

YACshops

Workshops By Youth For Youth

Available Workshops

So You Wanna YAC

Introduction to Leadership

Taking Leadership to the Next Level

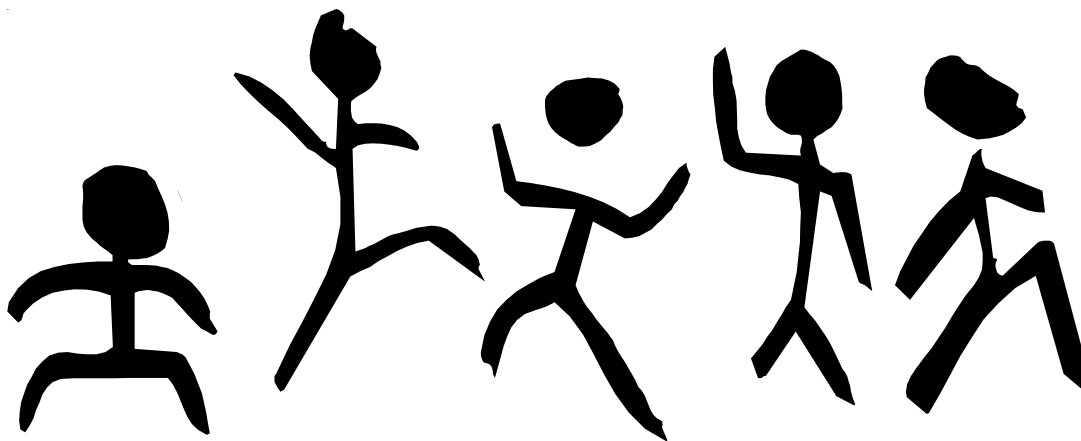
Team Building

Communication

Creativity & You!

YACshop produced by the Youth Advisory Council
The McCreary Centre Society

Team Building



YACshops

WORKSHOPS BY YOUTH FOR YOUTH

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Funding for this YACshop was provided by the BC Ministry of Community Development, Cooperatives and Volunteers through an Involve BC grant.



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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.

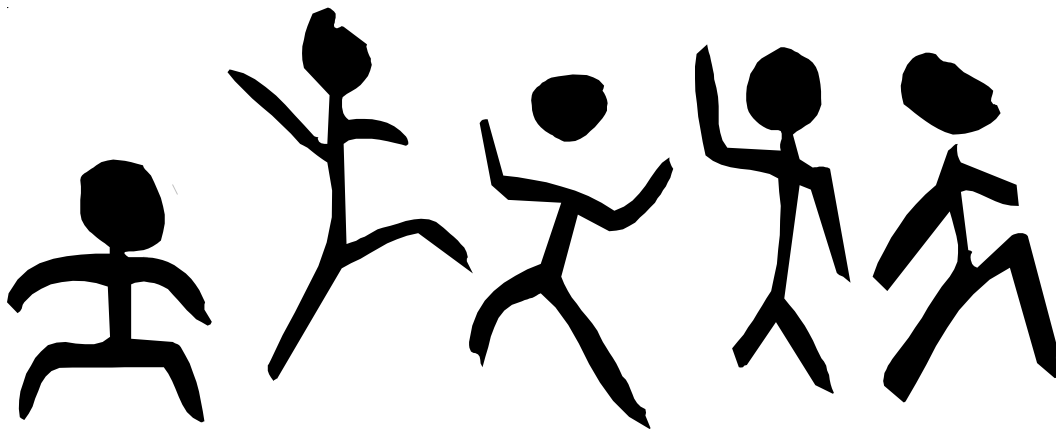
Each YACshop builds on the capacity of young people to network and participate in their own communities. This in turn helps them develop a stronger commitment to the community and improves both peer accountability and intergenerational relationships.

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!

Team Building



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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 ability to successfully work within a team. The workshop will provide participants with ideas about what characteristics are necessary for a successful team and learn how to work with different groups of people, enabling them to use these skills in groups they are currently involved with, or may become involved with in the future.

YACshop participants can be just about any age and have very little or lots of experience. As a large group, participants will have the opportunity to brainstorm and discuss what team building is. For the majority of the workshop however, participants will be in small groups practising team building skills through interactive challenges. (If you think any of the activities are not suitable for your group, feel free to adapt them accordingly, 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.
- On a large piece of coloured poster board, draw a completed puzzle. (Use the entire piece of poster board - keeping the puzzle pieces large enough to create 7 to 10 pieces per puzzle.) Cut the puzzle pieces out and mark on each piece which side is meant to face up. Photocopy a picture of each completed puzzle for each group. [This activity works best with 4 - 5 participants per puzzle. Depending on the number of participants, you may need to make at least two puzzles.]
- 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’.
- Photocopy the *Agenda* onto a transparency.
- 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

- 2 tennis balls or bean bags
- Flip chart + paper + felt pens
- Puzzles cut out from coloured poster board
- Picture of the completed puzzle
- Blind folds (one per group - use scarves, or sleeping masks)
- Bucket (paint pail)
- Toxic waste (small balls, or styrofoam peanuts)
- Cardboard box (large enough to hold ‘toxic waste’ from bucket)
- Large ball of yarn or string
- Overheads: *Agenda*
- Handouts: *Evaluation* form



Facilitating the Workshop

Introduction

2 minutes

Introduce yourself and anyone who is co-facilitating with you. Introduce the workshop by explaining to participants that it is important for everyone, whether at school, in youth groups or at work, to understand how to be a good team player. A great way to develop these team player skills is to learn about the characteristics necessary for a successful team and to explore these through practice in a number of challenging activities. Use the *Agenda* overhead to give participants a brief breakdown of the workshop activities.

Icebreaker

The Name Game

15 minutes

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 (eg. “*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, 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.

Names In A Row 2 minutes

Ask participants to arrange themselves in a line alphabetically by their first names. Tell them they have to communicate without speaking.

What Is Team-Building? 10 minutes

As a large group, discuss the characteristics of a team and the things that are needed in order for a team to succeed. Record the ideas on a flip chart.

- To facilitate the discussion and to generate ideas, ask the participants to think about a group or team that they are involved in (or have previously been involved in) and what it was about that group of people that made them successful or unsuccessful.

Building A Puzzle 15 minutes

Divide the participants into smaller groups of about four or five people each. Ask for a volunteer from each group who is willing to be blindfolded. Give each group a blindfold to tie around the volunteer's head - covering their eyes completely. Give each group a bag of puzzle pieces and a picture of their completed puzzle. Explain that each group must assemble the puzzle as shown in the picture.

- The rules are: the blindfolded person is the only one who can touch the puzzle pieces; the "sighted" people can only help the blindfolded person by verbally telling him or her which piece to pick up and where to place it. (*Nobody can touch the blindfolded person.)

Teamwork

Toxic Waste Activity 10 minutes

Using the 'toxic waste' bucket (see "preparation" section), 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 all of the 'toxic waste' into the box.

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

More About Team Building 8 minutes

Revisit the ideas recorded earlier on the flip chart. Ask participants if they have any other suggestions as to what characteristics are needed for a successful team, based on their experiences from the 'Building a Puzzle' and 'Toxic Waste' activities.

- Also ask participants (in particular the blindfolded participants) how they felt during the activities.

Formation of a Web

10 minutes

Have participants arrange themselves in a circle (include yourself in the circle). Holding the ball of yarn, the first person shares something about what they got out of or will take away from the workshop; what they think is important in team building; or how they felt during any part of the workshop. (If participants are stuck, suggest they use one of the points from the flip chart to help them out.)

- Once the first person has shared their point, they hold onto the loose end of the yarn and throw the ball across the circle to another participant. This person shares their point and throws the ball to another participant. Continue until each participant is holding a piece of the yarn and a web has been formed.

Wrap Up

3 minutes

Wrap up the workshop while everybody is still holding onto the yarn (a great visual example). Explain that within a team every person is connected; and individual actions affect the whole group. Finally, talk about what can be accomplished by a group.

Hand out *Team Building 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 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 to Team Building

Names in a Circle

The Name Game Activity

Names in a Row Activity

What is Team Building?

Building a Puzzle Activity

Toxic Waste Activity

More About Team Building

Formation of a Web Activity

Wrap Up





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!)

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- 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)