

# YES!

YOUTH  
EMPOWERMENT  
FOR  
SOCIAL  
INCLUSION

## Module 2

### Youth Leadership for the Community

Verein zur sozialen und beruflichen



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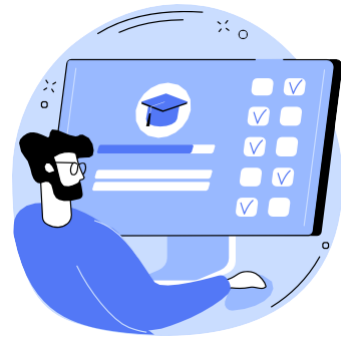
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# Introduction



*Leadership is not something one is born with. The challenges of today and tomorrow require strong leaders in all shapes and forms. But what is a good leader? How can someone become a leader? Those are some of the questions this module will explore.*

Leaders can have varying approaches to their leadership. The differences in leadership do not necessarily mean that one is better than the other. Certain personality traits foster different styles in leadership but there are certain general skills any leader should train and most of the time a leaders greatest attributes are a mix of individual skills and strategies to bring the project/organisation forward.

This module will help young minds see themselves as leaders. Leaders do not always have to be leaders of nations. We need leaders on every level of society fighting and working for a better life for everybody. This module will introduce non-violent communication, negotiation strategies and will give you time to work directly on your own project whilst implementing what you have learned.

There is a lot more to learn about leadership, leadership skills and communication than this module provides. This module should be seen as a good starting point. It aims mostly to inspire young minds to become leaders and supporting them with basic practical methods they can implement right away. Further reading in theory and practice is recommended.

# Objectives

**At skill level, young people will:**

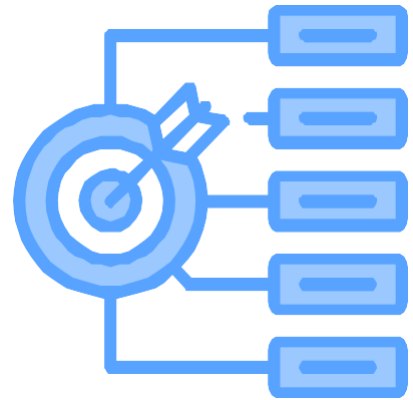
- Clarify and develop their personal values
- Develop their problem solving abilities in both systematic and creative ways
- Demonstrate effective communication skills
- Develop their abilities to think critically when faced with a challenge

**At environmental conditions level, young people will:**

- research local, national and global issues
- participate in, organise and plan a team project
- access support from mentors and facilitators as required

**At action level, young people will:**

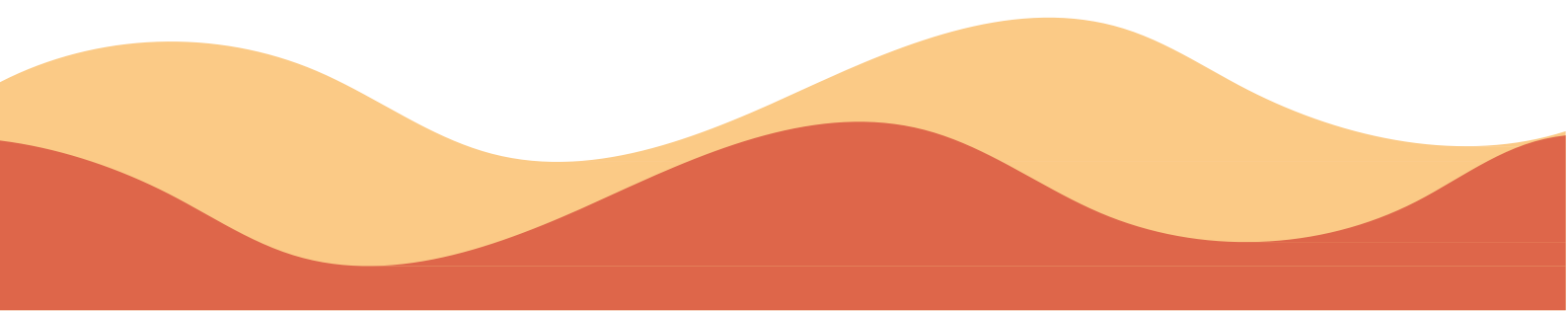
- develop a clear vision of what they would like to achieve as a leader
- develop their skills in negotiation to motivate followers to contribute
- develop, plan and implement individual community based action projects



# Outcomes

The outcomes of this module include:

- Being able to exercise critical thinking regarding what it means to be a leader and how does it affects oneself and others
- Learning Non-Violent Communication as a tool to exercise communication as a leader
- Acknowledging negotiation as a tool to be a leader



# Theoretical part



The module will be based on three theoretical approaches: the conceptual module for youth leadership development, Service-learning and adaptive leadership practices.

To firstly define the term leadership and especially in the context of youth work, the module will draw on the definitions offered by Redmond and Dolan (2014). In their article, the authors describe how youth leadership concentrates on methodologies and how leadership is “explored, taught or experienced by young people” (262). Redmond and Dolan argue that In order to become a leader, young people have to acquire a certain set of skills and competences. These skills include: Social and emotional intelligence (awareness, self-regulation, motivation, empathy); Collaboration (team work); Articulation (communication skills and vision); Insight and knowledge (critical thinking, problem-solving). Additionally to the teaching of skills, environmental conditions play a crucial role in the development of leadership. By environmental conditions, the authors mean being provided with a guide or mentor as well as having authentic opportunities to practice leadership. The third pillar in composing the conceptual model of youth leadership is the commitment to action. The participating young people have to learn how to be persistent and reflective to learn from mistakes and overall how to inspire and motivate others in order to act as a leader.

The two following concepts can be seen as more practical approaches. The approach of Service-learning can be understood as a pedagogical method that combines education and activities that improve the community. Service-learning “addresses everyday issues and contextualizes learning in real situations (Uruñuela, 2011)”. The idea behind this approach is that through experiences and reflections of the activities, people learn more effectively. By combining the projects with a service to the community the ethical awareness of people gets strengthened.

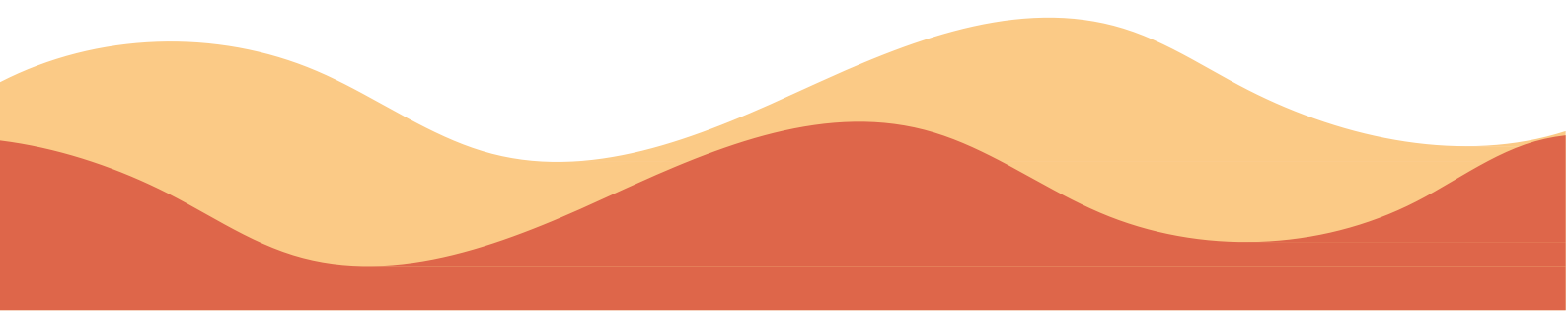
Finally, to include a holistic view on how to develop leadership, the module aims to draw on the concept of Adaptive Leadership Practices. The authors Heifetz, Grashow and Linsky (2009) see leadership as “the practice of mobilizing people to tackle tough challenges and thrive’ (p. 14)”. One of their most crucial steps in acquiring leadership is to “diagnose the system”. In order to see one's organisation and analyse the structures, the actor has to take on a more broader vision and “step on the balcony” as they call it. Additionally, the actor is supposed to “diagnose the political landscape” of the organisation to be able to mobilise the system. As a final step to achieve leadership, the authors define the step “deploy yourself” which involves practices for leaders especially emphasising negotiating and communicating skills as key aspects.

**Sources:**

**For definitions and objectives of the module:** “Redmond, S. / Dolan, P. (2014): Towards a conceptual model of youth leadership development”

**To combine theory and practise through a more holistic view:** “The practice of Adaptive Leadership RONALD HEIFETZ, ALEXANDER GRASHOW, & MARTY LINSKY. Boston, Massachusetts: Harvard Business Press (2009)”

**For learning on the field (implementing a project in real life by providing a service needed in the community):** “Service-Learning in Europe. Dimensions and Understanding From Academic Publication. Alexandre Sotelino-Losada, Elena Arbués-Radigales, Laura García-Docampo and José L. González-Geraldo”



# 1st Activity

## Skills Sphere through non-violent communication

### F2F Version



**Duration:** 45 minutes



#### **Overview and goal(s)**

This activity will be based on Non-Violent Communication (NVC) in order to develop and experience effective communication, which is a key part for developing leadership skills. The main goal of this activity is that the participants will get to discover and implement

Non-Violent Communication as a powerful tool for building empathetic and compassionate connections with others, especially in difficult situations.

#### **Learning Outcomes:**

- Focus on feelings: Encourage the participants to express their emotions without judgement or blame. Validate their feelings and help them to articulate what they are experiencing.
- Practise active listening: Listen attentively to what the participants are saying, and repeat back what you've heard to ensure that you've understood correctly. Show empathy and understanding.
- Use and encourage "I" statements: When expressing yourself, use "I" statements instead of "you" statements to avoid sounding accusatory. For example, say "I feel frustrated when I don't know what you're thinking" instead of "You never tell me what you're thinking".
- Identify needs: Help the participants to identify their needs and the needs of others. Teach them to express their needs in a non-judgmental way, and to listen to the needs of others with an open mind.
- Avoid judgments and criticisms: Focus on the behaviour or situation rather than the person, and avoid labelling or criticising. This helps to keep the conversation constructive and non-judgmental.
- Encourage brainstorming: Help the participants to brainstorm solutions that meet everyone's needs. Encourage them to think creatively and to come up with multiple solutions.

# 1st Activity

## Skills Sphere through non-violent communication

### F2F Version



#### Theoretical Contents

The framework for this activity is Nonviolent Communication (NVC), a communication framework developed by psychologist Marshall Rosenberg. The theory behind NVC is that most conflicts arise from a lack of communication and a failure to understand and connect with others on a deeper level. NVC seeks to build empathetic and compassionate connections with others by focusing on four key components:

1. Observation: The first step in NVC is to observe the situation or behavior without judgement. This involves describing the situation objectively, without adding any interpretation or evaluation.
2. Feelings: The second component of NVC is to express feelings in a non-judgmental way. This involves identifying and communicating emotions in a way that is authentic and vulnerable. Every feeling corresponds to a need that has or has not been met.
3. Needs: The third component of NVC is to identify and communicate needs in a way that is non-judgmental and respectful of others. This involves recognizing that every person has basic human needs, such as safety, belonging, and respect, as well as other ranges of needs (see the list of needs and emotions in Annex 3 and 4 respectively).
4. Requests: The final component of NVC is to make requests that are specific, concrete, and actionable. This involves asking for what we want in a way that is respectful of others and that takes their needs into account.

The theory behind NVC is that by focusing on these four components, we can build deeper, more meaningful connections with others, and resolve conflicts in a way that is respectful and empathetic. The ultimate goal of NVC is to create a world in which everyone's needs are met, and in which conflicts are resolved peacefully and nonviolently

# 1st Activity

## Skills Sphere through non-violent communication

### F2F Version



#### Training methods

##### TASK A: PRIVILEGE GAME

The method used is called Privilege Walk or Game and it aims to raise awareness of various privileges, understanding the structural conditions that may facilitate or hinder a person's development (socioeconomic class, gender and other demographic variables that shape individuals; appreciate the diversity of individual backgrounds; and team-building).

This activity should be performed as following:

Facilitator should introduce participants about methodology and the intensity and the possible emotions that may manifest.

1. Everyone is standing in a row and, optionally, with their eyes closed until the end of the game.
2. The facilitator will read out loud and one at a time 15 statements (See Annex 4) indicating to step forward those who feel that apply, waiting for reactions between each statement. If the participant agrees will move one step ahead, and if not or is uncomfortable about that, will remain in the same place.
3. Once each statement has been read each participant will remain in their place and, if applicable, will open their eyes.
4. Facilitators will introduce some reflections (See Annex 5) and promote dialogue and thoughts or feelings between participants, talking about their own experiences and points of view about certain privileges.

#### ♦ Materials/Equipment Required for face-to-face implementation

- 1 Facilitator per group (it could be just one big group).
- A method programme to each facilitator including instructions, statements and final reflections quotes (Annex 4 and 5)



Source:

Peggy McIntosh (1990), "White Privilege: Unpacking the Invisible Knapsack".

# 1st Activity

## Skills Sphere through non-violent communication

### F2F Version



#### Training methods

#### TASK B: NVC CARDS GAME

The training method used will be a combination of role playing to implement Non-Violent Communication aspects. This activity should be performed as following:

1. Shuffle the Needs and Feelings cards (see Annex 3) and place them face down on a table.
2. Ask each participant to draw a Feelings card and a Needs card and read it silently.
3. Divide the group into pairs and within these pairs one will be Person A and the other Person B.
4. Have Person A reflect on a personal experience that relates to the cards they drew. Encourage them to think about how they felt during that experience and what needs were met or unmet. This could be something personal, such as an argument with a friend or family member, or something more abstract, such as a social justice issue.
5. Ask Person A to share their experience, using the 4 steps of NVC (observation, feeling, need, request) to express their thoughts and feelings.
  - a. "When I (see, hear, or notice)..... -observation-,
  - b. I feel..... -feelings card-
  - c. because I need..... -needs card-
  - d. Would you be willing to.....? -petition-
6. Then Participant B will reflect back what they heard without judgement or criticism. They can repeat back what they heard, ask questions to clarify, and express empathy and understanding for the person's feelings and needs. "Do you feel..... because you need ?
7. Repeat steps 4-6 for Person B, or for a set amount of time.
8. After both pairs have had a chance to practise, bring the group back together and ask for volunteers to share their experiences. How did it feel to use nonviolent communication? Did it help to resolve conflicts or build empathy and understanding?

# 1st Activity

## Skills Sphere through non-violent communication

### F2F Version



#### Training methods

#### TASK B: NVC CARDS GAME (CONTINUING)

This exercise can be adapted in many different ways, depending on the needs and interests of your youth group. You can also use it as a starting point for deeper discussions about communication, conflict resolution, and social justice.

- Materials/Equipment Required for face-to-face implementation
  - Writing utensils (pens or pencils)
  - Printed Annex 1 for the 4 steps of Non-Violent Communication
  - Printed Annex 2 for list of feelings and needs NVC
  - Printed Annex 3 for cards for Feelings and Needs



#### Sources:

For Non-Violent communication Marshall Rosenberg “Non-Violent Communication: a Language of Life”

For the NVC Game: The No Fault-Zone Game

Also see Annexes for material

#### Assessment

The facilitator is invited to use the NVC cards to assess the activities with the participants: How did they feel about Task A and Task B and why (which need was/wasn't met)? Would they change something (Is there a petition?)

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# 1st Activity

## Skills Sphere through non-violent communication

### Online Version



**Duration:** 45 minutes



For the online implementation the trainer has to be sure to have all the digital resources and tools.

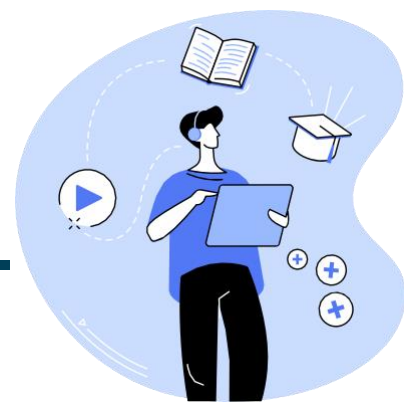
For Task A: the privilege game, every participant needs to have their eyes closed and a piece of paper and pen. The facilitator will read out loud the statements (Annex 4) and then each participant will write down one bar for each statement that applies to their personal situation. Afterwards, those participants who want can share the total amounts of bars they have written down and then the facilitator will guide the reflection through the questions in Annex 5.

For Task B: NVC Cards Game the facilitator needs to share his/her/they screen to show Annex 2 (list of Feelings and Needs from NVC). Then the facilitator will ask each participant to choose one feeling from the list and one need that has or has not been met in that situation and which made them feel that feeling.

# 1st Activity

## Skills Sphere through non-violent communication

### Online Version



#### TASK B ONLINE IMPLEMENTATION

1. Divide the group into pairs and therefore into different virtual rooms and within these pairs one will be Person A and the other Person B. In each virtual room the screen should show Annex 1 for the 4 steps of Non-Violent Communication.
2. Have Person A reflect on the personal experience chosen before. Encourage them to think about how they felt during that experience and what needs were met or unmet.
3. Ask Person A to share their experience, using the 4 steps of NVC (observation, feeling, need, request) to express their thoughts and feelings.
4. Then Participant B will reflect back what they heard without judgement or criticism. They can repeat back what they heard, ask questions to clarify, and express empathy and understanding for the person's feelings and needs.
5. Repeat steps 4-6 for Person B, or for a set amount of time.
6. After both pairs have had a chance to practise, bring the group back together and ask for volunteers to share their experiences. How did it feel to use nonviolent communication? Did it help to resolve conflicts or build empathy and understanding?
7. This exercise can be adapted in many different ways, depending on the needs and interests of your youth group. You can also use it as a starting point for deeper discussions about communication, conflict resolution, and social justice.

# 2nd Activity

## Negotiation Strategies

### F2F Version



**Duration:** 120 minutes



#### Overview and goal(s)

The conception of negotiations is prevailed by aspects of confrontation, high stakes situations, power and more. But this only represents a narrow view on what negotiation is about. Negotiation is part of the everyday life of every single one of us. We negotiate with friends, family, business partners and even ourselves. The goal of this learning activity is to broaden the view on negotiations, see negotiation as a necessary part of compromise and cooperation and learn some negotiation strategies for oneself. Concluding this activity is the possibility to use the newfound skills in their own practice by further developing their own projects and getting into contact with stakeholders/partners.



#### Learning Outcomes:

- Using different negotiation strategies
- Getting in contact with stakeholders
- Further developing own project

# 2nd Activity

## Negotiation Strategies

### F2F Version



#### Theoretical contents

When researching the internet you will find a ton of negotiation tactics. We will briefly introduce some of the general methods or effects one should look out for when negotiating. Our selection criteria were based on their usefulness in your everyday life and as a leader.

Rather than focusing on theory and producing pages of theoretical context and studies etc. We will very briefly show the reader 7 strategies/effects by explaining them plainly and giving an example.

#### *Framing Effect*

As the name suggests will the "frame" in which we perceive something change the perception of it significantly. Framing sth. negative in a positive way can lead to people not actually perceiving it as negative (and vice versa). This has an impact on their decision making.

One example could be: You are a chef working in a pizzeria and you only have old leftovers for a pizza. Instead of calling it "old leftover pizza" you could call it "Pizza Speciale" and make it more appealing for your customers. In this example you frame something negative in a positive manner. This can be misleading.

Where did you have encountered Framing before?

#### *Prioritize*

Before going into a negotiation it is important to know exactly where you/your organisation stands on any point concerning the negotiation. Being prepared and knowing how important certain facts are for you helps to negotiate more effectively.

Example: Maybe you are planning a party and you are looking for sponsors. It is vital to you, that you know which artists will be playing and that the music is good. So this has a big priority for you. You also want to have fair prices but this is not as important to you as the music. Therefore you could be willing to leave the pricing to a sponsor as they stay in a certain threshold whilst you do not want anyone deciding the music but you and your organisation.

# 2nd Activity

## Negotiation Strategies

### F2F Version



*Active listening skills* are crucial for effective communication and building strong relationships. Here is a short summary of active listening skills:

1. **Paying attention:** Focus on the speaker and give them your undivided attention. Avoid distractions and be fully present in the conversation.
2. **Nonverbal cues:** Use appropriate body language, such as maintaining eye contact, nodding, and facing the speaker. These gestures show that you are engaged and interested.
3. **Paraphrasing:** Summarize and restate the speaker's message in your own words. This demonstrates that you understand and allows the speaker to clarify any misunderstandings.
4. **Asking clarifying questions:** Seek clarification and further information by asking open-ended questions. This shows a genuine interest in the speaker's thoughts and encourages them to elaborate.
5. **Reflecting feelings:** Acknowledge and validate the speaker's emotions by reflecting them back. This helps create a supportive and empathetic environment.
6. **Avoiding interruptions:** Refrain from interrupting or interjecting your own thoughts. Allow the speaker to express themselves fully before responding.
7. **Providing feedback:** Offer constructive feedback and support to the speaker. This can involve giving encouragement, acknowledging their perspective, or offering suggestions, if appropriate.
8. **Avoiding judgment:** Suspend judgment and refrain from making assumptions or jumping to conclusions. Maintain an open mind and be receptive to different viewpoints.
9. **Empathy:** Put yourself in the speaker's shoes and try to understand their feelings and experiences. Show empathy by expressing understanding and compassion.
10. **Summarizing:** Recap the main points of the conversation to ensure understanding and provide closure. This helps consolidate the information and promotes clarity.

Remember, active listening is a skill that requires practice and genuine interest in understanding others. By employing these techniques, you can enhance your communication skills and foster better relationships.

# 2nd Activity

## Negotiation Strategies

### F2F Version



#### *Be ready for Compromise*

When you prioritize you can also very clearly see where you are ready for a compromise. No good negotiator goes into negotiations thinking she/he will not compromise. It is an essential part of negotiating and is vital to have both parties in a win/win situation.

Example: To stay with the party of the previous example. You have found a sponsor who will take care the drinks but his prices are a bit too steep for your guests. A compromise could be that you will lend workforce from your team to his so that he can go lower with the prices. This way he saves on his labour costs and your team gets its wish to have lower prices.

#### *Anchoring Effect*

The Anchoring Effect describes a heuristic, that one will rely heavily (!) on the first piece of information to make an estimate and ultimately a decision about the same context. Even experts are not safe from this effect! Even in their fields the anchor effect is till strong.

Example: If you are negotiating for your wage it is important to set the first anchor. It is a good idea to set the first number higher than your ideal wage.

#### *Saying no Deal*

When going into negotiation there is always the chance that both parties just can not come together. You used active listening, you were prepared and you were ready for compromise but still the other party seems unwilling to compromise with you. This can happen and too often people concede their position just so that there is a outcome instead of walking away from the negotiation table. If you can not find an agreement, you do not have to settle for things that compromise you. There is power in saying no!

# 2nd Activity

## Negotiation Strategies

### F2F Version



The *Harvard Principles of Negotiation*, also known as the Harvard Negotiation Project, are a set of strategies and principles developed by Roger Fisher and William Ury at Harvard Law School. These principles aim to help parties involved in negotiations reach mutually beneficial agreements. Here is a brief explanation of the Harvard Principles of Negotiation:

1. Separate people from the problem: Focus on the issues at hand rather than personal emotions or personalities. By treating the other party with respect and addressing their concerns, you can foster a more productive negotiation process.
2. Focus on interests, not positions: Instead of rigidly sticking to fixed positions, identify the underlying interests and needs of both parties. By understanding each other's interests, you can find creative solutions that satisfy both sides.
3. Generate multiple options: Encourage brainstorming and explore various solutions that meet the interests of all parties involved. By considering multiple options, you increase the chances of finding a mutually satisfactory agreement.
4. Insist on objective criteria: Base your negotiation on objective standards or criteria that are fair and equitable. This helps avoid arbitrary or biased decisions and provides a basis for evaluating proposed solutions.
5. Develop your BATNA: BATNA stands for Best Alternative to a Negotiated Agreement. It refers to the alternative options you have if the negotiation fails. Understanding your BATNA gives you leverage and helps you make informed decisions during the negotiation process.
6. Use effective communication: Clear and open communication is essential in negotiations. Active listening, asking clarifying questions, and using positive language can help create a cooperative atmosphere and build trust.
7. Separate the negotiation process from the outcome: Focus on the negotiation process itself and strive for a fair and efficient process, irrespective of the outcome. By maintaining a constructive approach, you can preserve relationships and increase the likelihood of future successful negotiations.

These principles provide a framework for principled negotiation, emphasizing collaboration, creativity, and fairness. By applying these strategies, negotiators can work towards win-win solutions that meet the needs and interests of all parties involved.

# 2nd Activity

## Negotiation Strategies

### F2F Version



#### Training Method Used:

To get young people involved and to support youth leaders, this module aims to engage them actively in the structuring of this learning activity. The given structure can be adapted and/or changed to the needs of the group if the main objectives will stay the same. The theory is supposed to lay down the foundation and act as an incentive to further their knowledge in negotiation.

#### TASK A: EMAIL FOR FUNDING

Write an Email with a proposition to a local business. The goal is to achieve corporation and funding from the business without compromising on the core values of your project. Here are some aspects you need to address:

1. You were already in contact with the business, and they are inclined to support but have conditions
2. They want a big say in what will happen during the project and who will come
3. They want their logo on everything that is shown to the "outside"
4. They want special treatment for their people
5. You need to address how much money you want to receive (in vague terms of high/mid/low for the business)
6. Compare the emails in the group and discuss the different strategies used. Keep in mind that there is not one right answer since negotiations are always very individual and different from one another.

Use the strategies you have learned in the "Theoretical Contents" section.

# 2nd Activity

## Negotiation Strategies

### F2F Version



#### TASK B: DO THE WORK!

Start the research by yourself or in smaller groups. Use the guidance of this module and further your knowledge and methods through online research. Divide your team into groups with different focus points (politics, economics, local groups, youth groups already existing, education, events in the area etc. Contact some representatives of these groups to get an inside perspective and sort your findings in categories and present to the group. Try to win over stakeholders, donors or partners for your project. Collect the data from everyone and use/further develop these findings for the whole duration of your project. Make research and reach out part of everyone's homework in between sessions.



#### Assessment: Conclusion in groups

Start off by yourself and reflect on the whole module. What is your take-away? What did you learn and what do you want to do concerning your project moving forward? How did you feel while doing the activities and what would you do differently? After a while, share your thoughts with a partner and come to a common understanding. Then share your cooperative understanding with a bigger group (4 people). Redo this process until the whole group is back together.



#### Sources:

<https://neilpatel.com/blog/negotiator/>

Kahneman, D. (2011). Thinking fast and slow. Penguin Books.

# 2nd Activity

## Negotiation Strategies

### Online Version



**Duration:** 120 minutes



#### Tips for online implementation

This module is very adaptable for online implementation. Both tasks can be worked on either by oneself or in groups. So the tasks could be worked on as a homework. Also, you can easily use a videocall application and use break out rooms to work on the tasks. Therefore one can use the F2F Activity for the online version as well. The collaboration can be achieved via any communication tool but the trainer is encouraged to use visualization tools like [menti.com](https://www.menti.com), [kahoot!](https://www.kahoot.com/), a [miro board](https://miro.com/) etc. to make the activities more fun. This module thrives on the open discussions and on the work being done for the own project. For that reason we recommend ice breaker activities and a focus on the discussion in the group work.

# Digital & bibliographic sources



**“Redmond, S. / Dolan, P. (2014): Towards a conceptual model of youth leadership development”**

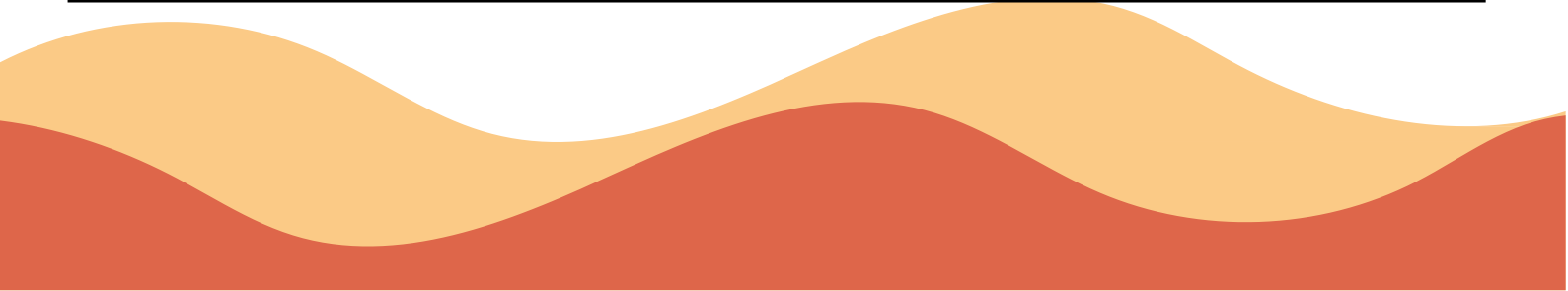
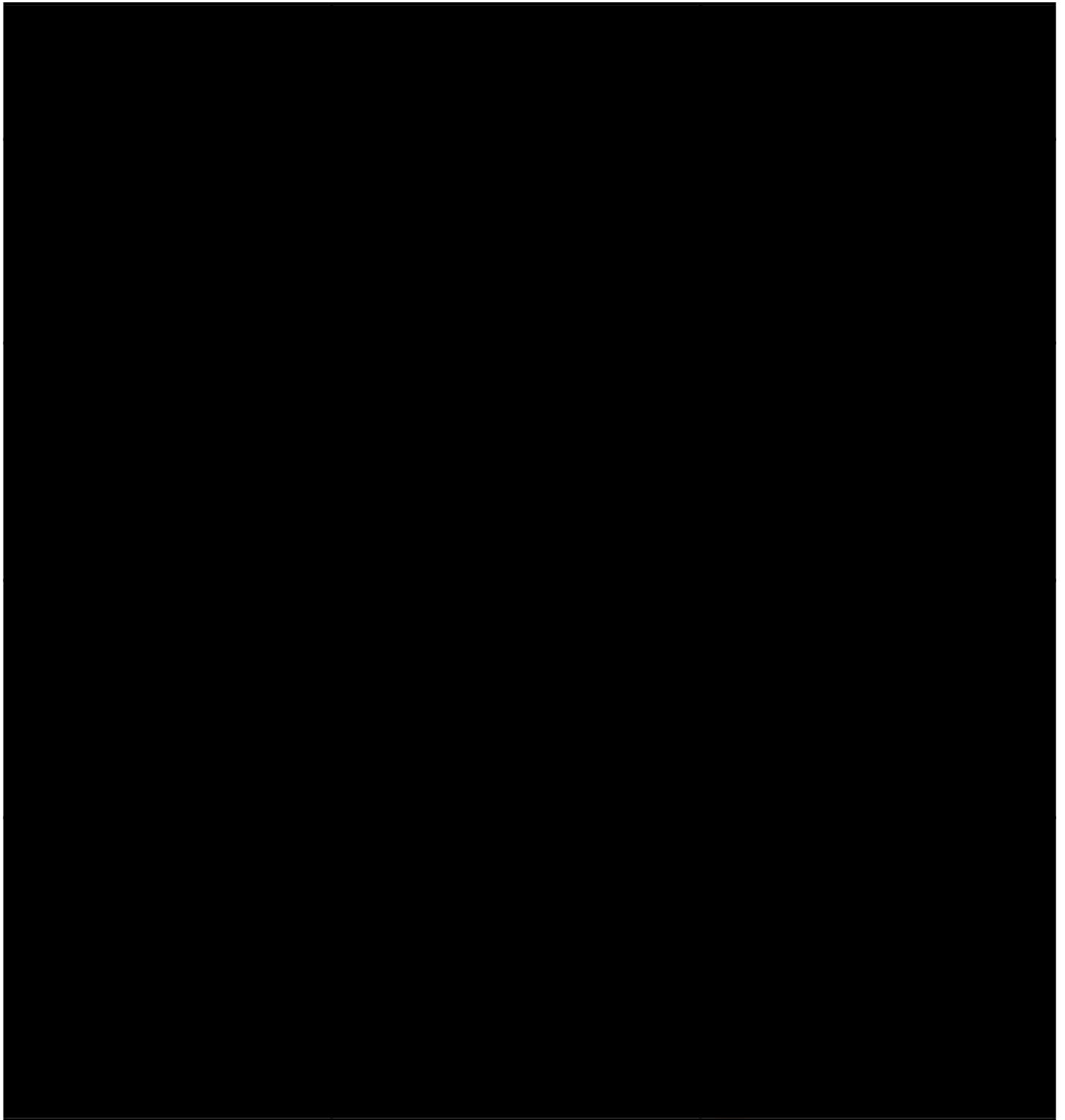
**“The practice of Adaptive Leadership RONALD HEIFETZ, ALEXANDER GRASHOW, & MARTY LINSKY. Boston, Massachusetts: Harvard Business Press (2009)”**

**“Service-Learning in Europe. Dimensions and Understanding From Academic Publication. Alexandre Sotelino-Losada, Elena Arbués-Radigales, Laura García-Docampo and José L. González-Geraldo”**

# ANNEXES



## **Annex 1: 4 steps for Non-Violent Communication**



# ANNEXES



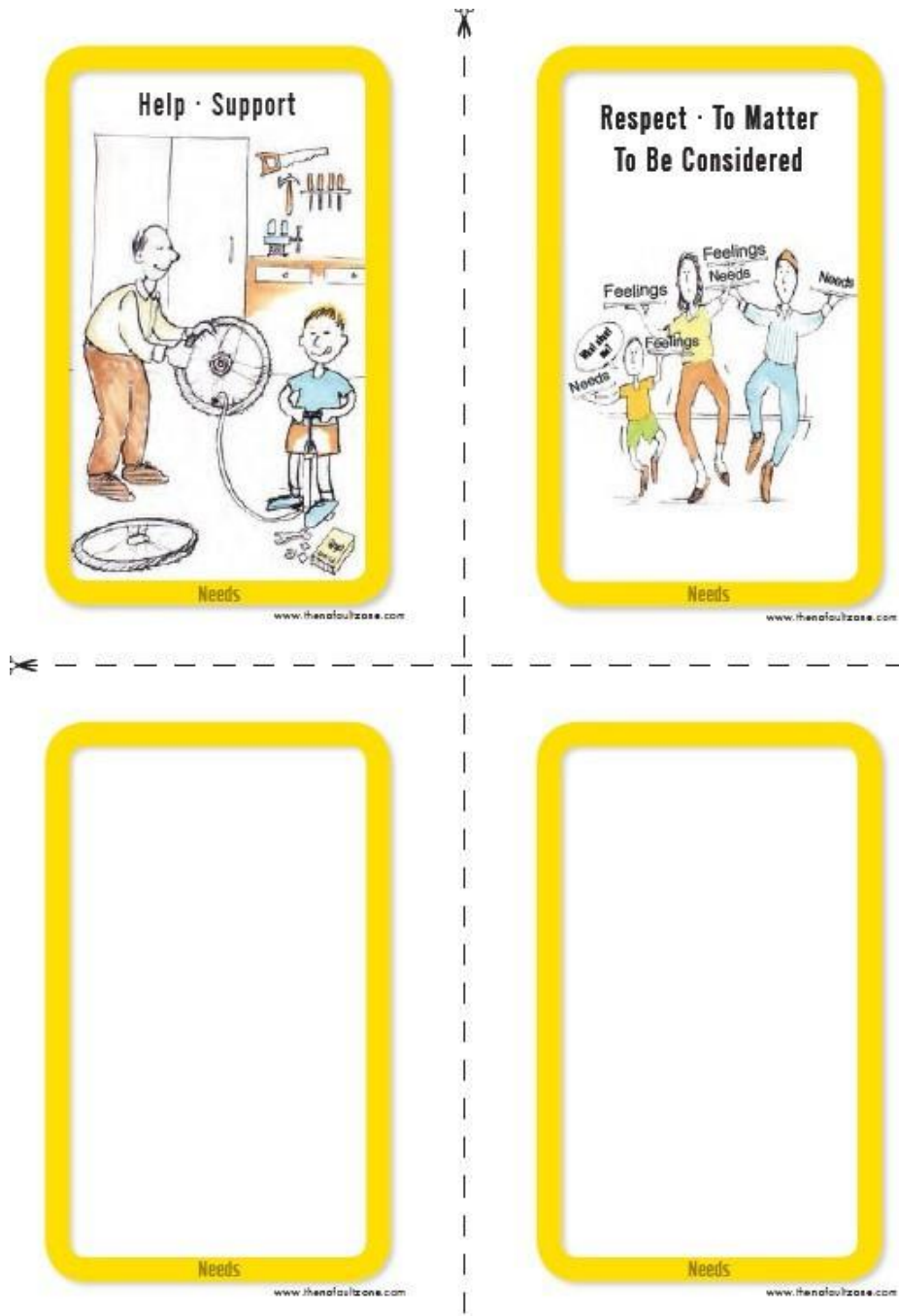
## Annex 2: List of feelings and needs NVC

Empathy: "Do you feel _____ because you need (what's important to you is, you value,...) _____?"					
Honesty: "When I ( see, hear, or notice) _____, I feel _____ because I need (because what's important to me is, because I value) _____. Would you be willing to _____?"					
Feelings				Universal Needs / Values	
Happy Joyful Elated	Relieved At ease Mellow Rested Relaxed	Worried Apprehensive Scared Panicky Terrified	Impatient Irritated Frustrated Exasperated Resentful Defensive Angry Furious	Empathy Intimacy Connection Affection Warmth Love Understanding Acceptance Caring Bonding Compassion Communion Spirituality Sexuality Kindness Gentleness	Purpose Meaning Competence Contribution Efficiency Growth Learning Challenge Discovery Inspiration
Grateful Appreciative Touched Moved Expansive	Friendly Affectionate Loving Passionate	Restless Nervous Anxious Dread	Disappointed Discouraged Disheartened	Autonomy Agency Choice Freedom Spontaneity Independence Respect Honor Dignity	Order Structure Clarity Focus Information
Eager Giddy Excited Thrilled	Energetic Adventurous Exhilarated	Cranky Tense Agitated Stressed Overwhelmed	Concerned Alarmed Shocked Disturbed Appalled Horried	Security Predictability Consistency Stability Trust Reassurance Reliability	Celebration Creativity Appreciation Mourning Aliveness Humor Beauty Play Joy
Pleased Content Satisfied Fulfilled	Clear headed Alert Focused	Lonely Vulnerable Hurt Heartbroken Anguish Agony	Sad Teary Tender Grief stricken	Community Partnership Family Presence Mutuality Friendship Companionship Support Collaboration Consideration Seen/Heard Acknowledgment Belonging Inclusion Participation Communication	Honesty Communication Integrity Authenticity Wholeness Fairness/Equity Expression
Curious Interested Absorbed	Calm Peaceful Serene Tranquil	Dejected Despondent Depressed	Regretful Sullen Downhearted Hopeless Despair		Peace Groundedness Hope Healing Harmony Ease/Comfort Completion
Healthy Alive Vigorous	Safe Comfortable Secure Confident Empowered	Disconnected Detached Bored  Tired Exhausted Burnt Out	Confused Disoriented Torn Ambivalent  Jealous Envious Bitter  Embarrassed Guilty Shame		Nurturing Food/Water Rest/Sleep Safety Health Shelter Movement Touch

# ANNEXES



## Annex 3: cards for Feelings and Needs



# ANNEXES



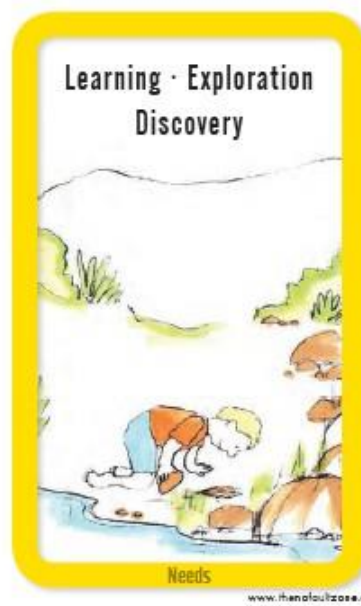
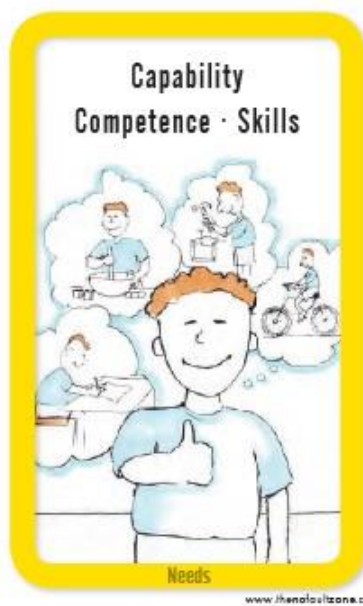
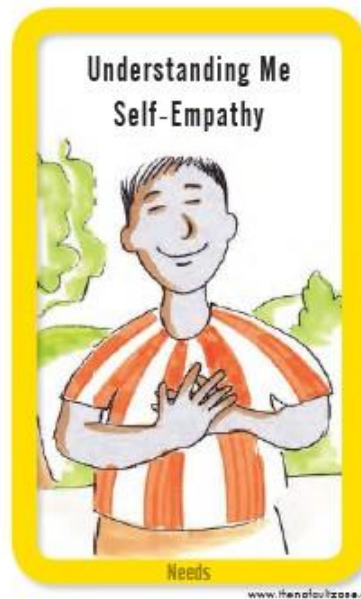
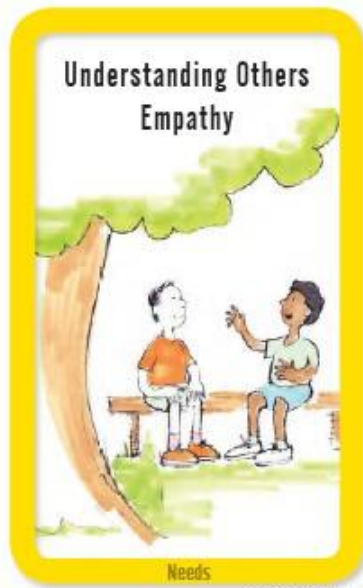
## Annex 3: cards for Feelings and Needs



# ANNEXES



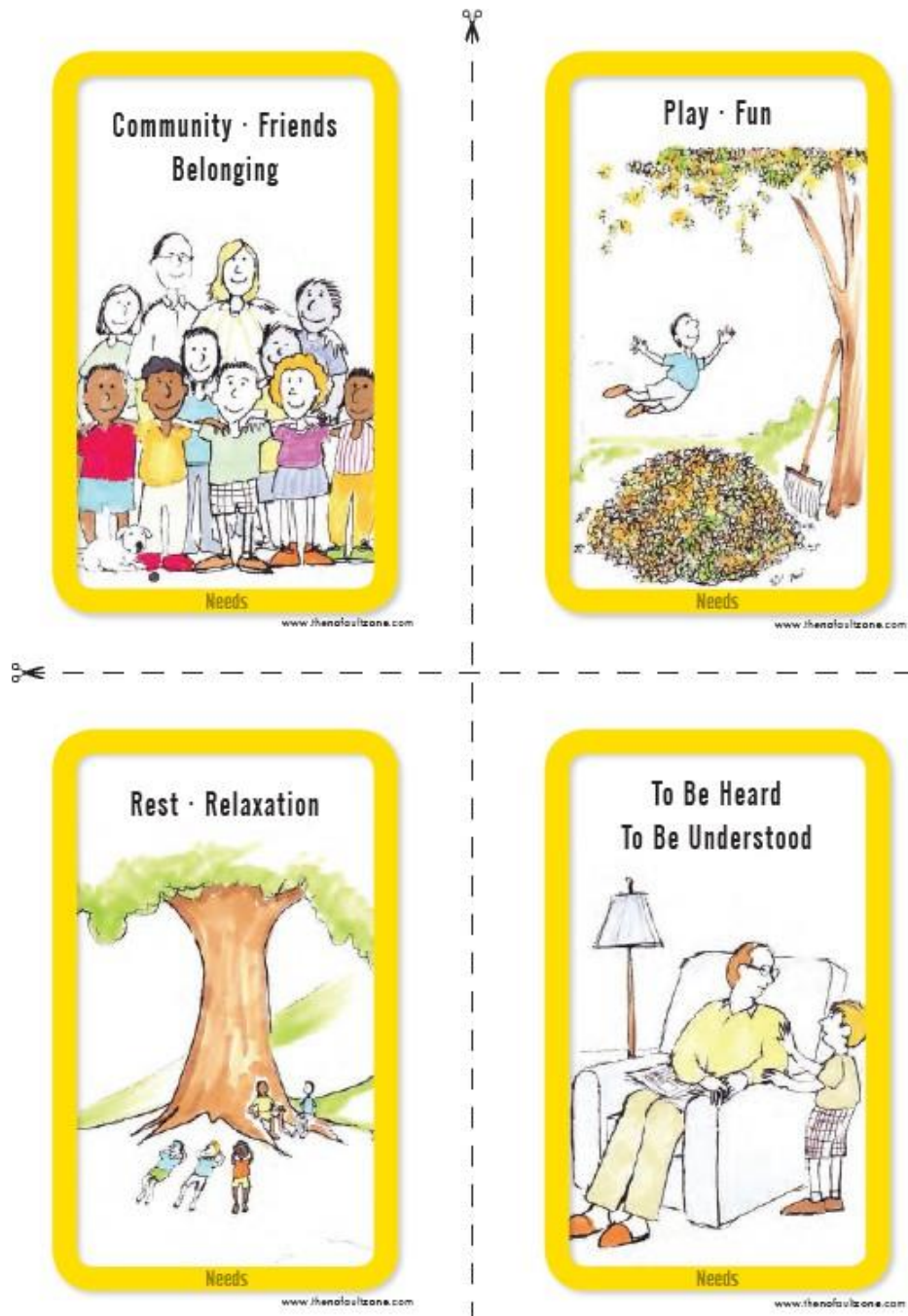
## Annex 3: cards for Feelings and Needs



# ANNEXES



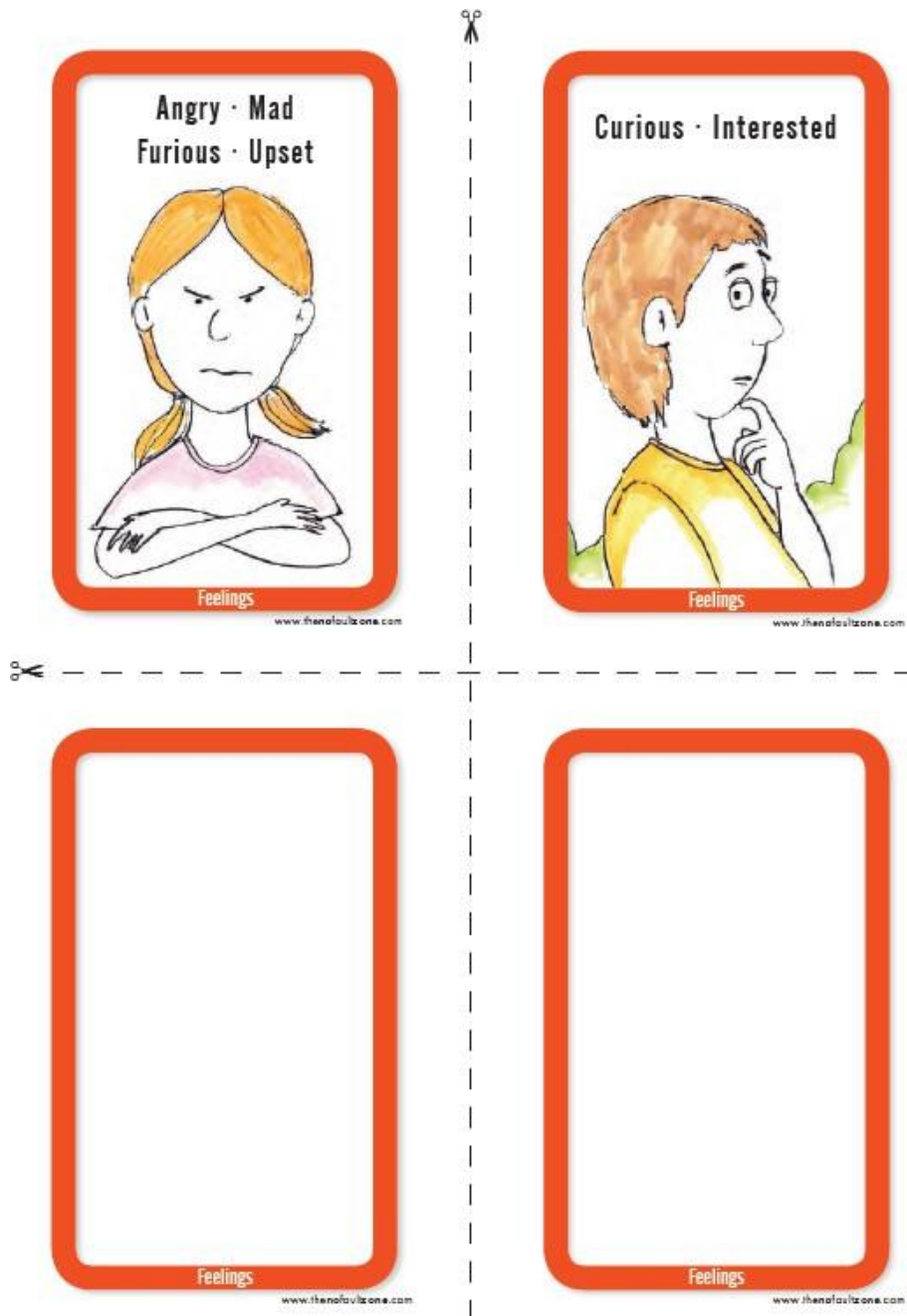
## Annex 3: cards for Feelings and Needs



# ANNEXES



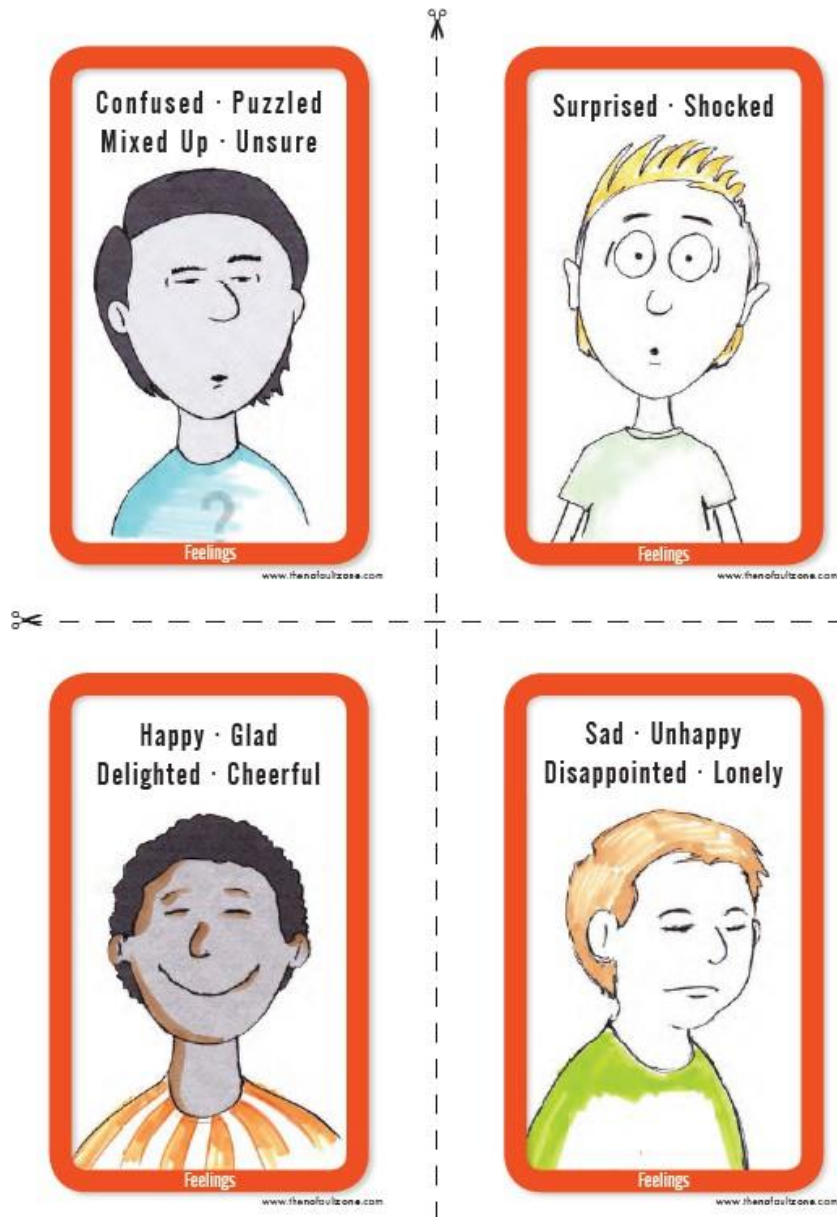
## Annex 3: cards for Feelings and Needs



# ANNEXES



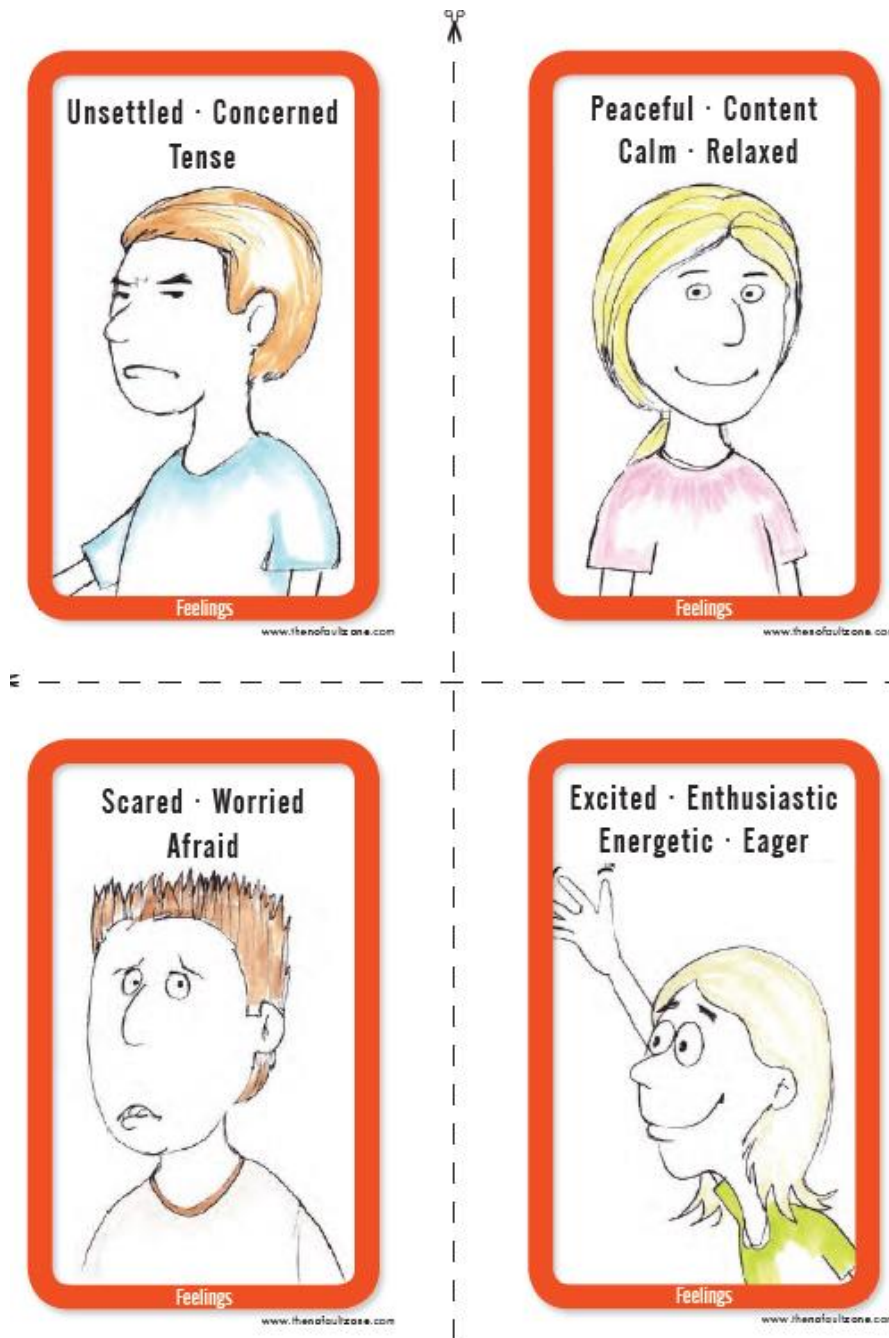
## Annex 3: cards for Feelings and Needs



# ANNEXES



## Annex 3: cards for Feelings and Needs



# ANNEXES



## Annex 3: cards for Feelings and Needs



# ANNEXES



## Annex 4: privilege game

STATEMENTS for the privilege game

Step forward if (pick 15):

1. One or both of your parents graduated from college
2. If you ever attended a private school or a summer camps
3. If you have immediate family members who are doctors, lawyers, or work in any degree-required profession
4. If you your parents are still married
5. If you grew up with people of colour or working class people who were servants, maids, gardeners, or babysitters in your home
6. If you or your family never had to move due to financial inabilities
7. If you grew up with a father figure at home
8. If you almost always see members of your race, sexual orientation, religion, and class widely represented on television, in the newspaper, and the media in a POSITIVE manner
9. If school and work is not in session during the major (religious) holidays or other cultural events that you celebrate
10. If you feel that people do not interpret your personal opinions as a representation of your entire race
11. If you almost always feel comfortable with people knowing your sexual orientation
12. If you feel certain that you will not be followed, harassed, or watched under close surveillance while shopping
13. If walking alone at night, you never have to worry about anyone feeling threatened because of your presence
14. If you are not the first person in your immediate family to graduate from college
15. If you started school speaking your native language
16. If you grew up in an economically advantaged or both your parents home
17. If you have not ever been called names regarding your race, socioeconomic class, gender, sexual orientation, or physical/learning disability
18. If you were not ashamed or embarrassed of your clothes, house, or car and wished to change it to avoid being judged or teased
19. If you never worry about crime, drugs, rape, or any other violence threats in your neighborhood
20. If you have not ever been afraid, denigrated, persecuted or threatened because your gender or sexual orientation

# ANNEXES



## **Annex 5: REFLECTION TRIGGER for the privilege game**

Every statement quoted has nothing to do with any decision you have made or what you have done...

- What was the purpose of this exercise?
- What did you learn from it?
- What happened during the exercise?
- Were you surprised by anything?
- How did it feel to be in the group that took a step forward?
- How did it feel to be in the front or back of the room?
- Was there a time when you wanted to be a part of the group moving forward?
- What might we draw from this exercise that can help us in our everyday lives?
- How can you apply what you have learned here to the work you will do as a leader?