MANUAL

A BASIC LEADERSHIP TRAINING COURSE
FOR THE RED CROSS/RED CRESCENT YOUTH
FOREWORD

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   Here you can read about the themes of a Training Course and how you can work with them during a Course.

5. METHODS AND TECHNIQUES

   This chapter will describe more in detail the methods and techniques that can be used in youth work.
This manual gives an example of a Basic Leadership Training Course with the aim of supporting leaders in a local RCY group. A RCY group which consist either of children, youth or young adults. The course will give the leaders knowledge and skills to carry out their RCY work. It emphasises the RCY programmes, the role of the leader and methods to plan programmes.

The manual is for everyone who gives leadership training courses or who in a wider sense wants to start to build up a leadership training programme.

In this manual you will find an introduction to training concept and examples of programmes which you can use when setting up a Basic Leadership Training Course. It is not a ready-made programme but it can be a help to start with. This programme can and should be adapted to the situation of the National Society, to the leaders that will attend the course and to the way the trainers choose to work.

The International Federation of Red Cross and Red Crescent, Youth Department
CHAPTER 1

INTRODUCTION

WHY RED CROSS YOUTH TRAINING?

Leaders are essential for youth work, they can be either adults or older youth members that take the role as leaders for children or youth groups. A leader can either be appointed to the task or be an informal leader taking responsibility in the peer group. All of them need support in various ways, one way is through providing training opportunities.

Leadership Training is the personal development of the individual. Enabling the leaders to identify their role and meet the challenges of Red Cross/Red Crescent Youth.

Leadership training programmes

Training for leaders cover three areas:
* skills in leading activities
* practical skills for the different programme areas
* knowledge of how to work in the organisation, the purpose of the RC/RCY, existing programmes and structures

A national leadership programme usually includes several steps. The first one is a basic course. An example of such a course is presented in this manual.

Basic training courses for RCY leaders should cover the introduction of the organisation, leadership functions, which contain sessions about group dynamics and the role of the leader. Discussions about the situation in the community and important questions for young people are also addressed. To get some experiences of planning activity programmes, sessions about programme planning are covered in detail. All the three areas mentioned above are touched upon in such a basic course.

In advanced leadership training the three areas are developed further, which can mean that questions such as, personal development, decision making, team work and communication are included.

A National Society can also arrange special courses or workshops about the different programme activities of the RC and RCY, like AIDS-prevention, first aid, social activities.
CHAPTER 2
PREPARATIONS OF A TRAINING COURSE

Needs and aim

The first step when planning a course is to find out what sort of need that exists. For leadership training this means that you need to know what is involved in the job of a leader, what kind of tasks youth groups will be carrying out. Based on the needs of the leaders you should decide the aim of the course.

Content

After you know the needs and the aim you can decide the content by choosing the themes you need to cover in your training. Go through all the themes suggested in chapter 4. Each theme is presented as follows:

- an objective, which is what the participants should know after the session,
- a content, which is for the trainer to read through and sometime share with the participants,
- examples of different methods to use during the session of the course.

Decide the priority among the themes if you want/need to concentrate on one of the themes in particular.

After that you can look at the two suggested programmes and develop your own programme. Do you want to arrange the course over a weekend, during more days or one evening a week?

It is important is that all parts fit logically into the programme, that the programme is built up in a systematic fashion.

The programme should also be linked to the individual youth leader and his/her experiences. That is not always possible with a ready-made programme, which in advance is organised in detail and allows no changes. So it can be good to be flexible and open for changes according to the needs of the participants.
Methods

After finalising an outline of the programme you can look more in detail at each theme and decide which methods you want to use.

Remember to use participative methods that involves and build on the knowledge of the participants. Usually it is better not to present facts (what in this manual is described under "Content" in chapter 4), but instead let the participants learn through exercises and games, "learning by doing".

The role of the trainers is then to draw out the theory, the facts, from the conclusion and summary he/she does with the participants after an exercise. The team of trainers is also responsible for creating an accepting and encouraging atmosphere for the group and support each individual to recognise his/her own capacities and training needs.

On a Course there can be up to 30-35 participants. Work can be done sometimes with all participants together and sometimes in smaller groups of 5-8 participants or in pairs. To practice various skills you can also arrange workshops. Sometimes all participants do not need to take part in all activities, but can choose one workshop according to their own needs.

The seating during a Training Course is also important. To be able to involve everybody it is better to sit in a circle, where everybody see each other, than to sit in a traditional class room sitting.

While deciding the methods think about what opportunities the room and the surrounding give you. Should you be outside or in-doors? Are there any current issues in RCY or in the world at large that you can use? Is there a special campaign or project within the RC/RCY going on? Are there any special questions that are discussed among young people? And remember everybody learn better when they also have fun.

NEEDS

METHODS

AIM

CONTENT
Evaluation

In the end of the course you should have an evaluation together with the participants and with the team. In the last theme in chapter 4 you can read more about evaluation methods.

If you do a well planned evaluation this can be the first step in the need identification before the next training course.

After the Course

At the end of the Course make sure that all participants know how they are going to continue to be active in the RCY so they can use what they learnt. They should know to whom to turn if they need support, have questions or want information about further training possibilities.

Practical preparation

When conducting the course it is an advantage to be a group of trainers. Take enough time to plan together with the trainers, so everybody feel involved. Decide who will be responsible for which part, so every trainer can prepare their tasks.

Well in advance you should also gather all material needed. When you are planning the programme it is easy to at the same time make a list of necessary material.

The participants need to receive information about the Course well in advance. They should know about the objectives and programme and what is expected of them both during and after the Course. Maybe there is also something you want them to prepare before the Course.

In the annex you can find a planning grid you can use while planning your course.
In this chapter we present each theme shortly and give two models on how you can arrange the themes into a course programme.

3.1 SHORT PRESENTATION OF THE THEMES

Welcome, Acquaintance, Expectations

The start of the course is important since it will give the atmosphere to the whole course. The participants come to a new situation with people they do not know and with various impressions and expectations. Try to create an atmosphere where people feel at ease and gives them self confidence. Take enough time for this part of the programme. By talking with the participants about their expectations, you will get them involved in the course. They will feel that their ideas and expectations are important and respected.

Arrange a social gathering as a follow-up. These moments which are not formally planned are also important. It happens a lot of things, contacts, discussions and informal exchanges of experiences so take advantage of this during the whole course.

Young people needs and strengths

It is essential for a youth leader to know how young people react to and deal with different issues. What factors that are influencing them in their life. As a leader you should know how to relate this to the RCY work.

Role of a RCY leader

A leader should know how a group works and what different roles he/she can take to facilitate the group. The link between young people's needs and strengths and the RCY activities should be clear.

RCY - for whom

After having looked at the needs and strengths of young people and the role of a leader, what role should the RC/RCY have. What is the mission of our organisation and how does that influence the youth work.
Creative programme planning

To work with young people means that you have to plan and organise activity programmes. To know how to plan, but also to go from planning to implementation.

In this session all that has been touched upon earlier will be used. Connections will be made between the RCY activities and the group where the participants do their voluntary work.

A good way of working is in small groups. The participants should have the possibility to plan together, go through the different steps and experience the purpose, importance, joy and problems in planning.

Try to link this part to the participants experiences in their own groups.

We will need a big part of the course for this session.

RCY programmes

The leader should become familiar with the programmes and activities carried out by the RCY in the National Youth Section.

Introduction of RC and RCY

The RC history and roles of the different parts of the Red Cross movement, such as the principles of the RC, relief work of the Federation, the ICRC, the Geneva conventions, are presented here.

Evaluation

Before everybody is going home it's good to discuss the experiences from the course. Which expectations were fulfilled and which were not.
3.2 TWO MODELS FOR A BASIC LEADERSHIP TRAINING COURSE

When arranging theses themes into a programme we suggest one of two approaches. Either your starting point is the young people or you can start with the Red Cross/Red Crescent, the organisation.

Model I:
- Young people needs and strengths
- Role of a RCY leader
- RCY - for whom
- Planning of activity programme
- RCY activities
- Introduction of RC/RCY

The first example takes its starting point from the members, the young people themselves, since it is them the leader will work with. The programme and the methods should be based on the needs and the strengths of the young people.

After that the participants will look at what role the leader can have for these young people and how to plan programmes.

In the end of the course the participants will go through themes like why the RC/RCY exists and what activities it has.

This choice underlines the importance to understand and relate young people's situation to the RCY activities.

Model II:
- Why the RC/RCY
  - Introduction of RC/RCY
  - RCY activities
- Young people needs and strengths
  - Role of RCY leader
  - Planning of activity programme

The second model starts instead with the RC/RCY and its activities to get to know the organisation.

After that it continues with a discussion about the role of a leader within the RCY and with planning techniques for programmes.

In the end of the course there is a discussion about young people's needs and strengths and how this relates to the RC/RCY.

The second model should be used when it is important to first introduce the organisation, maybe for totally new leaders, who have not been active in the RC earlier.
CHAPTER 4

THE DIFFERENT THEMES OF A TRAINING COURSE

In this chapter we will present each theme in detail. First by giving the objective, which is what shall be achieved during the session. Then the content which the trainer should read before the course and in some cases also share with the participants. Usually it is enough though, to use some of the methods for training of the participants.

4.1 WELCOME, ACQUAINTANCE AND EXPECTATIONS

OBJECTIVES: At the end of this session the participants should know each other’s names and something about each one’s background. The participants should also understand that their opinions and experiences will be important during the course and that they feel a responsibility for the course.

CONTENT: Since this is the introduction of the course it is important to take enough time for games to get to know each other. It should also be time for a discussion about the expectations of the course and an explanation from the trainer about the aim and programme.

METHODS:

To learn the names:

A. Spider web:
Make a spider web by throwing yarn among all participants standing in a circle. You can have three different colours of yarn. When using the first colour everybody say their name and the local group they come from, when throwing the yarn to another person. With the second colour everybody say the name and local group of the person that he/she will throw the yarn to. The last time, when using the third colour, everybody say their own name once again. It is important to remember to hold on to the yarn then you throw the bundle.

B. Repetition.
The participants sit in a circle and one starts to say his/her name. The next person says his/her name and present the first person once more. The third person says his/her name and in his/her turn he/she presents the second and the first persons again and in that way it continues. The last person will therefore repeat the names of all the participants.
C. Interview
Let the participants interview each other in pairs during a couple of minutes. It can be good to suggest some points that should be covered, like name, studies/work, role in the RCY, a childhood memory etc. Afterwards the participants in turn present the person he/she has interviewed for the rest of the group.

D. Portrait painting.
Let the participants draw portraits of each other with their left hand, or if they are left handed with their right hand. It should be done fast and they are not aloud to look at the paper while drawing. If the participants work in pairs this can be done as the same time as they are interviewing each other (see C method). You can also group the participants four and four, everybody will therefore draw four portraits and receive four portraits of themselves. Each participant then chooses one of their own portraits and uses that when presenting oneself for the big group.

To create an atmosphere, "icebreakers":

A. Photo puzzle.
Everybody receive a photo taken from a magazine that is glued on white paper. The participants tear the photo in four pieces and on the back of each piece they write something about themselves, their age, hair colour, local group, etc. All pieces are spread on the floor and all the participants have to find the four pieces of one other persons photo. By reading on the back of the photo they should find out to whom the photo belonged.

B. "To get in order"
To let the group move around a little bit you can ask them to line up in order of age, beginning with the youngest or in alphabetic order of their names, or in order of their shoe size, etc.

C. Guess right.
Prepare fifty cards with a word, a noun, written on. All the participants get one card attached on their back, with the help of a safety pin. They do not know what word is written on the card. Everybody have to find out what the word is by asking questions to each other. When somebody asks a question one can only answer yes or no. One can only ask two questions to the same person. If the participants find out what is written on the card he/she can tell the trainer and get a new card or has finished the game.

To get a good atmosphere you can also decorate the room where you are working with posters, drawings, photographs, this can be done together with the participants.
Expectations:

A. The bus stop: Every theme of the programme is a bus stop with a conductor (a trainer). The participants are divided into groups and each group takes a tour to all the stops. There the conductor explains the aim and the content of his/her bus stop. Every group has 10 minutes to write down what expectations they have on this part of the programme and give that to the conductor. They can either do this individually or as a group.

B. Discussions in the big group or in smaller groups:
Put four big sheets of papers on the wall with four titles on; Expectations on the content of the course; Expectations on the trainers; Expectations on the group; Expectation on myself. The participants should write on all of the four papers, or they could write down their expectations on smaller papers first and then put them on the wall so everybody can read. This can form the basis for group discussion and you can also keep the papers on the wall during the whole course to once in a while check that you are fulfilling the expectations.
4.2 YOUNG PEOPLE NEEDS AND STRENGTHS

OBJECTIVES: After this part the leader should understand the needs and strengths of young people and the role of a youth leader in relation to that.

CONTENT: Discussions about what issues are facing young people today in the country and community. It can be questions about work, studies, hobbies, culture, family, friends, boy or girl friend and feelings. This should be put into relation with RCY and how a leader will meet and can deal with these issues.

METHODS:

A. 1. Let the participants in small groups identify and list questions important for young people:
   - by brainstorming and discussing from own experiences
   - by articles in newspapers and youth magazines
   - by interviewing young people
   - by letting everybody write down 5 own experiences of the different issues

2. Present the finding of the groups:
   - by making an exhibition or a collage
   - by a role play

3. Discuss how a good leader should be:
   - make a brainstorm to find the most important qualities a leader should have
   - discuss and decided the 5 most important ones

B. Provocative sentences.
Present 10 different provocative sentences about young people to the group. The participants should have 3 different coloured papers. One red for agree and black for disagree. Or one corner in the room can mean agree, another disagree. When the trainer says a sentence, the participants answer by showing the coloured papers or moving to the corner. After each sentence or in the end of the game you should have a discussion.

Examples of provocative sentences:

- Young people cannot take responsibility for money.
- Young people take responsibility as long as it is fun.
- I cannot influence my own life.
- Parents want to control the life of their children.

C. Slide show.
Screen a selection of 40 slides showing contrasted aspects of the world. Such slides you might obtain from your National Society, local libraries or cultural centres. They should be shown at a rather high speed. Do not make any comments, but you can use music to sustain your presentation and contribute to creating an atmosphere.
Afterward you divide the group into smaller groups and give them each the same 20 words. These words should describe characteristics or values of your society. The following list is examples:

<table>
<thead>
<tr>
<th>Freedom</th>
<th>Religion</th>
<th>Unemployment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Violence</td>
<td>Money</td>
<td>Love</td>
</tr>
<tr>
<td>Waste</td>
<td>Safety</td>
<td>Leisure</td>
</tr>
<tr>
<td>Comfort</td>
<td>Change</td>
<td>Happiness</td>
</tr>
<tr>
<td>Progress</td>
<td>Selfishness</td>
<td>Consumption</td>
</tr>
<tr>
<td>Science</td>
<td>Development</td>
<td>Pollution</td>
</tr>
<tr>
<td>Domination</td>
<td>Involvement</td>
<td></td>
</tr>
</tbody>
</table>

On the basis of the slide show each person selects five words from the list. The group will then agree on five words that are dominating characteristics of their society. The participants should discuss how far and in what way young people are influenced by these factors. Are these constructive or destructive for young people? What skills do young people need to face this reality and how can we help them to get these skills?

In a brief plenary session the groups can present their conclusions for each other.
4.3 ROLE OF A RED CROSS YOUTH LEADER

OBJECTIVES: The leader should understand how a group works and the role and responsibilities of a youth leader in interaction with the group.

This session consists of two parts, one that describes how a leader act in different situations, and one how a group works or what to think about if a group should work together.

You can use the same methods to learn about both aspects, therefore examples of methods are described after the part about groups.

4.3.1 SITUATIONAL LEADERSHIP

CONTENT: Examples of different sort of leadership styles, that is used in different situations.

Different sort of leadership styles need to be used in different situations. The situations can vary either depending on the group, for example the ages of the group members, or on how much the group has worked together. It can also depend on what sort of task the group should achieve, is it to act at a traffic accident or is it to plan a camp for disabled children. Sometimes the leaders makes all the decisions and tell the group what to do, other times the group takes the decisions together.

Very often the leadership in a group is shared between a couple of persons, either formally or informally. In some groups there might not be a clear leader because the responsibility to lead is shared by all members in the group.

Leadership styles

![Leadership diagram](image)

1. Leader makes decision
2. Leader sells decision and announces it
3. Leader presents ideas and invites questions
4. Leader presents tentative decision subject to change
5. Leader presents tentative problem, get suggestions and make decision to make decision
6. Leader defines limits and asks within group limits
7. Leader permits members to act
1. Here the leader identifies a problem, consider alternative solutions, chooses one of them and then tell this decision to the group members for implementation. He provide no opportunity for them to participate directly in the decision-making process.

2. The leader identify the problem and makes the decision, but rather than just announcing it, he takes the additional step of persuading members to accept it. He recognise that some in the group might not agree with him, so he tries to reduce this resistance by for example telling the group what it can gain.

3. Here the leader, after having made the decision, explain it to the group. After presenting the solution he also invites questions so that everybody can understand what he is trying to accomplish. This also gives the leader and the group the possibility to understand the implications of the decision.

4. In this case the participants have the possibility to influence the decision. The leader still identify the problem and takes a tentative decision. Before finalising the decision he presents his proposed solution for the group and says that he want to hear their honest reactions. After the group members have said their opinions the leader takes the final decision.

5. Here the leader has not made the decision in advance. The members get the chance to suggest a solution. The leader identifies the problem and ask the group about suggested solutions. From the list of solutions that is suggested the leader then selects the one he think is best.

6. In this case the leader let the group make the decision, but he first define the problem for the group and set the boundaries within which the decisions must be made.

7. Here the group has an extreme degree of freedom. The groups identify the problem, develops alternative solutions and decides on one or more of these. The only limits are those specified by the leader or other superiors.
4.3.2 GROUP DYNAMICS

CONTENT: Group - how a group works, the balance of the task, the group and the individual.

Task, group and individual

A leader's function is to achieve the aim of the group, to see that the task the group should complete will be done. To be able to fulfil this function in a good way the leader have to consider the following three factors: the task, the group and the individual.

![Diagram of Task, Group, and Individual]

The task is the objective that is going to be achieved, it needs to be understood by the whole group.

The group is those who are performing the task, who need to work together and to develop a group spirit where they feel involved.

The individual within the group has his/her own personal motivation and needs, he/she needs to be recognised and encouraged.

A good operation of a group is dependent on all three factors and a leader needs to balance this:

- If there is no clear picture of the task the group cannot work. They are failing to complete the task, that will effect the group spirit and the individual will be frustrated.

- If one participant is not taking part, the group spirit will be effected and the task will not be completed, or it will be a one person affair.

METHODS:

The methods consist of different tasks the group should solve together. After the task is completed the participants evaluate their own performance and the others' in the group, to see how they acted, who took a leadership role, which sort of role the leader played. Several participants can have acted as leaders during different times of the exercise.
One person or group can also be observers during an exercise and after the task has been completed give feedback to the group which acted. To observe how a group works and interact any exercise where the group should accomplish a specific task together can be used. It can for example be to plan an RCY event, or evening activities during a leadership training course.

After the examples you find a list of questions that is good to use when you together with the participants evaluate the exercise. Remember to take up both the style of the leaders and how they motivated individuals, the group and achieved the task.

A. Construction.
Work in groups of 5-6 participants. Let the group during the next 15 minutes build as a high tower as possible out of straws and pins. The tower should be able to stand by itself and as much material as possible should be used.

You can of course use other material for the tower - or let the group build another construction.

B Sheep - shepherd.
This exercise should preferable be done outdoors, with not more than 8-10 members in the groups. To prepare you should on the ground mark out an area about 2 meter in diameter. One of the group members will act as shepherd the others as sheep, who will be blindfolded and spread out in the surrounding, 5-10 meters from the marked area. The task for the shepherd is to get all his sheep into the marked areas with the help of a communication system without words.

The group starts with creating and learning a communication system, which could be build up by hand claps and by using a whistle, which should be given to the group. The system should distinguish individual group members from each other and tell them how to move.

Then one person is chosen as shepherd, the other members are blindfolded (the sheep) and are placed out in the surroundings. The shepherd should now with the help of the communications system get the sheep inside the marked area.

C The nuclear shelter
A group of 6-8 members are presented the following situation and task:
After a nuclear disaster the group found themselves safe in a shelter while others, outside are bound to die. Twelve persons are getting very near the shelter in which there is room for three more persons only. The persons outside are:
- A farmer - A psychologist, female - A child, 12 years
- A priest - A nurse, female - An agronomist
- A builder - A teacher, female - An architect
- A actor - A mechanics - A taxi driver

The group should agree on who should be let into the shelter and saved.

Examples of questions when evaluating and discussing the exercises:

1. What actions helped the group accomplish the task?
2. Which actions hindered the group in completing the task?
3. How did leadership emerge in the group?
4. Who participated most?
5. Who participated least?
6. Was it one leader or were the leadership shared?
7. What leadership styles were used?
8. What feeling did you experience as the task progressed?
9. How was the communication in the group?
10. What suggestion would you make to improve the group performance?

4.3.3 CONTACTS OUTSIDE THE GROUP

It is important to remember that a leader for the RCY is not only a leader in the group. He/she also represents the RCY towards others, it can be the parents to the participants in a children's group, or other youth groups you cooperate with, teachers at a school where you recruit members etc.

METHODS:

A. Let each participant makes a drawing of the network of groups, organisations or persons he/she has contact with as an RCY leader and what let he/she describe the roles of the different actors.

RCY First Aid group
4.4 RED CROSS YOUTH - FOR WHOM

OBJECTIVES: The leader should after this session understand how the aim of the RC/RCY reflect the programmes carried out on the local level. The leaders should be able to understand why it is important to look at needs in their own community when planning activities for the RCY.

CONTENT: The aim of the Red Cross and Red Crescent is to alleviate and prevent suffering. The RC Movement has adopted a Strategic Work Plan for the Nineties. The work plan says that the RC should specially support the most vulnerable in the community.

The most vulnerable are: "Those at greatest risk from situations that threatens their survival or their capacity to live with a minimum of social and economic security and human dignity."

In the policy or work plan of your National Society and the RCY Section there is also a definition of what the mission of the National RC/RCY is. What sort of priorities have been decided, what areas should the RC work with, with whom etc.

What should be covered during this session is how the mission of the RC relate to the RCY activities in the RCY group. You can use the Strategic Work Plan and the Policies from the National Society.

METHODS:

A. Start with letting small groups discuss the following points:

- Who are the vulnerable in our community?
- Are there vulnerable young people or young people with special needs?
- What activities can a RCY group carry out for young people with special needs?

B. Use a brainstorming method called the "Future factory":

1. Let small groups during 10 minutes list all the vulnerable groups, people with special needs they can think of. List it on a big paper on the wall so all the participants can see and associate.

2. Let the groups during 10 minutes be utopian, let them give all kinds of ideas of programmes and activities the RCY can have for these groups, let them include wild ideas, totally unrealistic activities and list them on another paper.
3. Look at the first and the second list and make a third list of realistic activities that the RCY can have for vulnerable groups.

Let the group present their result by doing a TV or radio commercial, a leaflet or a poster about the RCY.

C. Make a field visit and interview young people or youth workers eg. teachers, social workers. Or invite a youth group or youth workers and have a discussion about the needs in your community.
4.5  CREATIVE PROGRAMME PLANNING

OBJECTIVE: After this session the leaders should be able to plan a programme for one meeting or a yearly programme.

CONTENT: In this session the participants should use all what they have learnt earlier during the course. What the strength and the needs of young people are, what the role as a leader is and what the aim of the RCY is.

During the group work the participants should use chapter 5 as a resource material. In this chapter there are many different examples of methods that can be used in carrying out a programme with a youth group, there is also a model for project planning and some other examples of planning techniques.

METHODS:

A. Divide the participants into not more than five groups. In advance you should have prepared ten cards or lottery tickets.

On the first five cards "the target group cards" you can write the following:

| Children between 5-7 years | Refugees, that do not understand your language | A youth group of young people | A street gang of boys between 14-16 years | University students between 18-25 years |

On the other five cards "the activity cards" you write the following activities:

| First aid activities and water safety | Excursion, under open air | Information about RC Youth | Environmental activities with emphasis | Health information |

If you want you can of course choose other target groups or other activities.

Let each group draw one target group card and one activity card.

During at least one to two hours the groups should prepare an activity programme. The group or the trainer can decide if it is an evening or a yearly programme.

Afterwards each group should present the programmes to each other, let them also present a practical example of their programme as they
should have done it with their target group, by involving and leading the other participants of the course.

B. Divide the group into smaller groups. Let each group receive a message through one information technique, which can be a poster, a video, a song, an article, a photo, a poem etc. The message should be clear and simple and should connect to the RCY activities.

Let the participants first define what the message is. As the next step they should decide which target group they would like to give the same message to, eg. children of 7-8 years, young adults, teenagers etc. The task is then to plan a programme that brings over the same message to the target group but by using other methods.
4.6 RED CROSS YOUTH PROGRAMMES

OBJECTIVES: The leader should after this session be familiar with the programmes and activities carried out by the RCY in the Youth Section.

CONTENT: The mission of the RC is to meet needs in the community by giving support and service to vulnerable groups and to prevent persons from becoming vulnerable.

In youth activities we work with preventing, specially young people, to become vulnerable, by having various educational programmes eg. AIDS information. We also have direct service to the community eg. work with disabled persons. Then there is also activities that is aiming at motivating and showing appreciation for the work done by the members.

The RCY programme all over the world focus around four areas:

- The protection of health and life
  which can include health activities, AIDS campaigns, accident prevention and first aid according to the needs in the community

- Service to the community
  this can be social welfare activities, environmental projects, or for example disaster preparedness programmes

  International Friendship and Understanding
  by using the network of the International Federation RCY sections can develop exchange programmes and common projects. International understanding also means working against xenophobia and promoting Human Rights

- Informing youth members and other of the role and the responsibilities of the Red Cross and Red Crescent
  this includes information about the principles of the RC, the Geneva conventions, the role of the ICRC, the Federation and the National Societies

The activities carried out by different National Societies in each of these areas depend what issues are important for young people in the country, and what work that is carried out by the rest of the Society.

Information about the programmes in your National Society you will find at the district or at the headquarter.
METHODS:

A. Let the participants in groups find out what different National programmes there are in your Society and what sort of activities the participants themselves are doing in their local groups. Present this in the form of:

* A collage,
* An exhibition
* A role play
* A radio or TV commercial
4.7 RED CROSS AND RED CROSS YOUTH

OBJECTIVES: After this session the leader should understand the aim of the RC/RCY and roles of the different parts of the Movement.

If the group at the course has good knowledge about the Movement this point can be touched on very briefly, or concentration can be put on the parts that is not well known.

CONTENT: Information about the Federation, ICRC, the National Society, the RCY Section and the district you will find at your National Society or your district.

METHODS:

A. Make an exhibition about the RC/RCY with materials brought from the headquarters and things the participants have taken with them from their groups.

B. Quiz
   Arrange a quiz with the participants where they should answer questions about the RC/RCY. You will need about 20 to 30 questions, below you can see some examples.

   Make groups of 4 - 5 participants. One group at a time receives a question and have 1 minute to answer before the question goes to the next group. For each right answer the group gets one point.

C. Memory game
   Let groups of 4 - 5 participants make questions and answers about the RC/RCY, each group will need 20 - 30 questions. Write every question and every answer on separate cards, so each group gets between 40 - 60 cards.

   Put all cards up side down on the table. One after the other the participants will turn one of the "question cards" and one of the "answer cards". If the question and answer match the participant keeps the cards and receives one point. If the cards do not match the cards are put back, up side down on the table and the next participant will try.

Examples of questions and answers:

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>When was the RC founded?</td>
<td>1863</td>
</tr>
<tr>
<td>In which country was Henry Dunant born?</td>
<td>Switzerland</td>
</tr>
<tr>
<td>In which town is the International headquarters based?</td>
<td>Geneva</td>
</tr>
<tr>
<td>What is the blood, that is being donated, used for?</td>
<td>Blood transfusion</td>
</tr>
<tr>
<td></td>
<td>Medicines</td>
</tr>
</tbody>
</table>
4.8 EVALUATION

OBJECTIVE: The objective is to evaluate the course at the same time as the participants understand the importance of evaluation and experience different evaluation methods.

CONTENT: To find out if the objectives have been fulfilled we have to make an evaluation of the course. For each of the themes in this manual we have stated clear objectives of what the participant should learn. Has this been achieved? The biggest evaluation you will have is at the end of the Course, but you should also evaluate how things are going during the Course, for example after one day by using one of the evaluation methods. Remember to also use the expectations the participants expressed in the beginning of the course in the evaluation, where they fulfilled or not?

It might not be possible to evaluate all of the objectives at the end of the course, because the participants will need to go back to their group and try to work as a leader. Therefore it is good to contact the participants afterwards to hear how they have been able to use the knowledge they received during the Course.

The result of the evaluation should be used when planning the next course or another event.

After you have done the evaluation with the participants of the course take the opportunity to talk about evaluation of the ordinary RCY work. Can some of these methods be used in a RCY group, do any of the participants have any other methods on how to evaluate their own activities.

The team of trainers should also evaluate the course for themselves, it can be done in the same way as for the course.

Formulate evaluation questions around the following factors:

Was it enough preparations done, did the participants feel prepared for the course?

Were the objectives of the course relevant for them in their work as a leader?

Was the content the right one, what about the balance and priorities between the various themes?

Were the methods chosen good for the message that should be given, was it enough variation?

What about the accommodation and the food?

How did the group work together, did the group members support each other in the training process?
How did the team of trainer work to support the group to achieve the objectives, the group feeling and the individual.

METHODS:

A. Magic Box
Let the participants sit in a circle and send around an imaginative "magic box". One after the other they take up a "present" from the box and tell the other participants what they have received from the course, skills, a new idea, new friends, courage etc.

B. A Court Case
Divide the participants into two groups and let one group defend the course and the other argue against it in a court case. Appoint a judge that the groups should present their case for and who will make the decision. Allow some time for preparation of arguments, follow an agenda that first covers argumentation about preparation of the course, then about methods, accommodation etc.

C. Target on the ground
Let the participants stand in a circle and put a target in the middle. Ask one or many questions in the form of statements, such as: "The course fulfilled all my expectations" or "The food was excellent every day" etc. If the participants totally agree with the statement they should go and stand on the target. If they feel that it was only partly right, they should place themselves in the distance proportionally from the target. If the statement were only fulfilled to 50% they should place themselves half way to the target.

D. Blobs
In smaller groups you can use the picture of the blobs (annexed) and let all participants describe which figure they feel they are and why. How far has each participant reached on the tree?

E. Sentences
Use the beginning of the sentences (annexed) and let each participant finish two or three sentences, expressing something about the course.

F. Put big papers on the wall with different questions on which the participants can write their answers, you can connect these questions to the expectations the participants expressed in the beginning of the course. Or use three big papers, one "This was good", "This was OK", "This was bad".
G. Let each participant answer a questionnaire or let them discuss the questions in small groups.

H. Ask questions to the group and let them answer in one of the following ways:

1. Raising coloured stickers of papers, red for yes, black for no and yellow for I do not know.

2. Let one end of the room be yes I totally agree and the other end I totally disagree and let the participants show their answer by placing themselves in the room between these two points.

3. Let the participants draw a happy face on one paper and an unhappy face on another and let them raise the one that is the answer to the question.

Remember that the questions in these exercises have to be questions to which you can answer yes or no.
CHAPTER 5
METHODS/TECHNIQUES

In this chapter we describe more in detail and give examples of methods and techniques that can be used both in the course and by the leaders in the youth groups.

The participants of the course can use this chapter as a resource material while working with the theme creative programme planning.

The example of methods given below is an taken from the "ACTION FOR YOUTH" the AIDS manual produced by the Federation and the World Scouts.

DISCUSSION

Discussion enables people to think about and them express their opinions based on their own experience. Listening to others may broaden or change their opinions and eventually help them to clarify their ideas, attitudes, values and behaviour. In some cases, debating issues helps individuals to face conflict and reach consensus.

Discussion may take place between two individuals or in small groups. A group of six to eight people is the ideal number to ensure that everyone gets a chance to speak and feels able to contribute.

It is often useful to elect one member of each small group to feedback the main points of the discussion to the whole group and to reach some agreement on a course of action.

BRAINSTORMING

Brainstorming is a good way of involving the whole group and allowing them to think freely about a certain subject. Provide the group with the question, for example "How can we help people with AIDS?". Everyone has a chance to call out his/her ideas. The leader of the group writes down all the ideas without comments. Now you can look at the list and clarify common opinions, identify priorities and set common goals. There may be areas you need to discuss further before deciding on your action plan.

Be sure that you write down everyone's ideas, although you may need clarification if you don't understand the point being made. If someone has plucked up courage to make a suggestion, it is important that the suggestion is added to the list, otherwise the person may not speak again and feel rejected by the group and by the group leader. Everyone's opinion are valuable and can be used in discussion later on.
ROLE PLAY

Role playing involves presenting small spontaneous plays which describe possible real life situations. Ideas for role plays might come from young people in your group or similar situation which are familiar to you. Be careful however, not to portray a real-life situation which can be identified as that of someone from the group or local community.

In role playing we take on someone else's character. This is less intimidating than having to express our own ideas and emotions. A situation or problem is given to the group and they take on the roles of the people involved. The action evolves as the play goes along. For example, the group might be given the following situation to act out:

Asamoah has been meeting Boatema for some time. They have a close, caring relationship and discuss most things. Asamoah and Boatema have been thinking they might have a sexual relationship sometime in the future. Asamoah is worried by all he reads about AIDS; he decides to talk to his friend Samuel about the whole business to see if he has any ideas which might help.

Group members volunteers to take on the parts of Asamoah and Samuel. They act out the discussion. Other members of the group watch carefully and after the play they all discuss their reactions to it. It is important for the group leader to identify some of the ideas expressed, the feelings shown and some of the behaviour which might have lead to difficulties. The sort of questions asked after a role play are: "How do you feel?", "Were you happy with the way things turned out?", "What could be done to solve the problem?".

We can learn about our own behaviour through role play; how our behaviour can contribute to the problems we experience.

Another use for role play is to practice situations before you meet them in real life. For example, you may want to practice going to a pharmacist and asking for a packet of condoms or talking to your partner about how to use a condom. This preparation will help provide the skills young people may need in order to protect themselves infected with HIV.

It is important at the end of the role play to "derole", that is to stop pretending to be somebody else and return to reality. Give the players a chance to express their feeling about the characters and situations they acted-out. All the players should remove any special symbols they used to play their characters. It may be necessary to have everyone change seats and say their real names. Do not underestimate the need for this.
LISTENING

When we talk to each other, we often don't concentrate on what the other person is saying. We may be busy thinking about what we are going to say next, or sometimes, we get excited about the subject of the conversation and have a hard time listening.

Learning to listen well can help us in many areas of our AIDS health promotion programmes. If we make a decision to let the other person speak, not to interrupt and to concentrate on what he/she are saying we can learn all sorts of things about how they think and feel. They have the opportunity to think about what they are saying and finish a thought without fear of being interrupted.

It is important to show the other person your are listening and interested in what he/she is saying. Looking at him/her while he/she is speaking, smiling when it is appropriate to do so, and occasionally helping him/her along by summarizing for him/her what you think he/she has said will all help to show you are listening.

Try our this activity and practice it in pairs, within your group, with your group leader with your friends. At first, you may find it is quite difficult to listen without interrupting or losing attention. However when you start to work in the community, presenting your materials or carrying out discussions, you will soon see how important it is to listen to what people are saying.
PICTURES AND PHOTOGRAPHS

Pictures and photographs can be used in several ways to work with your youth group or as part of community projects. They are useful to draw people's attention to a topic, to start discussions and stimulate group participation, to help people to remember what you are presenting and to illustrate a point you want to make.

You can use pictures/photographs as part of a game such as the “memory game”, to illustrate topics such as “How AIDS is spread and not spread”, and to convey messages on posters and displays for example. Pictures and photographs can be used to present a specific situation or problem, the cause of it and/or suggest possible actions for solutions.

You can find pictures and photographs in magazines and newspapers, or the youth group can draw their own pictures as part of a group activity.

When selecting pictures or photographs to use part of a presentation, activity or projects, the picture and photographs should:

- Show local situations and people who look and dress like local people.
- Focus on one main idea to avoid confusion.
- Be large enough for your group to see easily.
- Be clear enough to be easily understood.

It will be important to pretest any pictures you plan to use for education purposes and for information sharing projects such as posters and display boards.

VIDEOS

Videos, if they are available are a useful way of promoting discussion. They should not be used as a teaching session in themselves. Leaving a group of young people in front of a video and then allowing no time for discussion does not allow them to work out how they fell about what they have learnt. Choice of video for the session is very important. Teaching videos (those which give facts and information rather than telling a story) can be taken in small sections: stop the video every few minutes to check whether the group had understood. Discuss the information as you go along. A storey telling video has more impact when people can see the storey straight through and then discuss it afterwards. Be sure you have seen the video before you show it to your group. Prepare some topics for discussion and think about which questions you are likely to be asked.
FLIP CHARTS

A flip chart can be either a series of pictures which tell a story or a series of blank pieces of paper for writing ideas and information presented by a group.

If you are going to use a flip chart it is better to join the series of pieces of paper at the top. You can use glue, pins or clothes pegs. This will prevent them from becoming damaged or lost. While you are using your flip chart, you can rest it over a chair or a table.

Pens, pencils, felt markers, paints, charcoal or coloured chalk can all be used to write on your flip chart. Fabric can be used instead of paper to make your flip chart more durable.

CASE STUDIES

Case studies describe a situation or problem that the group has to solve. They can be designed to give people information, help them to consider their attitudes and values or discuss the skills they might need to deal with the problem. They can be very simple stories which ask the group to think of strategies they might use to solve a situation:

Fernando died of AIDS recently. Now no one will go near his wife and children and some people are suggesting they should be made to leave the village. What should be done to help Fernando's family and the village?

Or, they can be much longer and have more characters who face difficult problems or situations. Remember that your group may have difficulty in reading. You may have to read the case study to them very slowly. Don't make it so complicated that they forget who did what, when and how. It is a good idea to go over the main points to make sure everyone has understood.
PROVERBS

Proverbs (local sayings) have been used for generations to describe sensible ways of living. They are culturally specific and can be adapted easily in a way that local people can understand. They help people to associate new information with old knowledge.

You may already know or have found out from your group discussion many local proverbs. Think about how they can be used in your health programme. They can be used with talks, demonstrations, stories, dramas or put on posters or flip charts. Their meaning may not be immediately clear to you, so it is important to find their meaning by asking many local people.

FABLES AND STORY TELLING

Story telling is a traditional method of providing information and discussion topics. It can be made to fit a particular culture, and as it only takes one person to tell the story, it is also cost effective. The same situation that were developed for your role plays, dramas and puppet show can be used for developing a story.

Use of traditional people and figures from your culture's story telling tradition can add to the effectiveness of the story. In Zambia, they use a rabbit called Kalulu, who is famous for wisdom in their folklore, to give information about AIDS.

Fables are stories that have been told to explain how people can put themselves in danger by acting in a certain way. The fables often involve animals as the characters, and therefore, allow people to learn from the message contained within them and yet not feel they are being personally blamed. The stories can be developed to contain health messages about AIDS and can be followed by discussion of the lessons learnt. An existing fable can be told in its entirety, and then the first question can be:

This is a very old and story and yet it has a message for us event today. What do you think it can say to us about AIDS and the effect it will have on our community?

Having got people to think about what the fable means in terms of AIDS, have them think about what they can do to change things for the better.
DRAMA, MUSIC, DANCE AND POETRY

There are many ways of sharing information and these methods can be a powerful way of getting a message across to an audience. You can also use these methods in your group to stimulate creativity. It is often a fulfilling experience for the participant to express messages or emotions through music, dance, poetry etc.

You do not have to be a great movie star or excellent singer. Use tunes that you know and put your own words to them. Or the whole group can be involved in writing a poetry or prepare a dance. Start with one person saying "Red Cross Youth is ............." and let each participant think of the words that follows. Join together all the words to sentences and fit them to a rhythm, or express these words in body movements and join the movements together to make a dance.

GAMES

Or warm-up activities, ice-breakers, name-games etc.

To feel free to discuss difficult and sensitive subjects together you have to feel trust and be happy in each others’ company. Games help you to get to know your group better and can be used any time.

You can use them to introduce activities, have fun together and/or as a physical activity.

There are also simulation games, which are frequently used in training to re-create real life situations. In simulation, the participants do more than discuss. They practice skills of different sorts, in an imaginary situation but as realistic as possible. This exercise takes some time and requires careful preparations by the trainer who should create the conditions for the simulation and also test the material in advance.
Planning

When planning the RCY programmes it can be useful to follow the model below, either you plan a yearly programme, a special project, an evening or a camp.

To define the aim

You need a clear definition of the aim, so that you know what you want to achieve. It makes it easier to implement and evaluate. The following questions can be a help you to define an aim:
- WHY should you do this?
- For WHOM are you doing this?
- WHAT should you do/WHAT do you want to reach in the time available?
- HOW do you measure the results?

Planning

Make a list of information needed:
- all the ideas that you have about implementation
- all the knowledge you need to get and where you can search for it
- the experience you and others have from this area
- the estimated risks

After checking all available information make a list of what to do next. Decide the action plan:

Answer the following questions:
- What?
- Who?
- With what?
- When?
- Where?
- How much?
- the task
- the role
- the material, equipment
- the deadlines
- the place
- the finance

In the annex you find a planning grid according to this questions that is easy to use when you make your plan of action.

Implementation, do it!

After implementation an evaluation should be done, answer the following questions:
- Were there any progress according to the aims?
- What was good? Where there any problems?
- What can be done better next time?
A yearly plan

If you need an overview of your yearly programme you can use the following plan:

**AIM FOR THE YEAR: 1. RC awareness campaign on the schools in our town.**

2. Environmental activities

<table>
<thead>
<tr>
<th>DATE</th>
<th>OBJECTIVES</th>
<th>METHOD</th>
<th>LEADER</th>
<th>OTHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>18.09</td>
<td><strong>Awareness in the RCY group</strong></td>
<td>Discussion</td>
<td>John</td>
<td>Material:</td>
</tr>
<tr>
<td></td>
<td>of the meaning of the RC</td>
<td>about the</td>
<td></td>
<td>principles, .....................</td>
</tr>
<tr>
<td></td>
<td>principles</td>
<td>start writing</td>
<td></td>
<td>a play</td>
</tr>
<tr>
<td>25.09</td>
<td><strong>Start the need assessment of environmental issues</strong></td>
<td>....</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Before the meeting a more detailed plan should be done, specially concerning the methods that should be used during the meeting.

**Programme for one meeting**

Wherever it is an evening/afternoon or a yearly programme it has to be balanced and varied with different activities. A programme should both fulfil the aim, or the task, and it should give the group time to develop a group feeling and have fun together.

A programme for one meeting could for example contain the following parts:

* Start with a gathering to present and discuss what you should do during the meeting, what the aim, the task is and how the group together should achieve that.
* Start to work with the task
* A break, either for a game or coffee and informal talks depending on the group, age etc.
* Continue with the task
* A gathering of the whole group to sum up the meeting and talk about next time.
<table>
<thead>
<tr>
<th>PROJECT / PROGRAMME / THEME</th>
<th>TASKS (what?)</th>
<th>ROLES (who?)</th>
<th>MATERIAL/EQUIP. (with what?)</th>
<th>DEADLINES (when?)</th>
<th>PLACE (where?)</th>
<th>FINANCE (how much?)</th>
</tr>
</thead>
<tbody>
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</tr>
</tbody>
</table>
J'AI A %ILE... I LIKED...

JE SASS MAINTENANT_ NOW I KNOW....

CE SEMZNJRE SE TERMINANT, H. ME MAN QUE..

AT THE END OF THE SEMINAR I AM MISSING...

CE QU1 M'A PILL. WHAT PLEASED ME...

JE ME SUIS RENDU COMPTE.... I REALISED...

CE QUE JE VIS MAINTENANT LE MŒUX...

WHAT I GO THROUGH BEI 1ER NOW...

JE VOU DRAIS... I WOULD LIKE....

JE SUIS SUR... I AM SURE...

LE PLUS DIFFICiL E ETAIT... THE MOST DIFFICULT WAS...

JE ME SENS... I FEEL..

J'AI BESOIN MAINTENANT DE... NOW I NEED...

J'AU RAI S PU... I COULD HAVE...

LE MEILLEUR MOMENT ETAIT... THE 8E51 MOMENT WAS...

ON AURAIT DU... WE SHOULD HAVE...

JE ME SENS AUJOU IIUI CAPABLE DE.

NOW I FEEL CAPABLE TO ...

J'AI APPRIS... I HAVE LEARNED...

LORS D'UN PROCHAIN STAGE J'AIMERAI S_.

AT A FUTURE COURSE, I WOULD LIKE...

267/10.11.92