

Credits

There are a number of people who have assisted in the creation of this manual. From your assistance in editing or the use of some of your activities, this guidebook would not have been possible without your support! To you, many thanks!

This guidebook has a purpose. It's mission is to assist in the development of strong young leaders, particularly those in the queer, trans, and two-spirited communities, who are often left out of mainstream leadership opportunities. It is a call to action for young people to be inclusive leaders today as they shape our world for the better tomorrow.

Collaboration between PeerNetBC, Vancouver Coastal Health, and Health Canada's Drug Strategy Community Initiatives Fund.

SPECIAL THANKS TO KYLE SHAUGHNESSY AND IRIS YONG PEARSON

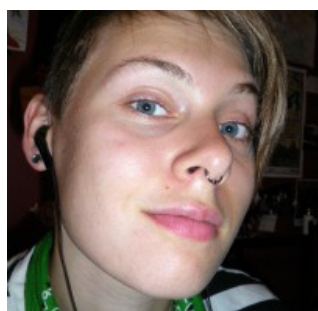
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Thank you to the young people who participated and gave their feedback.

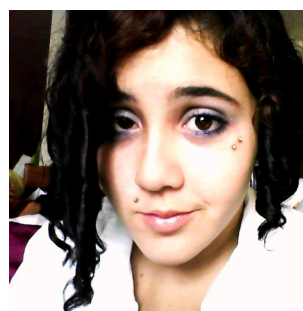
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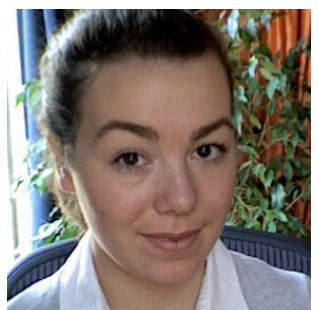
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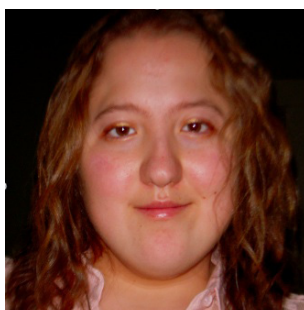
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Things to consider before your training:

- How will you be doing outreach? (advertising, getting youth involved & interested)
- Who will be your audience?
- Host the training sessions in an accessible place, preferably near transit.
- Have bus tickets available at training sessions.
- Your leaders may be coming hungry so consider healthy snacks and drinks (ask for dietary restrictions -better yet, ask them what they like).
- Keep a contact list of participants with email and phone -but ask permission for best method of contact.
- Having parent permission forms for the leadership program may be helpful. If taking pictures of youth, please use model release forms.
- Flip chart the objectives and agenda for each day so participants know what will be covered in the session.



Things to consider before your training:

- After this training, how else can young people stay involved? What other leadership or community involvement opportunities exist for these young people? What supports are available to these young people if they choose to pursue a project in their community? Come prepared to provide more information.
- Be sure to include details in advertisements about things such as physical accessibility of the workshop space, transportation options, food & bus ticket availability etc.
- This manual uses a combination of terms when referring to our diverse communities (“queer, trans & two spirit”, “LGBT2QA”, etc.). Please feel free to replace our language with terms that more inclusively and comfortably reflect the youth you’re working with.
- An easy way to ensure your workshops are as inclusive as possible is to regularly ask yourself – “who am I excluding here?” and do what needs to be done to either include these folks or at the very least acknowledge the gap in inclusivity.
- One way to ensure that participants of all genders feel included in the space is to do a round of “name and preferred pronoun” as part of your check-in. This creates the opportunity for folks of all genders to self-identify and it also brings awareness to the group that people of all genders are welcome and included in the space. (Pronouns = “he”, “she”, “ze”, “they” etc.)

SESSION #1 Building a Solid Foundation

Objective of the day: To learn more about the training program and create a safe space to get to know each other.

Intro: (10min):

Welcome and introduce yourself and participants to each other as they enter the space. As you start the session, introduce yourself, where you work, why you are doing this training and a brief history of yourself.

Inform participants of the objective of this training sessions (flip chart the goals and objectives): The goal for this leadership training program is to assist people gaining inclusive leadership skills through experiential education and to be strong advocates for their peers. Inform participants of today's objective: to learn more about the training program and create a safe space to get to know each other.

Name Game: (15min):

Objective:

To learn each other's names

Materials:

Reusable name tags

Instructions:

Participants stand in a circle. They must think of a word that describes them but it must start with the same letter as their first name. They must also do an action that's associated with their word (i.e. "Hi, I'm Jolly Joon" -with Joon beaming a big smile).

To increase the difficulty in this game, before the participant say their name, they must introduce the person who went before them, including their descriptive word and their action. Ask for a volunteer to go first. When everyone is finished, person who went first must repeat everyone's names, descriptive word and action. Hand out name tags to participants.

Debrief:

Why is it important to do name games?
How does a game like this lend itself to creating safe spaces?

Check-in: (15min):

Objective:

To ground participants and get a sense of where they are at.

Materials:

Flip chart or board with markers

Instructions:

- Tell participants that they will be answering 4 questions today as part of their check in. Write these four questions on flip chart or board:
 1. How are you doing today?
 2. What got you interested in this training.
 3. What is one word that best describes you? (a different word from our name-game)
 4. What pronoun would you like to be referred by?
- Thank everyone after the round.

Guidelines: (15min):

Objective:

To create a set of guidelines that will help us effectively work together as a team.

Materials:

- colourful post-it notes for everyone (enough for 3 sheets per person)
- pens
- flip chart paper
-

Instructions:

Many participants may be familiar with some of the elements it takes to create a safe and friendly environment. On the post-it notes, ask participants to write down at least 3 things about the kind of space they would like to create for the duration of the training.

Give participants 3-4 minutes to write down one thing on each of the post-it notes. One by one, the participants are to come to the flip chart and say what's written on it as they post it on the flip chart. They can group similar or repeated post-its next to each other.



When everyone is done, ask if anyone needs any clarification on them. Let participants know that these are going to form the guidelines on how we work together as a team.

Debrief:

Would anyone like to add anything else to the list. (Make sure that these two guidelines make their way on the flip chart: confidentiality and the right to pass).

Are there things on the list you don't agree with or need clarification on? If so, which one? Would the writer like to clarify what they meant by that post it? For the person challenging that guideline, what would they like to see?

Let's take a moment to talk about words that we may use which are offensive: "lame", "retarded", "hobo", "hooker", "bitch", "gyped", "that's so gay", etc). Are there alternative, more respectful words we can use instead?

Do we all agree to this list? Anyone in disagreement?

Each participant is to come to the flip chart and sign their 'contract' on how they work together.

Who monitors that we are following the guidelines we have created? EVERYONE!

4 Types of Peer Support- Educational, Concrete, Referral, Emotional (45min):

Objective:

To creatively explore 4 types of support we offer to people around us.

Materials:

4 Types of Support (laminated cards)

Enough space to allow four groups to have discreet discussions.

Instructions:

Part 1 (20min)

This next activity will look at how we can support one another when it's needed as well as after this training. Divide group into four random groups by going around the circle, asking youth to repeat the words: Amazing, Bodacious, Colorful or Divine (ABCD – write on flip chart). All the Amazing people are one group, Bodacious people are another group, Colorful people in another group and Divine people are another group.

Give each group a type of peer support to explore together, making sure other groups don't see what they've got. In their groups, they are to go in a round

to discuss a time when they offered or received this kind of support when coming out or when supporting someone coming out- you may need to move the groups a bit further apart so that they cannot hear each other. If they've never helped someone come out, then they can share any other moment where they used this type of support.

Part 2 (10min):

When everyone has shared in their groups, ask them to come up with a fictitious scenario or skit that addresses their type of support. You can encourage participants to have fun, exaggerate and use humour. The objective of their skit is to allow participants to guess what kind of support is being offered without telling the audience. Let the groups know they have 15minutes to come up with a scenario and to practice it.

Debrief (15min):

After each group presents their scenario, ask the audience what they observed. Ask if anyone can guess what type of support was presented. Ask the group that acted the scenario what they were attempting to show and to read out their type of support.

When all 4 groups have presented, ask: Why would it be important for us as leaders to know about these kinds of support? Document these reasons on a flip chart.

There are limitations to the support we offer. What are some issues or situations you may not have the necessary skills in addressing with your peers, where you may need outside help? (If a person is going to harm themselves or others, addiction issues, medical concerns, mental health concerns, navigating the judicial system, etc). Stress the importance of supporting the person by going with them to these referral services. Address the importance of referrals and offer information about local crisis services in the area.

Facilitator's Note:

It may be handy to have some of this info readily available throughout the training (e.g. crisis line pamphlets, youth group brochures, support worker business cards etc.)

What Makes a Good Team (10min):

Objective:

To understand the elements of good teams and to create work toward creating one here.

Materials:

flip chart and markers

Instructions:

Tell participants that we are going to carry on with the discussion of leadership, but that we are going to look at it through the lens of a team. Ask participants to think of good teams they have belong to. Brainstorm "what makes a good team". Write ideas on the flip chart and ask participants if they would like to include any of these in the guidelines.

Closing (5min):

As a closing activity, ask participants to identify one thing from the list of characteristics that make good teams that they hope to carry for the duration of the training together. When the round is finished, thank participants and inform them of the next session and the objective. Ask participants to leave their name tags so the facilitator can remember to bring them to the next session.

SESSION #2 Working Well Together

Objective: To strengthen the team by understanding how groups work.

Intro (10min):

Objective:

To understand the theory of how groups work.

Name Drop (15min):

Objective:

To remember each others names at the drop of a sheet.

Materials:

A non-seethrough drop cloth/bed sheet. 2 volunteers

Instructions:

Divide the group into 2 equal teams - one team made up of those who arrived first, the other team that arrived later. In their teams, participants are to re-introduce their names. The 2 volunteers hold the sheet so that the two sides cannot see each other. Everyone in their group stands back, but selects one person from each team to stand near the sheet facing each other. The two volunteers drop the sheet to reveal the two people facing each other. The two facing each other have to quickly say the other person's name. The person who says their opponents name the first takes that person to join their team. To make it a bit easier, you may want to do a quick round of participants names and their descriptive word from the last session as a reminder. Play the game until everyone is on one side (be also mindful of time).

Debrief:

Ask a participant to lead the group in an ice-breaker game next week – takes max 20 minutes and involves everyone and their abilities - can do research online to find icebreakers or provide participants with the list at the end of this manual.

Check-in (15min):

Instructions:

Find something in the room that represents how you are doing today. Don't have to pick it up, you can point to the object or item.

My Community (40min):

Objective:

To learn about Tuckman's stages of group development by exploring the environment.

Materials:

- flip chart and marker
- whatever else the group finds
- Bruce Tuckman's Model "The Stages of Group Development"

Instructions:

Part 1 (20min):

Ask participants to find a partner. Clump the partners into 4 teams. In their teams, participants are to sit in a circle to think of the community they belong to? (The term community is open for interpretation, it can mean where you live, where you come from, where you hang out, cultural, etc). Share your community with the group and what you like about your community. When everyone has had a turn, participants are to come up with a team name based on what they've heard and shared.

Part 2 (15min)

Once the teams have a name, let the participants know that for this part they will be out exploring their community/environment as a team. It is not a break, but an opportunity for the groups to learn outside of the classroom setting. As a group, they will go out for 15minutes and find one thing, as a collective, that represents their community (do not kill anything or pick up anything unsanitary).

Give a sharp deadline of when participants need to be back in the space in order to begin the discussion on time. Remind participants that they have to agree to one thing that represents their diverse communities.

Part 3 (20min):

Before the groups present their object, let participants know that they just participated in a short version of group development. Hand out copies of Bruce Tuckman's model "Five Stages of Group Development" (Forming, Storming, Norming, Performing, Adjourning).

Forming:

Ask one of the youth to read the definition of 'forming' out loud.

Debrief: How did you choose your groups? By finding a partner. How did you choose who would be your partner? How might your actions have made others feel unwelcome?

When we sit next to someone we know or choose a partner we know, we make other people who don't know everyone in the group feel like they are alone. It might be comfortable and easier to be with someone we know, but as leaders, it is up to us to take the first steps in challenging ourselves to not do something that's always comfortable. Sometimes at this very stage, people leave a group if they don't feel welcomed. Next time, encourage participants to sit next to someone they don't know very well and start up a conversation. What feelings associated when we first come to a group? Scared, curious, nervous, etc.

Example: In forming relationships with someone we like, we go through similar emotions, the butterflies in our tummy, heightened sense of awareness, nervous, etc.

Storming:

Ask one of the youth to read the definition of 'storming' out loud.

Debrief: Did you all belong to the same community? What might difference cause in a group? Did any group come across any disagreements? It is natural for every group to go through conflicts or disagreements. This stage is all about exploring things we value, sometimes our values work well with the group and sometimes they don't work so well. At this stage we are testing each other to find our values. How might participants feel at this stage? Angry, upset, uncomfortable, etc.

Example: In relationships, this stage is just past the honeymoon stage. Now we know what our partner values, or doesn't and this can cause friction in the relationship. We start pushing each others' buttons to find what sets them off, sometimes on purpose and sometimes not, but we are learning about what's important to each other.

Norming:

Ask one of the youth to read the definition of 'norming' out loud.

Debrief: Did you all agree to the name of your team? Norming is a stage where we can find a common goal despite our differences. We have found a way to work together. How might participants feel at this stage? Calm, sense of relief, curious.

Example: After a conflict, we know how our partner reacts and deals with conflict. At this stage we either

try to avoid those discussions and try other ways to create a norm on how we deal with issues.

Performing:

Ask one of the youth to read the definition of 'performing' out loud.

Debrief: This stage is doing or getting on with the reason why we came together, to accomplish our task. The groups performed by going out together and finding something and presenting it (which will happen next). How might participants feel at this stage? Feeling good, achieving the goals, etc.

Example: In our healthy relationships, we aren't ruled by fears of conflict, but we keep going and exploring the world around us safely, learning even more about our partner and how we interact with the world.

Adjourning:

Ask one of the youth to read the definition of 'adjourning' out loud.

Debrief: When a task is completed, there is a sense of relief. This stage acknowledges that all things come to an end, but that there are processes we take to end in a good way. Sometimes we celebrate with a party, or have some sort of formal ending.

Why is this stage important? How might people be feeling at this stage? Sad, happy, excited, etc.

Example: All relationships come to an end. Sometimes they end after a lifetime, or cut short due to moving, jobs, or emotional, physical, verbal, and spiritual toll.

Part 4 (20min):

Before each group shares what item they decided collectively to represent their community, ask each participant in the group to share the community they belong to.

Remind participants that the stages of group development can happen at any time and can go back and forth, so it's always important to be a good team player at every stage.

Closing (10min):

What do you gain when you are involved in your community?

The Five Stages of Group Development

(adapted from PeerNetBC's "Peer Support Tip Sheet: Tuckman's Stages of Group Development")

In 1965 psychologist Bruce Tuckman first published his theory of the stages of group development – Forming, Storming, Norming, Performing and Adjourning. Understanding these steps helps teams and facilitators manage group dynamics more effectively. Groups may successfully navigate the first three or four stages yet regress when new participants or facilitators arrive or when someone leaves.

Forming

New groups or teams often bring together many people who don't know anyone else in the group. Participants need to learn about each other's motivations and skills and learn to work as a team. Icebreakers and getting-to-know-you activities allow participants to be sure that they have similar hopes and goals.

Storming

Team members move out of polite "forming" behaviour, expressing divergent ideas or challenging others' ideas. Some groups move quickly through this stage; other may disintegrate if they can't stop 'storming'. Facilitators try to keep the group safe for everyone and mediate some issues while allowing the freedom to explore contentious topics and grow as a group.

Norming

Team members start to think of others' needs and develop an effective ways of working together. Their motivation increases and they begin to trust each other as the group and its goals become more familiar. Facilitators' work revolves around keeping groups on track.

Performing

A 'Performing' team is highly focused and efficient. Decision-making processes work smoothly with minimal conflict and participants do not take things personally when ideas are challenged. People understand everyone's roles and accept responsibility.

Adjourning

Adjourning ties up loose ends and allows groups to celebrate their successes while recognizing their losses. Both negative and positive behaviours may emerge as the end date approaches. A new focus for an established group may rekindle the group development process all over again.

SESSION #3 Leadership Part One

Objective: To broaden our understanding of leadership and to start exploring the concept of inclusivity.

Intro (10 min):

Survey participants by either raising their hands or standing up: who has been involved in sports? Who has been involved with a club? Who has been involved in organizing a family event? Who has ever cheered on a friend? Why are we here – is learning leadership not practicing leadership?

Leadership Brainstorm (anyone can be a “leader” on this “ship”) (10 min):

Objective:

Create shared understanding and definition of “leader” and “leadership”

Materials:

whiteboard/flipchart, WB/FC markers, definitions of leadership

Instructions:

1. Ask participants to brainstorm definitions of the word “leader”
2. Ask participants to brainstorm characteristics, qualities of a “leader”
3. Ask participants to brainstorm definitions of the word “leadership”

Debrief:

Summarize definitions of the terms including concepts participants have contributed.

Definition of Leadership

from Student Leader’s Handbook by Canadian Intramural Recreation Association (C.I.R.A 1985)

“leadership” is defined as:

... Intentional positive behaviour on the lives and behaviours of others”, and “Getting the tasks done and working well together.

• Student Leadership Resource Manual, Bill Edgecombe

“Leadership happens when anyone in the group does or says something that moves the whole group further toward any of these goals:

- The accomplishment of a task.
- The resolution of internal group problems.
- The ability of the members to work effectively as a group



The Dot Exercise (30 min):

For more information about the Dot Exercise contact Lee-Anne Ragan of Rock Paper Scissors Inc.

Objective:

Icebreaker

Materials:

coloured dot-label stickers (small dots)

Instructions:

1. Ask participants to close their eyes and keep them closed until you ask them to open.
2. Let participants know that you will be placing a sticker on their cheek (if they are uncomfortable with you doing so ask them to put out their hand so you can place the sticker in their hand and help guide their hand to their face) An alternative in case people are afraid of allergic reactions to the glue place the sticker on the back of their clothing below their neck.
3. When you have finished applying the stickers, ask participants to open their eyes.
4. Let participants know that they can no longer speak – which includes asking the facilitators questions.
5. Ask participants to sort themselves out. (This takes between 5-10 minutes based on size of group)

Debrief:

When the group looks like they have finished sorting, ask the group how they decided to sort. Groups will generally sort by colour, ask them, “How come? How else could people have sorted themselves out?”

Ask participants how they knew what group they fit into?

Some will say someone physically pulled/put them into a group, some will say they did the pulling/putting, some will say they stood there to figure out what to do, some will say they figured out what colour sticker they had before putting themselves in a group. Explain how these motivators reflect leadership qualities such as these:

- Leaders direct (physically - hopefully respectfully, verbally, non-verbally)
- Leaders don't always direct, sometimes they follow or share leadership
- Leaders know what to do
- Leaders don't always have all the answers or all of the information – sometimes they don't know what to do (but they can find the information)
- Anyone can be a leader, all of the participants have leadership qualities and when in a group you get an opportunity to share your strengths and or grow your skills.

Somehow all of the participants got to a place where they sorted themselves out; there was a lack of information and communication given but evidence of team leadership. Did any of the participants not want to be in the group they found themselves in? Which group would they have preferred to be in?

If the group sorted themselves out by colour, you can make a comparison to how we automatically assume to categorize things and people by colour, that as children we learn to categorize things by colours and shapes and as we grow older we can accept tools to question our own assumptions. Yes, leaders are also critical thinkers!

Encourage participants to think outside colours and shapes, ethnicities and genders, or ages and abilities.

Take Me to Your Leader (40 min):

Objective:

To identify leadership qualities and transition participants to look at their own qualities as well as examine qualities and skills they might like to grow.

Materials: Gingerbread outlines on flipchart paper, FC markers

Instructions:

- Break participants into small groups.
- Each group receives a flipchart paper with the outline of a gingerbread figure.
- Each group receives markers.
- Tell participants that aliens have come to visit earth and have asked to be introduced to their leader. The group is to draw/write about their leader – physical appearance, clothing, occupation, personality - leadership qualities, name (give them about 10 minutes). Refer back to the brainstormed qualities of a leader.
- Closer to the end of the group work write the following headings on a chart on the board/ flipchart to record the presentations of these leaders
 1. NAME
 2. OCCUPATION
 3. AGE
 4. GENDER
 5. LEADER QUALITIES
- While each group presents/introduces their leader write the characteristics under the appropriate headings, you may want to separate groups with horizontal lines but leave leader qualities open as the majority of your recordings will be under this heading (it can help you avoid having to duplicate qualities)

- Summarize factoring commonalities and debrief.
- Engage participants in brainstorming real-life examples of leaders, who do they look up to and why? What leadership qualities do they share with their leaders?

Debrief:

- Predominantly male/female?
- Anglo-names?
- Middle-age? Anyone know any youth/young leaders? - examples?
- What about missing identity headings – sexual orientation, ethnicity, religion, ability?

Self-inventory Leadership (worksheet) (20 min):

Participants fill out self-inventory. Do a round by asking participants to share one thing they are looking to further develop their skills in. Participants have the right to pass if they don't feel comfortable.

Closing (10 min):

Ask participants to share what it means to be a leader

Group #	Name	Occupation	Age	Gender	Leader Qualities
1	Vic	Dog Walker	34	Trans	Compassionate Good with finances
2	Marta	Doctor	25	Woman	Speaks 4 languages Well organized

Self-inventory Leadership Worksheet

A). If I had to choose, I would say I am:

- a. More task oriented (I focus on the task at hand)
- b. More relationship oriented (I focus on relationships and how people are getting along)

B). My top three leadership skills are:

- 1. _____
- 2. _____
- 3. _____

C). Three things I'd like to develop more:

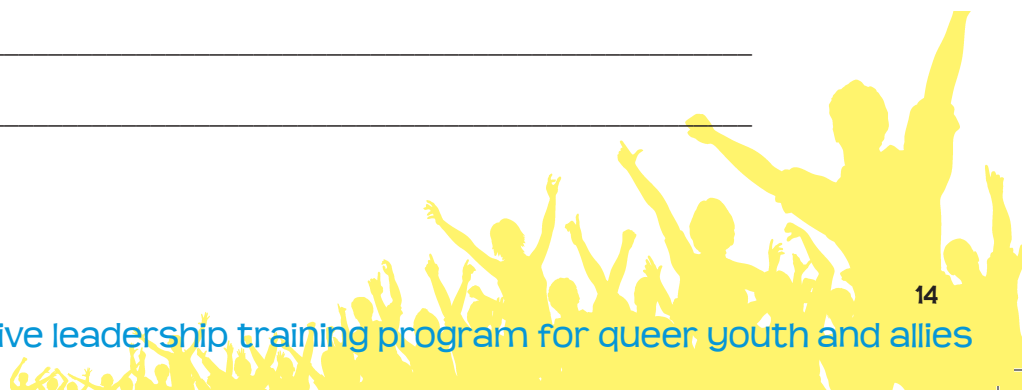
- 1. _____
- 2. _____
- 3. _____

D). My leadership goals are:

- 1. _____
- 2. _____
- 3. _____

E). In order to accomplish these goals, I will:

- 1. _____
- 2. _____
- 3. _____



SESSION #4 Leadership Part Two

Objective: To take a personal look at our leadership potential.

Leadership Check-in (15 min):

Instructions:

1. Ask participants to reflect on the learning from the previous session.
2. What leader do you admire?

Who Am I? (20min):

Objectives:

Offer participants an opportunity to do some public speaking in a fun activity.

Materials:

Blank paper, tape, markers

Instructions:

- Either come up with names of famous or commonly known characters/people, or have the participants each come up with one. (You can mix it up by throwing in commonly known items or places)
- Randomly tape a name, item or place to the back of each participant.
- Each participant will have an opportunity to guess who/what/where they are in 5 questions (if you wish decide with your group how many questions).
- Each participant will stand up in front of the group; the group will help answer the questions. The person standing in front can make a guess after every question.

Debrief:

Ask participants what they thought of the activity.

At the Newsstand (30 min):

Objective:

Help participants consider their potential for being leaders. Some of the covers might be funny, others more serious.

Materials:

Coloured paper, markers (or coloured pencils, crayons)

Instructions:

- Hand out paper so that each person has a sheet in front of them
- Ask participants to focus on their piece of paper while you describe a scenario.
- It's years from now and you're looking at a magazine on the newsstand. The cover shows a successful leader in the world. The person on the cover is you.
- Explain that each person is to design their magazine/newspaper cover during the next 5 to 10 minutes.
- Examples: "Jesse Discovers a Vaccine for HIV!" on Scientific Canada, "Sam Opens An International Queer Moving Company!" on Butch Please!
- Tell participants to include their names in the cover headline and emphasize they do not have to be splendid artists to make their point. To get them started, ask:
- Imagine why you are on the cover.
- What magazine/newspaper is it?
- What's the headline?
- What have you done to deserve recognition?
- What makes you the leader everyone is admiring?
- What do people see in you?
- Think of what matters to you: big or small.
- Imagine what you really care about or would like to positively affect.
- When everyone is finished, ask for volunteers to stand up, introduce themselves, and show their covers. Invite youth to explain their covers and the leadership characteristics highlighted. At a minimum, provide an opportunity for everyone to introduce themselves even if they don't share a lot about their cover.

Debrief:

- Discuss the various ways different people view what makes a leader. Ask:
- How did it feel to think about yourself in the future and on a magazine?
- What makes it difficult or easy to think of yourself as a leader?
- When you see a magazine cover with a well-known person, what distinguishes the person

- as a respected leader versus a celebrity?
- Do you think being on a magazine cover means the person is a leader? Why or why not?
- Why do you think many people believe a person has to do something monumental to be considered a leader?

*Adapted from Building Everyday Leadership in All Teens: Promoting Attitudes and Actions for Respect and Success by Mariam G. MacGregor

What Would You Do? (35 min):

Objective:

Move participants from apathy to their potential in taking action.

Materials:

Leadership Scenarios

Instructions:

- Separate the participants into small groups
- Handout template scenarios or make up scenarios that would be more appropriate for your group
- Each group is to brainstorm ideas for 10 minutes on responding to their scenario given (action planning) - as individuals and as a group.
- What would/can you do personally (on your own)?
- What would/can you do as a group?

Scenario 1:

You walk to your community centre and notice that there is a clear division amongst the young people. The young people who have various forms of disability are often not included in discussions or are not included in hanging out after the youth group is over. To top it off, your community centre is not wheelchair accessible. What do you do about it?

Scenario 2:

Violence erupts at a queer dance party that your local community group puts on every couple of months. The dance has been a fixture in your community's identity for the last 3 years. Due to the violence, organizers are thinking about and have been pressured to cancel future dances. The conflict was caused by a group of youth making remarks to South Asian youth telling them that their community is responsible for all the gay bashing. What do you do about it?

Scenario 3:

You go for a job interview and your potential employer asks you inappropriate questions not related to the job. (E.g. your age; your gender; where you're born; or if you have a disability). The potential employer then starts hitting on you. What do you do about it?

Scenario 4:

A new youth comes to your group. After a couple of meetings some of the young people start talking behind their back, making jokes about the clothes they are wearing and how unstylish they are for wearing hand-me-downs. What do you do?

Scenario 5:

You are hanging out with a group of friends talking about relationships when one of them explicitly states that they only date people from a particular race because it is their preference. What do you do?

Scenario 6:

A male friend of yours has started dating women when in the past, they had only dated men. One of your gay friends is shocked by this and tells you that he is disgusted by this, that women are gross and feels that he doesn't want to hang out with him anymore. What do you do?

Scenario 7

You and your friends are hanging out at the local youth group when you two hear a 14 year old trans youth talk about being kicked out of their home and having a hard time in school. Your friend turns to you and whispers "well if they didn't dress the way they do, then maybe things would be ok. It gets better after high school, they should have waited. Now they are going to be on the streets, making their life even worse than what it is." What do you do?

Debrief:

- Some of the scenarios may be quite personal to some participants be mindful of this possibility
- Have each group present their brainstormed ideas
- Summarize, pointing out any observations, patterns
- Ask if the participants have any comments about any of the presentations



Closing Community Web (20 min):

Objectives:

Materials: ball of yarn

Instructions:

Ask participants to form a circle

One person starts (can be you) holding the loose end of the ball of yarn

Ask each participant to share either a leadership quality they possess or one they want to develop or both!

When the person with the ball of yarn has shared, it's their job to say the name of the next person to share (preferably not beside them) and toss them the ball of yarn while continuing to hold the loose end

A web-like formation will occur, ask participants to hold onto their end taut but not too tight, once everyone has had a turn debrief.

Debrief:

- The web formation can be an analogy for how we are all connected, and our individual formations will be larger or smaller depending on which community we're focusing on/working with. We belong to

so many (e.g. school, city, province, family, friends, clubs etc.).

- When we start to work together all of our leadership qualities are at play, someone may take on a little bit more – (ask a participant to tug on their part of the string – which members of the group can feel that?).
- Tension can occur if someone is taking on too much of the work, also other members can feel excluded (those who may not feel the tension of the yarn).
- When one of us is not doing any work (ask one participant to take a step into the circle making it slightly slack) the web is no longer fully supportive and “we could lose our prey” – maybe the project we're all working on is not very successful.
- We are all leaders with leadership skills, but we also have roles to play in order to keep this web supportive.
- Thank participants for sharing their strengths, and things they want to work on. Leave by expressing the hope that they will find ways to continue to support each other and share what they individually need.

SESSION #5 Assertive Boundary Setting

To identify elements of healthy relationships and to practice assertive messaging

Facilitator's Note:

Some of the exercises in this workshop could bring up uncomfortable memories (triggers) for some youth about past/present relationships. It is important that you have a supportive adult in the room who can be identified as a contact person (break-out counselor) in case anyone needs to check-in or talk.

Be sure to identify the break-out counselor at the beginning of the workshop and/or allow them to introduce themselves casually, so youth know this resource is available. It is also helpful to have print resources available on this topic, so people can take some if they like.

It is also important that you as the facilitator are aware of your own triggers & boundaries so that you are able to do what you need to do for yourself (self-care) to stay grounded during, before and after the workshop. When you do the work upfront to keep yourself grounded, you create safety for your workshop participants.

Intro Game (15 min):

Have participants stand in an orderly line, one behind the other. The second person then has to persuade the person in front to leave the front of the line so they move up. When the person in the front moves, they join the end of the line. The game is over when the person who started at the back reaches the front. Encourage participants to use different styles and techniques.

Debrief:

What styles did participants use? Who used passive? Passive-aggressive? Aggressive? Assertive?

Relationship Brainstorm (10 min):

Objective:

Create shared understanding and definition of "relationship" – that there are different kinds of relationships (including intimate, friendship, parent-child, adult-youth, youth-community, community-community, peer-peer, co-worker)

Materials:

whiteboard/flipchart, WB/FC markers, definitions

Instructions:

Ask participants to brainstorm definitions of the word "relationship".

Ask participants to brainstorm the various relationships that exist in their own lives

Debrief:

Summarize when talking about relationships we are talking about all of the relationships we have in our lives. We want all of the relationships we have to be "healthy."

Facilitator's Note:

For many folks in LGBT2QA communities, we have received messages from the media, our families and other communities that our relationships are "unhealthy" just because of who we are and/or who our relationships are with. Take a minute to remind youth that "healthy" and "unhealthy" relationship dynamics occur across all genders, sexualities & identities. Caring and respectful relationships within the LGBT2QA community are not only possible- they are what keep us strong and vibrant.

Healthy vs. Unhealthy Relationships Part 1 (25 min):

Objective:

Clarify and create shared understanding of healthy relationships, introduce boundary setting and power dynamics.

Materials:

whiteboard/flipchart, WB/FC markers

Instructions:

Write the following headings on the board, like the chart below: Healthy, Unhealthy, Boundary Setting/Response

Hand out Healthy/Unhealthy Relationship Scenario cards to all the youth (hand out 2 each to smaller groups). Ask youth to read out the scenario on their card(s) to the group one at a time, asking them to tell you which column their scenario would fall under and why

Healthy	Unhealthy	Boundary Setting/ Response
	I feel pressured by the queer community into having sex.	
Shared decision making – i.e. what movie to see	Uneven decision making. – someone else ALWAYS makes the decision	
	My parent/guardian always puts me down in front of others.	
My bff is respectful of the time I need to work, be by myself or do homework or other things		
	My partner is always jealous or suspicious of me for no good reason.	
My friends respect my choice to abstain or limit my drug/alcohol use		

Space Invaders (20 min):

Objective:

To develop an understanding of personal boundaries and recognize that others have separate boundary and personal space needs from their own. Debriefing will extend this discussion to identify that as relationships grow, boundaries can change yet it is still important to check in with one another about boundaries.

Materials:

Enough space so half the participants can stand side by side, and the other half in the same formation facing the first half.

Instructions:

- Pair up students and have members of each pair line up against opposite walls (may need to go outside/hallway).
- Let one row of students know that they will walk towards their partner (facing) in a moment.
- Let the other row know that they will tell their partner to stop walking when they reach their threshold for personal space.
- Repeat with other partner walking.
- Repeat the whole process, but with partners running towards each other.

Debrief:

- By a show of hands do you think you need more space than most people? Less space?
- Who's space got invaded? How did you react?
- What factors decide our needs for personal space?
- How are personal spaces re-defined in the queer community (for better or worse)?
- How does homophobia/transphobia affect your space when dealing with these issues?

As relationships develop personal boundaries can change but sometimes this might happen faster for some than others (ex. intimacy) so it is always good to have open and honest communication in your relationships.

3 Styles of Communication (15 min):

*Handout credit/Contribution by: Brian Aasebo, B.A., Parkgate Community Services Society

Objective:

Identify the different styles of communication and how we use them.

Materials:

3 Styles of Communication Handout

Instructions:

- Hand out **Styles of Communication sheet, see next page**
- Read through with participants and ask participants to share their own examples of when they've seen or used each of the communication styles.

PLEASE SEE HANDOUT ON NEXT PAGE

Healthy vs. Unhealthy Relationships (Part 2, 20 min):

Objective:

To practice assertive communication and boundary setting.

Materials:

Healthy vs. Unhealthy Relationships (Part 1), FC/WB markers

Instructions:

Refer back to the work already done from Healthy vs. Unhealthy Relationship (Part 1)

Ask participants to help you come up with assertive responses and or boundaries to maintain or make the relationship scenario healthier

My Healthy Relationship IQ worksheet (5 min) :

Objective:

Provide a tool for participants to reflect on their own relationship(s).

Materials:

My Healthy Relationship IQ worksheet

Instructions:

Hand out My Healthy Relationship IQ worksheet. If there is enough time (5-10 mins) for youth to fill it out during the workshop- great! If not, then encourage them to take 10 mins in the next few days to fill it out on their own.

Closing (10 min):

When you need to be assertive, what personal boundaries do you have to overcome to say what you need?

3 Styles of Communication

PASSIVE (Unhealthy)

Acting PASSIVELY means you:

- DON'T express your thoughts or feelings
- let others make decisions for you
- ignore your own rights & let others push you around

Example: Whenever you pass by a particular group of students they always call you names or make comments behind your back. You try to avoid them, but that doesn't really help. You end up saying nothing because you want to avoid an argument.

Consequences of acting Passively:

- give up what's important to you
- often develop low self-esteem
- others learn to control your life
- others learn to use you, take advantage of you, and walk all over you
- can become angry, depressed, and/or resentful
- may end up participating in things you don't want to (ex. drugs, crime, sex)

AGGRESSIVE (Unhealthy)

Acting AGGRESSIVELY means you:

- express your thoughts & feelings inappropriately or harmfully (ex. screaming, swearing, name-calling, throwing or breaking things)
- make decisions for others by humiliating and intimidating ("or else....")
- violate others' rights to ensure you get what you want/need ("I make the decisions!")

Ex: You hear someone making a gay joke, you approach them and start yelling at them and telling them they are the most disgusting thing on the face of the earth and hope they rot in hell.

Consequences of acting Aggressively:

- become angry & resentful to others
- develop unstable relationships
- get into fights & arguments
- people learn to fear & avoid you
- don't learn how to properly communicate = relationship difficulties

ASSERTIVE (HEALTHY!)

Being Assertive means you:

- communicate your thoughts & feelings honestly & maturely
- get your point across without intimidating or threatening others
- sit/stand up straight; make eye contact; speak firmly & confidently

KEY COMPONENTS OF ASSERTION

- 1) **"I" statements** – make your concerns known in a non-threatening, respectful way (Note: you don't always have to use "I"):
- "I am really surprised by what you just about First Nations people"
 - "That was a stereotype about First Nations people and I am offended by that"

"You" statements – make it about the other person:

- "You are an ignorant, racist jerk, what's your problem?"

Statements like these are attacking and doesn't leave room for constructive dialogue.

2) Expresses my needs

- "I think everyone deserves to be treated with respect and understanding so please don't say those things because it upsets me."

3) Describes my triggers by giving specific examples

- "I get angry when people make general assumptions about others."



4) Sets limits

- "I have heard this from you before and if you really respected me you wouldn't say it around me anymore because it hurts me to hear people being put down for who they are. We can talk more about this issue respectfully."

5) Motivation (offers something positive to encourage them to stop)

- "I've learned a lot about first nations people by talking to them, and tomorrow I am hanging out with Sam who is First Nations. Maybe you want to hang out with us too."

6) Short assertion

- "Not sure if you noticed but that's a stereotype."

7) Long assertion

- "I get angry when people make general assumptions about First Nations people. (I message / trigger). I think everyone deserves to be treated respectfully. (expresses my needs). Please don't say those things around me because it hurts me to hear people putting down others for who they are. I've learned a lot about First Nations people by being around them and talking to them so if you want to come hang out with Sam and I tomorrow, that would be great. (sets limits & motivation)."

Healthy	Unhealthy	Boundary Setting/ Response
	I feel pressured by the queer community into having sex.	I may feel the pressure but I get to make the decision.
Shared decision making – i.e. what movie to see	Uneven decision making. – someone ALWAYS makes the decision	Whenever my friends and I go out we discuss what we want to do, why and how in hopes to all take part in the decision making.
	My parent/guardian always puts me down in front of others.	It upsets me when I feel put down. – If you continue to put me down in front of other people I will refuse to go to family functions.
My bff is respectful of the time I need to work, be by myself or do homework or other things		I tell my friend what I need.
	My partner is always jealous or suspicious of me for no good reason.	Trust is an important factor in a relationship to me.
My friends respect my choice to abstain or limit my drug/ alcohol use		



My Healthy Relationship IQ:

Check each statement THAT FITS with your current (or past) romantic relationship or friendship and then tally your score:

- ☐ We both decide how we're going to spend our time together; no one is "in charge"
- ☐ We find time for our own activities, apart from one another
- ☐ They are there for me in the good and the bad times
- ☐ It is okay for us to disagree because we talk about our differences and look for "win-win" situations
- ☐ We're comfortable being apart & spending time with others
- ☐ We aren't afraid to tell each other how we feel about things
- ☐ We don't worry if the other person gets angry
- ☐ We respect each other's limits and don't use "guilt trips" or "ultimatums" if one of us sets a boundary
- ☐ Neither of us restricts or controls the other
- ☐ We're able to be honest about our feelings around sex and intimacy

SCORING:

Scored 8-10? Congrats! You have a high healthy relationship IQ!

Scored less than 8? Maybe it's time for some honest discussion with your friend or partner about the times in your relationship you feel restricted, controlled, or disrespected.

Scored less than 5? You deserve better! Practice boundary setting or assertive responses, or find someone supportive who may be able to help you decide if this relationship is healthy for you.

SESSION #6 Colours of the Rainbow

Objective: Learning to Share Your Unique Personal Journey with Others (workshop developed by Kyle Shaughnessy)

Goal of this workshop:

Every person has a unique life story that reflects both challenging times and personal victories. In queer & trans communities, the telling of our life stories serve multiple purposes (that we'll be discussing later) and can be a hugely rewarding not only for ourselves but for the people we tell them to. The goal of this workshop is for youth to get in touch with their personal stories and gain experience writing their own stories and sharing them with others.

Materials:

Large (flip chart size) post-its or flip chart paper and tape
Colored markers, glitter, glue, pens & pencils

Intro (5-10mins):

Ask youth to go around the circle and state:

- Name, preferred pronoun
- If you were a song what song would you be & why?

Discussion (10 mins):

- Ask group: Has anyone here been in the audience while someone told their personal story, maybe about coming out to family, gender transition, overcoming a major obstacle such as addiction or an illness? What was that like?
- Why is it important that queers tell their stories? Possible responses: Education, self-empowerment, build connection with community members, inspire community members & others
- Where do queer stories get told? Possible responses: Speakers @ community gatherings, workshops, open mic/ stage performances, vlogs (Queer History Project, It Gets Better etc), documentaries & TV appearances, mentorship

- Whose queer life stories or public speaking has inspired you in the past? Possible responses: Berend MacKenzie, Dan Savage, Kate Bornstein, Ellen Degeneres, Ivan Coyote. Possible point of discussion:
 - "Does anyone notice anything in particular about the group of people we just listed? Age? Ethnicity? Ability? Gender? What does this tell you about the voices that we privilege in our society?"
 - "Today we're going to spend some time getting more acquainted with our own stories, and hopefully get some experience sharing them as well!"

River of Life (20 min):

- "We're going to spend time creating a picture that represents the river of your life. Like a river, your life has a certain flow that is shaped by a variety of experiences. Sometimes the river swirls and rushes through rapids, flowing over the edges of the riverbank. Other times it meanders, changing course in unexpected direction, or trickles peacefully."
- Post an example of a River of Life map at the front of the room, giving a brief tour of the map. Ask participants to use the art supplies to create a picture or map that describes their life journey.
- Encourage youth to focus on their lives as a queer, trans, questioning or allied youth (eg. Coming out, transition etc), but remind them that we also want to hear about other significant events such as experiences with homelessness, overcoming addiction etc.
- Art supplies and post-its are at the front of the room, get as creative as you like!

Facilitator's note:

Let youth know when you're approaching the 10 minute mark, 5 minutes left, 1 minute left and when to finish up their last sentence. While being mindful not to interrupt, breaking the silence every few minutes to check time, take questions etc. can provide some grounding opportunities for youth who may be getting overwhelmed with some of the stories they're recounting. Monitor energy levels during this time.

Remind youth that while it's valuable and important for us to share our stories – it's also important for us to respect our own boundaries around privacy (refer back to Assertive Boundary Setting workshop if it makes sense to do so). Remind youth that it's alright to keep parts of their stories private – "if you find yourself disclosing details that feel too personal – take them out!" Remind them that this is for their own emotional safety as well as the emotional safety of others in the group. We can always share more later, but we can't un-share something once it's already been said ("containment").

Stretch and prep (5 min):

- Lead the group in a quick stretching exercise (being mindful of any mobility issues you have observed around the room) to get back into their bodies.
- All workshopers (facilitators, youth workers and youth included), with your index finger and thumb, pinch your cheeks to stretch your mouth wide open. In unison, have the entire group recite the alphabet. This helps with enunciation and provides a little comic relief to get us back out of our heads.

Sharing (45 min):

- Ask youth to present their stories using their River of Life as a diagram.
- 3-5 mins each depending on # of participants, not everyone has to share but remind youth that sharing will make their workshop experience that much better
- Remind youth of confidentiality guidelines that were set up early in the training (or speak about confidentiality if this is being offered as a standalone workshop).
- For groups of 12 or larger, split into smaller groups of 3-5, sitting in circles around the room
- "Who's up first?"

Facilitator's note:

This exercise could bring up some pretty heavy topics as many queer & trans youth have fought very hard to be themselves, be sure to monitor energy in the room regularly and provide strengths-based prompting questions such as "what helped you to overcome your addiction? Who & what kept you strong during that time? How did you manage to survive?" It can be helpful to have an adult volunteer as a breakaway counselor in case someone feels triggered or upset.

Wrap up (5 mins):

What did people like best about these stories? What sort of an impact do you think it could have if these stories were told to people outside the queer & trans communities?

Closing Rainbow (5 mins):

Ask youth to go around the circle once more answering the question "if you were a color, pattern or texture, what would it be?" tell them to get really creative so that no two are the same (plaid, unicorn pink, see through green etc.). Write these down as the circle goes around. Once everyone has spoken, read the list back to them forwards and then backwards all in one long list- this is the color of the rainbow we've all just created together!

Thank youth for their open, honest sharing and willingness to participate in such a personal activity.



SESSION #7 from Body Positivity to Community Engagement

Objective: To explore concepts of body positivity and to be engaged in community involvement.

Intro Game: BIG STRETCH, little stretch (15min)

Objective:

To incorporate physical movement into our work

Instructions:

Ask participants to form a circle. Stretching is an important part of body maintenance. Our bodies are built differently so with that in mind, ask if any participants have any mobility issues they want us to be aware of when we do this stretching activity.

In the circle, participants will each take turns doing a big stretch or a little stretch, alternating. Example: the facilitator starts with a big stretch such as reaching the hands up to the sky. Everyone repeats this stretch. The person next to the facilitator does a little stretch such as wiggling their ears. When a participant has expressed mobility issues, participants must make sure their stretch is reflective of this. Facilitator or persons with mobility issues can help identify a stretch that is appropriate.

Check in (10min):

How are you doing today?

A number from 1-10, 10 being great!

Brainstorm (5min):

What does the term "Body Positive" mean to you?

What do people in my community look like? (50min)

Objective:

To build critical analysis of media and media literacy

Materials:

- Copies of the latest X-tra West, (if possible, other queer papers, magazines)
- Copies of alternative 'zines that address body positivity
- 10 glue sticks
- 10 pairs of scissors
- bristol board



Instructions:

- Quickly divide the group into 2 by asking participants to silently line up according to the age when they first joined a school club or got involved in their community. If they have never been involved in the past, they can use their current age as being a part of this training is community involvement.
- When they have lined up ask them to share the age they became involved.
- Move participants to the right location if they are out of order.
- Divide the group in the middle to form 2 groups.
- Hand out copies of queer magazines to both groups. Group 1 is to explore what people in the queer community look like. Group 2 is to explore what the queer community is being targeted for in terms of advertising and the stories being told. Both groups are to cut out images to create a collage based on their topic.
- After 20minutes, ask participants to share their collage.

Debrief:

Discuss with participants:

- What was that like for you?
- How do these images represent the queer community?
- What do the products tell us about the community (group 2)?
- What stories are being told about the community (group 2)? (Facilitator may want to highlight current events taking place in community i.e. rallies, vigils, protests, supporting an initiative, organizing events, etc)
- What struggles/challenges is the community going through?
- What is the messaging being sent to allies? To the straight community?
- Who is responsible for the messaging?
- Who and what's missing?
- How does this impact the community?
- How does this impact you?
- How does this impact those who are just exploring their identities?
- What are some things the queer community is doing

to bring more awareness of body positivity? (Examples of movements in the queer community that embraces body positivity such as the bear community, all bodies swims, inclusive sports teams)

- What do we do to bring change?

Do Something! (30min)

Objective:

To assist participants from being critical thinkers to action takers.

Materials:

mailing stamps, envelopes, pens, writing paper

Instructions:

Each participant gets a choice to whom they are going to write a letter to; to the newspaper/magazine, local politicians, or to themselves. In this letter, they are to use their assertive communication skills to address what they are observing.

The following is used only as a basic guideline to get participants started. Ultimately the choice is up to them.

1. What have you observed?
2. What's the harm?
3. How does this impact you?
4. How does this impact your community?
5. What kind of community do you want to live in?
6. What would you like to see change? (If letter is to self, what actions do you want to take in your personal life?)

Closing round 10min:

Name one thing you do for yourself to keep you grounded.

SESSION #8 Action/Event planning

Objective: To practice our event planning and inclusive leadership skills.

Check-in (10min):

How you are doing? Name an event that was well organized and why.

Sam's Game (90min):

Objective:

To have participants plan a safe, substance-free mock event which tests their organizing skills

Materials:

flip chart, action planning worksheet, poster board & markers for each group

Instructions:

Give participants the Action Planning worksheet. Let participants know that many of the things they liked about their event would fall under one of the categories on the worksheet.

Divide the group into two teams. Take one participant from each team. These two people will now collectively be known as "Sam".

The remaining members of the two groups must now design a drug & alcohol free event for Sam to attend. Although more details will be revealed about Sam later, no one knows much about Sam other than:

Sam is a young queer person who is looking to do something for their prom.

The task for the two groups is to create a drug and alcohol free space for Sam to celebrate their prom by using the Action Planning Worksheet. The budget is \$700. The two groups have 45minutes to plan Sam's best-est event yet! At the end of the 45minutes, each group will then be given 5minutes to present their pitch to "Sam". Groups must use the posterboard and markers to create an advertisement for their event. After both groups have presented, "Sam" will reveal their decision. Hint: you must create the most inclusive event ever!



While the groups are working on their events, the two participants known as “Sam” will be in another room where they too will be filling out Action Planning worksheet, but more will be revealed about “Sam” only to these two participants:

Sam is a shy 16 year old single parent of immigrant background who is in recovery. Sam lives with their single parent who doesn't know Sam is queer. Sam has been to a local queer youth group before and has felt excluded. Sam has very limited income and any extra income is spent on their child. At this event, Sam is expecting at least 100 people and hoping to meet new people who aren't using drugs or alcohol.

“Sam” will list some of the things they might need from the event organizers that would make it more accessible for them to attend. This will make it easier to evaluate whether the events being designed by the two groups will meet Sam’s needs. Let “Sam” know that while they will be listening to each group’s presentation- they will not actually need to make a choice. The facilitator will reveal this to the two groups once they’ve presented.

Invite Sam back into the room and have each group present their work. “Sam” then reveals more information about their identity and the things they were looking for in an ideal event.

The facilitator can wrap up the presentations by humorously saying something like “guess what- it looks like Sam might have time to attend both after all!” and letting groups know that there really is no competition- we simply wanted to get those fiery creative energies flowing.

Debrief:

Knowing what we know now about Sam, what concrete things would have made the event more accessible to Sam?

- What emotional things would have made the event more accessible to Sam?
- What support would get Sam more engaged in their community?
- What existing referral resources would have made the event more accessible to Sam?
- Who assumed Sam was male?

How did groups make the event inclusive to:

- people of colour?
- people with disabilities?
- people of various ages?
- young people who are parents?
- people from limited income?
- people of various genders?
- people of various sexualities?

When organizing events, it becomes important that we aren’t creating any barriers for participation of young people from marginalized communities. Marginalized folks are often excluded from leadership opportunities as well as being invited to be participants in events. It becomes important for us to raise our consciousness to be inclusive of those who have traditionally been left out.

Closing round (10min)

What insight did you gain or are more aware of when it comes to organizing inclusive events?

Action Planning Worksheet

Vision:

What is your ultimate dream? This is what you wish to achieve- what you envision.
(eg. More allied youth becoming involved with queer & trans youth projects)

Goal(s):

This is an identification of what you can do to meet your vision & the milestones along the way.
(eg. New community drop-in: generate youth interest, develop youth advisory group)

Objective(s):

This is the planning. What do you need to do to meet your goals? Be specific! (eg. Develop promo materials, schedule planning meetings...)

Resources:

This is your inventory list of what you have and what you need -materials, places, and things. It also includes people: Who are your allies and what can they do to help you? (eg. Meeting space, school newspaper, youth worker...)

Target Audience:

Who do you hope will participate? How will you make it inclusive? (eg. newcomer youth...)

Challenges:

This identifies potential stumbling blocks that you may face, and ways you can prepare ahead of time to overcome them. (eg. language barriers, unreliable bus system...)



Action Planning Worksheet

Timeline:

Who, what, where, but most importantly BY WHEN! (eg. book event space by June...)

Outcome(s)/output:

These are your realistic expectations and what you think you will be okay with as an outcome (minimum), happy with (medium), ecstatic with (maximum). (eg. new friendships formed, increased membership on facebook page...)

Evaluation:

This is how you're going to measure the success of your plan. Have you achieved your objectives, your goals, your vision? What do you need to do if not? Have your expectations been exceeded? How have others perceived your goals?

Celebration:

This is how you are going to celebrate and recognize your successes.

Icebreakers and energizers

1. Mingle, mingle, mingle

Ask all the participants of the group to dance around each other in no particular direction chanting 'Mingle, mingle, mingle'. Tell them they will have to get into groups when you shout out a category. "For example get into groups of 4!" or "Get into groups with people with the same colour shoe colour!".

2. Cheese Sandwich

Each member of the group is to imagine they are a piece of cheese and we are going to make a sandwich. What good is a sandwich without bread? Each participant chooses two other participants to be their pieces of bread, without indicating who they have chosen to the other participants. When the leader indicates the start of the game each member (the cheese) must try to stay between the two other participants (the bread) to make a cheese sandwich. In practise this means that the participants constantly giggle and jostle around the room as they flee their foe and chase their friend.

3. Name volleyball

Use this in a group that has never met before. Everyone stands in a circle. A ball is thrown from one person to another, but the thrower must shout her name before she throws the ball. After a short time the thrower has to shout not her own name but rather the name of the person to whom she is throwing the ball. If you have no ball, use an imaginary one or something else -that is SOFT.

4. Touch Red

Have everyone touch something red on themselves or in the room, something yellow, a knee, some glasses, etc. Call the next thing as soon as people touch whatever has been named. You may wish to have a discussion beforehand if participants are comfortable with other participants touching them.

5. Rain

A facilitator talks the group through this energiser. Get everyone to stand up. Start tapping your head lightly with your fingers imagining soft rain. Let it slowly get heavier the further you move your hands down your body. Let the rain turn into a thunderstorm on your calves. Clap them hard with your hands. Then move your hands back up your body, ending with soft rain on your head.

6. Human Knot

Everyone stands in a circle with their eyes closed and their arms outstretched. All walk forward and grab two different people's hands from the other side of the circle. Everyone opens their eyes and the group finds itself in a great big knot! The aim is to untangle the knot, but working as a team and climbing over/under arms in the way etc.

7. Zip zap boing

Everyone stands in a circle. A magical ball of energy is used, which must be kept alive by moving it round the circle; the more energy the group puts into their actions the more energy the ball stores! There are only three ways to move the ball around the circle.

- You can ZIP the ball to the person standing next to you, using a big, sweeping gesture with one arm, either to the left, or to the right, saying "zip" as you do.
- You can ZAP the ball by putting your arms together outstretched across the circle to someone (you are not allowed to ZAP the person standing next to you), and saying "zap".
- Or if you have been ZAPPED you can either ZIP the ball on or BOING it back to the sender (jump in the air and shout BOING). You are not allowed to ZAP if you have been ZAPPED.
- You can always use more muted hand gestures if you don't think your group will want to leap around.



Icebreakers and energizers

8. Count to ten

In this game, you sit round in a circle, and attempt to count to ten as a group! Only one person can say each number, and anyone can say the next number at any time. The catch is that if two people say a number at the same time, you have to start again. No signalling is allowed between players, so it's all down to good observation and concentration. It's harder than it sounds! If the group manages to do this easily make it harder by asking everyone to close their eyes or getting the group to try to count to 20.

9. The sun shines on...

Form a circle and take one seat away. One person stands in the middle and calls out something like "The sun shines on everyone with green trousers". Everyone with green trousers then jumps up and moves to a place vacated by someone else who has moved. The last person who is left without a seat remains in the middle to call out something else.

10. Something good

Go round the circle with everyone introducing themselves and saying something good that happened that day - a positive way to start a meeting.

Be the Change.....Leadership Training Program Session Feedback Form

Thank you for participating in today's leadership training session. Could you please take five minutes to give us your feedback? We would really appreciate it. All the feedback you provide can help us make the training sessions better each time we do them. Again, thank you so much! Feel free to make additional comments on the back of this page.

Title of the Session:

What did you enjoy most about today's session?

What things did you learn today that you intend to use in your own life?

What things could we do to improve this session the next time we facilitate it?

How much of the information in today's session was new for you? (Please circle)

None

A little

Some

Quite a bit

A lot

What rating would you give this session? (Please circle)

Okay

Good

Very Good

Excellent