



This programme has been made possible with the support of all members of the Erasmus Youth Leader project who worked on this intensively and with great passion. Thanks to all members from 9 different countries, thanks to all the youthleaders involved, thanks to Eurohockey for making this a part of their education programme and thanks to the EU for their financial support. The aim of the project was, and is, to help young sport leaders to have their voices being heard. More information on www.sportyouthleaders.eu

Gino Schilders, Project Lead, Czech Hockey Federation

Aspiring and Inspiring Youth Leaders

National Youth Leadership Certificate *Information Booklet*

WANT TO FIND OUT MORE?

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INTRODUCTION

What is Aspiring and Inspiring Youth Leaders?

The resources have been created with the support of Youth Leaders from the AIYL partners and have been piloted across four national associations.

What is the National Youth Leadership Certificate?

The National Youth Leadership Certificate is a set of resources designed to inspire and upskill youth leaders around hockey. The secondary goal of the Youth Leadership Certificate is to act as the launching point for national associations to create their own youth leadership panels or networks. With the long-term goal of having a youth network in every EuroHockey Member National Association.

How do I organise the certificate in my country?

Any EuroHockey member national association can receive the resources for the National Youth Leadership Certificate. You must request the resources using the EuroHockey portal.

How many people do you need for the certificate?

It is recommended that each group contains at least 6 youth people, with at least one educator or youth leader to deliver the content.

How long does the certificate take?

The content is designed to take around 8 hours, it is to the educator's discretion how to organise this time. During the pilot phase, the best success was found when the certificate was delivered over two-days with a social event after the first day.

How do I use the resources?

The presentation provided alongside this booklet covers the four modules outlined below. These resources are not expansive and instead serve as a starting point for the educator to focus on the areas that suits their group best. Each slide in the presentation has notes included in the description with the full details of how to run that activity.

Module overview

The National Youth Leadership Certificate consists of four modules, with their aims listed below.



Communication

By the end of this module, the youth leaders will:

- Recognise the value of communication and how to communicate with different groups
- Recognise the value of public speaking and how to improve your own
- Have broken down the barriers between one another

Leadership

By the end of this module, the youth leaders will:

- Understand and apply the knowledge of leadership styles
- Ability to self-reflect on their strengths, weakness and personal leadership style

Governance

By the end of this module, the youth leaders will:

- Have the ability to utilise a SWOT analysis to reflect on their youth organisation
- Understand how to mitigate risks to your youth organisation

Project Management

By the end of this module, the youth leaders will:

- Know the key components of effective project management
- Understand what impacts on the different components of project management and how to plan for them
- Build a plan for a project/event you would like to organise.

Supplementary resources

In addition to the presentation provided alongside this handbook, there are supplementary resources included in this handbook. The educator is free to edit and adapt the presentation to suit the needs of their group. The supplementary resources found here are activities or techniques which can be used to adapt the content.

Disclaimer:

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.





Ice Breakers

Ice breakers can be used to get your group to know and trust each other, they can be a good way to begin any session.

Getting To Know You (Basic):

Players sit in a circle. One player says their own name. The next player to the left then repeats that name and adds their own, etc.

Getting To Know You (Show and Tell):

One by one the players say their names and make a gesture or movement of something they like to do (e.g. My name is Omar and I like to play baseball - then he makes the motion of swinging a bat). The next player to the left then repeats that name and adds their own, etc.

Getting To Know You (Positive Adjectives):

One by one, the players say a positive adjective that has the same first letter as the first letter of their name (e.g. "Happy Hannah or Amazing Anne"). The next player to the left then repeats that name and adds their own, etc.

Two Truths and a Lie:

Sitting in a circle, have each Youth Leader think of three statements about themselves - two are true and one is false. Then go around the circle and have each person say their three statements and the rest of the group has to decide which are the truths and which is the lie.

Youth Leader Bingo:

Give each Youth Leader a bingo card (see below). Allow the youth leaders to mingle, when they find somebody with a trait that matches one on the bingo card they must put the person's name in the corresponding box. The activity ends when somebody fills out a line or the whole bingo card.

Human Knot:

Stand the group in a circle, shoulder to shoulder. Everyone places their hands into the circle and grasps the hands of two different people. Without letting go of the other people's hands, the group must unravel the knot until they are in a big circle again.

The Line:

Make an imaginary line on the floor that stretches across the room. The group must arrange themselves along the line. You can ask them to get in order by birthdate, shoe size, age etc. A variation of this is to make them do this activity in silence.

The Sun Shines On:

The group sits in a circle on chairs. There should be one less chair than there are people. A leader then stands in the middle of the circle and says "The sun shines on anyone who..." and adds a phrase such as.. "who is wearing jeans". Everyone wearing jeans then has to get up and find another seat. They are not allowed to sit back in their own seat. The person left without a seat then says something. For the second round you might try saying things that you can't see such as "The sun shines on anyone who volunteers in their community."

Zip, Zap, Boing:

Stand in a circle and demonstrate the following rules, with play being passed around the circle using clasped hands with thumbs raised and index fingers pointing:

- Zip - Passes play along to the next person in the circle
- Zap - Switches the direction of the zips
- Boing - Passes the next zip to somebody across the other side of the circle

Suddenly!

You start a story with a sentence that ends in SUDDENLY. For example; 'Yesterday I went to the zoo and was passing the elephant enclosure when SUDDENLY....' The next person then has to add to the story with their own sentence that ends in SUDDENLY. Continue the story until everyone has contributed. The story becomes more bizarre as each person adds their sentence.

ICE BREAKER: BINGO CARD

Does not live in the country they were born in	Likes Sushi	Can Juggle	Has never been on an airplane	Left handed
Can speak another language	Plays a musical instrument	Has an older brother	Has a pet	Goes to university
Has a nickname	Is a vegetarian	BINGO	Has an allergy	Born in October
Touch their nose with their tongue	Has a phobia	Has size 10 feet	Is not on facebook	Bites their fingernails
Favourite food is pizza	Wears contact lenses	Has played a prank on someone else	Has seen the same movie 3 or more times	Can touch their toes



SHARING STRATEGIES

Sharing strategies can be used to vary the way in which youth leaders discuss and reflect on a given topic. Use whichever strategies you think suit the task and the group that you have.

Snowball

Youth Leaders begin in pairs, responding to a discussion question only with a single partner. After each person has had a chance to share their ideas, the pair joins another pair, creating a group of four. Pairs share their ideas with the pair they just joined. Next, groups of four join together to form groups of eight, and so on, until the whole group is joined up in one large discussion.



Write it out

Cut paper into strips or use post-it notes, have youth leaders write down their most important thought or question about the discussion topic, fold them, and put them in the middle of the circle. Have youth leaders draw slips and discuss what the person wrote. This is best done in a circle discussion.

Continuum

Stand at this end of the imaginary line if you agree with X and stand at this end of the line if you disagree with X. Fold the line to discuss, the persons most agreeing/disagreeing should be facing.



Think, pair, share

Get into pairs to talk about a prompt and then share out with the whole group.

Mountains and coasts

Split the group into two equal number groups, one group forming an inner circle facing out and the second group forming an outer circle each facing a member of the inner circle. You then ask a series of prompts and the youth share with the person in front of them, then rotate the inner circle one way and the outer circle the other way, and give them a new prompt.



Ambassadors

Youth Leaders are placed into a few groups of 4-6 each and are given a discussion question to talk about. After sufficient time has passed for the discussion to develop, one or two youth leaders from each group rotate to a different group, while the other group members remain where they are. Once in their new group, they will discuss a different, but related question, and they may also share some of the key points from their last group's conversation.

SWOT ANALYSIS TEMPLATE

Strengths

- What do you do well?
- What unique resources can you draw on?
- What do others see as your strengths?
- What have been recent successes? Why were they successful?

Weaknesses

- Where can you improve?
- Where are you lacking resources?
- In what areas do you need more support/training?

Opportunities

- What external opportunities are you aware of? How can you make the most of them?
- How can you turn your strengths into opportunities?
- What can you do that you aren't already?

Threats

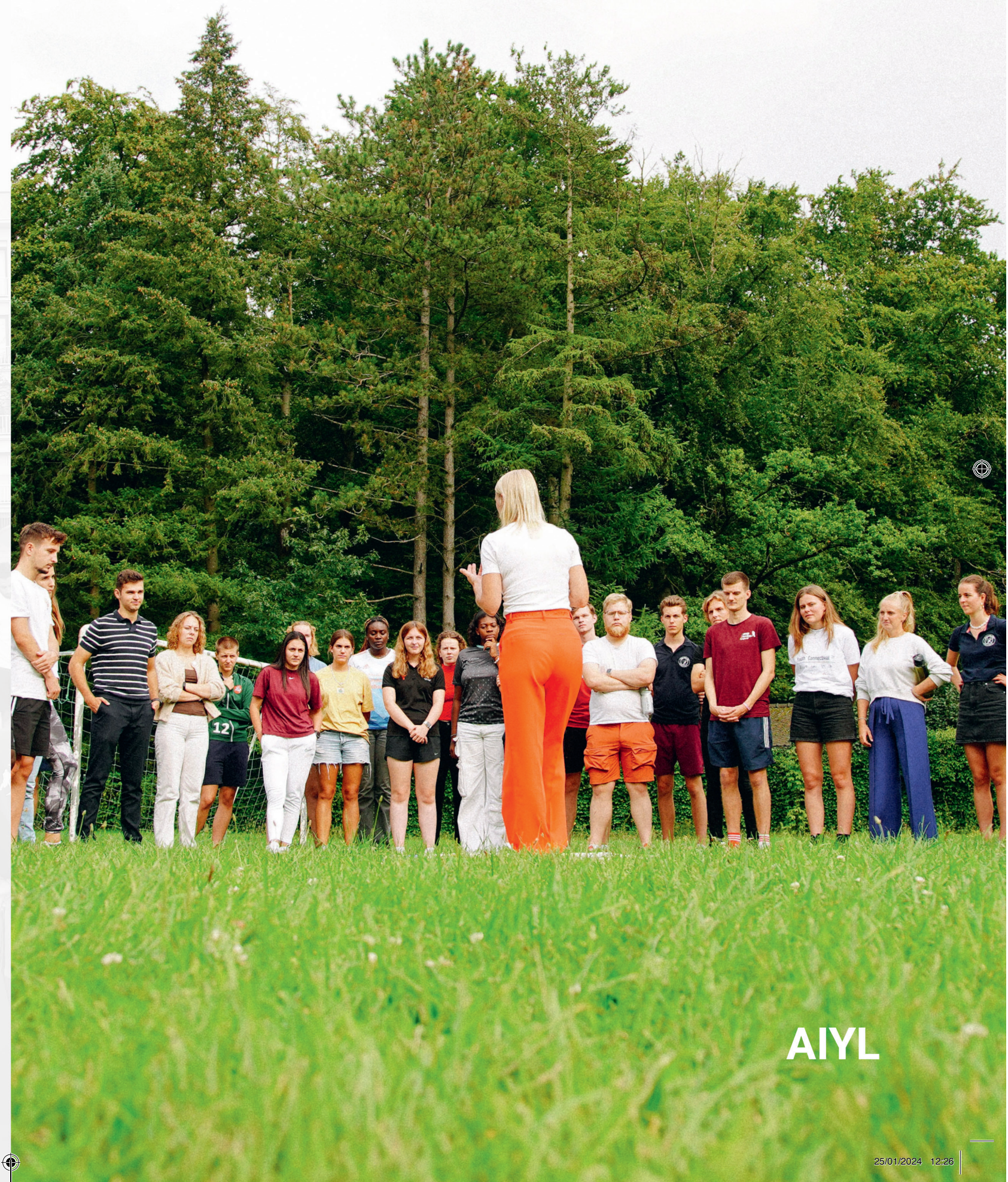
- What external risks to the organisation?
- Are we competing with others?
- Will your strengths last?



RISK ASSESSMENT TEMPLATE



		IMPACT		
		Minor	Moderate	Major
LIKELIHOOD	Improbable Unlikely to occur			
	Possible Will likely occur			
	Probable Will occur			



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GRASSROOTS PROGRAMME

ASPIRING AND INSPIRING YOUTH LEADERS



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MODULE 1

Communication



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AIMS

Of the grassroots programme

To be determined by you based on your context.



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AIMS

By the end of this module you will:

1. Recognise the value of communication and how to communicate with different groups
2. Recognise the value of public speaking and how to improve your own



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Does not live in the country they were born in	Likes Sushi	Can Juggle	Has never been on an airplane	Left handed
Can speak another language	Plays a musical instrument	Has an older brother	Has a pet	Goes to university
Has a nickname	Is a vegetarian	BINGO	Has an allergy	Born in October
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Favourite food is pizza	Wears contact lenses	Has played a prank on someone else	Has seen the same movie 3 or more times	Can touch their toes

ICEBREAKER

Networking Bingo!



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ICEBREAKER

*Getting to know you
(show and tell)*



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WHICH SOCIAL MEDIA PLATFORMS DO **YOU** USE?



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WHICH SOCIAL MEDIA PLATFORMS DOES **YOUR YOUTH ORGANISATION** USE?



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COMMUNICATION SELF-ASSESSMENT

(for your youth organisation)

- Which channels?
- What do you post?
- What is the purpose of these?
- What do you want to achieve?
- What can you do better?
- What is your audience?

PUBLIC SPEAKING

- Take your time
- Voice projection
- Let your personality
come through
- Know your audience

WHEN SUDDENLY...

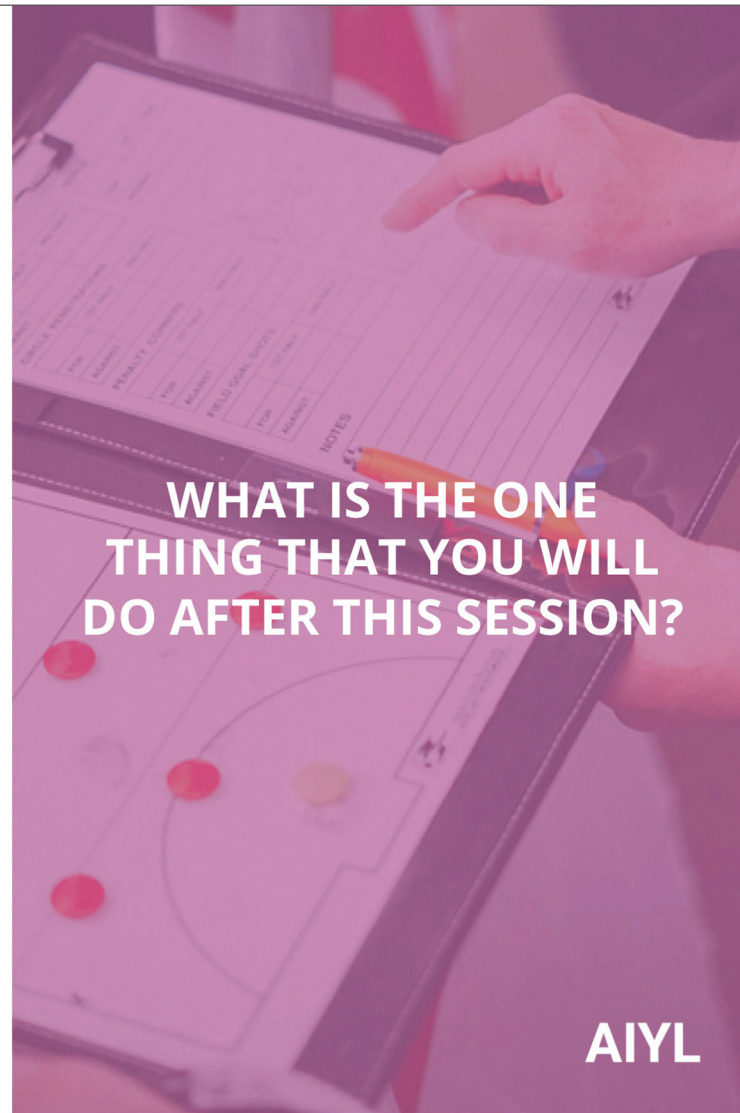
WHEN SUDDENLY...

Round 2



REFLECTION

Think, pair and share



**WHAT IS THE ONE
THING THAT YOU WILL
DO AFTER THIS SESSION?**

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AIMS

By the end of this module you will:

1. Understand and apply the knowledge of leadership styles
2. Ability to self-reflect on their strengths, weakness and personal leadership style



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MODULE 2

Leadership



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WHAT MAKES A GOOD LEADER?



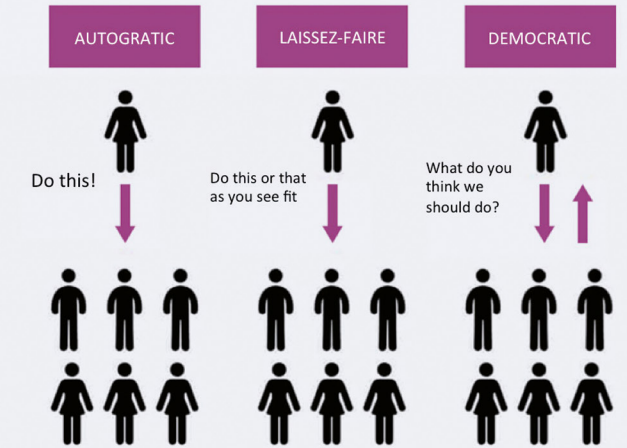
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WHAT IS THE DIFFERENCE BETWEEN THESE TWO LEADERS?



ACTIVITY

What sort of leader are you and what skills make you a good leader?



ACTIVITY

Leadership styles



LEADERSHIP SKILLS AND QUALITIES

- Strategic thinking
- Teamwork
- Collaboration
- Communication
- Mentoring
- Support
- Openness
- Adaptability
- Decision maker

ACTIVITY

Role models



BECOME A LEADER

- Get out of your comfort zone
- Study leaders that you look up to
- Encourage yourself
- Take advice from other leaders
- Research and gather resources
- Create a plan



SWOT ANALYSIS

Business or individual

Strengths

- What do you do well?
- What unique resources can you draw on?
- What do others see as your strengths?

Weaknesses

- Where can you improve?
- What do competitors do better?
- What resources do you lack?

Opportunities

- What market opportunities are present?
- How can you make the most of your strengths?
- What trends can you take advantage of?

Threats

- What is your competition currently doing?
- Do your weaknesses expose your business?
- What threats can hurt your business?

ACTIVITY

People management

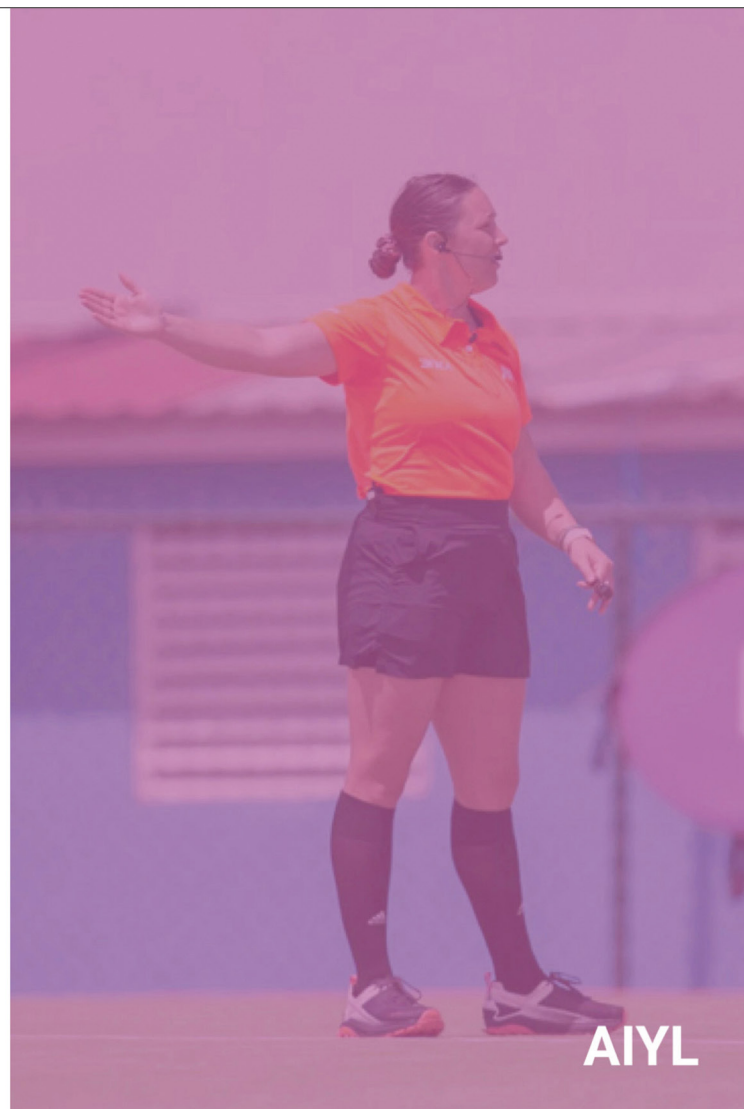


“If your actions inspire others to dream more, learn more, do more and become more, you are a leader”

John Quincy Adams

MODULE 3

Governance



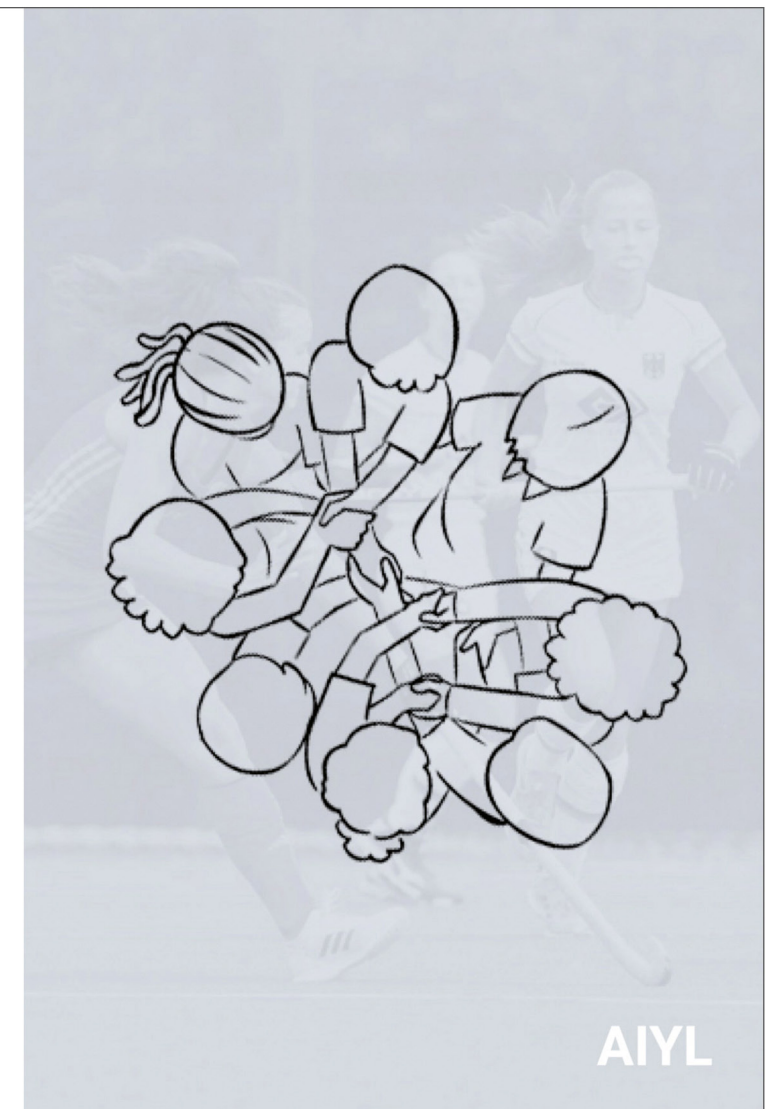
AIMS

By the end of this module you will:

1. Have the ability to utilise a SWOT analysis to reflect on their youth organisation
2. Understand how to mitigate risks to your youth organisation

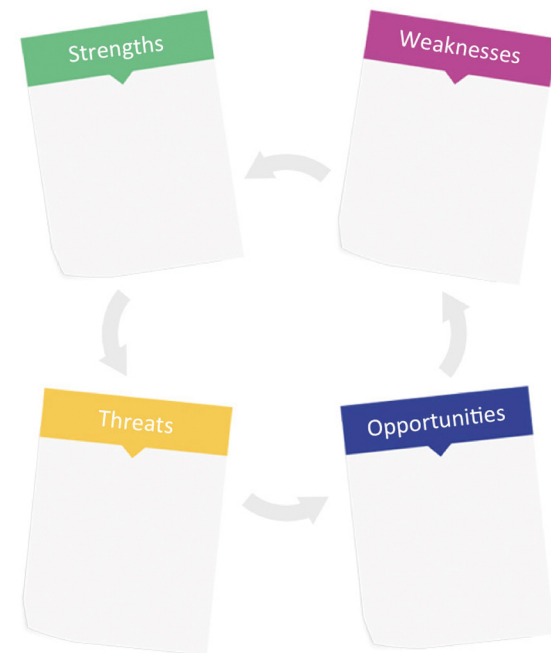
ICEBREAKER

The human knot



SWOT ANALYSIS

Your youth organisation



RISK ASSESSMENT ACTIVITY

		IMPACT		
		Minor	Moderate	Major
LIKELIHOOD	Improbable Unlikely to occur			
	Possible Will likely occur			
	Probable Will occur			

SWOT ANALYSIS

Your youth organisation

Strengths	Weaknesses	Opportunities	Threats
<ul style="list-style-type: none"> • What do you do well? • What unique resources can you draw on? • What do others see as your strengths? • What have been recent successes? Why were they successful? 	<ul style="list-style-type: none"> • Where can you improve? • Where are you lacking resources? • In what areas do you need more support/training? 	<ul style="list-style-type: none"> • What external opportunities are you aware of? How can you make the most of them? • How can you turn your strengths into opportunities? • What can you do that you aren't already? 	<ul style="list-style-type: none"> • What external risks to the organisation? • Are we competing with others? • Will your strengths last?

RISK ASSESSMENT ACTIVITY

Can you draw on your strengths to mitigate this?

Do you need external support to mitigate this?

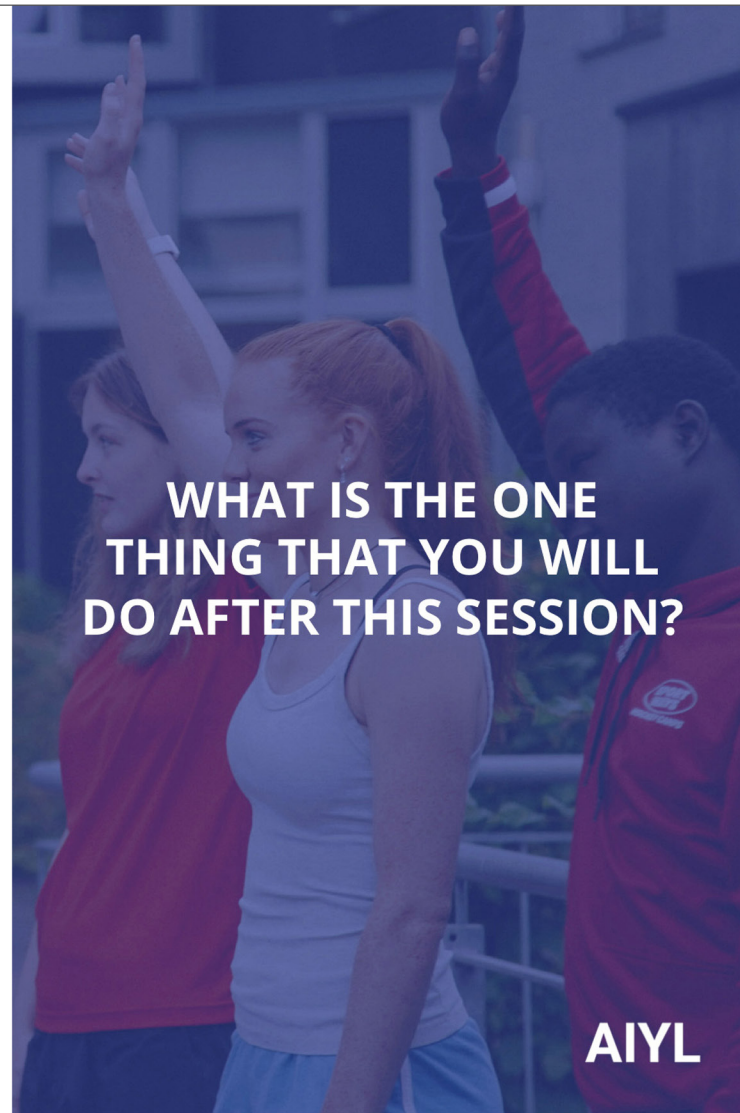
Whose responsibility is managing this threat?

What can you do to mitigate this threat?





REFLECTION



WHAT IS THE ONE THING THAT YOU WILL DO AFTER THIS SESSION?

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AIMS

By the end of this module you will:

1. Know the key components of effective project management
2. Understand what impacts on the different components of project management and how to plan for them
3. Build a plan for a project/event you would like to organise.



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MODULE 4

Project management



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WHAT IS PROJECT MANAGEMENT?

The discipline of initiating, planning, executing, controlling and closing the work of a team to achieve specific goals and to meet specific success criteria.



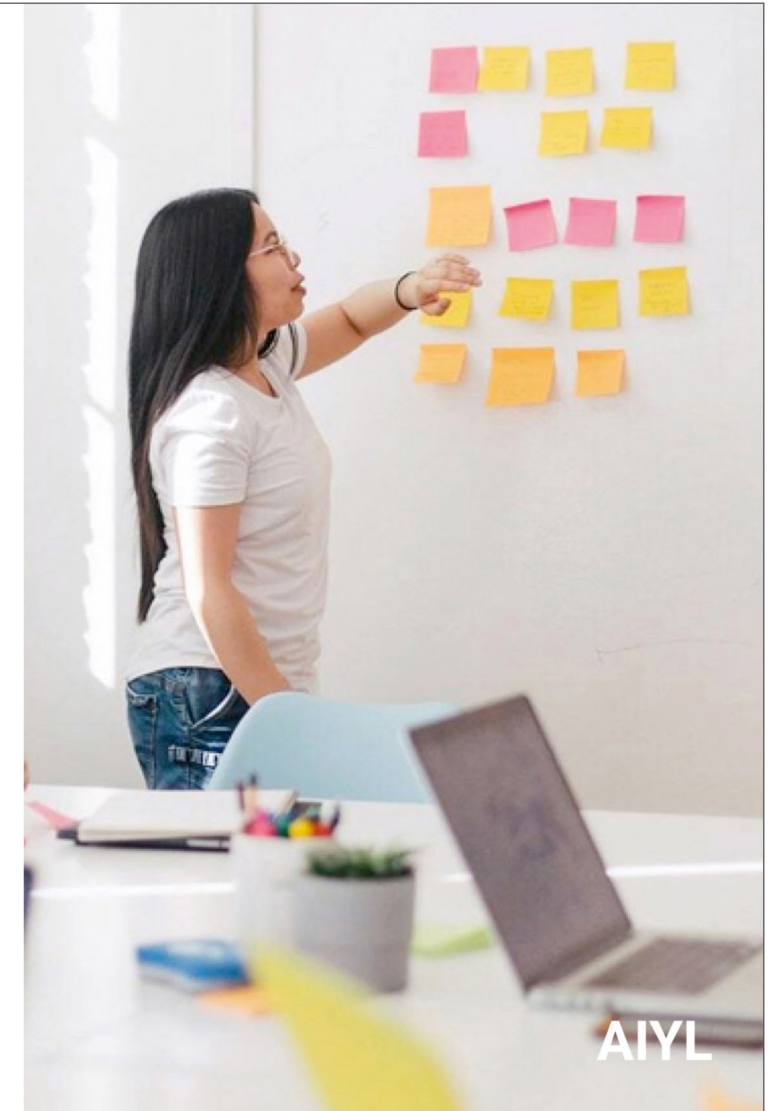
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KEY COMPONENTS OF PROJECT MANAGEMENT?



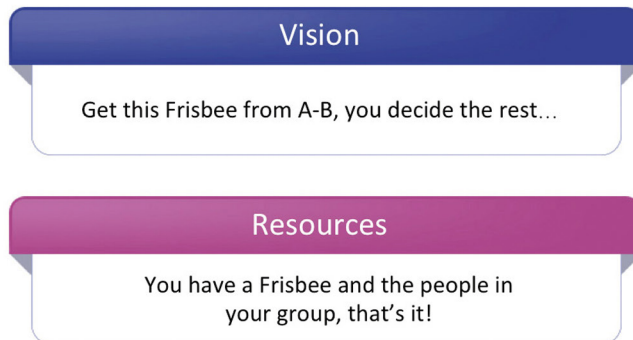
Review/reflection

- Did you achieve the vision?
- Did you adapt the vision?
- What went well?
- What would you do differently next time?



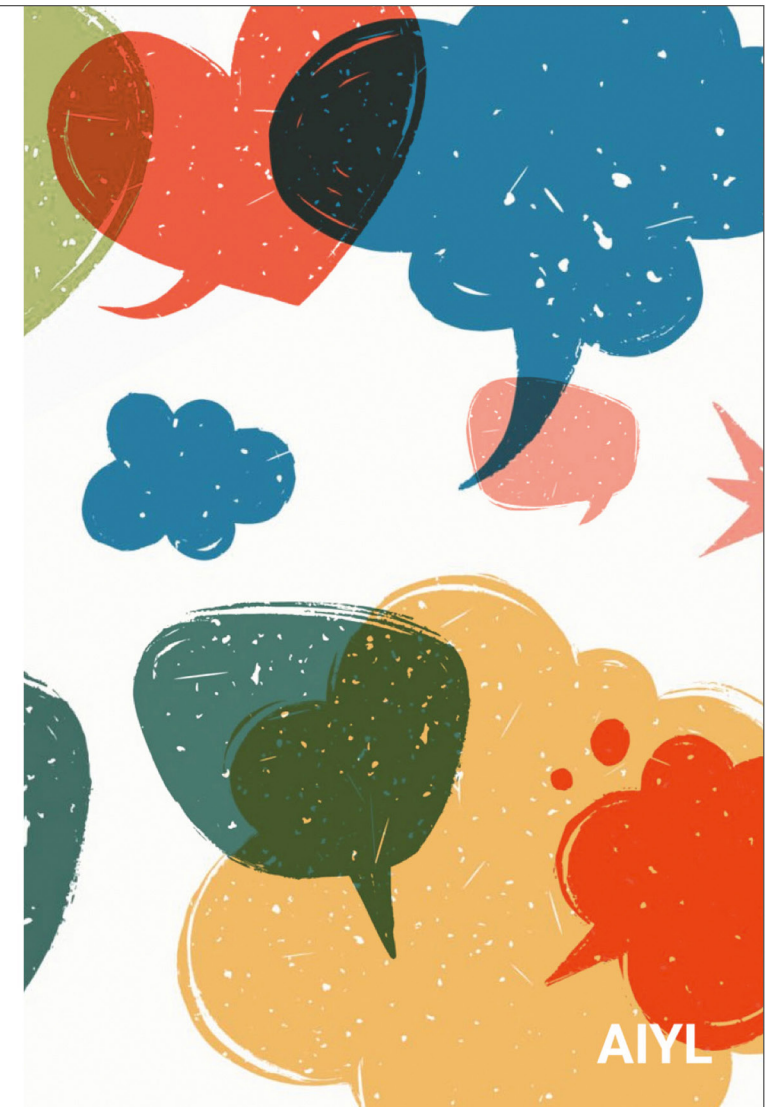
FRISBEE ACTIVITY

Lets have a go...



CREATE YOUR ELEVATOR PITCH

You will have 3 minutes to present your elevator pitch



SO WHAT IS YOUR VISION?

- In small groups come up with your own vision for something you would like to achieve in your youth organisation
- What do you want to achieve?
- What will be the impact of the project?
- How will you demonstrate/promote what has actually been achieved?

WHAT DO YOU NEED TO GET THERE?

- What do you need to complete the project?
- People, equipment, facilities, funding or anything else you think is needed.
- Include anything that you think not having would mean you couldn't complete the project.

PITCH TIME

You will have 3 minutes to present your elevator pitch

REFLECTION

WHAT IS THE ONE THING THAT YOU WILL DO AFTER THIS SESSION?