



I. LEADERSHIP

Chic & Craft peer mentors are going to act as leaders of the group. They are going to take care of the whole group, paying attention to the needs and feelings of each member of the Chic & Craft course. They have to be sensitive and determined. Being a leader can be something natural but you can also be trained to acquire or improve the qualities needed.

I.1. CHOOSE THE PLACE

Abilities reinforced: Self-reflexion, team based decision making.

Description: Tell the participants to imagine you all are in a jungle. Given the difficulty and the danger, in order to get through it, the group has to divide in lines of four people. If you have a small group just make a line. Each participant chooses his position according to his/her own preferences: first, second, third or fourth in the row. Then, the facilitator points that each participant has to go to one of the four corners corresponding to the positions selected for oneself within the row. That is to say, all participants that selected the position of the first in a row go to the same corner and so on.

Once the participants have taken their positions, ask them to reflect over why they chose their respective positions? Which positions are the less attractive? If the group/s has overlapped on the same positions make them dialogue and decide on the order jointly.

Suggestions: It can be funny to discover that sometimes, the participants took similar roles in this game than in life situation: someone that is very practical becomes a sofa; someone that is very concerned with the appearance becomes a flower, etc.



I.2. LEAD THE BLINDED

Abilities reinforced: Leadership, team bonding, trust, effective communication, resourcefulness, concentration, accurate instructions and confidence.

Materials: A blindfold, objects to create a course to cover.

Description: Create an environment that needs to be filled with different objects to be avoided. Split the group into teams of 2 and ask the teams to pick someone to be blindfolded whilst the other one will act as a guide (leader). Ask the blindfolded team member to leave the room. Speak to the leader and show them where they need to reach and how they could communicate to the blindfolded team members (you could arrange only 3 or 4 words they could say in order to lead the blindfolded colleague and/or stipulate no touching). If there is more than one team in play, let the first 30% of people cross the finish line and if everyone else looks like they're not going to make it just end the game there.

De-brief about the difficulties and good things associated with leading the blind, grab a few of their points and unpack the knowledge of how they can be applied to situations and then get everyone to clap and encourage each other.

This exercise is useful to know oneself better, to analyse why it is so difficult to trust other people or to take responsibility.

Suggestions: You can adjust the level of difficulty depending on the characteristics of the group. If you believe that the “clue words” based directions are too difficult for the participants you can allow them to talk freely but keeping a reasonable distance and without touching the blindfolded team member. If the teams are too good at this, you could increase the difficulty i.e. making them walk backwards.





I.3. CREATE A PERFECT LEADER

Abilities reinforced: Understanding leadership, positive and negative values assessment.

Materials: Whiteboard/flipchart, colour markers.

Description: Ask the participants to think about one leader he/she admires (could be a politician, a religious leader; a celebrity, a sportsmen/sportswoman or even a friend or a family member the participant considers good leader). The participants should write down several positive qualities of the chosen leader. Additionally they should think of possible defects they believe their leader has- if they can't find of any, ask them to think whether there are any defects/mistakes that might be common to leaders in general. Once all the participants are done with the task ask each to present the chosen leader with his/her characteristics in front of the group. Next step, invite the participants to discuss the similarities and differences between the features/ values/ attitudes selected by each of them. What do they think about the leaders and/or features selected by their colleagues? Which features of the listed- both, positive and negative- the participants believe they have themselves? Which features they think they don't have but they would like to develop?

During the discussion write down a double list with a) good leader's qualities and b) possible defects of a leader that should be agreed on among all group members. This list could serve as a reference for the peer mentors all along Chic&Craft training.





I.4. NEGATIVITY TYPES

Abilities reinforced: Dealing with negative team members.

Materials: Printed copies of the *negativity type* list, pencils, flipchart/ whiteboard.

Description: Ask participants to think of examples of the damaging effects of negativity within a team. As a group, discuss the negative “types” listed below. Ask the participants if they can think of any other “attitude type” that could be added to the list. Next, have participants brainstorm ways in which leaders can handle each type. Write down the solutions the group comes up with, since they can result of use for the Peer Mentors during the Chic&Craft training.

Negativity Types list:

1. The **Resisters**—they are against anything different.
2. The **Wobbly** —they are constantly shifting moods and expect others to adjust to them.
3. The **Gossipers**—they spread rumours and tell inappropriate personal tidbits.
4. The **Blamers**—they are constantly blaming others.
5. The **Pessimists**—they always expect the worst case scenario.
6. The **Complainers**—they feel everything is wrong or will soon go wrong.
7. The **Detached**—they feel most everything is dumb or beneath them.
8. The **Self-Absorbed**—they are constantly grabbing credit or attention.
9. The **energy Vampires**-they catch your energy, steal your strength.



I.5. WHAT WOULD YOU DO IF...?

Abilities reinforced: Trying to anticipate real situations that can appear during the Chic & Craft course and promote the decision making.

Description: Today we are going to think in potential risk situations that can emerge with the Chic & Craft group. Discuss with your peer mentors what they would do in the following situations:

1. One of the participants doesn't attend to the course regularly.
2. One of the participants tells you that he/she is thinking in giving up.
3. Two of the participants are arguing all the time.
4. One of the participants seems to be apart from the group.
5. The trainer is not paying attention to somebody that really needs it.

This is an open discussion, try that everybody gives their opinion about all these questions and promote the initiative and sense of responsibility of your group.

Suggestions: During this exercise the participants can experience fear of assessment, evaluation, decision making, being rude or bad, fear of being out of control, fear of feeling guilty, etc. so the professional guiding the group should be able to help them handle all these feelings.





I.6. DISCOVERING YOU ARE A LEADER!

Abilities reinforced: Self-reflection about past experiences.

Description: This exercise should be done after implementing the exercise “Create a perfect leader”. Once that the peer mentors know which skills should have a good leader and the kind of things that a leader use to do, we are going to think in past situations in which we acted like a leader. *When it happened? What did you feel? Was it something you were aware of or not? Remember that situation and look at you from outside, as it was a movie: What do you see in that person? Do you like how he/she is acting? How does he/she do it?*

If the participants are not able to remember any situation in which they acted as a leader, ask them to remember a situation in which they would like have acted as a leader: *What would they have done? What would they have changed in the way they behaved?*

Try to give always a positive view of the past experiences, do not allow your group to become sad or sorry about the past, tell them that everything in our lives is useful to learn and improve ourselves.





I.7. KNOWING YOURSELF

Abilities reinforced: A good leader transmits values and experiences to the people they are working with, this is a reflection of our own values.

Description: All of us have values, even if we have never thought about it. Being a leader is being a model for other people so it is important to be aware of the main values that run our lives. Make a list with the most important ones: honesty, loyalty, friendship, sincerity, respect, gratitude, hard-working, responsibility, tolerance, prudence, persistence, patience, solidarity, humility, dignity, etc. Discuss which of them are especially important in the Chic & Craft fashion designing training course and why.

This exercise is useful to think about our own values and to understand other people's values and to see the differences about how all of us see the life. Moreover, it can be useful to understand why, in some situations, we make certain decisions or why we are happy or unhappy. With this exercise you look inside and understand oneself real behaviour.





I.8. THE METEORITE

Abilities reinforced: Leadership, working in a team, communication, initiative.

Description: Propose your group the following situation: *“A meteorite crashes into the ocean and a huge wave submerges every single piece of land. Nevertheless, you and other five people (adapt the number of people to the real number of persons you are working with) are flying on a hot-air balloon at that moment. After some hours the balloon starts losing air, but you see an island. The sea is plenty of hungry sharks and the only way to reach the island is pull one of the occupiers”.* Open a discussion to decide which one has to leave the balloon. Each person has a concrete role: a priest, a journalist, a nurse, a politician adviser, a primary teacher and a civil servant from the National Institute of Statistics. You are the only survivals in the world and you have to ensure the continuation of the specie. You are to take a unanimous decision; none of the participants can voluntarily leave the globe and everyone must explain his/her reasons.

Suggestions: You can adapt the number and type of roles to your group in order to facilitate the discussion.

For some people, hearing that they have to “sacrifice” a member of the team can be hard and they can refuse to play the game. Then, you can propose a different situation: “they all are in an island and they have to agree in the tasks to be done to survive. Each one has to explain why they are a valuable member of the group (assuming the roles proposed)”.

