

# 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

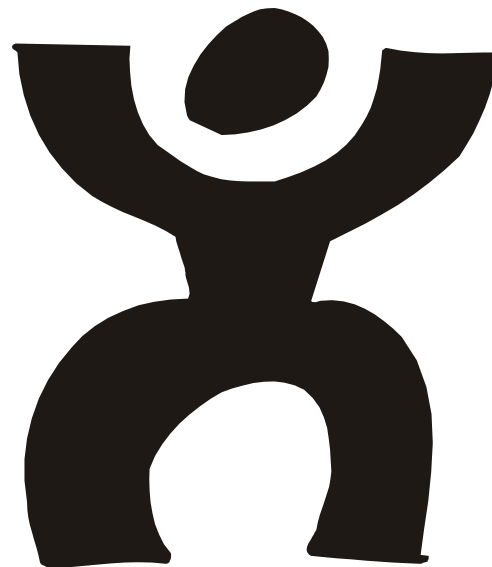
Taking Leadership to the  
Next Level

Team Building

Communication

Creativity & You!

## Taking Leadership to the Next Level





# 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.

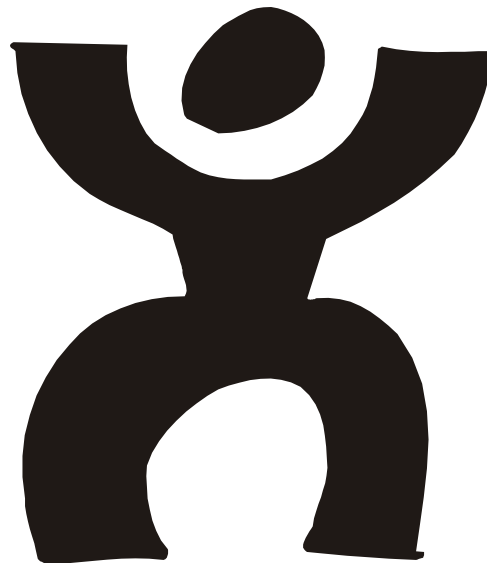
Each YACshop builds on the capacity of young people to network and participate in their own communities. This in turn helps them develop a stronger commitment to the community and improves both peer accountability and intergenerational relationships.

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!

# Taking Leadership to the Next Level



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legend:



overheads



handouts



materials

# About this YACshop

The goal of this (1 hour and 15 minutes) YACshop is to help young people become better volunteers by increasing their existing leadership skills. Participants will become familiar with, and learn new ways to overcome challenges faced by young leaders in today's society.

This YACshop is best suited to young people with some personal leadership experience. Taking Leadership to the Next Level involves brainstorming and discussions about the challenges which participants have encountered within their various leadership situations. Participants will have the opportunity to collaboratively generate solutions to the identified challenges, taking advantage of the range of experiences of each participant.

## 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, refer to the “appendix” section of this manual for activity ideas.
- Photocopy the *Agenda* onto a transparency or write the agenda on flip chart paper and post where everyone can see it.
- Photocopy enough of each handout for participants.
- Before the workshop, review the *Definitions* and *Examples of Challenges* (see “overheads and handouts” section) to make sure you have a good understanding of the terms used in this workshop.
- Write up each of the following headings on a separate piece of flip chart paper and post on the wall where participants can see them: *Purpose, Interpersonal, Team Work, Skills, Resources, and Communication.*
- 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

- Flip chart + paper + felt pens
- Masking tape
- Overheads: *Agenda*
- Handouts: *Definitions, Group Work* and *Evaluation* forms



# Facilitating the Workshop

## Introduction

5 minutes

Introduce yourself and those co-facilitating with you. Welcome participants to Taking Leadership to the Next Level. Introduce the workshop by saying that everyone comes from different backgrounds and has had different leadership experiences. This workshop is an opportunity to identify challenges faced as leaders, and collectively generate solutions to these issues. Explain that to start the workshop, you'd like to get the group motivated with a fun activity that will help participants get to know each other a bit better.

## *Icebreaker*

### Getting to Know You!

10 minutes

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.)

## Barriers Brainstorming

5 minutes

Ask participants to share some of the leadership barriers they have experienced with the rest of the group. Write the barriers that the participants identify on a piece of flip chart paper. Keep this list visible for the next activity (if you use more than one sheet of flip chart paper, tape the sheets up on the wall).

## Identifying the Challenges

10 minutes

Tape up all the pre-written flip chart sheets (with the challenge headings) on the wall. Go through the challenge sheets one by one and ask the participants to place each of the barriers identified in the previous brainstorming session under one of the following challenge headings (it's okay if they want to place a barrier under more than one heading):

- Purpose
- Interpersonal
- Team Work
- Skills
- Resources
- Communication

## Generating Solutions

20 minutes

Break the large group up into 6 small groups with about 3-5 participants in each. If your group is too small to do this break them off into groups of 3-5, check the *group work* page (in the “overheads and handouts” section) for ideas how to work around your groups size.

Either have the small groups choose which challenge they would like to work on or assign a challenge to them. Tell them that they need to discuss the following:

- What makes it a challenge?
- What does the challenge affect and how?
- What are some potential solutions to the challenge?

Ask the groups to write their ideas and solutions down on flip chart paper to serve as a visual aid when they present their solution to the large group.

## Presenting Your Solutions

20 minutes

Give each group two and a half minutes to present their solutions.

## Wrap Up

5 minutes

Ask participants to think about what they have learned from each other and encourage them to continue to seek help from others when facing barriers or challenges because “leaders don’t have to do everything on their own.”

Handout Taking Leadership to the Next Level *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 *Definitions* and *Group Work*.

While collecting the 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

Barriers Brainstorming

Identifying the Challenges

Generating Solutions

Presenting Your Solutions

Wrap Up



# Definitions and Examples of Challenges

## Interpersonal

Interpersonal challenges are challenges that deal with problems between individuals in the group. The interpersonal challenge may not be directly stemming from an action or event that occurred within the group itself. It may be a personal issue that has arisen between two or more individuals outside of the group, but is affecting the way that they relate to one another within the group. Another example of an interpersonal problem could be members who cannot get along together or whose personalities clash.

## Teamwork

Teamwork consists of members of a group working together to complete tasks. Teamwork is great when people work together (cooperate), but activities can be challenging. Some examples of issues that commonly come up during teamwork are: some members not doing their share of the work, a member or a small group of members who take control of the group, and members who do not follow through with work they have committed to.

## Resources

Some examples of resources are: money, space, equipment, experience, skills, support, and information. Challenges in resource management often stem from a lack of resources. Resources can also become a challenge if they are not being utilized effectively.

## Skills

A lack of skills can be a major barrier to leadership and the longevity of a group. Not all members of a group need to be highly skilled, but the group must have enough people with varying skills to mentor the less experienced members. Skills include: leadership, fund-raising, interpersonal, communication, networking, and other skills depending on the purpose of the group.

## Purpose

The purpose of a group is the reason that the group has come together. It is the driving force behind the group and should be reflected in all the groups' initiatives.

## Communication

Communication can mean many different things and have many different affects on leadership. Mis-communication or inefficient communication (a leader who is unable to communicate their message to the group) or a leader who is unwilling to listen to the input of the other group members is a major barrier to leadership. Communication problems can also be more logistical in nature, for example the meeting minutes never get passed along to all of the group members, or some members are not being informed about the meeting dates or times.



# Group Work

*“My group is too small for six small groups.”*

If the group that you are facilitating is too small to make six small groups for the “Generating Solutions” section, there are a couple things you can do.

- You can prioritize the issues and generate solutions for however many issues as you have small groups.

OR

- You can have each small group generate solutions for more than one challenge and increase the length of the workshop (by adding 15 minutes to the “Generating Solutions” section).

A good way to prioritize the issues is to write all of the issues down on one sheet of flip chart paper and have the participants vote on what their priority issues are. You can do this easily by giving each participant six stickers. Ask them to place three stickers beside the topic that they think is the most important, two beside the next most important, and then one sticker beside their third most important challenge.

Give participants a few minutes to vote and then quickly tally up the votes to identify the priority challenge for use in the “Generating Solutions” section of the workshop. (If there are four small groups, select the top four challenges for the participants to work on.)





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)