

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!

Introduction to Leadership



YACshops

WORKSHOPS BY YOUTH FOR YOUTH

Youth Advisory Council:

Alex Chin
Herminia Diaz
Lena Farina
Antoinette Fernandez
Suzanne "Sewy" Hay
Brendan Hynds
Patricia Kotovich
Opreet Kang
Poonum Kang

Greg Labine
Cindy Lane
Terence Lowe
Monica Pietramala
August Ustare
Vincent "Vinny" Walleen
Tanya Wilks

Adult Support:

Nicole Herbert
Alison Liebel
Aileen Murphy

McCreary's Staff:

Aileen Murphy
PROJECT COORDINATOR

Nicole Herbert
YOUTH PARTICIPATION COORDINATOR

Alison Liebel
COMMUNICATIONS COORDINATOR

Beth Veitch
DIRECTOR OF ADMINISTRATIVE SERVICES

Suzanne Hay
YOUTH NETWORK INTERN

Poonum Kang
YOUTH PROJECT STAFF

Cindy Lane
YOUTH PROJECT STAFF

Tanya Wilks
YOUTH PROJECT STAFF

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© The McCreary Centre Society, 2001
3552 East Hastings St.
Vancouver, BC V5K 2A7
Tel: (604)291-1996 Fax: (604) 291-7308
E-mail: mccreary@mcs.bc.ca
www.mcs.bc.ca

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!

Introduction to Leadership



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legend:



overheads



handouts



materials

About this YACshop

The goal of this (1 hour and 25 minutes) YACshop is to help young people become better volunteers by improving their confidence and leadership skills. Participants will learn about the fundamentals of leadership and begin the process of exploring their own leadership potential.

YACshop participants can be just about any age and have very little or lots of experience. This is an interactive workshop where participants work independently, in small groups and as one large group, using a number of challenging activities as well as information provided on overheads.

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.
- Photocopy the *Triominoe* playing cards (from the *Appendix* section), cut them out and glue each one onto (slightly larger) coloured cards or construction paper (make sure to mix up the colours for each group).
- Write the workshop objectives listed in the “facilitation” section (under the “Introduction” heading) onto a piece of flip chart paper and tape it up on a wall where participants can see it.
- Photocopy each of the overheads onto transparencies.
- Photocopy enough of each handout for all participants.
- 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!
- About 10-15 minutes before the workshop, go to the room where the workshop will be held and set up the materials. (Make sure the overhead projector works and that you have all your overheads and handouts ready.)

materials

- Paper + pens / pencils
- Flip chart + paper + felt pens
- Overhead projector & screen (or large blank space on a white wall)
- Overheads: *Agenda, Pinpointing Leaders, Ladder of Participation, Cooperative Group Participation, Barriers, Bridges and Leadership*
- Handouts: *Triominoe* cards, *Pinpointing Leaders, Ladder of Participation, In-Depth Look at Participation, Cooperative Group Participation, Barriers, Bridges, Leadership and Evaluation* forms
- Flip chart copy of workshop objectives



Facilitating the Workshop

Introduction

5 minutes

Introduce yourself and anyone who is co-facilitating with you. Using the *Agenda* overhead, give participants a brief run-down of the workshop and explain the following objectives of this YACshop to everyone:

- To introduce participants to the basic qualities of a leader.
- To identify the barriers and bridges to leadership.

Icebreaker

Triominoe Activity

5 minutes

Below are the groups that participants should end up in. First, mix up the playing cards, then hand them out to each individual. 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!

What is a Good Leader?

20 minutes

This activity is divided into three sections. The first is an individual activity. Ask participants to think about a good leader and to write down the qualities that they feel are necessary to be an effective leader. Then ask the participants to list the leadership qualities that they themselves have and ones they want to improve on. (*5 minutes*)

Next, divide everyone into small groups (no larger than five people in each group.) Have each group pick five of the top qualities of a leader from their combined lists. (Inform the groups that they will be reporting back to the large group.) (*5 minutes*)

Bring everyone back into a large group after the five minutes is up, and ask each group to share the qualities they picked. Record all of the answers on the flip chart.

Ask the large group:

- What they think of the list - do they think anything is missing?
 - How many people have they met with all of these qualities?
 - How can they create a situation, where the best possible leadership can be achieved?
- (*10 minutes*)

Pinpointing Leaders

5 minutes

Using the *Pinpointing Leaders* overhead, explain each point to the participants.

Teamwork

Circle to Square Activity

5 minutes

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.

Participation

10 minutes

Display the *Ladder of Participation* overhead, and go through the steps on the ladder. Explain each point on the Ladder of Participation using the definitions supplied below, starting from the bottom of the ladder and working your way up to the top. [Tell participants that only rungs 4 through 8 represent meaningful participation.]

The Ladder of Participation:

(1) Manipulation

is where adults use youth to support causes and pretend that the causes are inspired by youth.

(2) Decoration

is where young people are used to help or “bolster” a cause in a relatively indirect way, although adults do not pretend that the cause is inspired by youth.

(3) Tokenism

is where young people appear to be given a voice, but in fact have little or no choice about what they do or how they participate.

(4) Assigned but informed

is where youth are assigned a specific role and informed about how and why they are being involved.

(5) Consulted and informed

is when youth give advice on projects or programs designed and run by adults. The youth are informed about how their input will be used and the outcomes of the decisions made by adults.

(6) Adult-initiated, shared decisions with youth

is when projects or programs are initiated by adults but the decision-making is shared with the young people.

(7) Youth-initiated and directed

is when young people initiate and direct a project or program. Adults are involved only in a supportive role.

(8) Youth-initiated, shared decisions with adults

is when projects or programs are initiated by youth and decision-making is shared among youth and adults. These projects empower youth while at the same time enabling them to access and learn from the life experience and expertise of adults.

Cooperative Group Process

5 minutes

Display the *Cooperative Group Participation* overhead, and try to outline each point with an example from your own experience or create a related scenario for participants to relate to. If you are unable to come up with examples for each point, ask the participants if they can give the group examples based on their own experiences.

Barriers and Bridges of Leadership 10 minutes

As a large group, have the participants brainstorm the obstacles they have encountered in leadership situations. Record all of their ideas on the flip chart. Then display the *Leadership Barriers* overhead, and read it out to everyone. (5 minutes)

Display the *Leadership Bridges* overhead, and discuss with participants ways to overcome barriers in leadership. (5 minutes)

Building Your Skills 10 minutes

Break off into the same small groups as participants were in before. Using the leadership strengths and weaknesses that they defined for themselves in the beginning of the workshop, have the participants discuss some strategies to improve their identified weaknesses and to further build on their strengths.

** Note to Facilitator(s): Circulate around to each group during this activity and help groups who get 'stuck' trying to come up with strategies for improving their skills.*

Wrap Up 10 minutes

Using the *Leadership* overhead, explain the two main points of leadership (numbered below) and ask participants if their idea of true leaders has changed since the beginning of the workshop. If it has, ask them to explain how.

1. Someone with leadership qualities recognizes and acknowledges the value of others. Leaders want to work as part of a group or team and have the ability to motivate others. Leaders help others develop their own leadership skills and create opportunities for others to take leadership roles. *Leaders inspire others.*
2. Leadership is about recognizing your own strengths and improving those areas you consider to be weaknesses. Leadership is about being creative, having passion and taking action. *Leaders are inspired by others.*

Handout Introduction to *Leadership 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 *Pinpointing Leaders*, *Ladder of Participation*, *In-Depth Look at Participation*, *Cooperative Group Participation*, *Barriers, Bridges*, and *Leadership* handouts.

While collecting the YACshop evaluations, thank everyone for their participation 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 & Ice-Breaker

What is a Good Leader?

Pinpointing Leaders

Teamwork Activity

Participation

Cooperative Group Participation

Barriers and Bridges of Leadership

Building Your Skills

Wrap Up



Triominoe

| | | |
|--------------|----------------|-------------------------|
| Chocolate | Superman | The Rock |
| Vanilla | Wonder Woman | Stone Cold Steve Austin |
| Strawberry | Batman | Mankind |
| Blue | Floss | Newspaper |
| Red | Toothpaste | Magazine |
| Yellow | Mouthwash | Book |
| Pager | Cat | Britney Spears |
| Cell Phone | Dog | Shania Twain |
| E-mail | Fish | Madonna |
| Skateboard | Wild Wild West | Backstreet Boys |
| Snowboard | American Pie | N' Sync |
| Rollerblades | Star Wars | 98 Degrees |



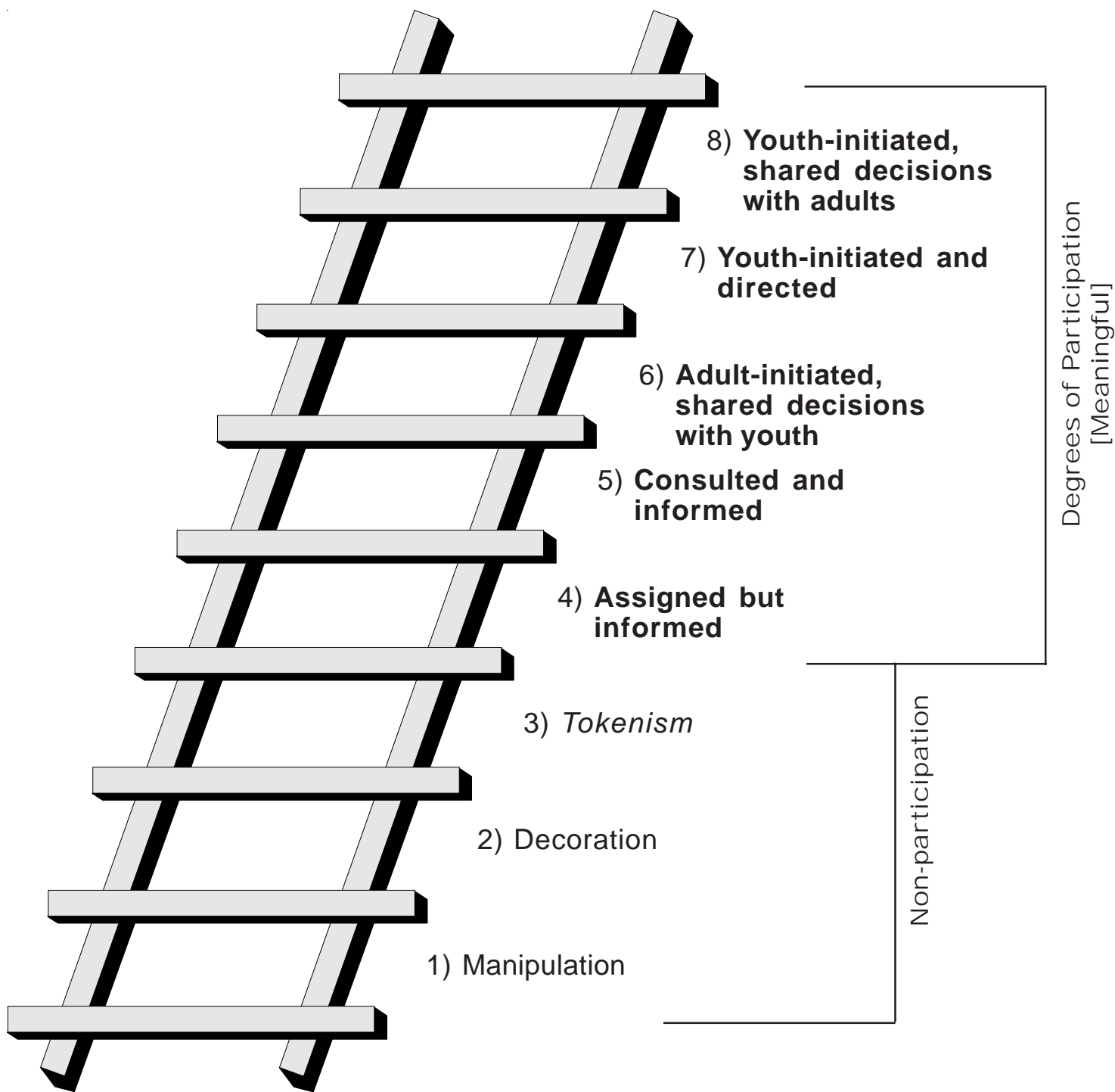
Pinpointing Leaders

- ☺ Everyone has the potential for leadership.
- ☺ Not all leaders need or want to be in the spotlight.
- ☺ Leaders prefer to work as part of a group or team.
- ☺ Leaders listen and can see things from other peoples' perspectives.
- ☺ Leaders focus on the positive.
- ☺ Leaders take good ideas and turn them into action.
- ☺ Leaders inspire others and are inspired by others.



Roger Hart's "Ladder of Participation"

Adapted from "Children's Participation: From Tokenism to Citizenship"
(UNICEF)



in-depth look at Participation

(1) Manipulation

is where adults use youth to support causes and pretend that the causes are inspired by youth.

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Adapted from “*Children's Participation: From Tokenism to Citizenship*” (UNICEF)



Cooperative Group Participation

- Every member has something to learn and something to offer.
- Everyone's ideas and abilities are valued and respected by the group.
- An effective group has common goals and can work together to make the best decision for the group.
- The workload is shared.
- Cooperation and the well being of the group is valued more than competition and personal gain.



Leadership Barriers

- 💣 Lack of confidence
- 💣 Poor time management / organizational skills
- 💣 Stress / pessimism / negativity
- 💣 Lack of commitment
- 💣 Too much competition between people
- 💣 Jealousy
- 💣 Lack of cooperation
- 💣 Mis-communication / lack of information
- 💣 No motivation / direction / lack of focus
- 💣 Lack of support from non-youth
- 💣 No funding



Leadership Bridges

- Cooperation / teamwork
- Goal setting
- Taking one step at a time
- Challenging yourself and others
- Not being afraid to say 'no'
- Getting help / delegating
- Setting realistic expectations
- Appreciating the work of others
- Slowing down / assessing / evaluating the situation
- Experimenting with new ideas
- Compromising
- Communication / team building



Leadership

Leadership doesn't just mean "leader."

- 1) Someone with leadership qualities recognizes and acknowledges the value of others. Leaders want to work as part of a group or team and have the ability to motivate others. Leaders help others develop their own leadership skills and create opportunities for others to take leadership roles. *Leaders inspire others.*
- 2) Leadership is about recognizing your own strengths and improving those things about yourself that you consider to be weaknesses. Leadership is about being creative, having passion and taking action. *Leaders are inspired by others.*





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.]

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**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)