

KEY LEADER



Welcome, Neighborhood Leader!

Congratulations on being selected as a **Neighborhood Leader** for this Key Leader event. You've already experienced the power of Key Leader firsthand — now you get to help create that impact for others. Your role is a powerful example of **service leadership in action**: leading by example, supporting your peers, and fostering meaningful connection within your small group.

This guide outlines your responsibilities and provides tools to help you succeed. You've completed the facilitation basics course and will receive hands-on training about when and how you'll lead your neighborhood discussions and activities throughout the weekend.



Your Role at a Glance

As a Neighborhood Leader, you are:

- A **facilitator of discussion** — helping others reflect, engage, and grow.
- A **bridge between participants and staff** — noticing what's working and what needs attention.
- A **model of Key Leader values** — demonstrating curiosity, kindness, and confidence.
- A **quiet leader** — shaping the environment through presence more than authority.

Core Responsibilities

During the Program

- **Lead neighborhood meetings and small group activities.** Use the discussion tips in this guide to keep conversations engaging and inclusive.
- **Support the lead facilitator.** Step in to help with large-group sessions if asked.
- **Observe and communicate.** If you notice facility issues, supply needs, or participant concerns, tell the site coordinator or lead facilitator.
- **Encourage positive participation.** Be an energy booster when things feel flat and a calming presence when things feel chaotic.

In the Large Group

- Join discussions and encourage quieter voices.
- Help manage focus when needed — gently redirect attention back to the facilitator.
- Be prepared to assist or lead if asked.

In Your Neighborhood Group

- Make sure everyone feels known and valued.
- Rotate who presents group work or banners — share the spotlight!
- Keep an eye on time and help your group stay on track.
- Encourage inclusion and check in with those who may be withdrawing.

In the Camp Community

- Be on time — and bring others with you.
- Keep shared spaces clean and help others take responsibility, too.
- Write at least one **Key Leader Gram** to each person in your neighborhood.
- Sit at eye level with your group, stay close, and be fully present.
- Attend all student facilitator check-ins and ask questions if you need support.



Quick Tips for Strong Facilitation

- **Be curious, not perfect.** Great facilitators ask thoughtful questions and genuinely listen. You don't need all the answers.
- **Give space.** After asking a question, silently count to 9. People need time to think.
- **Redirect gently.** If one person dominates, ask a question to someone else by name or invite others to jump in.
- **Use personal examples.** Relating content to your own life, pop culture, or something your group loves makes it feel real.
- **Look for energy cues.** If the group seems tired, suggest a stretch or energizer.
- **Balance personalities.** Sit near the talkers; empower the quiet ones with roles or encouragement.



Common Challenges & What to Do

Challenge	What You Can Try
No one answers your question	Count to 9 silently. Rephrase. Offer multiple choice responses.
One person dominates	Ask others directly. Set a guideline like "hearing from new voices."
Side chatter distracts group	Sit next to the talker. Ask them a question. Redirect with eye contact.
Someone is very quiet	Give them a small role (timer, note taker). Ask gentle, direct questions. Be patient.
Group energy is low	Try a stretch, a funny example, or a movement-based check-in.



Final Reminders

- Participate fully in activities and discussions. Your energy matters.
- Be visible, approachable, and inclusive. Sit *with*, not above.
- Support the lead facilitator and your fellow student leaders.
- And most importantly — **have fun** and be proud of the leadership you're showing!

Clock time	TIME	DAY ONE NEIGHBORHOOD LEADER INSTRUCTIONS	WKBK Pages
	20	WELCOME	pg. 3
	10	ICEBREAKER: LINES AND BLOBS	
	30	NEIGHBORHOOD GROUP INTRODUCTIONS <ol style="list-style-type: none"> 1) STUDENTS will find their neighborhood groups 2) LF will share the purpose of Neighborhoods: <ol style="list-style-type: none"> a) These groups are a place for you to reflect, discuss, and work on challenges in small groups. b) Your neighborhood facilitator will be the leader responsible for guiding you through the activities during your small groups. c) This will be the group with whom you will be spending the weekend. 3) NL take 15 minutes to have everyone introduce themselves to the neighborhood using their About Me Page and begin brainstorming a name for their neighborhood. <ol style="list-style-type: none"> a) Space is provided on the page titled "Welcome to Your Neighborhood" for them to record their neighborhood name and the names of the people in their neighborhood. 	pg. 5
	20	SETTING EXPECTATIONS FOR THE TIME AHEAD <ol style="list-style-type: none"> 1) LF will review the following: <ol style="list-style-type: none"> a) SCHEDULE b) COMMUNITY AGREEMENT c) SAFETY and RULES d) FULL VALUE CONTRACT e) KEY LEADER GRAMS <ol style="list-style-type: none"> i) LEADERGRAM BAGS: students decorate their Key Leader Gram Bags with their name and last initial and high school (to avoid any confusion for duplicate names). 	pg. 1 pg. 6 pg. 7
		DINNER <i>Students should sit in the Community Space when returning from dinner</i>	

	15	ICEBREAKER: CONCENTRIC CIRCLES	N/A
	30	<p>NEIGHBORHOOD GROUP MEETING</p> <ol style="list-style-type: none"> 1) LF ASKS students to return to their Neighborhood. 2) <u>Goals and Expectations:</u> page 8 3) LF ASKS participants to take a few minutes to <u>write and reflect</u> on their goals and expectations for their time at Key Leader. 4) After a few minutes, NEIGHBORHOOD LEADERS (NL) facilitate sharing within their neighborhood based on reflection question on page 8. 5) After 5 minutes, LF will introduce the Neighborhood Naming Activity. <ol style="list-style-type: none"> a) Each neighborhood should determine a name for itself, as well as create a banner, logo, or symbol for its group. b) Neighborhoods will have 20 minutes to determine a name and create their design on a piece of posterboard (provided). c) Participants should also create their mailboxes for LeaderGrams during this time. d) NL will support and facilitate group through naming and banner creation, ensuring neighborhood stays on task. <ol style="list-style-type: none"> i) Neighborhoods will have approximately 20 minutes to complete the banner. 	pg. 8
	10	<p>NEIGHBORHOOD NAMES AND BANNER PRESENTATION</p> <ol style="list-style-type: none"> 1) Each group will have time to introduce their neighborhood name, present their banner, and introduce themselves (including their name, school, and year in school) to the large group at the front of the community space. 	
	30	<p>WHAT IS LEADERSHIP?</p> <ul style="list-style-type: none"> • <u>What is Leadership Reflection:</u> page 10 <ol style="list-style-type: none"> a) NL will facilitate sharing after written reflection for 2-3 minutes. • <u>Leadership Principles:</u> page 11 • <u>Leadership Principles Scorecard:</u> page 12-14 <ol style="list-style-type: none"> a) After students have completed the scorecard, NL pose a question to their group for discussion: 	Pg. 10 Pg. 11 Pg. 12-14

		<ul style="list-style-type: none"> i) What resonates with you about the Leadership Principles? ii) What about these principles are challenging you? iii) What principle do you think you are the best at right now? iv) Which principle do you have the greatest opportunity to grow? <ul style="list-style-type: none"> • <u>Leadership Principles Scorecard Reflection</u>: Page 15 	Pg. 15
	15	BREAK	
	10	LEADERSHIP: SELF-AWARENESS <ul style="list-style-type: none"> 1) Self-Awareness VIDEO 2) <u>Leadership: Self-Awareness</u>: page 17 	Pg. 17
	5	LEADERSHIP: SELF-AWARENESS CASE STUDIES <ul style="list-style-type: none"> 1. LF will SHARE the Case Study by asking a student to read aloud: 2. Neighborhoods will brainstorm some “what” questions that could be asked instead of the “why” questions provided in this scenario. 3. Groups have 3 minutes to complete both parts of the case study before sharing their ideas in the large group. 	Pg. 18
	45	SELF-AWARENESS, VALUES, AND LEADERSHIP <ul style="list-style-type: none"> • <u>“Reflect: Self-Awareness and Values</u>: page 19 in the participant book and complete the reflection, then design their own personal • <u>Values Coat of Arms</u>: page 20 1. After about 10 minutes, NL have students share their shields in their neighborhood. Spend 5 minutes 2. After 15 minutes of sharing, LF will INSTRUCT neighborhood groups to get a piece of flip chart paper and design a larger shield that represents their values together as a neighborhood. <ul style="list-style-type: none"> a. NL will facilitate group creating neighborhood coat of arms. 3. After about 15 minutes, have each neighborhood group share their shield and what the pictures mean and why they chose them. Hang them up with their neighborhood banner. 	Pg. 19-21
		DISMISS FOR EVENING	

	TIME	DAY TWO NEIGHBORHOOD LEADER INSTRUCTIONS	WKBK Pages
	15	SECRET HANDSHAKES ENERGIZER	
	10	GRATITUDE	Pg. 23
	30	<p>LEADERSHIP: SERVANT LEADERSHIP</p> <ul style="list-style-type: none"> • <u>What is Servant Leadership:</u> page 24 • <u>Leadership: Servant Leadership:</u> page 25 • <u>Servant Leadership: Leaders Eat Last:</u> page 26 • VIDEO • LF will INSTRUCT students to return to their neighborhoods and complete the Servant Leadership Case Studies on page 27. • NL will have 3-5 minutes to facilitate group through the questions, then: <ul style="list-style-type: none"> a) LF will ASK, "What did you identify as the problem?" b) Then, ask each neighborhood to present its solutions and describe the servant leadership principles used in the solution. 	Pg. 24 Pg. 25 Pg. 26 Pg. 27
	5	TRANSITION or Quick Break	
	7	<p>SHARE YOUR PASSION ACTIVITY</p> <ol style="list-style-type: none"> 1) LF will INSTRUCT participants to think about something they are passionate about - a hobby, issue, cause, etc. - write about what it is and why they care about it so much. <ol style="list-style-type: none"> a) Then, participants should consider how they might talk about or share their passion with others. 	Pg. 30
		MEANINGFUL CONNECTION	Pg. 31
	15	<p>BREAK</p> <p>-Remind students about LeaderGrams</p>	
		<p>Growth Mindset: Ropes Course Introduction</p> <ol style="list-style-type: none"> 1) <u>Growth Mindset Activity:</u> page 35 2) VIDEO 	Pg. 35

		LUNCH –Remind students about LeaderGrams	
		Rope Course/Team Challenges	
	20	ROPES DEBRIEF: GROWTH MINDSET PARTNER DISCUSSION/LARGE GROUP <ul style="list-style-type: none"> • Growth Mindset Reflection: page 36. 	Pg. 36
	45	MEANINGFUL CONNECTION <ul style="list-style-type: none"> • <u>Meaningful Connection: Vulnerability:</u> page 37 	Pg 31 Pg. 37
		DINNER	
	10	ENERGIZER	
	3	MEANINGFUL CONNECTION & EFFECTIVE COMMUNICATION	Pg. 29
	20	EFFECTIVE COMMUNICATION <ul style="list-style-type: none"> • <u>Effective Communication:</u> page 40. 	Pg. 40
	15	BREAK	
	30	NEIGHBORHOOD DISCUSSION: MEANINGFUL CONNECTION AND EFFECTIVE COMMUNICATION <ol style="list-style-type: none"> 1) LF will INSTRUCT participants to return to their Neighborhood Groups 2) NL will facilitate groups to discuss, write, and reflect on page 41 in their workbook about Meaningful Connection & Effective Communication. <ol style="list-style-type: none"> a) After about 5- 10 minutes of written reflection time, NL will facilitate the groups to share their thoughts on the reflection questions. 	Pg. 41
	15	CONNECTING THE DOTS <ol style="list-style-type: none"> 1) LF will SHARE a brief review of the day's concepts: 2) NL will FACILITATE discussion the following questions in their neighborhoods, found on page 42 	Pg. 42

		<ul style="list-style-type: none">a) What were your Ah-Ha moments from today?b) What are you thinking about differently in your leadership definition or style?c) How will you apply everything you learned back at home/school?	
		DISMISS FOR EVENING	

Clock Time	TIME	DAY THREE NEIGHBORHOOD LEADER INSTRUCTIONS	WKBK Page
	60	WELCOME BACK: ENERGIZER GRATITUDE <u>OPTIONAL SITE ACTIVITIES</u>	
	30	GLOBAL CITIZENSHIP 1. <u>Global Citizenship</u> : page 46 a. What does global citizenship mean to them, and why does it matter? 2. <u>Divide and Conquer</u> : page 47 3. <u>Global Citizenship: Making Positive Change</u> : page 48 a. NL facilitates discussion with their neighborhood around reflection questions from page 48.	Pg. 46 Pg. 47 Pg. 48
	45	AH-HA'S	Pg. 51
	30	CERTIFICATES AND GRADUATION LETTER TO SELF	Pg. 50
	30	BE A CHANGE AGENT • <u>Be a Change Agent</u> : page 52	Pg. 52
	5	CLOSING	
		1. Close with Thank-Yous to Chaperones, Volunteers, and Site Coordinators. 2. If there is a final video, show it here. 3. Turn it over to the coordinator for: a. Logistics b. Clean up c. Grab Your Leader Grams	