

▲ Overview of LEAD ▲

Objectives: LEAD participants will understand the structure and overview of LEAD and what will be expected of them.

Plan ahead:

- Time required: 45 min (can be broken into 15 and 35 min)

Supplies:

- Pens and/or pencils

Accompanying documents:

- LEAD Overview Handout

Note: This should take about 45 minutes total, but can be broken into sections of 15 and 30 min if necessary. LEAD will need their notebooks and pens/pencils. You are not looking for detailed, comprehensive answers to any of these questions. Just a quick, first reaction type of answer. Try to spread around who answers, but the goal of the lesson is to lay out the overview, not to have in-depth discussion or discovery. To do ahead: look at the Leadership Definitions and come up with examples of each term in a context that will help girls understand what it means.

(Overview, 15 min) The goal of LEAD is to learn about leading! How can we do this in a structured way? Over the next two weeks, we will look at the "who, what, when, where, how and why" of leadership and get some chances to practice what you learn. These concepts are NOT just for camp. They are for LIFE.

Let's get started. Look at the Leadership Tab in your binder and find the "LEAD Roadmap". Fill in the blanks as we talk about each question.

Who can lead? Is there anyone who can NOT lead? (Anyone - but let them come up with that)

What is leadership? (Come up with group definition, then read these below.) This is not THE right answer, just a good and widely used answer: *Leadership is the art of influencing and directing others to an assigned goal in such a way as to obtain their obedience, confidence, respect and loyal cooperation.* (Leadership for Commanders of Divisions and Higher units, US Army Command and General Staff College, 1949)

Another answer is: Leadership is influencing people to move in a specific direction. This movement can be toward a clear goal or toward a less obvious objective, like emotional or spiritual maturity. Let's face it: most of us tend to amble aimlessly through life, busy but not moving in any specific direction. The leaders among us motivate us to make forward progress - and any one - including YOU - can be one of those leaders.

When and where do we find people leading? (Let them discuss and conclude: Everywhere!) Take out your Org Chart for camp and a pen or pencil. This is a worksheet - we are going to circle every person on here who is working this summer as a leader. Let's start at the bottom. Who is the director? Is she leading? Who is she leading? Circle her. What about the Counseling Team Lead? Who is she leading? Circle her. On your own, look at each person on the chart. If they lead, circle them. We'll come back together in a few minutes. What questions do you have on what you are supposed to do? (Sitting where they are, let them circle those who lead on the Org Chart. After a few minutes, bring their attention back to you and go over their circles and reasons for them. Everyone on the page should be circled. If you need more insight on folks you are not as familiar with, see below.)

Summary: When and where do we find people leading? (Everywhere, every day, at all times of day here at camp - what a great place to watch and learn!)

Who are camp staff leading?

Counselors: their campers and often committees (all-camp, games, songfests, etc)

Program staff: their assistants if they have them; the campers they teach - moving them toward activity achievement and hopefully toward maturity in many areas of their personal lives; committees, like counselors

Kitchen staff: Assistants, KAs, volunteers, campers with whom they interact (see Program staff explanation)

Nurse: Assistants, volunteers, all campers with whom they interact

Office: fellow office staff, volunteers, all campers and staff with whom they interact

Maintenance: volunteers, all campers and staff with whom they interact

So everyone on staff here at camp leads in some way. Outside of camp, who in your life do you follow, or would you be most likely to follow? (Get some answers)

Why are they leading, that is, where are they leading you to? (Get some answers)

Thinking of that person, what makes them a person you want or are willing to follow? That is how do they lead? (Get some answers)

How might you develop these qualities in yourself? (Get some answers if anyone is eager to answer, otherwise...) We will talk about this throughout your time here, so no need to figure this out right now.

Okay, we know who can be a leader, we know generally what we mean by the term "lead" or "leading", we know when and where we find leaders. We've seen a few reasons why leaders lead and to where they are leading. And we've looked a little at how to lead. Done! Let's go have fun! (Pretend to get up and leave.)

Just kidding. Who, what, when and where are fairly simple questions. But how and why? Those need a little more study if we want to learn to lead *well*. WHY will be addressed next week in the third part of a class called Foundations of Leadership. HOW? Now that is what leaders at all levels in all places and over many years have asked. We will start answering that in some of the classes here. But that's just the very beginning.

(Syllabus, Schedule, Activities and LEAD Completion, 30 min broken out as listed below) Take out your notebooks and let's look at some of the things we will do to explore HOW we can improve our own leadership abilities - both through learning and through hands on practice.

Explain the Key Definitions for Leadership (10 min). Open to your "Key Definitions for Leadership" page in your notebooks. These are words we all know, but since we will be using them in a very specific context, we want to make sure everyone knows what we mean when we use them. Fill in the blanks as we come to them. Each of these 8 words captures a whole concept, and together they are like an 8-piece puzzle that all fits together to form the big picture that we call "leadership." We'll be taking the "puzzle" apart to look at each piece in depth in our classes. Let's start by making sure we all know what we mean when we use each of these words. (Review and amplify each definition as required. Give examples where you can.)

Explain the syllabus (5 min): Let's look at how we will learn about these puzzle pieces. Flip to your **syllabus**. The general flow of classes is that leadership specific classes are during Kick Back time and will finish up in Free Time as necessary. Classes more specific to leading in a Christian setting are during 4th activity and may go into cabin time.

All of these classes sort of fit into one of the 8 key concepts on your definitions page. For example, Foundations of Leadership, Parts 1 & 2 are about *who* a leader is and must become. Part 3 is about the **Goal**. The Communication class is about (any guesses? **Communication!**). Leadership Styles is about *how* leaders **Influence** people. And the more Christian-specific classes also deal with *who* a leader is, because as we will learn, the essence, the core, the foundation of *your* leadership is *who you are*.

Explain the schedule (5 min): Your mornings will be like every other camper's. Kick Back time will be a class. Free time is on your own to rest, read, do some of the assignments, or whatever else you want. Third activity will be with campers. Fourth will be another class. Cabin time will alternate between developing a habit of physical fitness and doing leadership activities with the other LEADs. Evening activities may be with the Explorers or doing leadership exercises with other divisions.

Odds and ends (10 min)

What activities should you choose? During the first week, you only have 2 activity periods, so choose carefully. If you've been here before and been working toward some more advanced skill levels or qualifications, great - I'd

encourage you to continue in those activities and become as highly qualified as you can. If you are considering joining staff in the future, take the classes you'd be interested in teaching. If neither of those is true, just take what you would enjoy most.

During the second week, you will have the *option* to assist in an activity. If you assist, you would not be working toward your own achievement level or working on your own projects, you'd be helping the instructor. But it would be a great opportunity to practice some of the leadership skills you've learned and the help younger campers have a great time here at camp.

Follow-up work: For some classes you have some work or reading to do before and/or after the class. I'd encourage you to look at the syllabus every day and help each other keep track of what is coming up. It is your responsibility as growing leaders to keep track of what needs to be done and get it done on time. I'd encourage you, too, to exercise your leadership skills by influencing each other in the direction toward staying on top of what needs to be done and finishing strong - together.

Speaking of finishing, let's look at the **options for finishing**. (Look at that page in their binders.) If you want to become a counselor here, please do all the work so that you are eligible for CILT next year. If you aren't sure about becoming a counselor, please do all the work so that you are eligible for CILT next year should you decide you want to go that route. If you want nothing to do with becoming a counselor here, consider what a great and unique opportunity this is to establish some great foundations for leadership in life outside of camp - and do all the work. Obviously we can't make you do the work, but you will get out of LEAD what you put into LEAD. And we all hope and pray that you get the most possible out of it for the sake of the Kingdom of God!

(If you have time, split up into groups of 2 or 3 and have each LEAD share with her group what her goals are for these two weeks of LEAD. Why did she enroll in LEAD? What does she hope to leave camp with at the end of LEAD? Have them write the down on the bottom of their Road Map (or wherever it makes sense).)