

Canadian Red Cross *Youth TAP (Training in Action Program)*



Canadian Red Cross
Croix-Rouge canadienne



ACGC 
Alberta Council for Global Cooperation

LEADERSHIP

Warren Bennis is a leading expert on leadership. His **definition of a leader** is someone who:

- knows **who they are**
- knows **what is important** to them — what they believe, the kind of world they want
- **expresses themselves** fully

‘Becoming a leader’ is the same as being ‘who you are’ ... it’s that simple and that difficult ...

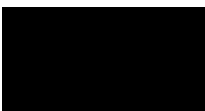
INSPIRING & EMPOWERING

- People who inspire you usually know who they are, know what they believe in and can express themselves fully! They are role models in leadership. Likewise, for you to inspire others, you must channel this self-knowledge, passion and confidence and articulate it well to the group.
- But that’s not it. An inspired group is a group motivated to act. But you also need a group to be empowered to act.
- Your role as a group leader is to inspire and empower others, so that the groups success and productivity is optimised.
- 4 powerful tools for you to achieve your role as a leader to inspire and empower others, are creating:
 - shared group vision
 - a positive and respectful atmosphere
 - equality in decision making
 - empowerment in action

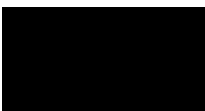
SHARED GROUP VISION

Goals are a clear statement of a vision, specifying the accomplishments to be achieved if the vision is to become real.

The target **objectives** are clearer statements of the specific activities required to achieve the goals.



- Having a common goal will make sure that group members understand what is binding them together; what they are aiming to achieve together.
- Goals should guide all group decisions and activities.
- Having a common goal is necessary but not sufficient for a group's success.



A POSITIVE AND RESPECTFUL ATMOSPHERE

Some keys to creating a positive and inclusive atmosphere include:

- open communication (good listening, respect for others' ideas, space for everyone to share)
- ask questions (involving others in the process)
- give positive and constructive feedback
- “Facilitator” is derived from the root word “facile” which means “to make easy”.

EQUALITY IN DECISION MAKING

Consensus is a decision arrived at through discussion.

Usually concessions are made by all sides and a hybrid solution is adopted that everyone is willing to accept the decision as a good decision, even if it is not his or her first choice.

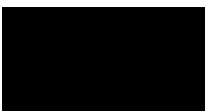
- Some advantages to using consensus as a means of making decisions are:
 - everyone will be empowered... which means, sharing power as equals, especially in decision making (to work towards a common goal). *Everyone has a voice and everyone's voice counts*
 - consensus decision making leads to buy-in to the decision made! Ownerships of that decision



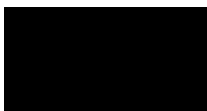
EMPOWERMENT IN ACTION

What are your skills? What are your interests?

- As a leader you must memorise these two questions! You will have to ask them all the time. By knowing each other's skills and interests, a group can effectively delegate roles and appreciate everyone's contribution. In addition, each group member can feel positive about his or her contribution to the group and its goals.
- Equality in decision making leads to equal stakes in executing and achieving the plan: individuals will see their contribution as important and valuable and thus be motivated to take action. By dividing up roles and responsibilities based on people's strengths and interests (some compromises may be necessary), individuals will not only be motivated to act but enjoy acting!



For more information email laura.keegan@redcross.ca



Speaking in Front of a Group



1. Content

- Speak in an organized and understandable way
- Use effective and attractive visual aids when appropriate
- Be brief and to the point

2. Body Language

SOLVER

- S **stand easy**, knees UNlocked, and BREATHE
- O adopt an **open posture**, 'make peace' with your hands, gesture
- L **listen** with openness and curiosity... let yourself be absorbed
- E make **eye contact**... appropriate to the setting
- R stay **relaxed** and **real** (be yourself), and BREATH!

3. Voice

- Use a clear voice
- Speak at a comfortable volume
- Choose a good speaking speed - not too fast or too slow
- Have variety in your tone
- Be aware of, and avoid idiosyncrasies (e.g. umm, okay, ahh, etc.)

Facilitating a Discussion



10 Tips for Facilitating a Discussion:

1. Paraphrase what a participant has said so that he or she feels understood and so that other participants can hear a concise summary of what has been said.

So what you're saying is that we're planning on holding our fundraising event too close to the time when the football team holds all of their fundraising events. Because of this, you are concerned that we may not receive as much money, and you are proposing that we hold our event two week prior to the original date we were planning on.

2. Check your understanding of a participant's statement or ask the participant to clarify what he or she is saying.

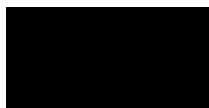
Are you saying that the plan isn't realistic? I'm not sure I understand exactly what you meant. Could you please run it by us again?

3. Compliment an interesting or insightful comment.

That's a good point. I'm glad you brought that to our attention.

4. Elaborate on a participant's contribution to the discussion with examples, or suggestion a new way to view the problem.

What Matt has just said gives us a good idea of what students would think of this campaign, now lets try to look at it from a teacher's perspective; what would their thoughts about our campaign be?



5. Energize a discussion by quickening the pace, using humour, or, if necessary, prodding the group for more contributions.

Okay, since we're having a hard time getting started today, I have a challenge for you; for the next two minutes, let's see how many new and creative poster ideas you can come up with.

6. Disagree (gently) with a participant's comment to stimulate further discussion.

I can see where you are coming from, but I'm not sure what you are describing is always the case. Has anyone else had an experience different than Amy's?

7. Mediate differences of opinion between participants and relieve any tension that may be brewing.

I think that Tom and Karen aren't really disagreeing with each other but are just bring out two different sides of the issue.

8. Pull together ideas, showing their relationship to each other.

From what both Emily and Marco have said, personal goal setting is very much a part of time management. You need to be able to establish goals for yourself on a daily basis in order to much more effectively manage your time.

9. Change the group by altering the methods for obtaining participation or by having the group evaluate ideas that have been presented.

Let's break into smaller groups and see if we can come up with some additional awareness building ideas that haven't been brought up already.

10. Summarize (and record – if desired) the major views of the group.

I have noted three major reason that have come from our discussion on why we should hold our event at the school itself: 1) It's free of charge; 2) It's easily accessible to the student body; 3) The space itself is very large and able to hold many people.

For information on the Red Cross's **Facilitator Training** or **Leading a Group** workshops contact Laura Keegan at laura.keegan@redcross.ca



Using the Media

Why Use the Media?

The media is an important resource for youth. It can help you to:

- Raise awareness about an event, group or issue
- Gain credibility within the community
- Get access to participants or volunteers
- Create political pressure / advocate with key people
- Challenging negative stereotypes about youth
- Getting youth voice and concerns out into the general community discourse
- Reaching 'new' (and large numbers of) people

It's not really hard to do ... and do well!

The Seven "News Values"

It is important to know how to "sell" your specific event or issue of interest to the media in order to get coverage. You are competing with countless other issues and stories, so you need to be clear about why *yours* is important. As part of this, condense your message into one sentence- this is your *key message*.

When taking your message to the media, you should consider the "Seven News Values" to gain their interest. These values are:

1) Conflict

- Good news stories often have conflict / tension
- Remind people of their problems, and show how you are struggling to resolve them
- Position yourself as the valiant hero fighting the good fight

2) Humanity (= human interest)

- What does this mean to the readership/viewers?
- Seek to bring every issue down to a personal level (show the human connection)



- 3) Immediacy
 - Why is this story important now?
- 4) Locality
 - Media will be looking for a local angle
- 5) Celebrity
 - Are there recognizable names that can draw attention? It doesn't have to be a person; it could be a well-known company or organization.
- 6) Novelty
 - Is there anything new that you can bring up that will grab people's attention, show how you're "wired in?"
 - Use the 'youth angle.'
- 7) Timing
 - Wait for a slow news day, as it'll give your story more attention i.e. your story will have a greater chance of being picked up
 - If it's a relevant to a major news item, put it out there at the same time.

Selling to the Media

Press Releases

Press Releases inform the media about an event or an issue that you would like them to cover in more detail. They are detailed, longer, include quotes, can be used for an article, and include contact information for interviews.

Points to Remember When Writing a Press Release:

- Include the Five Ws: who, what, when, where, why
- Always write "Press Release" at the top of the page.
- Make your headline clear and simple.
- Include contact information.
- Include the date and location.
- Provide background information, facts, sources.
- Use school/organizational letterhead if possible.
- Place "-30-" at the end.



Media Advisory

Media Advisories inform the media about an upcoming event you would like them to cover. They are shorter, give basic information about an upcoming event, and also include contact information.

Points to Remember When Writing a Media Advisory:

- Include the Five Ws: who, what, when, where, why.
- Always write "Media Advisory" at the top of the page.
- Make your headline clear and simple.
- Include contact information.
- Provide schedule of events.
- Put the date for release at the top of the page.
- Use school/organization letterhead if possible.
- Place "-30-" at the end.

Selling to the Public

Public Service Announcement

Public Service Announcements (PSAs) inform the public about an issue or an upcoming event. They are meant to be read over the radio or television, but they can be picked up by all forms of media. They are fairly short and include key information and/or statistics.

Points to Remember When Writing a Public Service Announcement:

- Include the Five Ws.
- Always write "Public Service Announcement" at the top of the page.
- Make your headline clear and simple.
- Include contact information.
- 'Think' about spoken work (TV, Radio).
- Include the length of time.
- Include a schedule for the event.
- Use school/organizational letterhead.
- Write "-30-" at the end.



Community Event Listing

Community Events Listings briefly inform the public about upcoming events and include key information. That are intended for the newspaper, email, or internet postings.

Points to Remember When Writing a Community Events Listing:

- Include the Five Ws
- Make it as clear and short as possible.
- Include all contact information.
- If faxing, use letterhead if possible.
- Make the title/headline clear and simple.
- Try email and internet postings.
- If there is a need, write “-30-” at the end.



The Interview

After you've submitted your press release or media advisory, the reporter may request an interview with you, or your appointed media spokesperson. Every media opportunity is a chance for you to convey your issues and your message to the public—interviews are excellent opportunities!

When being interviewed:



- Have a positive attitude about the opportunity to be interviewed.
- Be prepared. Anticipate issues and questions- and have responses ready
- Organize 2 or 3 points you want to make: write them down, simplify and shorten them, and practice! Remember your goal.
- If you want to promote an event, make sure you know the who, what, where, when, and why of the event.
- During the interview be professional. Keep answers short and to the point, and avoid saying "no comment" (it conveys guilt)
- Always be honest, and if you are unable to answer a question, be straight up about it.
- Keep the reporter on your agenda and stick to your points



The Four-Step Model

I GOAL SETTING

Goal setting involves looking at goals and objectives for your group. Once you have determined your group membership, it is important to describe what your group hopes to accomplish during the coming year. Goal setting is an activity that should take place soon after your group is formed. It should involve all committee members since achieving these goals will occupy each volunteer's time.

Goals: Goals are broad statements describing overall purpose, indicating your intentions and aims. Here are two examples:

- a. To increase awareness at your school about global issues.
- b. To help people who have been injured by landmines.

Objectives: Objectives are more specific statements of desired results, which identify the people, actions and conditions needed to achieve your goals. Here are the objectives, which go with the above goals:

- a. To provide students with educational information about how children are affected by war.
- b. To raise \$2,000 for the Canadian Red Cross Landmine Survivors Fund.

II PROJECT PLANNING

Here is a brief overview of how to plan a group project:

1. After setting the goals and objectives of your event, decide which type of project your group will do: fundraising, awareness, education, or fun activities for your group or school.
2. Have a large group brainstorming session to generate ideas for projects. Remember these basic rules for brainstorming:
 - § List every idea—even weird, way-out ideas, even confusing ideas, especially silly ideas.
 - § Put ideas down the way the person said it: don't edit.
 - § Do not discuss ideas, don't ask questions; don't ask people to clarify.
 - § Do not judge—no good or bad, no red or green, just ideas.
 - § It's OK to repeat because people don't usually repeat exactly.



3. Once you have several ideas, choose one that your group will focus on. You may want to have a vote to decide, or use group consensus.
4. Plan the activity:
 - § Decide when the activity will take place.
 - § What resources will you need? Ex. money, people, educational supplies (videos), etc.
 - § Make up a budget—How much money will you need to start? How much will you make (if your activity is a fundraiser)?
 - § Make a time-line of approximately 6 weeks leading up to the activity—include all details about who will do what and when.
 - § Decide on a promotional strategy.

III IMPLEMENTATION

Once you have planned out your project, go to work! Remember to publicize, publicize, publicize! Make sure that when the day of the activity arrives everyone knows what his or her job is.

IV EVALUATION AND FOLLOW-UP

It is very important to do an evaluation of your activity when it's all over. You may want to have a group meeting to discuss such things as:

- § Did the activity go as planned? Why or why not?
- § How much money was raised? (if you did a fundraiser)
- § Would this activity be worthwhile to do again in the future?

Don't forget to thank all of the people who helped make the activity a success! You can send out thank you cards or letters to people outside of the group who helped and/or made donations.