

YACshops

Workshops By Youth For Youth

YACshop produced by the Youth Advisory Council
The McCreary Centre Society

Available Workshops

So You Wanna YAC

Introduction to Leadership

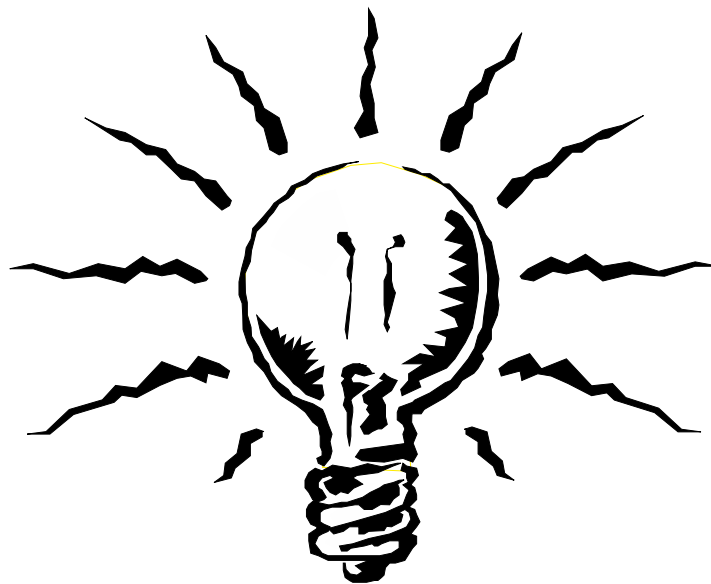
Taking Leadership to the
Next Level

Team Building

Communication

Creativity & You!

Communication



YACshops

WORKSHOPS BY YOUTH FOR YOUTH

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The McCreary Centre Society

The McCreary Centre Society is a non-profit organization committed to improving the health of BC youth through research, information and community-based participation projects. Founded in 1977, the Society is named for Dr. J.F. McCreary who, as the first head of the University of British Columbia Department of Paediatrics, was known for his leadership in promoting multi-disciplinary approaches to health care.

The Society sponsors and promotes a wide range of activities and research to address unmet health needs of young people. In order for McCreary to successfully reach these goals, it was, and still is, essential that youth be included in decisions made by the organization.

The *Youth Advisory Council (YAC)* was formed in 1995 to provide McCreary with on-going youth input and insight. As a group of about 20 young people ages 14-25, the YAC is constantly growing in leadership skills and experience. Currently, there are Youth Advisory Council members on McCreary's Board of Directors and working as Youth Project Staff.

The YAC is best known for its annual "Breaking Barriers and Building Bridges (B4)" conference, which is planned and run by these youth volunteers each year. The YAC has also received requests, and helped communities, to plan and facilitate B4's in other parts of the province. (This mobile version of the event has been dubbed "B4 On the Road".) In addition to putting on conferences and presentations, the YAC are involved in a number of different activities including their continuing role as youth consultants to McCreary and their own communities.

This YACshop is one in a series of 6 workshop manuals developed to improve the skills of youth volunteers. YACshops in this series include:

- So You Wanna YAC
- Introduction to Leadership
- Taking Leadership to the Next Level
- Team Building
- Communication
- Creativity & You!

Created as resources for facilitators of varying experience levels, these workshops were designed, written and tested by a number of McCreary's Youth Advisory Council (YAC) members.

Whether you're a first time facilitator or a seasoned pro, each YACshop is easy to use. Included in each manual are instructions on preparing for the workshop; a step-by-step guide to facilitating the workshop; and all of the handouts and overheads required in the workshop.

Through small and large group discussions and interactive activities, participants will be given the opportunity to develop the knowledge and skills required to become more successful youth volunteers.

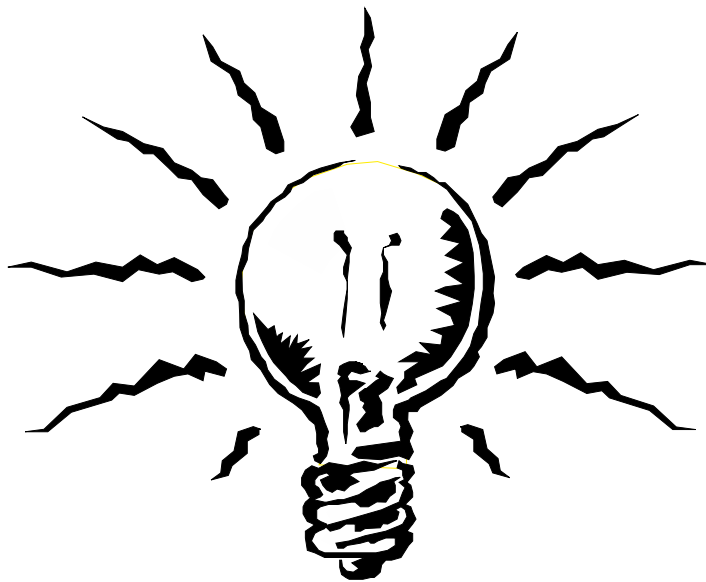
Each YACshop builds on the capacity of young people to network and participate in their own communities. This in turn helps them develop a stronger commitment to the community and improves both peer accountability and intergenerational relationships.

Included with each YACshop manual is an "appendix" full of icebreaker activities that can be used at any time during the workshop to keep participants active and interacting with each other.

HEY ALL YOU FACILITATORS...

You don't have to follow the manual word for word - use what works best for you, in the amount of time you have, and for the age group and experience level of your participants!

Communication



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legend:



overheads



handouts



materials

About the YACshop

The goal of this (1 hour) YACshop is to help young people be better volunteers by improving their communication skills. Participants will learn the fundamentals of communication and how to apply those fundamentals in personal and professional communication situations.

YACshop participants can be just about any age and have very little or lots of experience. The workshop is separated into three sections, each section giving participants an opportunity to discuss key components of communication and practice new skills through non-physical activities.



Before the YACshop

- Review the “facilitation” section of this workshop manual thoroughly. Make necessary changes to the agenda and activities to account for time constraints. If you need to add activities to make the workshop longer, the “appendix” has some icebreakers you could throw in at just about any time in the workshop.
- Photocopy the *Active Listening*, *Expressing Your Anger* and *Giving Feedback* statements and cut each of them out individually.
- Photocopy the *Active Listening*, *Expressing Your Anger*, and *Giving Feedback* overheads onto transparencies.
- Photocopy the *Active Listening*, *Expressing Your Anger*, and *Giving Feedback* statements for each participant.
- For the *Active Listening* activity, write each role as defined in the “facilitation” section on a separate piece of paper, and place one of each into an envelope. You will need one envelope of roles for each group of three participants.
- Check to make sure that the facility you are using for the workshop has an overhead projector, flip charts and paper for you to use or provide your own.
- Review the workshop again until you feel comfortable with what you are saying. You don’t want it to look or sound like you are reading it from a sheet of paper!

materials

- Overheads: *Agenda*, *Active Listening*, *Expressing Your Anger*, *Giving Feedback*, and six *CommuniComics*
- Handouts: *Active Listening* statements, *Expressing Your Anger* statements, *Giving Feedback* statements, and *Evaluation* forms
- Seven *Active Listening* statements and the *Active Listening* envelopes
- Seven *Expressing Your Anger* statements
- Six *Giving Feedback* statements
- Overhead projector and screen (or white space on a wall)
- Flip chart + paper + felt pens
- 22 mini chocolate bars (or substitute with other individually wrapped treats or small prizes)



Facilitating the Workshop

Introduction

2 minutes

Introduce yourself and anyone who is co-facilitating with you. Explain that good communication skills are important in all aspects of life. Not only does this include professional or work-related situations, but it also includes communication with friends and family too. Use the *Agenda* overhead to give participants a brief breakdown of the workshop.

Active Listening

10 minutes

Hand out all 9 of the individual *Active Listening* statements to random participants - ask each of them to read out their message. Write the messages on the flip chart and ask participants if they can think of examples of each point.

Active Listening Role Play

10 minutes

Have the participants get into groups of three. Give each group one *Active Listening* envelope which should include the following three roles (each defined on a separate piece of paper):

- **Speaker** - this person is to speak about any topic for 1-2 minutes (for example what they did in the summer).
- **Active Listener** - this person is to practice active listening skills.
- **Ignorer** - this person is to practice bad active listening (such as not paying attention or interrupting the speaker).

Have each member pick out one piece of paper and tell them not to show it to the other members. Give participants 1-2 minutes to play out their roles in their group. When they are finished, bring the large group together and ask participants to share how they felt during the exercise (including how the other people's roles made them feel).

A Few Words About Anger

3 minutes

Provide participants with the following brief statements about anger:

- Feeling angry is not wrong - it is a very normal human emotion (like sadness, happiness and fear).
- Feeling angry does not always seem logical or rational.
- Take some time to think about how you are going to communicate your anger to others.
- You are responsible for your feelings and have a choice about how you express those feelings to others.

Expressing Your Anger

10 minutes

Hand out all 7 of the individual *Expressing Your Anger* statements to random participants. Again, ask each of them to read out their statement. Write the statements on the flip chart and ask the participants to think of examples for each.

Abigail Story

15 minutes

Before you read the story, explain to the participants that they will have to decide which character is most respectable, (so they may want to take notes). Read aloud *Abigail's Story*.

Now have everyone rate the following characters from most respectable to least respectable on a scale from 1 to 5 (where 1 is least respectable and 5 is most respectable):

- Abigail
- Gregory (Abigail's fiance)
- Sinbad (River boat Captain)
- Ivan (Friend with a boat)
- Slug (old friend at the bar)

Ask the participants to get into groups of six. The objective for each group is to come to a consensus about which character is most respectable and least respectable. Remind participants to use the *Active Listening* and *Expressing Your Anger* information to guide their discussions.

Have the participants get back into the large group and share how their discussions went. Ask them how (or if) the *Active Listening* and *Expressing Your Anger* information presented earlier in the workshop helped them to communicate with each other.

Giving Feedback

5 minutes

Hand out all 6 of the individual *Giving Feedback* statements to random participants. Again, ask each of them to read out their statement. Write the statements on the flip chart and ask the participants to think of examples for each.

CommuniComics

10 minutes

Explain to participants that you are going to display six *CommuniComics* overheads involving fictitious characters named *Gerry* and *Ricki*, who are not communicating effectively.

For each one, participants should guess which of the six communication skills Gerry isn't using appropriately and suggest a way that the situation could be improved. Participants who guess the right skill by putting up their hand and making a suggestion, should get a treat or prize.

Wrap Up

5 minutes

Handout the *Communication Evaluation* forms to participants and ask them to take a couple of minutes to fill them out. Remind participants to be honest and specific so the workshop can be improved.

Give out the *Active Listening*, *Expressing Your Anger*, and *Giving Feedback* handouts to each participant.

While collecting the evaluations, thank everyone for participating in the YACshop. Ask anyone if they have any questions for you and provide participants with contact information for your organization or group (if follow-up is appropriate).



overheads & handouts

Agenda

Introduction

Active Listening

Role Play

A Few Words About Anger

Expressing Your Anger

Abigail Story

Giving Feedback

CommuniComics

Wrap Up



Active Listening

Stop talking

You can't listen when you're talking.

Don't interrupt

Give the person time to say what he or she has to say.

Concentrate on what is being said

Maintain eye contact and focus your attention on the speaker's words, ideas and feelings.

Listen to how something is said

Pay close attention to the speaker's tone of voice, facial expressions and emotions.

Wait before you formulate your response

If you are thinking about how you will respond while the speaker is still talking, you have stopped listening.

Don't jump to conclusions or argue mentally

If you are doing this, you are tuning out what is being said and concentrating instead on your own thoughts and feelings.

Evaluate the facts and evidence, not the speaker

Don't allow your personal feelings about the speaker to influence your interpretation of what he or she is saying.

Share the responsibility for communication

It takes a speaker AND a listener for effective communication to take place.

Keep an open body posture

Don't cross your legs or your arms; this indicates that you aren't very open to hearing what the person has to say.



Expressing Your Anger

Be open, honest and direct

This is the most effective way of managing anger.

Cool off before you express your anger

Think about what you want to say and how you will say it.

Choose a good time

You want the other person to be receptive to what you have to say. Talk to the person individually and in private, not in a group.

Describe the behaviour that you are angry about

Be as specific as you can. You want the other person to understand exactly what is bothering you.

Avoid attacking or blaming the other person

If you get the other person on the defensive, they may not hear what you have to say because they are too busy trying to defend themselves.

Use "I" statements

Talk about your feelings rather than blaming the other person. Let the person know why you disagree or why you find the situation upsetting and what they can do to make you feel more comfortable.

Give the person time to respond

Don't expect them to be ready to solve the problem immediately following what you've said. People need time to think about what they've heard and how to deal with it appropriately. When they are ready to talk, be ready to listen.

Resolving Conflict

Once both people have expressed their concerns, a plan can be made to resolve the conflict. Keep in mind that compromise involves giving up something you want to get something you need.



Giving Feedback

Focus feedback on behaviour not personality

For example, you might say the person "talked frequently in the meeting" rather than saying the person "is a loudmouth."

Focus feedback on what occurred rather than on judgment of right or wrong

You might say, "You don't always pronounce words clearly" rather than, "You're a lousy public speaker."

Share your perceptions and feelings instead of giving advice

Giving advice takes away the other person's freedom to determine for themselves their best course of action.

Focus feedback on actions people can change

For example, it is not helpful to tell someone who is tone deaf to sing in tune.

Do not force feedback on others

Feedback should serve the needs of the receiver, not the needs of the giver.

Do not overload people with feedback

When you give people more feedback than they can handle, you decrease the chances that they will use it.

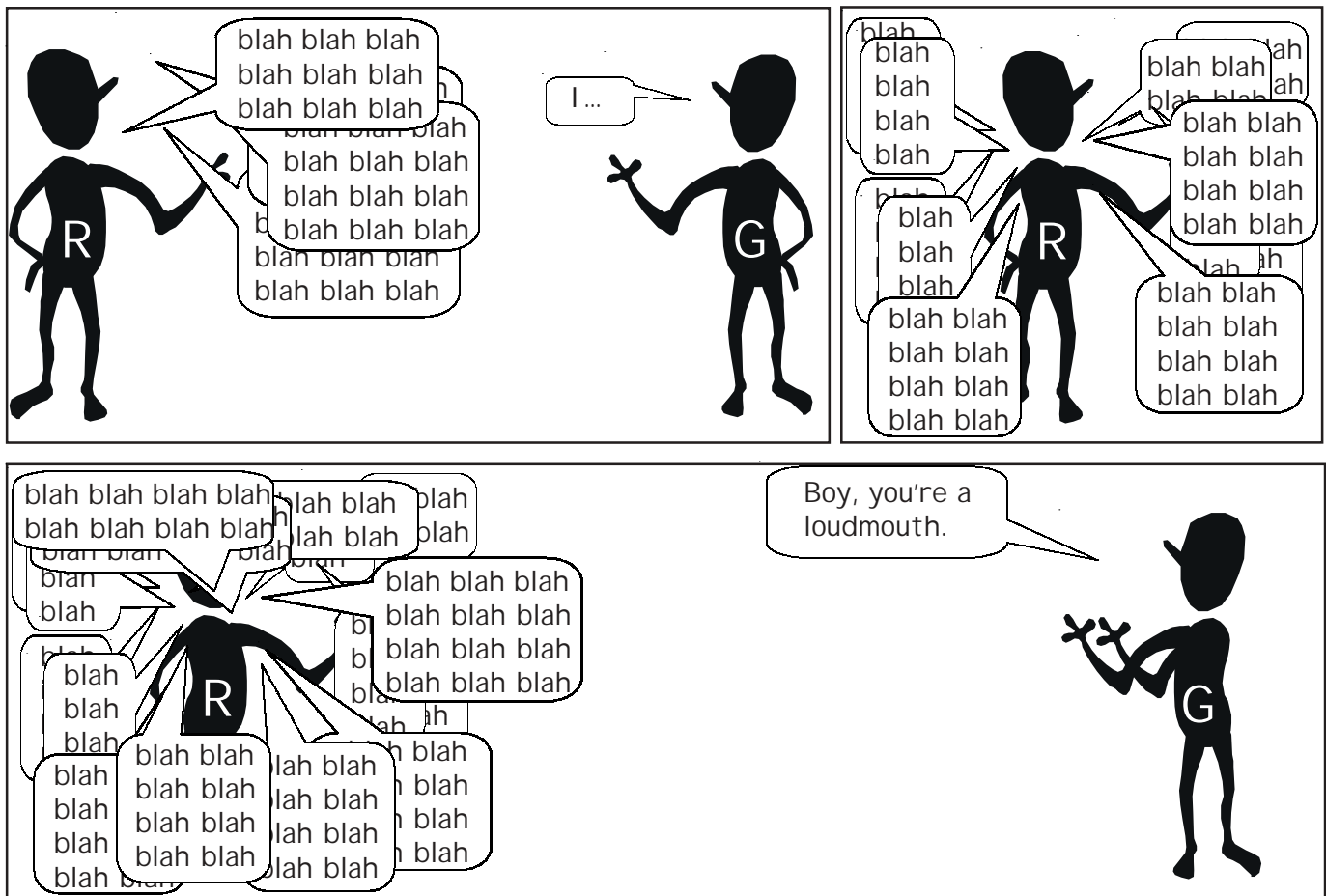


Giving Feedback CommuniComics

Starring...

Gerry
&
Ricki

What is Gerry doing wrong in this scenario?

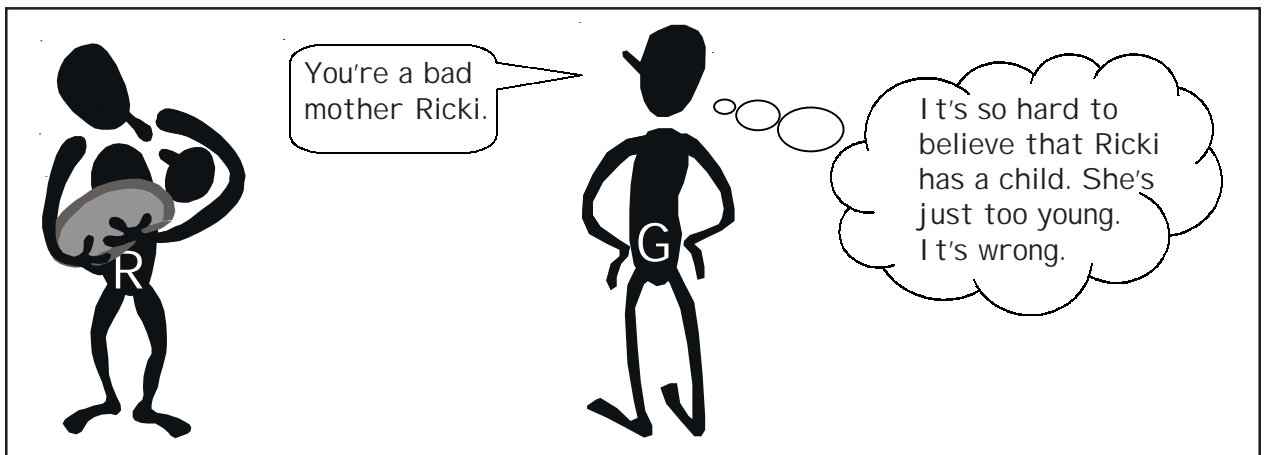


Giving Feedback CommuniComics

Starring...

Gerry
&
Ricki

What is Gerry doing wrong in this scenario?

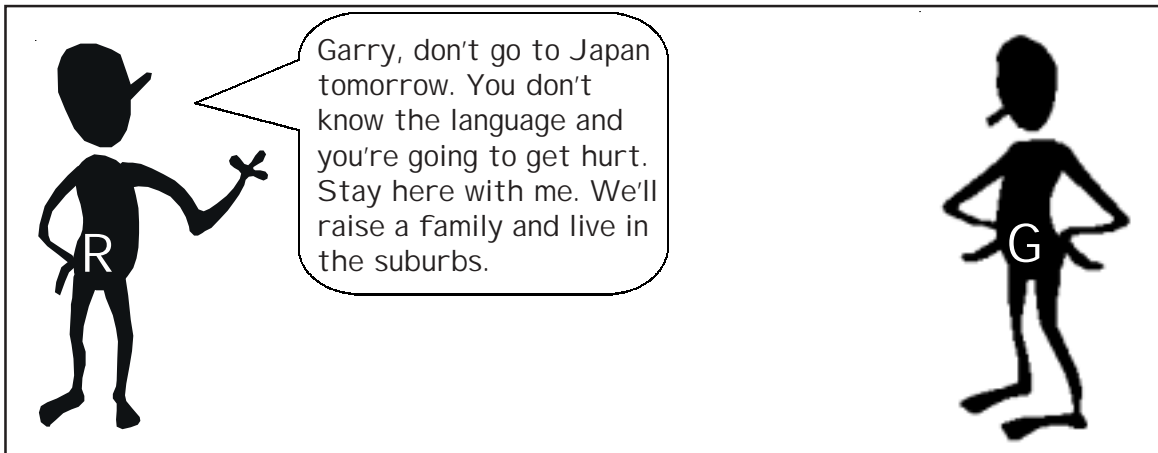


Giving Feedback CommuniComics

Starring...

Gerry
&
Ricki

What is Ricki doing wrong in this scenario?

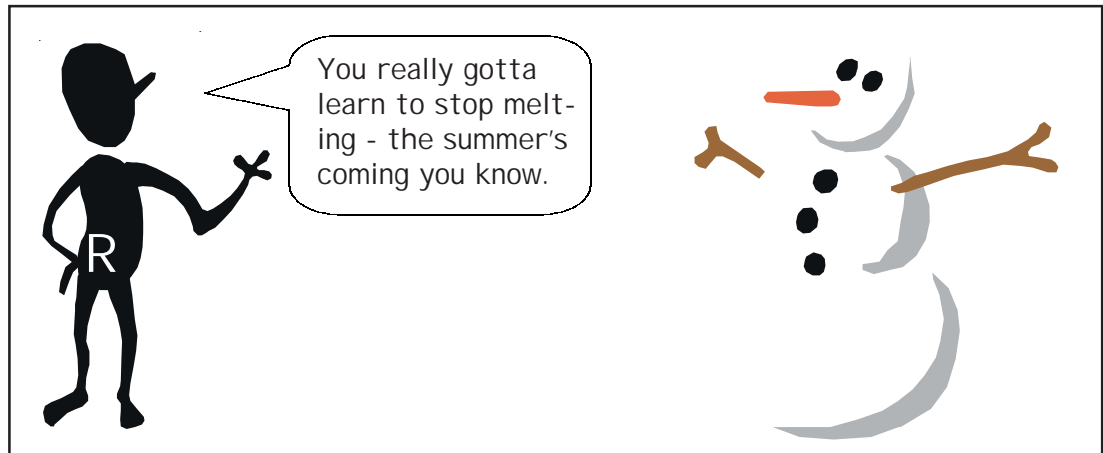


Giving Feedback CommuniComics

Starring...

Gerry
&
Ricki

What is Ricki doing wrong in this scenario?

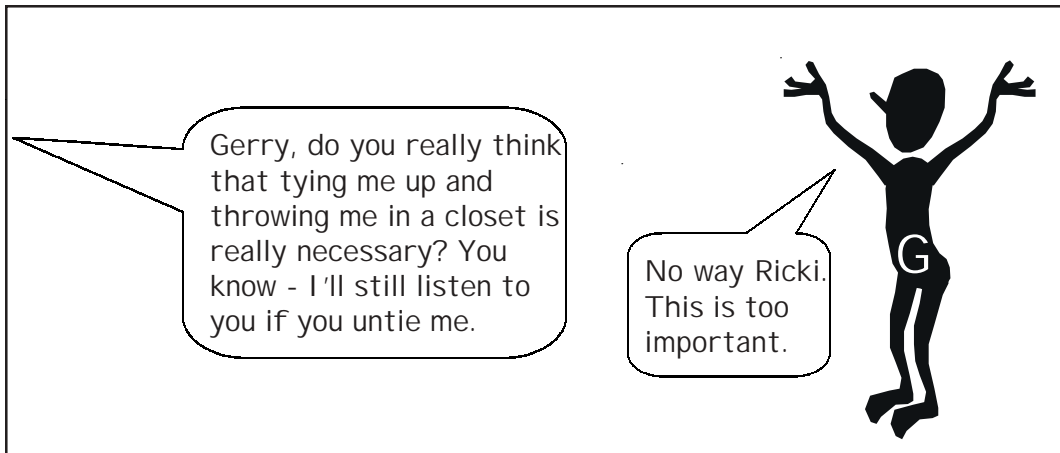


Giving Feedback CommuniComics

Starring...

Gerry
&
Ricki

What is Gerry doing wrong in this scenario?

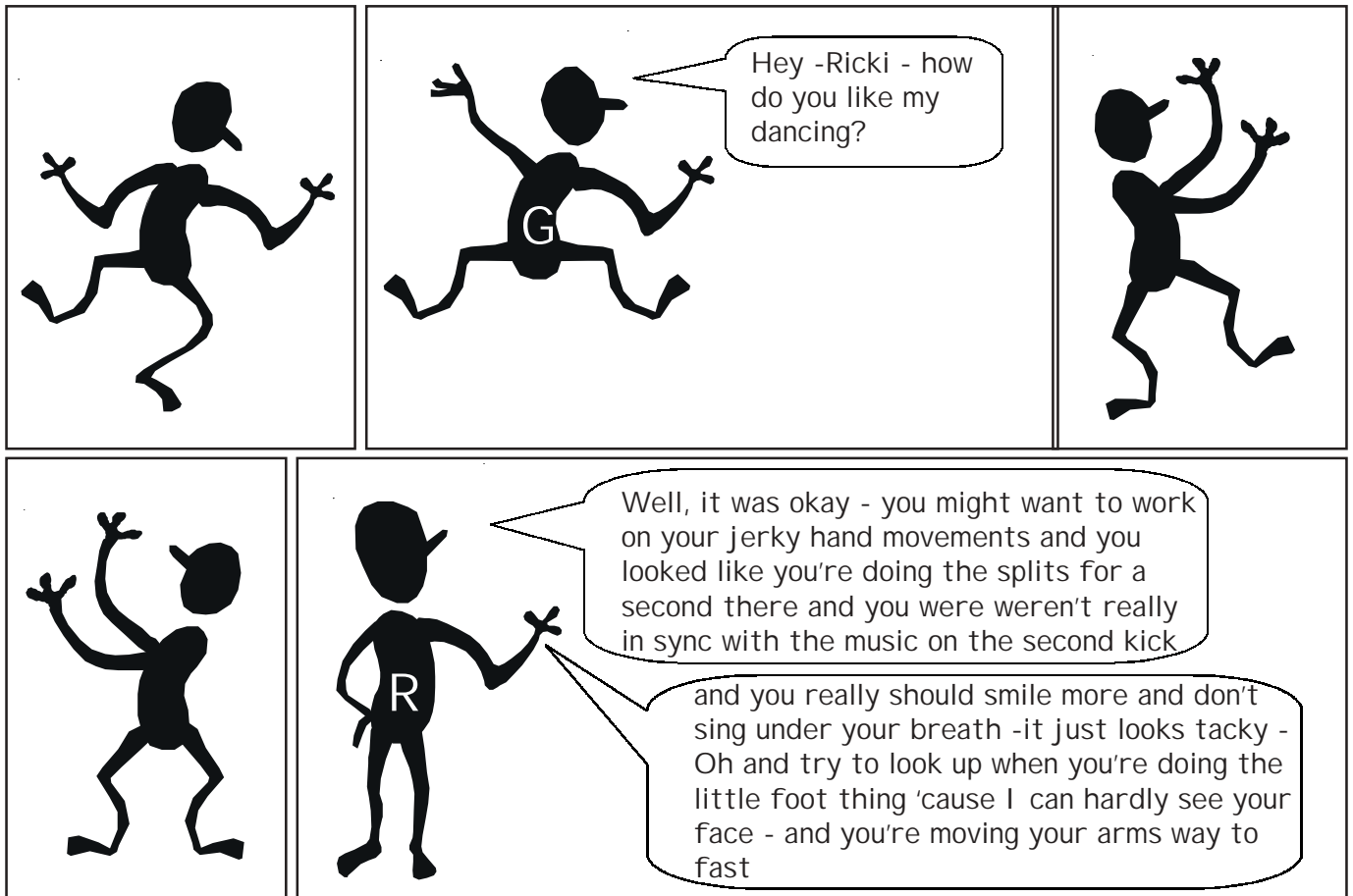


Giving Feedback CommuniComics

Starring...

Gerry
&
Ricki

What is Ricki doing wrong in this scenario?





appendix

Triominoe

Below are the groups that participants should end up in. First, write each item on an individual playing card and then mix them all up before handing one to each participant. After you've handed out a card to everyone, ask the participants to find their corresponding group members. Once everyone is in their group of three, let them know what their group category is and ask them to introduce themselves to the rest of the large group. [Introduction should include their name, where they are from and one interesting fact about themselves.]

Card Groups:

<p><i>Flavours:</i> Chocolate Vanilla Strawberry</p>	<p><i>Super Heroes:</i> Superman Wonder Woman Batman</p>	<p><i>Wrestlers:</i> The Rock Stone Cold Steve Austin Mankind</p>
<p><i>Colours:</i> Blue Red Yellow</p>	<p><i>Dental Care:</i> Floss Toothpaste Mouthwash</p>	<p><i>Reading Material:</i> Newspaper Magazine Book</p>
<p><i>Communication:</i> Pager Cell Phone E-mail</p>	<p><i>Pets:</i> Cat Dog Fish</p>	<p><i>Female Singers:</i> Britney Spears Shania Twain Madonna</p>
<p><i>Transportation:</i> Skateboard Snowboard Rollerblades</p>	<p><i>Movies:</i> Wild Wild West American Pie Star Wars</p>	<p><i>Boy Groups:</i> Backstreet Boys N'Sync 98 Degrees</p>

**Note to Facilitator(s): Feel free to add to these card groups or create your own!*

Circle to Square

For this activity, get participants into groups of approximately 10 people each. Ask each group to hold hands in a circle. Tell the participants to shut their eyes and to try to form a square without letting go of anyone's hand. Afterwards, ask participants how they felt during the exercise. Ask the participants if anyone demonstrated leadership, and discuss how that leadership was demonstrated.

The Candy Game

Pour the individually wrapped candy out in the middle of the floor, and tell participants to take as many pieces as they want (remind them to share). Once everyone has picked their candy, tell them that for each piece they took (including the ones they've eaten) they need to say one thing about themselves (name and community are automatic for everyone so they do not count for pieces of candy - they could say their favourite colour, if they have siblings, favourite music etc.) Give each person a 30 second time limit.

Getting To Know You!

Ask participants to turn to the person to their left (facilitators participate too). Explain that the first person has 2 minutes to ask the following questions of their partner, finding out as much as they can about them. Once 2 minutes is up, the partners switch rolls. (Be sure to tell participants that there will be a test at the end, so pay attention!)

These questions are just examples, feel free to change them accordingly (but keep the last few as creative and obscure as possible - this adds to the fun!):

- What is your partner's name?
- Where are they from?
- Why are they here?

The last questions get progressively more ridiculous such as:

- What is their favourite cartoon?
- If they were one of the Seven Dwarfs, which would they be?
- What did their last burp taste like?

When all participants have had a turn, hand out paper and pens to each participant and ask them to write their answers to the questions on a piece of paper. If they do not know the answer, tell them to make something up. Get the participants to introduce each other. (Facilitator(s) should go first to set the mood.)

The Name Game

Ask the group to stand in a circle. Have each participant think of a word starting with the same letter of their first name which describes some aspect of themselves (e.g. *joking Justin*). As the facilitator, you should start off the game to make sure everyone understands, this way participants aren't put on the spot.

Once the first person of the circle says their name and describing word, the person next to them says their own name/describing word as well as the name/describing word of the person who went before them. The third person says their name/describing word, and the name/describing word of everyone who went before them and so on until everyone has had a turn. (Good luck!)

- To demonstrate: if Sandy, Theresa, and Adam were the first three participants in the circle, Sandy would say "silly Sandy." Next Theresa would say "terrific Theresa and silly Sandy," Adam would say "awesome Adam, terrific Theresa and silly Sandy."

In the same large circle, using a small ball or bean bag, the first participant says the name/describing word of another participant then throws the object to that person. The person who catches the ball does the same by calling someone else's name/describing word and throws the ball to that person. Continue this game until it seems as though the participants are familiar with each others' names.

- At this point, the facilitator may decide to introduce a second throwing object so that there are two objects being thrown around. Encourage participants to catch and throw the object as quickly as possible while still maintaining accuracy.

Toxic Waste

To make the bucket for the 'Toxic Waste' activity, take your bucket and cut about 15 holes at varying levels into the sides of it (an electric drill will work to cut the holes). Cut varying lengths of rope (same number of pieces as there are holes), insert each piece into a hole and tie a knot on the end of the rope that it is on the inside of the bucket. Now you can fill your bucket with 'toxic waste' (styrofoam peanuts or small balls).

Using the 'toxic waste' bucket, each participant holds onto the end of one or two pieces of rope (depending on how many participants there are). The participants must pick the bucket up off the floor without spilling any of the contents ('toxic waste') and transport the bucket of 'toxic waste' over to an empty box on the other side of the room. Once across the room the participants must tip the bucket while still holding onto the ends of the ropes and pour the 'toxic waste' into the box, again without spilling any.

- If some of the 'toxic waste' does get spilled, have the participants start from the beginning.

Transporting Cargo

Break the group into teams of 6 and have each team decide on one person to be the “cargo.” Explain that the goal of this activity is for each team to find as many ways as possible to get the “cargo” across the room (wall to wall). Rules:

- Nobody can carry the “cargo.”
 - The “cargo” cannot have any body part in contact with the floor at any time.
-

The Squeeze Game

Have participants sit in a circle and join hands. The leader then squeezes the hand of the person sitting on his or her left hand side. This person passes the squeeze on to the person sitting on his or her left side by squeezing his or her hand. The squeeze continues around the circle until it reaches the leader. The leader then starts the squeeze again. This time the facilitator should challenge participants to squeeze as fast as they can. The facilitator can time how long it takes for the squeeze to go around the circle once and encourage participants to beat their record in a third round at the end of the workshop.

Centre Of Attention (CIRA) *

Gather participants in a large circle. The facilitator calls out a command (ie. “I welcome everyone who has been to Egypt”). Everyone who has been to Egypt steps forward and forms an inner circle. The leader then instructs the inner circle to do the chicken dance while the outer circle hums the chicken dance song. When the inner group completes the task, they rejoin the large circle and the leader calls out another command. The activity is then repeated.

Additional commands may include:

- Have had tonsils removed
- Favourite colour is blue
- Dislikes mustard
- Wearing socks

*Source: *Mass Appeal* (1997). Canadian Intramural Recreation Association of Ontario, p 18.

“I Have Never...”

Have participants sit in a large circle. The facilitator stands and begins the activity by completing the statement “I have never _____” stating something that he or she has never done before. The facilitator then sits down and the participants who have done what the facilitator claims to have never done, stand up. The closest standing participant to the facilitator’s right then completes the statement “I have never _____.” The participant then sits down. The participants who are standing and who have never done the activity in question also sit down. Participants who have done what the participant claims to have never done stand up or remain standing. The closest standing participant to the right of the last participant to complete the statement now completes the statement “I have never _____.” The game is repeated for as long as you want.

What Do We Have in Common?

Each person is given a piece of paper and a pen to write with. They are given two minutes to write down each of the following:

- Favourite movie
- Favourite book
- Favourite song
- Last concert they went to
- Pet peeve

Participants are then instructed to mingle and share their lists with each other. Every time they meet someone with whom they share something in common, they are to record the person’s name next to the item that they have in common. The first person to have a name recorded next to each item on their list is declared the winner.

1,5,7,2 Energizer (CIRA) *

Before beginning, place slips of paper with numbers written on them in a hat (numbers should be no higher than the number of participants). Have someone pull out a number and announce it to the group. As quickly as they can, participants respond by forming groups that contain the number of people specified by the number on the slip of paper.

*Source: *Mass Appeal* (1997). Canadian Intramural Recreation Association of Ontario, p 15.

Liar! Liar!

The game starts out simple...

Each participant starts by introducing themselves to the group and says where they are from.

This is where things get tricky...

Each participant tells the group three things. Two of those things are true but one must be a lie. It is important to remind participants to be creative about their lies because the objective of the activity is to make it difficult for the group to determine what is true and what isn't. To demonstrate, the facilitator should go first. Tell the group your name and where you are from. Then tell them a truth, a lie and another truth. Next, ask the group to vote on which piece of information is the lie. [Give participants about a minute to decide on their items.]

**To spice things up a bit, change the activity to include two lies and one truth and get the group to guess which piece of information is true.*

Autograph Bingo

Find someone who fits the description in the Bingo squares below.

Depending on the size of the group, have participants fill up a row or the whole card. Each participant can sign a card only once. Once someone has achieved BINGO, the group introduces themselves and identifies which item on the BINGO card they most identify with.

Is on a Sports Team	Likes to travel	Likes to learn new skills	Likes to build or construct things	Has a January Birthday
Likes to write poetry	Has 2 dogs	Likes to Dance	Is currently in school	Likes to read
Born in this community	Likes to talk in front of groups	FREE	Is wearing glasses	Volunteers their time
Has 2 sisters	Likes their job	Likes to sing or play an instrument	Likes to draw	Collects things
Likes to walk	Was born outside of Canada	Is open to new ideas	Likes to tell jokes	Knows who N'Sync is

Activity and handout adapted from:

“Partners in Community Leadership: Youth and Adults Working Together for Better Communities” (1993)