

Leadership for Life Programme

Module 3 Information

Guidelines for Mentors

This module enables participants to put into practice their learning from the previous modules by actively engaging in a community project of their choice, keeping a journal of their experiences and presenting a portfolio on completion.

Programme Outcomes

The leadership programme aims:

- * To enable young people to develop the skills, inspiration, vision, confidence, and action plans to be effective leaders.
- * To empower young people to make a positive difference to their society through the practice of effective leadership.

Learning Outcomes

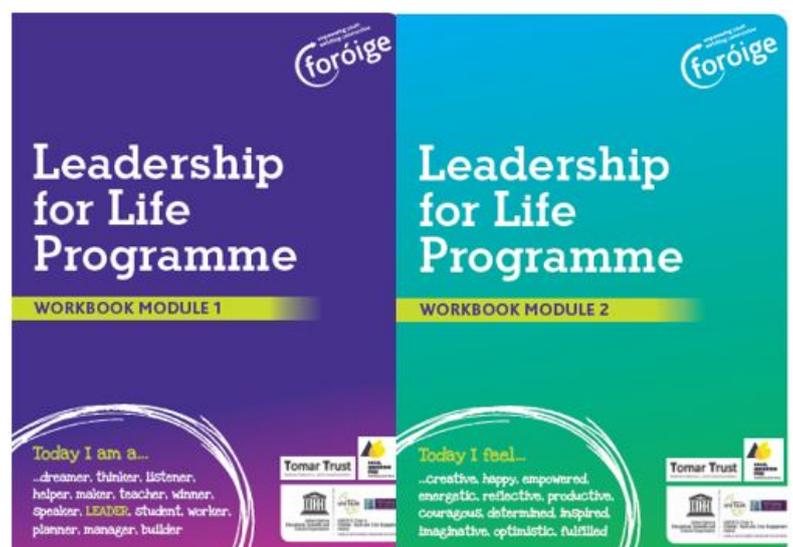
Participants will be able to:

- * Participate in a voluntary capacity in their community.
- * Demonstrate leadership skills through a practical community project.
- * Reflect on their learning via learning journals.

Guidelines

There are three elements to Module Three:

- * Completion of a minimum of 20 hours of a community action project.
- * A reflective journal.
- * Completion of a portfolio.



Community Action Project

The community action project is a practical project to be undertaken by participants for a minimum of 20 hours. This should be in a voluntary role, and should present participants with authentic opportunities for leadership. The project should give participants the opportunity to demonstrate leadership and use the skills they have already acquired in the programme i.e planning, communication, making choices based on their values etc.

- * The community action project must be done in a voluntary capacity (not getting paid) and cannot be something they are doing as part of their school work. Therefore, work experience in a care home won't count if it's part of the school year, but if they carry on afterwards in their spare time, it is suitable.
- * The community action project may follow from individual leadership goals set in module one, or from the group research projects undertaken in module two, but this is not mandatory.
- * Participants can work together on their community action projects or complete it on their own. It is important that if they are completing the project as a group, that everyone has an opportunity to use their skills. Every member of the group must complete a **learning journals and portfolio individually**.
- * Mentors should meet with participants on a regular basis to provide ongoing support and encouragement as needed. The duration over which the project will run will vary, and meeting times will need to be negotiated between participants and facilitators. As an example, the group/ individual could meet with their mentor after approximately every five hours of the community action project to update learning journals and discuss the project progress. These meeting can take place online.
- * Mentors do not need to be present for the 20 hours of the community action project, but should be able to confirm that the hours have been completed.



Community Action Project Selection

Community action projects are an opportunity for young people to exercise leadership in their community and put their skills into practice. The mentor's role is to support participants in selecting and carrying out an appropriate action project, but it is not to organise this for them.

To select an action project, a good starting point is for young people to think about their leadership goal from module one and their group research project from module two. Also encourage participants to think back on activities like 'My Community' and 'Me as a Philanthropist' from module one to see if there is anything that has interested them.

For example, the following case studies show a clear progression from individual leadership goal, to group research project, to community action project:

A's leadership goal in module one was to set up a camogie team for younger girls at her local GAA club. While she was undertaking module two she was working on this goal - meeting with her coach and club officials, and beginning recruitment by visiting locals schools and talking to the pupils. Her team research project for module two looked at healthy behaviour and exercise. For her community action project in module three, she continued recruiting for an under 11 camogie team for her club, and organised and ran a training camp for the girls she had recruited. She is continuing to coach the team in her spare time.

B's leadership goal in module one was to fundraise and travel to Zambia to do some charity work. Working as part of a team, they set fundraising goals, and took the lead in organising events to help them reach the team fund raising target. For module two their group researched issues of poverty and youth in Zambia, and the work of charities to address these. For their community action project, they travelled to Zambia with a charity where they worked with local young people.

Community Action Project Selection *continued*

However, a good community action project does not need to have come from a leadership goal or from a group research project to be a success:

C's individual leadership goal was to raise money for her local community centre, and as a part of that, to raise awareness of her local Foróige club. During module two her group research project looked at gay rights and gay marriage. For her community action project, she decided to set up a new Foróige club in her home town, as there were young people unable to travel to the nearest club, and also to organise an event for older members from all the clubs in the county. Working with her local Regional Youth Officer, she organised two local information nights to try to recruit club leaders, as despite having interest from young people, the club needed adult volunteers to begin. At the time the project was submitted, there were still not enough adult leaders to open the new club, but more recruitment ideas were planned. The social event for older members was planned and carried out successfully.

D's individual leadership goal was to get a new bin put into the local village, as she felt there was a lot of litter. Her research in the early stages of carrying out this goal suggested that there would be significant opposition to her plan, as local businesses did not want the bin near their premises. During module two her group researched youth mental health issues. For her community action project, she organised and led out on a project to improve the garden for residents of a local nursing home. They met with the residents and managers of the home, raised money to buy flowers, planted a garden and organised for a local handyman to repair the broken bench.



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Since the development of the programme a wide variety of community action projects have taken place.

These have included:

- * Community centre clear up
- * Fundraising for charities in under developed countries
- * Coaching sports teams
- * Volunteering with St Vincent de Paul
- * Helping in local nursing home
- * Volunteering in a charity shop
- * Running a Halloween safety campaign
- * Running an alcohol-free social night for teenagers
- * Volunteering as a leaders on summer activities for younger children/teens
- * Volunteering in stage/ dance school - teaching and mentoring younger children
- * Organising fund raising activities for local charity
- * Setting up and running a film club for younger children
- * Community mural with senior citizen groups/youth projects
- * Teaching guitar/ music to younger people
- * Tidy towns projects
- * Volunteer in local playgroup/ national school
- * Organising a Scout camp
- * Running a positive mental health campaign
- * Organising a charity fun run.
- * Online programmes eg. weekly fitness classes for the elderly

New ideas for projects are always welcome, and the above list should not be seen as exhaustive or restrictive.

Learning Journal

The Project Record and Learning Journal should be completed by participants throughout the process of completing their community action project.

There are three parts to the Project Record and learning journal:

* Background to the Community Action Project

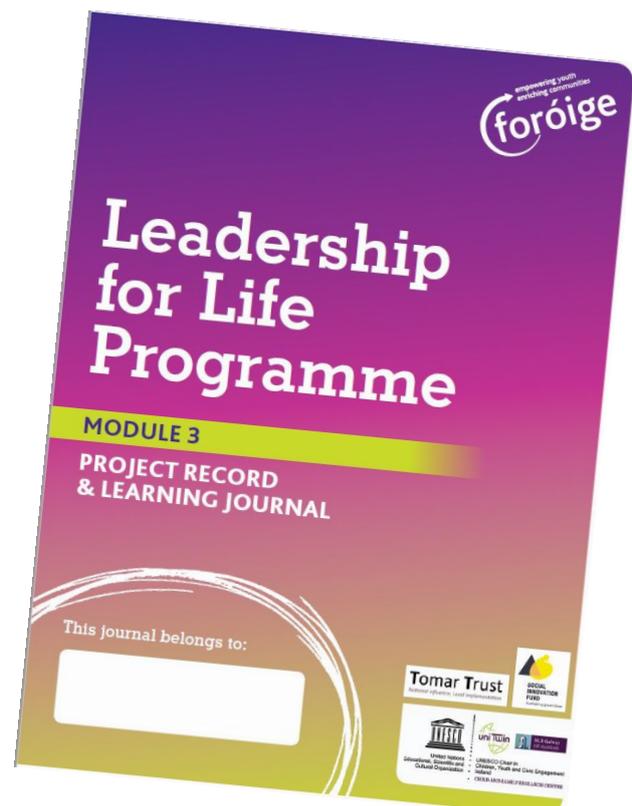
This should be completed at the beginning of the project.

* Ongoing reflection

This section should be completed during the project. There are four sets of questions related to every 5 hours of the project. This way progress throughout the project can be tracked.

* Overall reflection

This should be completed at the end of the project, or before work is submitted if the project is ongoing.



Portfolio

The portfolio is the documentation of the community action project. This should be between 500 and 1000 words in length. The portfolio should be presented using [canva.com](https://www.canva.com). Participants are encouraged to be as creative as possible.

The Portfolio should include:

- * Background to the community project and reasons for doing the project
- * Actions that took place for the project to happen.
- * How you and the community/person benefited from the project.
- * How you used the leadership skills you developed throughout the programme.
- * Plans for the future following from the community action project.

Emphasis should be placed on how the community action project links to the leadership skills learned throughout the programme.



**"Two roads diverged in
a wood and I took the one
less traveled by, and
that has made all the
difference."**

Robert Frost.

**For more information on the Leadership for Life programme,
please contact the Leadership Team on 016301709 or
email leadership@foroige.ie.**