group members
- ▶ Once the squares cross the line where the obstacle begins, they must be touched by a body part at all times or they will be lost FOREVER
- ▶ You have 5 minutes to PLAN how you will complete the task
- ▶ You have 15 minutes to COMPLETE the activity
- ▶ Unless spoken to, no-one except the team leader must speak. If the team leader asks you a question, you may answer, otherwise you must remain silent. If anyone breaks this rule the task must be started again
- ▶ If any body part touches the danger area, the task must be started again

Print and cut out for participants



Investing in young people through social action



Purpose of section

This section of the guide will take you on a journey through our project methodology. We'll show you the structure we use, the thinking that underpins it and examples of some of the projects our members have developed.

As well as providing a structure to develop Social Action Projects with young people, we also want to encourage you to allow young people to plan, lead and deliver their own social action projects. This will enable young people to practice their own leadership skills that they have developed as part of earlier sections within this resource pack. Social Action Projects give young people a real life opportunity to put their skills into action!

Get in touch and we can have a chat about how we can help you – email: inbox@foyer.net

Some of the programmes we have run that have included social action...

2013-2015: Healthy Conversations

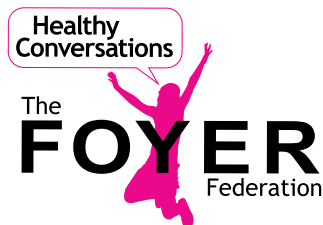
Healthy Conversations provided young people with the understanding, opportunities and networks to improve the health and well-being of themselves, their peers and their communities. 76 Foyers took part, delivering 140 'Health Action Projects' with 1,744 young people and 3,821 community beneficiaries.

2013-2015: Pop Up Talent

Pop Up Talent helped over 2,500 young people to connect with work, education and training opportunities. Through a huge range of social action projects, we saw groups across the country realise their potential and build skills for work. Pop Up Talent has created stronger connections between people and communities, connecting young people often very distant from the labour market with networks that enable them to identify, create and secure work.

2008 – Now: Working Assets

Working Assets gets young people planning, delivering and celebrating a project of their own design that develops their skills for work. Since 2012, the Foyer Federation has partnered with the Society of Motor Manufacturers and Traders to pair Foyers up with their local automotive companies through the Working Assets framework. Organisations such as Toyota, BMW, Unipart and Ford worked with their local Foyers to provide positive experiences of the automotive sector and support over 300 young people to develop their employability skills.





Our approach

We work with Foyers and other organisations to develop social action projects as community facing projects led by young people in their local areas. Our social action projects aim to achieve the following:

- 1 Shape** sustainable routes into future employability
- 2 Improve** outcomes associated with work readiness by equipping young people with skills and their supporting services with asset based approaches
- 3 Challenge** providers, communities, employers, funders and Government to make a positive investment in young people
- 4 Empower** young people with the skills, resources and opportunities they need to achieve a positive transition into future employment
- 5 Develop** young people's leadership skills equipping them with the tools to make positive decisions for themselves

Our social action projects are structured around three phases:

Phase one: engage

Engage young people, staff and the local community through an inspirational project.

Phase two: build

Develop young people's assets base to complete the project and achieve more independent, employment focused skills and resources; develop the approach of the organisation to cultivate more asset and employment focused assessment and support processes.

Phase three: recognise

Recognise the achievements and potential of the young people and organisations involved and promote a positive image in the wider community.

Pointers for success

When developing social action projects we think it is important to consider the following:

- ✓ How will young people be involved in its design?
- ✓ How many young people will form the core group leading the activity?
- ✓ How does the activity build on young people's current skills?
- ✓ How does the activity create or connect to skill building for young people?
- ✓ What young people, community groups, organisations and individuals should be involved?
- ✓ What is the overall project aim?
- ✓ What are the project objectives, indicators, outputs, outcomes and impact? In other words, what will the project achieve in the short and long term, how will it make a difference and who will it make a difference to?
- ✓ What steps need to be taken to make it happen (action plan) and what is the time frame?
- ✓ Who will be responsible for making sure the actions happen and the aims are met?
- ✓ What budget is available, how will it be spent and is any fundraising needed?
- ✓ How will evidence of reach and impact be captured?
- ✓ How can the project be celebrated and promoted to local stakeholders and decision makers?
- ✓ What is the strategy for sustaining the activity?

Engage

This phase is all about engaging young people and staff to decide upon a project idea that best fits the group. Projects should be clear, practical, achievable and exciting enough to engage others in its success. Projects are chosen by, and driven by, the young people involved. Here are some examples of how Foyers have delivered the engage phase of their social action projects.



Checklist

- Identify young people to engage and recruit
- Host co-creation activities
- Identify stakeholders
- Define success and agree project aims
- Secure funding

Peterborough Foyer held a Dragons' Den event in the evening at a city centre venue in Peterborough popular with young people. At this event young people were invited to pitch their ideas for how a specific pot of money should be spent, in order to engage them in the delivery of it. The event began with local music groups playing different sets, followed by the main Dragon's Den event. Dragons included a local councillor, an ex-staff member working for an international homeless charity and a senior member of the Foyer Federation. A photographer was on hand to capture images from the evening which were used as part of the recording process for the working assets project. A write up from the event was publicised locally.



Young people at Swindon Foyer developed a craft enterprise called 'Gifted'. Young people came up with the craft idea because it complemented each young person's individual personal interests and specific career goals. For example, one young person wanted to set up an online business to sell skateboards he had designed himself, so linked his own goal into this idea. The project culminated in an open day at which young people promoted their products. They also invited local employers who they wanted to engage as mentors or prospective employers, so young people had an even greater stake in the management of the event.



Engage **Case Study**

Young people at Batley Foyer were inspired to use their own experience to help others in the same situation.

This phase is all about engaging young people and staff to decide upon a project idea that best fits the group. Projects should be clear, practical, achievable and exciting enough to engage others in its success. Projects are chosen by, and driven by, the young people involved. Here are some examples of how Foyers have delivered the engage phase of their social action projects.

The app has been developed to help younger Foyer residents moving on in their lives. It helps people to get information about where they can get second-hand or recycled furniture, local services including health care and day centres, local crime rates, emergency accommodation and advice. The app has been used by 60 service users and is available from the Google app store for free, one of only a few apps for homeless advice.

The “Moving on” app helps young people move home with as little stress and cost as possible.

The development enabled four young people living in the Foyer to be involved in the creation and publication of the app, developing valuable skills both creatively and in current technology with a high profile final product to include on their CV’s.

It didn’t stop there either: the app was runner up in the Digital Empowerment Awards, and the staff and young people involved travelled around events and conferences to spread the message and widen the app’s reach.

MOVING ON:

An app for young people experiencing homelessness or transitioning to independent living.

Residents at Batley Foyer had experienced first-hand the stress of experiencing homelessness and moving home. So when they were given the opportunity to design their own Health Action Project, they decided they wanted to do something that would help others in the same situation as them.



The “Moving on” app helps young people move home with as little stress and cost as possible.



Check the app out here:

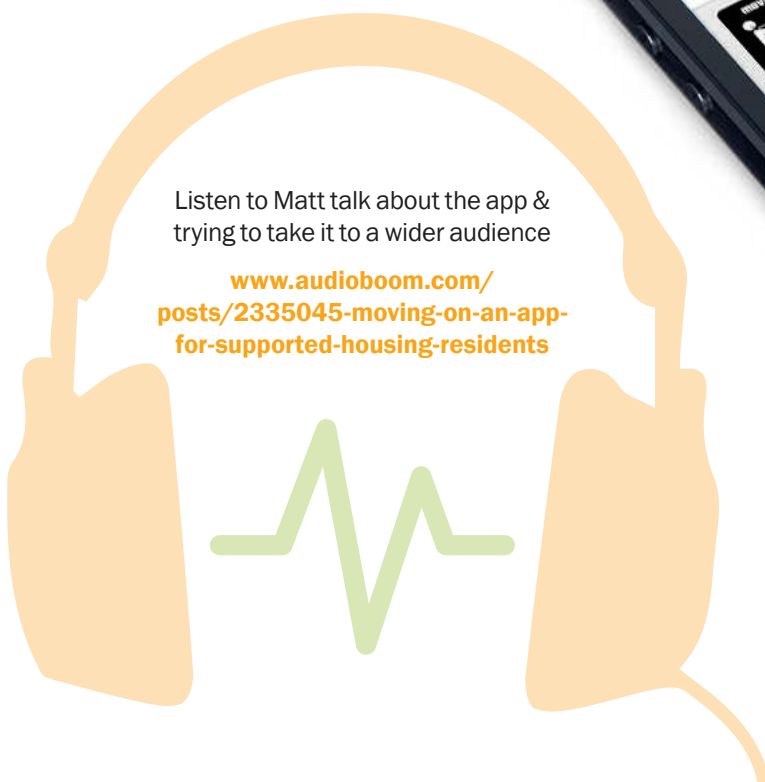


www.play.google.com/store/apps/details?id=com.andromo.dev179638.app239809



Listen to Matt talk about the app & trying to take it to a wider audience

www.audioboom.com/posts/2335045-moving-on-an-app-for-supported-housing-residents





SMMT
DRIVING THE
MOTOR INDUSTRY



Build

Social action projects develop young people's skills to support them to deliver the project and develop independence, networks and resources. They also support organisations to cultivate more asset based assessment and support processes. This phase is all about building a team as well as building the shape and detail of the actual project. Demonstrating impact is vital to enable the project to provide a solution that influences others, which is why this phase also includes a particular focus on building a portfolio of evidence. Here are some examples of how Foyers have delivered the build phase of their social action projects.

Checklist

- Develop project plan and budget
- Clarify outcomes for individuals and the service
- Pull together skill development activity
- Implement monitoring and evaluation process



A group of young people at Drapers City Foyer in Bethnal Green, London, received funding from the Forward Foundation. The team decided to set up a t-shirt making enterprise, taking photos across North-East London and printing them onto unisex t-shirts that they sold at a local market.

As part of this activity the group of young people received support from the Foyer and business people to develop skills in sales, enterprise, teamwork, project planning, design and photography. These skills helped them make the most of their project but also equipped them with assets to draw from as individuals.

Working Assets projects funded by the Society of Motor Manufacturers and Traders differ across localities, but all young people involved receive investment in a specific skills set. A certificate was developed to recognise this and is endorsed by SEMTA, the Sector Skills Council for Science, Engineering and Manufacturing Technologies.

- ✓ Self-management
- ✓ Teamwork
- ✓ Business and customer awareness
- ✓ Problem solving
- ✓ Communication and literacy
- ✓ Numeracy
- ✓ Information Technology
- ✓ Positive attitude
- ✓ Enterprise



Build Case Study

Eden Rural Foyer upskilled young people through fun activities, supporting them to create a social enterprise that also spread positive health messages in the wider community.

“A group of young people and staff came together and came up with the idea of using the already well attended art group to create items out of junk/rubbish. The young people were very keen to sell these items, ideally eventually creating a social enterprise. They discussed various ways to do this and decided that a great way to kickstart the project would be to attend a local craft fair or show to sell their unique items: the Cumberland Show was felt to be an ideal venue for this.

Due to the nature of the project (creating stuff out of rubbish) it was agreed to call the project “Junk Bunnies”.

Creating the crafts out of recycled carrier bags, beads/ necklaces, tin cans and old wool was a really interesting and exciting part of the project. The young people found creating crafts helped them to relax which created an environment where they began to talk and open up. The idea of using rubbish came from one young person and the idea gained momentum and evolved from there.

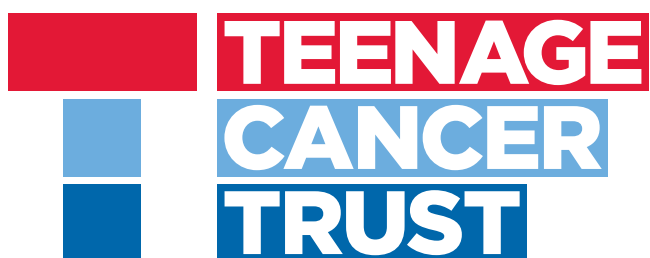
The project involved several sessions (conversation groups with activity) where the young people, guided by staff, ironed plastic bags to make cards and brooches, threaded, weaved and crocheted to make dream catchers, pin cushions and placemats. The young people felt an enormous sense of achievement from creating something from nothing.





The Cumberland Show was the culmination of all their hard work and dedication. There was a stand, with a marquee and tables of all of their crafts. Huge banners were designed along with leaflets to get the message to show goers about how the project had come about. Lots of promotional items from the project were given away to people visiting the stand. All the items were on display in the public areas of the Foyer in the run up to the show.

To further raise awareness of health, the young people thought it would be a good idea to have a visual display regarding the varying amounts of sugar in the drinks that they and their peers drink.



The young people also felt it was important to fundraise for a good cause as part of the celebration event, so in keeping with the fitness theme of other parts of the Healthy Conversations programme, an exercise bike was ridden during the whole of the show with a free to enter competition to win an iPod. Donations towards the Teenage Cancer Trust were encouraged, this charity having supported one of the residents who was suffering from leukaemia.”

Recognise

After all the hard work, it's really important to recognise the commitment and success of the young people and the project. The benefits of the recognition phase include:

- 1 Promotion:** Using the opportunity to influence and develop connections within your community to encourage the sustainability of the project and its inspiring mission.
- 2 Celebration:** An opportunity to formally recognise the achievements of the young people who have dedicated hours of their time to reach a shared goal through a structured project.

Here are some examples of how Foyers have delivered the recognise phase of their social action projects.



Neath Foyer carried out cooking challenges. One of the highlights was the Neath Food Festival, at which young people cooked 2 starters and 2 mains for their audience, including the Mayor. They combined this event with certificate presentations so the young people's efforts were celebrated in front of their community. The Neath Food Festival lasted 2 days and the group participated in a 'cook off' in front of 60 people, who voted in a 'Ready Steady Cook!' fashion. The Foyer's young people were pitted against the local W.I. – the young people won – everything was cooked from scratch by the young people whereas the W.I. used jarred sauces.

Checklist

- Choose event
- Plan message
- Create event plan
- Engage audience
- Develop sustainability plan

Bristol Foyer's social action project was all about organising and filming a 'talent show' including music and dance acts to explore possibilities, challenge negative thinking and encourage young people to recognise the assets they have. The ability of young people to self-promote and tell their own story, as well as to demonstrate assets to employers and the community was central to this project. Young people used the event to showcase their performing arts talents with the aim to find employment or forge creative partnerships. The Foyer secured around £1,000 additional 'in-kind' funding from volunteers. A deal was brokered with the venue to save at least £100-£200. Prizes were donated for the raffle and for the show. Food was provided by a local business for free. Before the talent show, the Foyer had regular negative attention in the local press, but afterwards there was an improvement in public perception and a strengthened relationship with the local media.





Recognise **Case Study**

Young people embarked on a healthy eating project, shared their learning through a recipe book and celebrated their achievements with a video that was shared far and wide.

Young people in Bristol embraced healthy eating on a budget.

A group of young people in Bristol produced a recipe book and a film, to help others like them to eat more healthily on a tight budget. The young people, who were all residents of the Bristol Foyer, had been working on the project they called “Health’s Kitchen” for a few months. The group was supported by staff, who offer training to young people at the Foyer, to complete a series of challenges. During the project, they discovered healthy alternatives to junk food, made their own recipes from a selection of ingredients and attended a workshop to learn basic cooking skills. One member of the “Health’s Kitchen” group, Olivia Bisp, said “this recipe book will encourage other young people to change their lifestyle and make better choices with health. A lot of the time they don’t know that there are other options out there. They don’t realise how easy and cost effective it is to eat healthily.”

Sonia Furzland, Assistant Director of Supported Housing, said “the Health’s Kitchen project has been really successful for the young people involved and has noticeably changed their attitudes around healthy eating. Young people’s health has a clear impact on other issues we tackle at the Foyer such as housing and employment, as tiredness and hunger make it much more difficult for them to focus and to learn.” The young people gave out their recipe books to support workers, so that they could be used to help others.

Source:
Knightsstone Housing



www.youtube.com/watch?v=ThJNzb6FOEQ&feature=youtu.be



Overall Case Study

North Staffordshire Foyer and Toyota developed an employability programme based around the three social action project phases.

Wrapping the key themes of employability and work readiness around a landscaping project delivered in partnership with Kew Gardens, the partnership focused on an environmental action project that transformed an area of land in Toyota's plant into a bio-diverse green grid. Alongside this activity, young people were provided with manufacturing training and opportunities to develop their skills. Opportunities included literacy and numeracy courses, environmental awareness sessions and automotive skills dojos. Toyota also engaged a recruitment agency to provide interview training and CV making workshops. A local celebration day at the end of the project brought together stakeholders, local media and contributors to recognise the

achievements of the young people and to unveil the green grid, a new and permanent feature of the Toyota site.

Toyota worked closely with the young people on the development of skills portfolios. Progress was tracked at every opportunity and mentors and external organisations worked with the young people to recognise key turning points. Young people completed activity with a greater ability to identify development and communicate strengths, which may explain why two out of the three core young people progressed into work soon after completing their Working Assets activity. The young people developed a strong rapport with Toyota staff, which created a positive environment in which they could develop but also take risks by trying new things. By connecting with new organisations and experiences in new environments, these young people were able to build their confidence levels, notably evident in their identification of individual and each other's talents, building of skills and enhanced levels of curiosity.



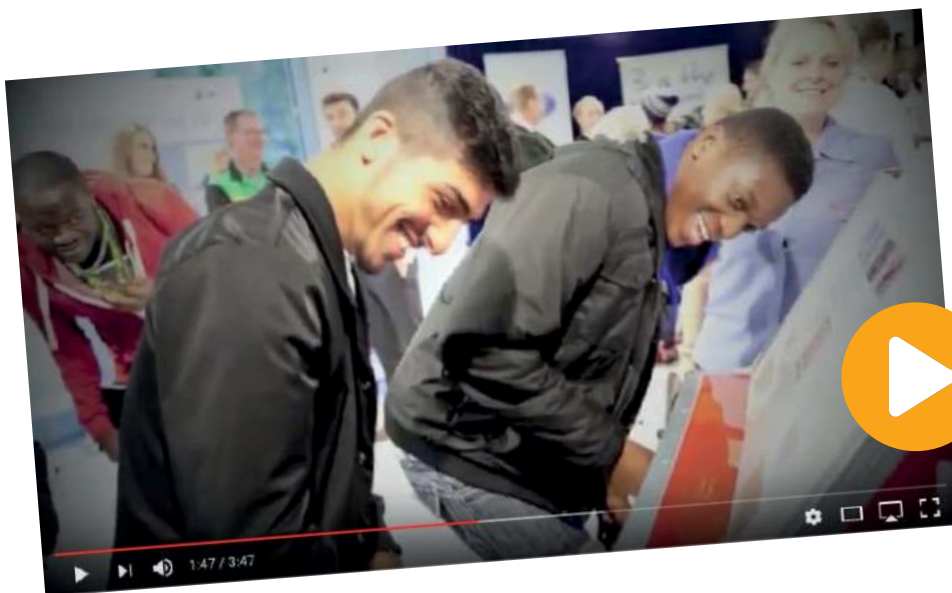


After participating as a key player in Toyota's environmental action project, employability training and mentoring opportunities, Katie is now in full time employment, has attained numeracy and literacy qualifications and is in her own flat.

"Everyone's journey excites me; however Katie's does in particular. She has the bit between her teeth and is really driving for a job. We have shown the young people that if you want something you have to go and get it. – Project lead at Toyota."

“
I knew nothing about cars. For the first week it was ‘I like that blue car, I like that red car. And now it’s ‘that’s a GT86. That’s a Toyota Yaris!’ ‘While at Toyota, I was able to continually improve the way I promote myself and develop my positive attitude.

Katie



This partnership was funded by the Society of Motor Manufacturers and Traders, who partnered with the Foyer Federation to develop local partnerships between Foyers and automotive companies across the UK. Here's a video in which programme participants talk about their experiences.

www.youtube.com/watch?v=5Fy-7ZHrgcA



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