

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!

So You Wanna YAC



YACshops

WORKSHOPS BY YOUTH FOR YOUTH

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The McCreary Centre Society

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!

So You Wanna YAC



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legend:



overheads



handouts



materials

About this YACshop

The goal of this (1 hour and 40 minutes) YACshop is to help young people become better volunteers on youth councils or committees. Participants will be introduced to the skills needed to start and run a successful council. They will also be presented with an example of how an existing youth advisory council runs successfully. Though the context of the “So You Wanna YAC” workshop is based on youth advisory councils, the skills covered can also be applied to other situations.

This YACshop is best suited to young people who have had little or no experience with youth advisory councils. Participants will be involved in large group discussions and encouraged to share their ideas throughout the workshop while information is being presented in a casual environment.

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 enough of the *So You Wanna YAC...* booklets for each participant to take at least one at the end of the workshop.
- Review the workshop again thoroughly 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 minutes before the workshop, go to the room where the workshop will be held and arrange seats in a large circle.

materials

- Flip chart + paper + felt pens
- Overhead projector and screen (or a blank wall) to project onto
- Overheads: *Agenda, YAC Roles, Logistics, Group Process* and *Definitions*
- A bag of individually wrapped candies (about 5 pieces per participant)
- Handouts: *YAC Roles, Logistics, Group Process* and *Definitions*
- *So You Wanna YAC...* booklets (copy booklet provided)
- YACshop *Evaluation Forms*



Facilitating the Workshop

Introduction

10 minutes

Welcome the participants. Introduce yourself and anyone who is co-facilitating with you. Explain the following purpose of the workshop to participants:

- to introduce participants to the skills needed to start and run a successful youth advisory council (YAC) or youth committee.

At this time, briefly go through the *Agenda* so that they will know what to expect from the workshop. You can either do this by writing it up on the flip chart before participants arrive, or by making the *Agenda* sheet provided into an overhead.

Tape a large sheet of flip chart paper up on the wall and explain to the participants that throughout the course of the workshop, all of the key components of a YAC will be posted on flip chart paper on the “YAC wall.” By the end of the workshop, participants will have created and tested a “Mock” YAC - a hypothetical model they can take back to their community and use to start a real YAC.

Icebreaker

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.

Purpose for Your Youth Council

5 minutes

Define the term “purpose.”

- The “purpose” of the group is **the reason** that the group has come together. It is the driving force behind the YAC, and should be reflected in all of the projects and initiatives that the YAC becomes involved with.

Once the group understands the term purpose, ask them to come up with some ideas for the purpose of a YAC. After brainstorming is completed (allow about 2 - 3 minutes), ask the group to choose a purpose for their “Mock” YAC. Write the purpose on the YAC wall.

Goals for Your Youth Council

5 minutes

Ask the group what they think goals are. Then provide them with the following definition.

- “Goals” (or objectives) are the things that the group wants **to achieve**. Groups should set long and short-term goals to work on that are realistic based on the skills and abilities (and time available) of the people involved.

Ask the group to discuss the difference between goals and purpose. Then brainstorm some goals for your “Mock” YAC, *based on the purpose already selected*. Separate the goals into short term and long term. Choose two short term goals and one long term goal for the “Mock” YAC, and add those goals to the YAC wall.

Logistics

20 minutes

Define “logistics:”

- The “nitty gritty” things that have to be done to get a YAC started and running smoothly. (For a full definition, use the *Definitions* overhead.)

After defining logistics, ask the participants to describe some logistical tasks. After a minute or so of discussion, go through each item on the *Logistics* overhead (elaborate and give examples when possible).

Meetings

10 minutes

Ask participants what they think will make it easier for young people to attend YAC meetings. The group should identify the following:

- accessibility by bus
- don’t schedule meetings during school hours
- try not to schedule meetings or events during exam periods
- be flexible - find out what works best for the majority

When the group is finished discussing appropriate meeting times and locations, ask them to pick a date, time and location for their first “Mock” YAC meeting. Explain that the point of this activity is to show participants that there are many factors involved in setting a meeting date and time that works.

Roles

10 minutes

The facilitator should lead the group towards identifying the roles that persons on the YAC might take on. This includes the role(s) of adults involved with the YAC. Using the *YAC Roles* overhead, provide participants with some examples of possible roles. Ask the group to identify the roles necessary for their “Mock” YAC to run smoothly and accomplish its goals. Put these roles on the YAC wall.

Immediately after talking about the roles of youth and the roles of adult support people, talk about mutual respect. Ask the participants what they think mutual respect is; write down all the ideas they come up with on the flip chart; and fill in any of the key aspects they may have missed. Then have the group decide on which of the written ideas they like most. Add that definition of mutual respect to the YAC wall.

Group Process

10 minutes

Using the *Group Process* overhead, explain the importance of group process and that it can mean different things depending on the group. Let participants know that for the purposes of this workshop, group process means “how decisions get made.”

Ask participants to discuss the pro’s and con’s of voting and consensus. After a brief discussion, have the group decide on a decision-making process for their “mock” YAC, and write it on the YAC wall.

“Mock” YAC Activity

15 minutes

Time to work through a YAC scenario. Explain that the “Mock” YAC’s task during this hypothetical meeting is to plan out how they will organize themselves (using all of the pieces on the YAC wall) to achieve the goals they have identified.

Once the activity is complete, ask the group to discuss how their YAC worked together. What went well? What could be improved and how? This discussion would be an appropriate time to remind participants that YAC meetings should be both functional and FUN!

Wrap Up

10 minutes

Handout the *So You Wanna YAC 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 *So You Wanna YAC...* booklets and *Definitions*, *YAC Roles*, *Logistics*, and *Group Process* handouts.

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

Purpose for Your Youth Council

Goals for Your Youth Council

Logistics

Meetings

Roles

Group Process

“Mock” YAC Activity

Wrap up



Definitions

Purpose

**Something one intends to do; the intention to act; resolution; determination.*

The “purpose” of the group is **the reason** that the group has come together. It is the driving force behind the YAC, and should be reflected in all of the projects and initiatives that the YAC becomes involved with.

Goals / Objectives

**The object of a group’s ambition or effort; a destination; an aim.*

“Goals” (or objectives) are the things that the group wants **to achieve**. Groups should set long and short-term goals to work on that are realistic based on the skills and abilities (and time available) of the people involved.

Logistics

**The detailed organization and implementation of a plan or operation.*

“Logistics” are the **details** that need attention (things the group should think about). In order for a group to accomplish its goals, the group should know what it needs and what the plan of action will be.

(Mutual) Respect

**Recognizing the worth or value of someone or something and paying the consideration or honour due.*

This is a very important aspect in regards to sustainability of any group. “Mutual respect” means that each member of the group recognizes the diverse needs, issues and ideas of all members of the group and believes **everyone has something valuable to contribute**.

Active listening, honest communication, constructive feedback, and confidentiality are all signs of respect. Mutual respect also involves some level of equality – everyone’s participation should be meaningful (shared decision-making) rather than token involvement.



YAC Roles

Chair

The Chair can delegate these responsibilities to other members of the group (if those members are willing / able to take the tasks on).

- Plans meeting (date, time, place) and informs members.
- Develops and distributes the meeting agenda (with input from group members).
- Facilitates the meeting and acts as “time keeper.”

Co-Chair

The Co-Chair is responsible for assisting the Chair and takes over the Chair’s responsibilities if the Chair is unable to attend the meeting.

Minute Taker / Secretary

- Records all agenda items, important discussion points, decisions made, tasks delegated, deadlines and information about up-coming meetings or events.
- Is responsible for the distribution of the minutes to all of the YAC members.

YAC Members

These roles apply to all YAC members, including the ones who are acting as Chairs, Minute Taker / Secretary, as well as any adult support people.

- To respect and support each other.
- To organize and participate in meetings.
- (More experienced YAC) to mentor less experienced YAC.

Adult Support

The role of adults can vary greatly depending on the support needs of the youth involved on the YAC.

- Finding a place to meet.
- Finding resources (funding, support, etc.).
- Ensuring transportation / child care needs are met.
- Assisting YAC with communication strategies.
- Relaying information about opportunities for the YAC.
 - Can act as a “mediator” if a topic gets heated.
 - Can serve as a “mentor” to individual YAC members.

**Adults are there to support the YAC, it is important that they share their ideas, expertise and experience, but do not make decisions for the YAC.*



Logistics

Funding:

[For activities, supplies, transportation, honorariums, childcare, etc.]

- Car washes, bottle drives, penny drives, newspaper drives
- Raffles (get prizes donated by local businesses or artists)
- Apply for grants (local, provincial, national and international foundations for youth)
- Seek sponsorship (from local businesses, government agencies, and corporations)

Support:

- Friends / Family
- Older / Former Youth
- Community Leaders / Advocates
- Teachers / Coaches
- Health Professionals (doctors, nurses)
- Community Workers (outreach workers, social workers, agency staff, etc.)

Meeting Space(s):

- Someone's house (if parents permit)
- Schools
- Community Centres
- Community Halls (talk to local "service clubs")
- Friendship Centres (if appropriate)
- Churches
- Office Space (donated by local organization or government agency)

Supplies:

- Flip chart + paper + markers
- Paper + pens
- Access to office equipment (phone, fax, photocopier, computer, email/internet, etc.)
- Snacks
- Transportation (rides or bus tickets)

Communication Between Meetings:

[Update contact information at every meeting.]

- Phone (create a "phone tree" system)
- Email (start a YAC "list serve")
- *Snail* Mail (requires regular access to postage)



Group Process

Voting

- Members have an opportunity to state their ideas and feelings through a discussion.
- The group organizes the discussed ideas into categories for voting (group similar ideas together to form one item).
- All members state which idea they like the best.
- The decision is made by a majority vote.

Consensus

- Members have an opportunity to state their ideas and feelings through a discussion.
- All group members discuss and manipulate the point until everyone comes to an agreement.





appendix

Triominoe

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

Card Groups:

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

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

Circle to Square

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

The Candy Game

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

Getting To Know You!

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

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

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

The last questions get progressively more ridiculous such as:

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

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

The Name Game

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

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

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

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

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

Toxic Waste

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

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

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

Transporting Cargo

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

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

The Squeeze Game

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

Centre Of Attention (CIRA) *

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

Additional commands may include:

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

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

“I Have Never...”

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

What Do We Have in Common?

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

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

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

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

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

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

Liar! Liar!

The game starts out simple...

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

This is where things get tricky...

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

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

Autograph Bingo

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

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

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

Activity and handout adapted from:

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