**Session plan – Module B**

**Session details**

Title of session: **Module B – Taking the lead**

Date: Time: Location:

Additional needs:

Numbers:

**Aim:** This module aims to introduce you to the different concepts of leadership. It will teach you how to adapt your style so you can most effectively lead different kinds of activities.

**Objectives:** By the end of this module, you'll:

1. have the confidence to take on a leadership role within your chosen section
2. be able to run programme activities that are appropriate for your role
3. recognise different leadership styles and understand when each should be used to best effect
4. recognise how different styles of leadership impact an activity
5. understand the need for evaluation, and know how to implement the process as necessary

**Outcome:** The benefit of this module provides support around effective delegation and the use of good communication, showcasing confidence at every stage.  All skills worthy of any CV.

**Activity details**

Activity: **Pitch your President** Duration: 20 minutes

Resources:

* None

Objectives the activity links to:

1. recognise different leadership styles and understand when each should be used to best effect
2. recognise how different styles of leadership impact an activity

Description:

1. Explain to ESYLs that they are going to hold an election for President of the World.
2. Everyone has a chance to pitch for the role. Individually, they should think about who in the group would be a good leader.
3. Once everyone has decided, each ESYL should pitch their argument to the group, explaining why they think their candidate would make a great leader. Which positive qualities do they possess?
4. Once everyone had their say, ESYLs should vote for their favourite candidate, and discuss the outcome as a group. Did they reach a consensus?

Activity: **Effective Teams** Duration: 20 minutes

Resources:

* Flipchart paper
* Pens

Objectives the activity links to:

1. recognise different leadership styles and understand when each should be used to best effect
2. recognise how different styles of leadership impact an activity

Description:

1. Split the group into small teams.
2. Stick a few pieces of flipchart paper together.
3. In teams, one of the ESYLs should lie down on the paper, while the others trace their outline with a pen.
4. Inside the outline, they should write down all of the different skills that could help someone to be a good leader. What makes an effective leader? What makes an ineffective leader?
5. Get them to draw on their own experiences of leadership. Where does leadership feature in their lives? They could draw upon examples of leadership at school or college, among friends and family, during sports activities or within Scouting itself.
6. Ask the ESYLs: what are the key differences in these situations? How does leadership at school, for example, differ from leadership at home? Has this influenced how they perceive leadership?
7. Regroup, and use this list to help you draw the points out in discussion. Highlight that effective leaders:
* generate ideas
* plan
* encourage others
* help people learn
* ask reflective questions like ‘Did it work?’, ‘Why?’, or ‘Would we change anything?’
* let people know when they have done a good job
* ask for help
* are team players
* learn by experience and from mistakes
* work within the rules
* give positive feedback
* know their Scouts and understand their strengths and weaknesses
* take their time

Then, highlight that ineffective leaders:

* impose
* try to do everything themselves
* don’t listen to others
* stick to programmes without leaving room for flexibility or innovation
* use rules as an excuse not to do things
* do not learn by experience and from mistakes
1. Stick the flipcharts up on the wall. Discuss everyone’s thoughts as a group, and highlight common skills and experiences. Can ESYLs share their own experiences of good and bad leadership? Can they explain their reasoning?

Activity: **Tent races** Duration: 20 minutes

Resources:

* Tents (1 per small group)

Objectives the activity links to:

1. have the confidence to take on a leadership role within your chosen section
2. be able to run programme activities that are appropriate for your role
3. recognise different leadership styles and understand when each should be used to best effect
4. recognise how different styles of leadership impact an activity

Description:

1. Split the group into small teams and tell them that they are going to race against one another to put up a tent as fast as they can. Use a stopwatch or clock to track progress.
2. Once each group has assembled their tent, ask them to discuss how it went. Did anyone take the lead? Which role did each team member play? Would they do anything differently next time?
3. Once they have discussed this, get them to race again. This time, they’ll compete to be the first group to put the tent away.
4. What changed this time? Did someone take the lead? Did they work effectively as a team?

Activity: **Leadership and the programme** Duration: 20 minutes

Training method:

Resources:

* Appendix D – leadership styles
* Example template programmes

Objectives the activity links to:

1. be able to run programme activities that are appropriate for your role

Description:

1. Introduce the different leadership styles from Appendix D.
2. Split the group into small teams. Give each team a different example programme from each of the sections.
3. Ask ESYLs to break down the different activities. Can they think of the leadership style that might be most appropriate for each?
4. Regroup. Get each team to feedback what they decided about their programme, and to explain the reasoning behind their decisions.
5. As a whole group, consider what other ideas the different teams might have. Ask teams whether they would agree with the other perspectives. Throughout, make sure any feedback is given in a positive and supportive manner.

Activity: **Follow the leader** Duration: 20 minutes

Resources:

* None

Objectives the activity links to:

1. recognise how different styles of leadership impact an activity
2. understand the need for evaluation, and know how to implement the process as necessary

Description:

1. Having discussed how different leadership styles may suit different situations, ask one of the ESYLs to run a game for the others, exaggerating one of the leadership styles throughout their delivery. A simple and straightforward game like ‘duck, duck, goose’ could work well, as it will allow them to focus heavily on their leadership style, instead of getting distracted by the rules of the game.
2. Afterwards, invite the ESYLs to reflect on the different styles and how they can be used.

Activity: **Pick your style!** Duration: 15 minutes

Resources:

* Paper (pr print outs of Appendix D)
* Pens
* Blue-tack

Objectives the activity links to:

1. recognise different leadership styles and understand when each should be used to best effect

Description:

1. Having gone through the different types of leadership styles, write them all down on large pieces of paper. Stick these up on the wall, so everyone can see.
2. Next, spilt ESYLs into two teams. Ask them to line up behind each other in two lines, facing the wall.
3. Invite the first two ESYLs in the line (one from each team) to the wall.
4. Read the narrative of an evening with a Beaver Colony from the [Scouts website.](https://www.scouts.org.uk/volunteers/running-your-section/running-an-explorer-unit/explorer-scout-young-leaders-scheme/the-explorer-scout-young-leader-delivery-book/appendix-e-narrative-of-a-beaver-scout-meeting/)
5. ESYLs should race to touch the leadership style they think would be best used for the task or situation being described. Once the person at the front has had their turn, they should go to the back of the line, so the next person can come forward for their turn. The process repeats itself until everyone has had a go.
6. The game is intended to be played as a relay race with speed, but it can be adapted to suit the nature of the group. If there is a difference of opinion about which style of leadership is best suited for the activity described, discuss it together and try to reach a consensus.

**Top tip:** this activity would work with as little as two players, they just wouldn’t partake in the relay side of the activity.

Activity: **Conclusion of Module B** Duration: 5 minutes

Resources:

* None

Description:

Summarise the module by revisiting the objectives. Ask ESYLs whether they feel they have covered all the objectives. Before they go, carry out a review or evaluation of the session.

Appendix D – Leadership styles

**Informal/supportive**

Using this style, the young people you're leading may not be aware that you're playing a leadership role. Being there to help and support is a form of leadership.

**Formal/directive**

This is a style that you would most associate with leading. It typically involves giving firm and clear instructions.

**Democratic/team-based**

This style involves leading a discussion and including everyone in the final decision.

**Passive**

This is the subtlest form of leadership. It involves knowing when to let go and when to let your youngsters take the lead. It's used when there is no risk to their safety and gives them the opportunity to make their own decisions.

**Organiser**

This is a planning style as much as a leadership style. You take responsibility for getting things organised in such a way that the outcome that you desire is achieved.

**Informal/supportive**

**Formal/directive**

**Democratic/team-based**

**Passive**

**Organiser**

Appendix E – Narrative of a Beaver Meeting

It’s 5:45pm. The Beaver Scouts are arriving and there is a loud buzz of excitement. At school that day, the Beaver Scouts have not been able to go outside to play due to wet weather, so they are full of energy and happy to see each other. ‘Beaver Scouts!’ shouts the leader, ‘It’s time to start. Who is going to lead our opening?’

One of the Beaver Scouts volunteers and steps forward. ‘We are Beavers!’ he projects proudly.

After the opening, the Beavers play a game. The leader runs the game with the Beaver Scouts making suggestions for actions they can include too. Towards the end of the game, one of the other leaders shows the Lodge Leaders one of the activities they will be doing for the session, making bird feeders by threading cereal and blueberries on a pipe cleaner. It requires a knot at the end and the leader goes through how to do each step.

At the end of the game, the Beavers get into their Lodges and start making the bird feeders. The Lodge Leaders help others to make the feeders with the ESYLs and other volunteer leaders checking in on them.

Whilst checking in on how they are getting on, one of the leaders spots a disagreement between two of the Beavers over the last berry. As tempers rise, the leader calls both of the Beavers over to have a chat about what is going on.

After making the feeders, the Beavers have a discussion about where the best place to hang them would be. They decide on a few locations as a group and venture out in their Lodges to hang them.

‘Stop!’ shouts the Section Leader, ‘Look before you cross the road!’

Once reaching the trees, the Beavers hang their bird feeders up and head back for the end of the session.