

Rise Up Women Leaders

with confidence and high self esteem



**A training guide to leadership skills for young women:
building self-confidence & self esteem**

Convention (Key to Symbols)

- Instructions for the leader
- Instructions or explanations for the participants
 - ✓ Important points to note

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Amina Blackwood-Meeks

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BEFORE WE BEGIN

Who can use it

Is who it fa?



This guide is for:

- young women who took part in the training, so that after a workshop, they can continue to work on their own
- an individual facilitator offering training in this area and
- a group which wants to strengthen its members in this way.

How to use this training guide

How we a go dweet?



Read it all through first; then decide if you're going to use everything or just pick sections. This guide was created from workshops held over 2 days - day 1 from 9am - 2pm and day 2, from 9am - 1:45pm with an half an hour break each day, around 10 hours in all. You may copy that or spread it out over several days, weeks or even months as you maybe try to fit it into some other regular programme. For you who did the workshop already, as you go over what you did you will continue to grow. Try sharing the activities with friends or family.

Remember, this is just a guide, so "do your own thing". Change it up if you like. Add or subtract information / activities to make it relate to your group; so try and get an idea of the type of women who will be in your sessions. If you're not the creative type or have little time to prepare, then follow the plan as set out but be ready to have to adjust even on the spot. Use the activities to get discussions going and to encourage everyone to take an active part. Talking and doing things together, is saying that we all have something to share, and that we learn from each other. Most importantly, enjoy yourselves. Learning is best when it's FUN! 'Nuh true?

The training aims and objectives

Wat all dis bout?

Do o o o



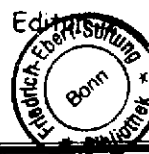
This course aims to build up the self-esteem of young women so that they will continue to grow and take charge of their lives, especially making a living (economic conditions).

The objectives are, that at the end of it, the young women will understand more about positive self-esteem, good leadership and their own leadership qualities; make the link between self-esteem, personal leadership and personal development and want to take more responsibility for their own lives.

This guide is prepared from a programme brief developed by animator, storyteller Amina Blackwood Meeks and material from pilot workshops.

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Patricia Donald,



1. Introductions

Howdy!



- The leader is to welcome everyone warmly and make all feel comfortable
- The leader or different persons can do the registration (name tags help if people are strangers), tell about housekeeping matters like bathrooms and snack / lunch (if it is an all day workshop, and in a strange place).
- Agree on how the sessions will go – stress the importance of asking questions; explain the use of storytelling and how it helps us to share.
- Point out that everybody has a story and that stories are really about life.
- Invite persons to help set out seats. A circle helps all to feel on the same level.
- Look carefully to see if there are any special needs like disabled, extra shy / loud, cliques; work out if and how to deal with it.

Repeat some of the above if you keep the sessions over several days

2. Expectations

So wat we come fa?



- The leader is to tell 2 or 3 things about herself and what she does, and then invite persons to ask her questions based on what she has just said. Then explain the following to the group
- This way of doing introductions
 - ✓ helps to get more out of the "getting-to-know-you"
 - ✓ lets us feel comfortable with the person leading the session
 - ✓ helps us focus on what we want to know, not what the leader wants to say
 - ✓ allows us to have different views about the same thing
 - ✓ shows whether persons will 'talk-up' and how much
 - ✓ shows that we can expect things from ourselves and others
- What do you think about this method; how could a leader make good use of it?

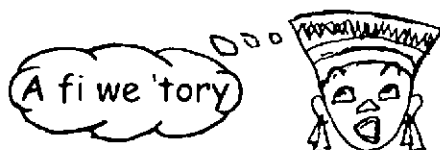
3. We all have a story/ what is yours?

Mek we tell we tory



- Everybody find a partner and get into pairs
- We have 2-3 minutes to find out as much as we can about each other.
- Each person will tell the big group about your partner. No one is to talk about herself.
- The leader is to write on Flip Chart, Newsprint, or Cartridge paper pasted up on wall, or flat on the ground the information persons share about each other.
- We will use the information on the chart to discuss these questions:
 - ✓ What, if any, are the similarities and differences between us?
 - ✓ Are there any needs that all human beings have?
 - ✓ What do we consider important about other people?
 - ✓ Did your partner get the information about you right?
 - ✓ What shows that we are more than just our names and addresses?

4. This is the story



- Each person will now introduce herself. Talk about more than 'statistics' (that is more than age, number of children, work or school) in telling about yourself.
- What do we feel about the kind of words the speaker uses, and the picture she paints with her words; what do we feel about what she is saying?
- When we hear the speaker's story what does it make us think about them?
- Leader might want to bring up the question of the "masks" we wear; and challenge persons to ask, "what am I really feeling here?"

5. The roots of the story (A weh it all start fram?)

- Leader – put up charts/signs all around the room with the words and or pictures of 'mother', 'father', 'church', 'politician', 'community member', 'school teacher' etc). Ask the women to go and stand underneath the sign, which has the person, who had the greatest influence in her life.
- Tell your story about the person who influenced you most.
- What are the things that stood out about this person?



6. The wider context/ 'The Drums Keep Sounding'

- Let us watch the video 'The Drums Keep Sounding'. It tells the story of 'Ms. Lou'.
- Write down
 - ✓ One thing you would like to thank Ms. Lou, or anybody else in the video, for.
 - ✓ One problem Ms. Lou, or anybody else in the video, had to get over
 - ✓ One quality in Ms. Lou, or anybody else in the video, which you can see in yourself.

7. Who is a role model? (A who we a falla forward?)



- Let us talk about what we mean by 'role model'
- Name some of these role models
- Leader, you may share the following to start off or add them after the discussion, if not mentioned
- ✓ Some qualities other women found in role models included:
 - Persistence, determination, not conventional, aim high, positive outlook,
- ✓ Some role models named by these women:
 - Merlene Ottey, author, mother, friend, teacher, pastor.

8. Revelation / Reflection and Summary (Mek we back-back)

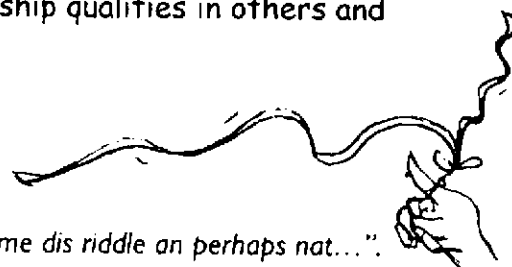


- If the sessions are broken up over different days, look back and try to sum up at the end of each day, or meeting, if sessions are spread out over a long while.

Look back on the session (s) so far

- What do you think about them; how do you feel?
- What have we been learning about leadership?
- What can we do with the new things we have been finding out in the coming week (or sessions)? How can we add to them?
- Let us make up our minds, to watch out for leadership qualities in others and ourselves. Make a commitment to do this.
- Any suggestions for the next time we meet?

9. Into the light / Connecting to the past



- Leader says dramatically "Riddle me dis, riddle me dat, guess me dis riddle an perhaps nat...".
- Think up some riddles that you know. Ask some, starting with these popular Jamaican words.
- Leader – do some homework and find out what you can about the tradition of riddles/stories/memory gems (check a library, the internet, old people) – how they were used, why, who used them. This will prepare you for this discussion:
- What do we know about riddles, stories, memory gems and wise sayings or proverbs? Let us hear your views on them
- Self-confidence and leadership are qualities our fore-parents and ancestors passed on to us; they are 'aspects of our inheritance or heritage'.
- How can we connect up what we are sharing on riddles etc with these qualities

10. Once upon a time ... is now (Pop 'tory tell we)



- Tell about any situation we saw or that happened with us in the last week, in which we could now more clearly say that somebody was behaving like a leader. Describe who, where, how and what came out of it.
- Discuss how you felt about the situation(s). Did you get personally involved? If you did, could you have done or said anything in a different way?
- Were there any clashes or conflicts? Hold these for discussion later in the session 'Your Turn'
- ✓ Leadership in action: ...mother working, providing, motivating; retraining oneself, asking questions, expressing opinion, getting information, helping others, taking responsibility, being organized, recognizing opportunity and grabbing it. When some women saw such behavior they felt they were seeing leadership. Leader - you may include these in the discussion.

11. Taking responsibility

(Shoulda yu own a burden)



- Leader – Do you know of somebody who acted like a leader in any situation where others couldn't get something done? Tell that story; or if you know the story of 'the man crossing the bridge' tell that one. Then talk about your story...
- Is there anything in this story that reminds you of any of the situations where you saw leadership, in the session 'Once upon a time is ...now'. Can you pick out any ways in which they failed to behave in some of the ways you identified in that same session?
- Leader – divide the group into smaller groups. Give each a situation, written on a piece of paper, for role-play. In these situations people often have to take some action or show some form of leadership – e.g. domestic, community affairs, job-hunting, giving an opinion.
- Talk about the things that have stopped you from taking action (preventing factors)
 - ✓ Some 'preventing factors' other women have found: fear of other people's opinion; just neglectful; lack of communication
- Do over the role-plays, this time as Workshops. You will now have to come up with 'corrective' action, that is, behaving in a way that shows leadership and / or co-leadership.

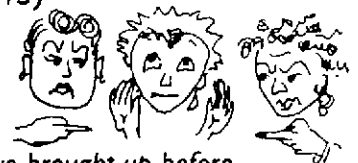
12. Factors affecting Self-/Esteem

(We betta love weself)



- ✓ High self-esteem is the first step on the ladder of success.
- What are some things that make us, as young women, feel good or bad about ourselves? What are some things we should think about or work on to build self-esteem?
- Leader – bear the following in mind as you guide this discussion
 - ✓ Some elements of self-esteem: regulating the self (putting some order and control on myself); self confidence – know what I can do, believe in myself; there's more to me than my individual parts (especially body parts)

13. Your turn / participants (a fi we time)



- Leader use this time to talk about any special concern the participants may have brought up before. Discuss here real life conflicts that may have come up in session 'Once upon a time ... is now'.
Include here, some discussion and information on conflict resolution as a leadership skill. Do some homework to have your information ready. NB The Peace Center (former Gun Court), Kingston, is a resource for material and further training.

14. Evaluation (Back-back again!) 0 0 0 0 0



What's my story now?

- At the end of the training course, no matter how long it takes, use this session and the one following ("Now that we've found love ...") for your evaluation and "next steps".
- Look back over the entire training time. How do you feel?
- Do you remember your partner from the first day? Tell us about her again!
- Tell us about yourself again
- Leader: Introduce the game 'One of these things is NOT like the other'. Use this activity to look at the differences between the **introductions** on the first day of the training and today the last.

Now that we've found love what are we gonna do with it?

- Each person
 - say one way in which the training has been good or useful
 - decide on one situation in which you can use that one thing. Commit yourself to it. Make an affirmation out of it.

15. Affirmations (yeah ooman, a we dat!)

Add your affirmations to these examples written by other women.

- ✓ I will lead by example
- ✓ I will be a good mother
- ✓ I have a right to be heard /to speak my mind
- ✓ I will not be discouraged
- ✓ I will not shoulder your burden
- ✓ I will not follow the crowd

Rise up together with high self-esteem and confidence!

Let us take responsibility for our life!

This end is our beginning

