

# 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!

# Creativity & You!



# 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 ice-breaker 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.

# Creativity & You!



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legend:



overheads



handouts



materials

# About this YACshop

The goal of this (1 hour and 10 minutes) YACshop is to help young people become better volunteers by improving their understanding of creativity, and how creativity can be applied to problem solving. Participants should leave knowing that even though they may not be able to draw elaborate pictures or compose symphonies, they too are creative. The workshop will give participants ideas about how to look at things differently and what questions to ask themselves to help make their work and everyday lives more creative.

YACshop participants can be just about any age and have very little or lots of experience. About half of the workshop is in both small and large group discussion format, and the other half is more active with a game and short presentations by the participants. (If the physical activity involved in the game is not suitable for some participants, you can choose a less physically active game from the “appendix” which you think would work better, or incorporate your own ideas!)



## 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 *Scenario cards* handout and then cut out each boxed scenario and glue it onto slightly larger sized cardstock or construction paper cards.
- Photocopy enough of each handout for all participants.
- Check to make sure that the facility you are using for the workshop has a flip chart and paper for you to use (or provide your own).
- Gather the rest of the materials you need for the workshop (ie. felts, small toys, random items, etc.).
- 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

- Enough small toys for each participant to have one (glitter batons, stress balls, yo-yos, slinkies, etc.)
- 10 random items (stuffed animals, kitchen utensils, office supplies, clothing accessories, mementos, etc.)
- Flip chart + paper + felt pens
- Overheads: *Agenda*
- Scenario Cards (photocopy original provided)
- Handouts: *questions to spark your imagination* and *Evaluation* forms



# Facilitating the Workshop

## Introduction

5 minutes

Introduce yourself and anyone who is co-facilitating with you. The following is an example of how to introduce the workshop and how to get the participants instantly involved:

- Ask the group what the first thing that pops into their head is when you say “salt.” Now ask about “bacon.”

Next, ask participants if they have ever noticed how we get used to associating certain things like ‘salt and pepper’ or ‘bacon and eggs’ and that what we probably don’t realize is that this habit goes further than word associations...

- Ask if anyone here brushes their teeth in the very same way every morning?
- Ask if anyone puts their make-up on or gets dressed in the same order or in the same way?

Explain to participants that while getting used to a daily routine may be ideal for a comfortable and predictable lifestyle, it can also dull your ability to see the big picture, produce something new, problem solve effectively, or discover our strengths and talents - and that is what creativity is all about.

Explain that throughout the next hour or so, participants will be doing some activities that aim to exercise their creativity and demonstrate how to use it in their everyday lives.

Use the *Agenda* overhead to give participants a brief breakdown of the workshop and give each participant one small toy explaining that by playing with the item (QUIETLY) during the workshop, the creative side of their brain will be activated. This will help them come up with better ideas and solutions throughout the workshop.

## Large Group Brainstorm

5 minutes

Ask the group what they value about creative people and write their responses on the flip chart. If participants have difficulty responding, tell them to think of someone they consider creative and ask them to think about what it is about that person that they see as creative. If participants still have difficulty responding, you can give them some of the following examples:

- A creative person uses their intuition
- A creative person has a “zest” for life
- A creative person has great ideas
- A creative person can read between the lines
- A creative person has the ability to see the big picture
- A creative person has the ability to turn seemingly useless things or ideas into a great new project
- A creative person has the ability to see both sides of a story

## Building on a Story

15 minutes

Divide the group into smaller groups (about 8-10 people each). Give each group a situation and enough of the random items for them to have one per participant. An example of a situation could be:

- There is a huge earthquake where you live and your town becomes separated from the mainland. Because of the large amount of damage to the surrounding areas, no one will be able to reach you for a couple of weeks.

*\* To ensure that each group comes up with original ideas you should make up different situations for each group.*

Explain that as a group they are to create a story about how they survived their situation, being sure to incorporate their items into the story. The group has 1 minute after getting their situation to think about their survival story before they present it in front of the whole group.

The first person in the group starts the story and has 30 seconds to tell how their item helped them survive. Each person after them in the group continues the story. \*Encourage participants to be creative.

### *Teamwork*

## Transporting Cargo Activity

15 minutes

Break the group up 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.

*\* If this activity will not work with your participants (or facilities), there are more activities in the “appendix” that can be used instead.*

## Applying Creativity to Everyday Life

15 minutes

Have each group of 6 randomly choose one scenario card from a pile and give them a copy of the *questions to spark your imagination* handout. Explain that each group should try to come up with 3 creative ways to solve the problem in the scenario by asking themselves the *questions to spark your imagination*.

*\* Let participants know that each group will present their solution ideas and should try to do so in a unique way.*

## Presentations

10 minutes

Ask each group to present their scenario and solutions to the rest of the group in a creative way.

## Wrap Up

5 minutes

Remind participants that everyone is creative in their own way and that all of the activities they did in this workshop required creativity. Creativity is about the way you look at things. By trying to look at things differently, you will become more creative.

Handout *Creativity & You! 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.

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





# overheads & handouts

# Agenda

Introduction

Large Group Brainstorm

Building On A Story

Teamwork Activity

Applying Creativity

Presentations

Wrap Up



# Scenario Cards

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You're tired of wearing glasses and you see this great ad on TV for contact lenses but your parents would never pay for them.

You really want to go to this conference called "Breaking Barriers and Building Bridges" but the registration fee is \$150 and you don't have it.

Young people in your community have nowhere to hang out.

Your boss needs you to cover a shift on Friday night but you already have plans.

You work at a clothing store and the boss put you in charge of attracting more customers to the store.

You have 2 weeks to get to Hong Kong. You have no money and no friends who can lend you money.



You have to get to the top of Mount Seymour on a very limited budget.

You need to contact someone but he/she doesn't have a phone and you don't know where he/she lives.

You need to raise \$1000 in 7 days. You have 50 friends who are willing to help.

You have set up a lemonade stand in your front yard but no one is stopping to buy lemonade.

You have to get people in your community to stop consuming so much water.

You are a member of a youth council that's getting smaller and smaller because youth keep losing interest and dropping out.



# Questions to Spark Your Imagination...

What can be added?

What if this were exaggerated?

What else can this be used for? Other uses if modified?

What is being wasted that can be put to use?

What else is like this? What could I learn from?

What else could be adapted?

How can this be done better and more cheaply?

How can this be made more appealing?

What can be substituted or should be subtracted?

Can it be done faster?

What ideas can be combined?

How else can this be arranged?

What is the opposite of this?





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.

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# 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.

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# 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.

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# 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.

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# 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.

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## 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.

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## 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.*

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# 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)