

Resource Manual



FONDATION
FILLES D'ACTION
GIRLS ACTION
FOUNDATION

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Introduction

This Workshop Guide is the second phase of the Power Camp National/Filles d'action *Action Recipe Book*. In its pages, you will find details, descriptions and procedures for a vast collection of the most effective “best practice” activities and workshops for girls and young women, as tested by us in our girls programming and by girls program facilitators, organizations and PCN/FA members from across Canada.

In our 13 years of providing girls programming, we have learned countless trying and inspiring lessons. We developed this document with the goal of capturing some of these lessons in order to share our insights and experiences with others working in our field.

The aim of this guide is to inspire, support and strengthen the content and delivery of girls' programs. We hope that it will provide you with useful information to meet the needs of your girls' programs, while also staying reflecting the vision and objectives held by PCN/FA, and our National Network Members. Our girls programs are designed to meet the following objectives:

- Build girls' self-awareness and self-esteem;
- Increase girls' awareness of and ability to address issues of violence and discrimination, racism, media literacy, sexual health, healthy relationships, poverty, and internalized, relational and systemic forms of violence;
- Foster the development of girls' critical thinking and communication skills;
- Increase girls' awareness of and ability to access resources and mentorship in their community; and
- Increase girls' experience and skills in community action and leadership.

We invite and look forward to your input as we continue to expand and develop this guide.

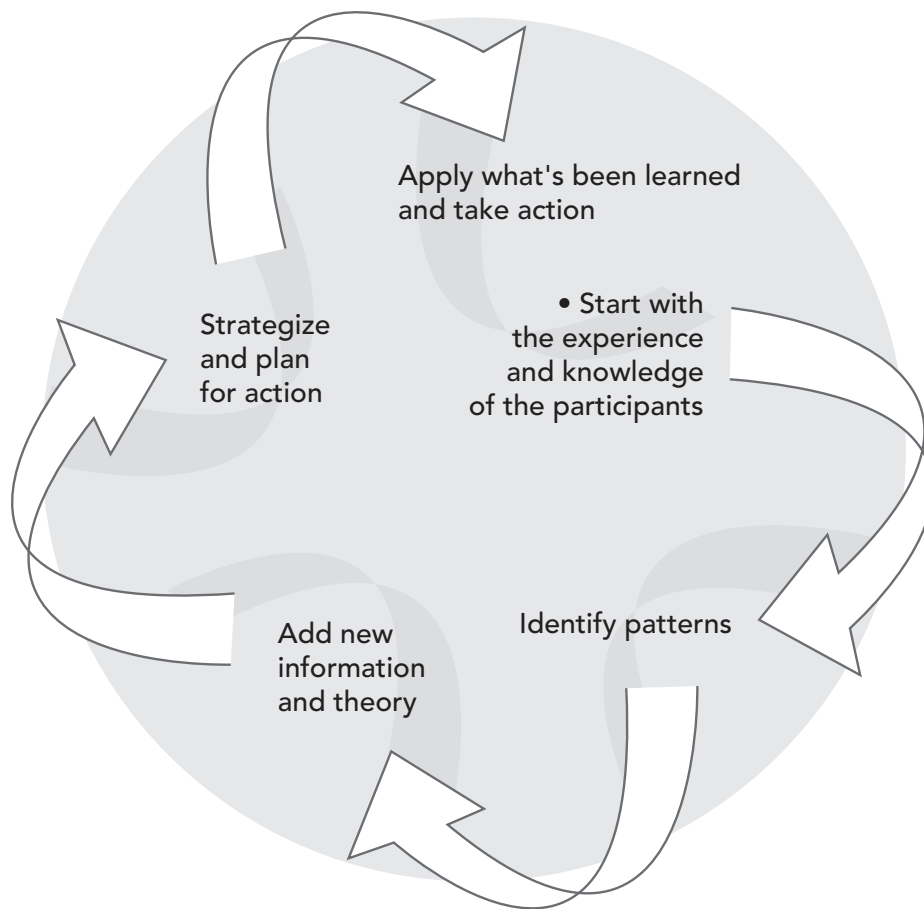
How this Workshop Guide is Structured

This guide will provide you with details of workshops and activities that go through some of the major steps involved in delivering popular education-based programming for girls. These workshops and activities are not meant to be used word for word and should be adapted to your group and their realities and interests.

Popular education is not a structured educational system and there is not a progression of steps that must be followed, rather, it is an approach to learning that can be applied in any setting where the ultimate goal of educating is to propose actions that will affect social change.

Popular Education is a process that encourages individual and group reflection on existing power imbalances within a specific group and in society as a whole. It prioritizes the understanding that learning must start from peoples' own experiences and must focus on what is important in their lives. The ultimate goal of popular education is positive social change on local, national and international levels. Popular education is a model that can be very effective in the planning of girls' sessions and programs. It is not a template, but a way of thinking about education that encourages people towards relying on their own experiences in order to work together to determine action and social change.

POPULAR EDUCATION SPIRAL



In this 'spiral model' of popular education, there are a number of aspects, or guiding principles, to incorporate. These aspects are: starting with the experiences of the participants, identifying patterns, adding new information, strategizing and planning for action and taking action. They do not need to be followed in that order, as a recipe, but each should be taken into account in your programming.

For example: a popular education inspired girls program using the spiral model would focus on working with girls to figure out and then work with what is important in their lives. The root purpose is to help girls improve their lives, so that starting point is girls' lives. This can be accomplished by having girls name the issues they face, find common ground with other girls, learn new things to improve their analyses and act together for change that affects their lives. By incorporating these aspects into your program, popular education offers valuable guiding principles for inspiring collective learning and action.

The learning spiral of the Popular Education method was employed in every session in order to identify shared experiences, to engage in critical analysis and to collectively discuss and develop solutions and alternative actions. Each session was designed with the goal of involving the intellect, emotions and the promotion of action-based solutions for a holistic approach to program delivery.

~ Nabila El-Ahmed, St. Joseph Immigrant Women's Centre, Hamilton

The key to a popular education approach is to be flexible and adaptable – it is not a step-by-step method! You may jump back and forth between different parts of the spiral model. For example, when adding new

information to an activity you may uncover a new aspect of your participants' experiences and want to explore that; you may even want to switch gears and do a full session on another topic that is raised. Be flexible and work according to the needs of your group.

How to Use this Workshop Guide

This manual is organized in a way that will allow you to incorporate the popular education spiral into all levels of your activities and workshops. This guide begins with introductory and icebreaking games and continues with activities which foster the understanding of new information and promote knowledge building. The components of Popular Education, including: identifying patterns, strategizing and planning for action, and reflecting on practice are built into most, if not all of the activities in this guidebook. In our mind, the incorporation of these factors into girls programming is what makes this guide so valuable for girls' empowerment. We recommend you read through entire sections that appeal to you in order understand our full approach and then take from it what is useful to you.

While this guide provides concrete activities and workshops, please feel free to use them as inspirational templates, or you may adapt the information according to the specific needs of your girls group. At PCN/FA we believe that the process of facilitating workshops is more important than the actual outcome. Facilitation should be flexible, fluid and adapt to the needs of the group. If new issues arise, facilitators should try to support the new momentum to foster new and sometimes unplanned learnings. Workshop structures should be adjusted depending on the age of participants and their specific or special needs.

The focus of this guide is on leading while also learning with your girls' group. We have found that it is important that everyone (no matter how many years of experience you may have) approaches girls empowerment work as a learner, not as an "expert" who imparts knowledge onto others. Here are some tips to consider while facilitating; these are meant to help you understand the limitations and objectives of activities as well as how to facilitate intense conversations while maintaining a safe space.

Elements of Great Girls Programming

- The acceptance, support and knowledge that facilitators bring are arguably the most important component of any girls program
- Use arts based activities, balance critical thinking and reflection with creativity and fun
- Use movement based activities: dance, yoga, outdoor activities, theatre
- Work with volunteers or members from your community. This provides opportunities for community building, mentorship and exposing girls to a variety of experiences
- Other important things that girls need are:
 - Personal support
 - To be safe
 - Time to talk - in nurturing conversations with ongoing positive relationships
 - Programs that encourage relationships of trust and interdependence with the women who are a part of their lives
 - Their cultural and personal strengths to be recognized and emphasized
 - Mentors whose history reflects their own lives

ROLES OF A GREAT GIRLS' PROGRAM FACILITATOR

- As a facilitator, you do not want to play the role of a formal teacher (heavy handed and policing with rules), but you also can't be just another member of the gang (out of fear that the girls will not like you). Remember, your role is not to be one of the gang. The girls are looking to you for guidance and to keep the experience safe. A better way to think about it is that you are creating and holding the space where the girls will grow. This means organizing the process and doing what you can to ensure (and enforce if need be) that there is physical and emotional safety for everyone, but that you are ultimately not in control of the outcome. This gives girls the space they need to explore using their voice and problem solving abilities without leading them to what you, as a facilitator think they should do.
- Learning goes both ways between the facilitator and the girls in the program. Be humble about what you don't know, and open to what you can learn. This will model an acceptance of one's own weaknesses and inability to know everything, and will honour the values of curiosity, humility and honesty.
- It is important that you take the lead in your own learning, stay up to date on the issues and have a practice of developing your own analysis, modeling curiosity with the girls in your program (see a list of resources under Amplify on the Power Camp National/Filles d'action website www.powercampnational.ca).

PERSONAL BOUNDARIES FOR FACILITATORS

Suggestions

- Realize you are modeling how to be inclusive and accepting to the girls in your group. Your lead will have an impact on how girls feel about themselves and how they treat others both inside and outside of the group.
- Make it clear ahead of time that you are a friend but also take responsibility as facilitator - let them know you can keep secrets but would need to disclose if they are being hurt or are in danger of hurting themselves or others. Stress as often as possible that their safety comes first and foremost and you will do whatever is necessary to maintain that safety.
- Don't 'play favourites' - try to give all the girls equal time to express themselves in the group and validate all the contributions that they make. Find ways to include and acknowledge all participants, especially those who have more difficulty sharing. This creates a sense of safety and inclusion for the group as a whole.
- If you work with a co-facilitator check in with them about how the group dynamics are going. Give each other constructive feedback if you notice the other is giving more attention to some girls over others and support them in being more inclusive.
- If you want to connect with the girls only during the group time, try to leave some unstructured time during each session when girls will be able to approach you individually if they want to.
- If you live in a small community you will likely know the relatives of the girls in the group, and see them in many different contexts. Remember to keep what you know about the girls in the group confidential, or you will break their trust. You may want to discuss the difficulty of opening up to someone that they already know. Be clear that everything discussed in the group stays in the group and then honour that statement by making confidentiality only secondary to safety.
- Respond positively to girls who say they don't know what something means; recognize the courage needed to make oneself vulnerable in that situation
- Many heavy topics and problems may be discussed in the group, and it is natural that you will feel pain or sadness along with the girls in the group. Make sure you find ways to work through any personal feelings this may bring up for you, and find ways to relax and have fun. Taking care of yourself outside of the group is very important - the girls need your groundedness and inspiration!

- Be aware of personal disclosures. Think about what you share, and to make sure your stories are shared in the interest of modeling how to problem solve and that they are in the best interest of the girls and not out of your own need to share. You may need to find someone (a counselor or friend) that you can debrief with about what comes up for you personally. It may be helpful to set up a network of support before you begin so that resources are there for you should you need them.
- Accept your limits as a facilitator. You are most likely not a therapist. You may need to refer girls to external resources like a counselor or a health clinic. Don't try to be a therapist. **It is never good enough to say "you should talk to someone about that" and just leave it there. Make sure that you have a list of names and contact information of available health professionals nearby the project or close to the girls' place of residence so that the girls have someone concrete to contact immediately and/or once they arrive at home. You may even offer to make the contact with them before they leave the event. If you sense suicidality, at risk behaviour, or that the girls are in an abusive situation, you are ethically obligated to tell the girls that for their safety you are obligated to contact a professional to keep them safe, AND THEN DO SO. You are not betraying a trust, you are saving a life.**

WORKING WITH OTHERS

Working with volunteers and community organizers is a great way to incorporate community building, mentorship and to showcase a diversity of experiences. By including "guest speakers" or "guest workshop facilitators" you are actively tying girls into the broader community and vice versa. Working with guests is an important way to sensitize girls to a number of different life experiences and expertise. Get girls involved directly with members of the community who you think are doing great work!

For example you can work with

- The local woman's center
- Invite the sexual assault center to do workshops on dating violence and healthy relationships
- WENDO (or other self-defense classes for women) can do a workshop on self esteem and dating violence
- Artists can teach new skills (photography, video, sewing, instruments, etc.)

When working with community members or volunteers, it is necessary to have a screening process in place.

- Research your guest before inviting them (do they fit with your programs mandate? Is their work relevant to your participants?)
- Be sure to approve of your guest's workshop plans and any reference materials they may be offering the girls - be sure it is in line with your objectives and is age appropriate
- If you're working with someone other than a volunteer, make sure that compensation expectations are clear and up front (do you have the financial resources to give an honorarium or are they willing to donate their time?)

Introductions and Icebreakers

Spool of String

Objective(s)

To share some information about themselves with the group

Duration

Depends on the number of participants. You should anticipate approximately 2 minutes per participant

I.e.: 10 participants - 20 min

20 participants – 40 min

Group Size

10 – 40

Note: If there are more than 20 persons in the group, it is more efficient to have facilitators cut the pieces of string in advance and then have each participant select a piece of string from a bag/hat/sack/envelope.

Age Group

This activity is suitable for age groups 7 yrs and older

Skill(s)

Sharing, communication and listening skills

Format(s) and Technique(s)

Large group, game

Materials

Spool of string, a pair of scissors, flipchart, markers.

Suggestion: For younger groups, cut shorter pieces of string, in case they feel too much pressure to talk a lot (unless they are a chatty group).

Instructions

Participants of a newly formed group are provided the opportunity to get to know each other, relax, and have some fun. This activity helps participants feel at ease within the group.

- a. Ask participants to sit together in a circle.
- b. Pass around the spool of string and scissors.
- c. Ask participants to cut as much string as they think they need for themselves and then pass it on to the next person.
- d. Once everyone has a piece of string, ask them to wrap it around their own pointer finger.

- e. Then explain that they will speak about themselves for as long as it takes them to unravel the string from their finger.
- f. As the facilitator, you can lead with a demonstration of how the game works and then continue around the circle in one direction.

Suggestions of what information they can share:

- ❖ favourite music
- ❖ how many places they have lived
- ❖ how many siblings they have
- ❖ favourite movie

Success indicators

Participants are:

- Talking and laughing with the group
- Sharing more about themselves with the group
- Starting to feel at ease / more comfortable with the group

Source: North Carolina Department of Juvenile Justice and Delinquency Prevention, Gender Specific Resource Manual.
http://www.ncdjdp.org/community_programs/gsm/groupwork/icebreakers.html

Interviewing a Star

Objective(s)

To share some information about themselves with the group

Duration

30 min

Group Size

20 - 30 participants. Add about 2 min per participant during the "sharing" in Part 2 if the group is larger.

Age Group

This activity is suitable for age groups 12 yrs and older

Skill(s)

Group sharing, building effective group dynamics

Format(s) and Technique(s)

Role-playing, pair work, large group discussion writing skills, communication skills

Materials

One photocopy of the *Interview Sheet* (see next page) per participant,

flipchart and markers, pens/pencils

Instructions

The aim of the activity is to have participants get to know each other. Participants must gather all of the answers for the questions provided in the *Interview Sheet*.

There are 2 parts to this activity

Part 1 Pairs (10 min)

- a. Hand out copies of the Interview Sheet.
- b. Pair the participants. Don't pair participants that are sitting next to each other, as they may already know each other.
- c. Explain to the participants that there are two roles. The first role is a "journalist", the second role is a "star".
- d. Explain to the participants that they will each get the chance to role-play "the journalist" and "the star".
- e. Ask participants to decide between them who is going to be the journalist and who will be the star.
- f. Tell them to act as a star, but to provide 'real' answers not 'pretend' ones when answering the questions from 'the journalist' because this activity is about having fun while getting to know each other.

- g. Once they have decided on their roles, review the questions with them on the Interview Sheet.
- h. Let participants know they do not have to answer any questions that make them uncomfortable.
- i. Ask them to complete the questions on the Interview Sheet. Once the first “star” has answered all the questions, tell them to switch roles.
- j. Remind them to have fun while they’re answering these questions; they are welcome to act like “journalists” and “stars”.

Part 2 Group Meeting (30 min)

When the interviews are complete, have each participant introduce their partner by sharing their answers.

- a. Ask the participants to sit in a circle.
- b. Ask each pair to introduce the ‘star’ they interviewed, by sharing the answers to 3 or 4 of the questions they asked. Tell them begin with question 1 or 2 and continue from there.
- c. As the facilitator, try to highlight the connections among the participants based on their answers. You are welcome to flipchart their answers in point form while they are being presented to help with this process.

Success indicators

Participants are:

- Talking and laughing with the group
- Communicating well together
- Sharing more about themselves with the group

Source: Adapted from The North Carolina Department of Juvenile Justice and Delinquency Prevention, The Gender Specific Resource Manual.

http://www.ncdjdp.org/community_programs/gsm/career/interview.html

Interview Sheet:

1.What's your name?

2.What's your stage name (nickname)?

3.If you've ever lived out of the city/province, where did you live?

4.If you've ever been on vacation, where have you been to?

5.What languages do you speak?

6.If you have any brothers and sisters, how many? Are they younger or older than you?

7.What's your favourite music?

8.What's one thing that you are really good at?

9.What's one thing you want to learn how to do better?

Famous People

Objective(s)

- To get to know each other
- To get energized

Duration

20 min (divide participants into groups of 5 or 10 depending on the size of the group)

10 people = 1 group

20 people = 2 small groups of 10 each

30 people = 3 small groups of 10 each

Group Size

10 – 40

Age Group

This activity is suitable for age groups 7 yrs and older

Skill(s)

Sharing, communicating and listening skills

Format(s) and Technique(s)

Large group work

Materials

- Meta cards (4x6 coloured paper) or large post-it notes, cut-outs of famous people (cartoon character, actors, and singers, etc. you can find these in magazines, newspapers, online, posters, etc.), flipchart, markers, masking tape
- REMEMBER to choose famous people the group will know and can relate to!

Instructions

- Ask participants to form a line with their backs facing you.
- Tap a picture of a famous person to the backs of each of the participants without them seeing who it is.
- Ask participants to form a horseshoe and sit down.
- Option 1:** Explain to the participants that they will each get a chance to stand at the opening of the horseshoe and ask up to 5 questions to the group to find out which famous person they are.
- Prior to asking questions, ask each participant to introduce themselves with: their name, a hobby, favourite food, or musician/group they enjoy.
- Option 2, best to be considered with younger girls and as a game:** Explain to the participants that they will go around and randomly ask each other 'yes' or 'no' questions to find out what famous person they are.

- e. Explain to them that they are only allowed to ask 'yes' or 'no' questions. (i.e.: Am I a cartoon? Am I a singer, actor? Am I alive? Am I a man or woman? etc.) If they do not guess who they are, the group can give them a few hints. If they still do not guess who they are, they can be told.
- f. Repeat this process for each participant.

Success indicators

Participants are:

- Talking and laughing with the group
- Communicating well together
- Sharing more about themselves with the group

Source: www.wilderdom.com/games/icebreakers.html

Four or Five Corners

Objective(s)

- To get to know each other
- To explore important values/attitudes for building a healthy self esteem as well as healthy relationships

Duration

30 - 45 min (depending on group size)

Group Size

10 – 25 participants

Age Group

This activity is suitable for age groups 13 yrs and older

Skill(s)

Communication, analytical and listening skills

Format(s) and Technique(s)

Small group work, large group discussion

Materials

Sheets of coloured paper, flipchart and markers

Preparations

Write one word (value/attitude) on each piece of coloured paper. Cut each piece of coloured paper into a shape (i.e.: Love – cut it into the shape of a heart, Equality – cut it into the shape of a scale, Strength – cut it into the shape of a barbell, etc.)

Post the coloured paper with the words in four or five different areas of the room

Instructions

There are two parts to this activity

Part 1

- a. Decorate the room with the cut out of words you have prepared (above). If there are less than 15 participants use only 3 of the words, the words that are not used can be included in the discussion during Part 2 of the activity:

- o Strength/power
 - o Compassion/Empathy
 - o Respect
 - o Equality
 - o Love
- b. Ask participants to briefly reflect individually on the values/attitudes posted, then go and stand by the one you most identify with.
 - c. Ask each participant to introduce themselves (name, grade, where they live, favourite musician/group, hobby) to the other participants gathered around the same value/attitude.
 - d. Give them about five minutes to discuss the reasons why they chose this particular value/attitude.
 - e. Once the groups are ready, ask each group member to introduce herself to the whole group and explain the reasons for her choice.

Part 2

- a. Ask the participants to form a circle.
- b. Lead a large group debrief/discussion using the suggested questions listed below:
 - o Why did you choose that particular value/attitude and not another one?
 - o Are the values/attitudes (posted on the wall) connected in some way? Ask them to explain how they are?
 - o Can you have healthy love for yourself or someone else without the other values/attitudes? Ask them to provide some examples.
 - o Ask them if they have any reflections or questions about these values/attitudes.
 - o *How important is it to practice having these values and attitudes in our lives? In what ways would it have a positive impact on us as individuals and as a group? **

Success indicators

Participants are:

- Talking and laughing with the group
- Communicating well together
- Sharing more about themselves with the group
- Building a healthy self-esteem and healthy relationships

**Note: The questions in italics are suggested for older participants (15 yrs and older)*

Adapted from Source: Equitas – International Centre for Human Rights Education, Training of Trainers – Designing and Delivering Effective Human Rights Education, p. 13, Montreal, Canada, 2007.

Embodied Greetings and Categorical Groupings

Objective(s):

- To feel more comfortable in the group
- To learn about similarities and differences within the group
- To elicit themes of interest to girls

Duration

Approximately 15-25 minutes depending on the size of the group. A group of 8-14 people would take about 15 minutes whereas a larger group of 14-24 people could take up to 25 minutes with this exercise.

Group Size

At least 8 participants

Age Group

This activity is suitable for age groups 5 yrs and older

Skill(s)

Sharing, communication and listening skills

Format(s) and Technique(s)

Large group

Materials

none

Instructions

This exercise is in two parts.

Part 1

- Ask participants to move around the room to get to know the space you will be working/playing in. Remind participants to try to move without bumping into one another or anything in the room (note: you could also ask participants to slow down or speed up the walk for fun and if the space requires more careful movement)
- Ask participants to greet those they pass only using their elbows. Let this happen and then add (suggested only):
 - o Greet each other with only your right knee
 - o Greet each other with only your left index finger
 - o Greet each other with your feet
 - o Greet each other with your right eye

Part 2

- Ask participants to notice each other's shoes and get into groups according to the kind of shoe they are wearing. Once in groups, ask participants to introduce themselves to one another if they have not met and to share one way that they are like their shoes.
- Repeat the above with different categories. Suggested groupings could be:
 - o Birth month
 - o Number of siblings
 - o Favorite school subject
 - o Best thing about being in a girls group
 - o Most important challenge facing girls right now*

*Note: In each group, a follow up question can be asked of the group to invite participants to get to know each other better. * This grouping can be followed up with a question that gets at where, how, when and why this challenge exists and responses could be brought back to the larger group for further exploration.*

Success indicators

Participants are:

- Talking and laughing with the group
- Sharing more about themselves with the group

Source: Nisha Sajani, Creative Alternatives, www.creative-alternatives.ca

Name Stories

Objective(s):

To learn group member's names and have fun

Duration

Depends on the number of participants. You should anticipate approximately 2 minutes per participant for part 1
I.e.: 10 participants - 20 min; 20 participants – 40 min

Group Size

In pairs and large group

Age Group

This activity is suitable for age groups 7 yrs and older

Skill(s)

Sharing, communication and listening skills

Format(s) and Technique(s)

Large group

Materials

none

Instructions

Ask the group to divide into pairs or small groups and sit in a circle. Instruct participants to tell their partner *why* they have their name and its meaning. Another way to ask this is to ask participants to tell their partners *the story of their name*. Let participants know that they will be invited to introduce their partner to the large group when the group comes back together. Each participant is then asked to introduce their partner to the large group.

Note: This exercise can be combined with creative drawing, writing or spoken word where each participant introduces their partner through the medium of their choice. Additional time and creative materials would be needed to allow for this.

Success indicators

Participants are:

- Talking and laughing with the group
- Sharing more about themselves with the group

Source: Nisha Sajjani, Creative Alternatives, www.creative-alternatives.ca

Name Tag

Objective(s):

To learn group member's names, develop group concentration and have fun.

Duration

15 minutes

Group Size

6-24 participants, Large group

Age Group

This activity is suitable for age groups 7 yrs and older

Skill(s)

listening and concentration

Format(s) and Technique(s)

Large group

Materials

A light foam tube or sturdy lightweight bat

Instructions

Ask the group to sit in a circle and to say their name once and have everyone in the group repeat it once. A volunteer is chosen to begin the game by standing in the middle of the circle and calling out her name and then the name of someone else in the circle (for example, "Sarah to Priya"). Her objective is to lightly tap the legs of the person whose name she has called before that person can call out their own name and the name of someone else in the circle ("Priya to Jane"). If Priya does not call out another person's name before being tapped, she goes in the middle.

Success indicators

Participants are:

Laughing and attempting to remember each other's names.

Source: Nisha Sajnani, Creative Alternatives, www.creative-alternatives.ca

Trust Activities

Deserted Island

Objective(s)

- Work together to problem solve
- Help each other to reach their goals

Duration

Depends on the size of the group

Group Size

8 or more

Age Group

This activity is suitable for 10 yrs and older

Skill(s)

Problem solving, critical thinking and observation skills

Format(s) and Technique(s)

Pair work, large group, game, cooperative learning

Materials

Assorted individually wrapped candies (make sure there are enough for the number of participants, i.e.: 10 participants = 100 candies or 1 bag approx.) A flat surfaced object (such as a piece of cardboard, wood or carpet) that is big enough for two people to stand on at the same time. This will be called the "Island".

Preparations

Set up the game prior to the activity by placing the flat surfaced object (such as a piece of cardboard, wood, or carpet on the floor.

Make sure to secure it to the floor so it does not move (maybe tape it down using an industrial tape).

Spread the candy on the floor so that it surrounds the "Island". Put the pieces of candy far enough away that they are hard to reach when standing on the "Island". It is a good idea to put some of the best pieces of candy really far away to add to the challenge. For a shorter or taller pair you may need to adjust the distance of the board from the candy and group.

Suggestion

Keep a small stock of candy for the end of the game, in case one pair gets more candy than the others, either you or the pair can then give the rest of the candy out so that everyone feels like winners.

Instructions

There are 2 parts to this activity

Part 1 Pairs

- a. Divide the participants into pairs.
- b. Ask each pair to select a name for their team.
- c. Explain to participants that the teams should form a line. Each team will get a chance to be on the "Island". Once they are on the "Island" **each pair has 10 seconds to collect** candies without stepping or falling off the Island.
- d. If the team does not get any candy on their first try, they can go to the end of the line and try again. Once a team picks up candy, they stand on the sidelines and cheer the other teams on.
- e. This process will repeat until each team picks up candy.
- f. To emphasize teamwork allow time for groups to come up with a plan and to practice it before trying it out on the candy.

Hint: One person holds the other person who reaches out to get the candy.

- g. The following are **the rules**:
 - o You and your partner must stay on the "Island" while fishing for candies
 - o No part of your body or clothing may touch the floor at any time
 - o If you touch the floor you must go to the end of the line before trying again
 - o You may not slide the cardboard
 - o You must pick up the candy, not drag it
 - o You may not use anything (i.e. belt, piece of clothing) to pick up the candy
 - o What ever candy you pick up, you and your partner may keep

Part 2 large group discussions

Lead a large group discussion using the following suggested questions:

- What did you and your partner have to do to be successful at this activity?
- Could you have done this alone? Why or why not?
- Are you ever in a situation where you have to rely on the support of others to be successful? Are you able to accept help from others? Why or why not?
- When would it be good for you to accept help from others? Can you?

Success Indicators

Participants are:

- Communicating well together
- Sharing more about themselves with the group

Source: Therapeutic Game, Chapter on Teamwork, Activity called Candy Game:
<http://www.gamesforgroups.com/teamworkgames.htm>

Talking Circle with Stones

Objective(s)

To get to know themselves better and get to know each other

Duration

Depends on the number of participants, should allow for about 3 minutes for each participant

Group Size

10 – 20 persons. For larger groups, another activity would be more appropriate

Age Group

This activity is suitable for participants 15 yrs or older

Skill(s)

Sharing and listening skills

Format(s) and Technique(s)

Large group, guided discussion, brainstorming

Materials

A basket, large colourful stones, (one per participant); these can be purchased at the dollar store or gathered from a nearby beach, flipchart and markers

Suggestion

It is best to do this kind of activity in a program that has been running for at least 2 days. The activity is best when participants already know each other. If participants are just getting to know each other, it would be better to implement this activity at a later stage in the program. With a group that is already engaged, it is a great opportunity to deepen the way the group is relating to each other, and to build stronger group dynamics.

Instructions

This activity is designed to help us get in touch with three aspects of life that contribute to our overall health and well-being.

- a. Begin this activity by leading three brief brainstorms (5 min each) with the participants about what contributes to:
 - a nourishing relationship with ourselves
 - a nourishing relationship with all other living beings
 - a nourishing relationship with the earth
- b. Have the participants form a circle in which they are close enough to each other to hand off and receive stones easily.

- c. Pass around the basket of stones and ask each participant to select one.
- d. Explain to participants that: *They are sitting in a Talking Circle with Stones. Tell them that the idea of a Talking Circle is to provide a safe space for them to share their stories about nourishing/positive experiences or about moments with themselves or in relationships with others.*
- e. Once the first person finishes speaking, everyone passes their stone to the person on their left. This is the process that we will follow after every sharing.
- f. By the time the exercise is finished, the original stone participants chose will have come full circle back to them; and will have been touched by everyone in the group.
- g. Ask a participant to volunteer to begin the sharing circle. Once a volunteer is selected, explain the following instructions to the participants. To ensure that participants have a clear understanding, provide one or two examples of what to share for each category. Demonstrate the process below for the participants and make sure everyone understands.
- h. The volunteer begins sharing information about themselves; including their full name and whether it has a meaning, family and/ethnic origin and significance that they are aware of.

Suggested information they can choose to share:

- i. What signifies a nourishing relationship with ourselves
 - Where and when they were born
 - An aspiration (e.g., to impact positive social change)
 - A great joy in life (e.g., snowboarding!)
- ii. What signifies a nourishing relationship with others
 - A special pet or favourite animal (e.g., playing with my first dog)
 - Special relationships in their lives (e.g., mother, special friend...)
- iii. What signifies a healthful relationship with the earth
 - A special place, a place of beauty, comfort, good memories, inspiration, relaxation
 - Contributing to helping the environment (e.g., recycling, etc)
- i. Once all of the participants have shared in the circle, debrief the session with them by asking how this experience makes them feel. (5 – 10 min depending on how many people are responding)
- j. Then, let the group know: *That they may keep the stone for the rest of their lives, or give it back to the universe at some point. They might want to keep it in their pocket, purse or backpack, on their desk or on a shelf and it can serve as a reminder of each person who shared and with whom they shared and connected with during the exercise; it can serve as a reminder of this workshop and of all the things that they have learned from it; and it can serve as a "touch-stone" to rub when they are feeling stressed or down.*

Success indicators

Participants are:

- Communicating well together
- Sharing more about themselves with the group

Source: Bev Walker, The Stone Sharing Exercise adapted from Stone Sharing, http://socialwork.wikia.com/wiki/Stone_Sharing

Making an Object Come to Life

Objective(s)

- To encourage creative thinking
- Building trust among the group

Duration

15 min

Age Group

All ages

Group Size

Minimum of 8 participants. If there is a larger group of 15 or more, divide participants into groups of approximately eight. Each small group can exhibit their 'object' to the large group.

Skills(s)

Problem-solving skills, social and cooperative skills

Format(s) and Technique(s)

Large group work, theatre-based creativity

Suggestion

Some participants may not be comfortable with touching others or being touched, tell participants that they can build the objects without touching each other, but they should be in close proximity to one another to form the shape of the object.

Instructions

- a. Ask participants to stand in a circle.
- b. Tell participants that you will call out an object, and as a group, they must use their bodies to build it.
- c. The catch is that they are not allowed to speak to each other while they are building and they must do it as quickly as possible.

Success Indicators

- Participants are:
- Having fun together
- Able to work as a team
- Relying on each other

Adapted from Source: Headlines Theatre, Theatre for the Living: A Joker's Guide, revised version 2000, p. 17

Adding (New) Information: Knowledge Building

Body Image and Self-Esteem

Compliment Circle

Objective(s)

- To reflect on their own strengths and the strengths of others and to share them in discussion with the group
- To strengthen positive self-perceptions, self-esteem and body-image
- To increase awareness and build social support and self-efficacy

Duration

Depends on the size of the group. Each participant should be in the position of "Receiver" for about 5 min.

Group Size

If there are more than 10 participants, divide them into smaller groups of up to 10 persons.

Age Group

This activity is suitable for participants 10 yrs and older.

Skill(s)

Communication skills, listening skills, social skills

Format(s) and Technique(s)

Large group

Materials

N/A

Instructions

- Ask the group to form a circle.
- Tell the participants that they are about to participate in a Compliment Circle.
- Ask a participant to volunteer to be the first "Receiver" – the one to be admired and complimented.
- Explain that in the Compliment Circle, one by one, each participant will go around and tell the Receiver what they admire and respect about them.
- This will continue until everyone in the circle has been the Receiver.
- Lead a discussion using the suggested questions for debriefing (20 min):
 - How did you feel as the Receiver before you were given feedback from the other participants?
 - How did you feel as the Receiver after you were admired and given compliments?
 - How did it feel to think about and admire someone else?
 - How did it feel let them know what you admire about them?
 - How does personal strength encourage you to take action?

Success indicators

Participants are:

- Communicating with each other
- More aware of the power of positive self-perceptions
- Able to identify positive attributes in themselves and others

Original Source: The Girl's Circle: www.girlscircle.com, Secondary Source: The Gender Specific Resource Manual: www.ncdjjdp.org/community_programs/gsm/selfesteem/compliment.html

Reflecting Body Image

Objective(s)

To raise awareness about the influences of media on our understanding of body image

Duration

45 – 60 min depending on the size of the group

Group Size

20 – 30 participants

Age Group

This activity is suitable for participants 15 yrs and older.

Skill(s)

Analytical skills, communication skills, critical thinking skills, reflection

Format(s) and Technique(s)

Large group, multimedia and talkback, individual reflection

Materials

Reflecting Body Image Sheet, magazine cut outs of young women.

Instructions

There are two parts for this activity.

Part 1 Large Group Discussion

- a. Present magazine image cut outs or video to the group (either post them up or put them on an overhead projector)
- b. Once participants have seen the materials, lead a group discussion about how the media influences our ideas about body image.
 - Who creates these images?
 - Why do we think we should look a certain way?
 - Where does our idea of the 'ideal' body come from?
 - *Who benefits from them?**
 - *Why is there so much focus in our society on body image? Can anyone give examples of other social cultures' approach to body image?** How does the 'ideal' image of women's bodies differ from culture to culture?
 - What is beauty?

- Who decides what is beautiful?
- *Why are teenage girls vulnerable to the ideas of the 'ideal' body? How do you think boys feel social pressures about body image? How does it differ from girls?*
- How do images we see in the media affect our daily lives?
- *What kinds of things are girls doing to ensure they have an 'ideal' body?*
- *What can we do to change society's perceptions of the 'ideal' body?*
- *What messages do we receive through popular culture regarding body image?*
- *How do these messages influence how we feel?*
- *How do these messages influence how we make decisions about our lives?*

**Note: The questions in italics are suggested for participants 15 years and older.*

Part 2 Self-Work

- Hand out the Reflecting Image Sheet to each participant.
- Explain to the participants that they will fill in the Reflecting Body Image Sheet individually.
- Ask each participant to write down the things they like about their physical self and their inner self on the Reflecting Body Image Sheet.
- Tell them that they will not be sharing this Reflecting Body Image Sheet with the group.
- Ask the participants if they have any questions or concerns. Once they begin, go around while they are filling in the Reflecting Body Image Sheet to make sure that the participants are comfortable with this exercise.

Part 3 Group Work

- Ask participants to form a circle
- Hand out a post-it to each of the participants.
- Ask them to draw one of three faces (happy, 'ok', unhappy) to represent how they feel about this activity.
- Collect the post-its from the participants, ask them if they can provide any feedback about the activity to assess the general mood in the room.

Success indicators

Participants are:

- More aware of how media affects public perceptions of body image
- Able to identify positive qualities about themselves that they like

Created for Power Camp National. Some questions taken from "Mirror Image" by the Media Awareness Network:

© Media Awareness Network, MIRROR IMAGE HANDOUT and MIRROR IMAGE COMPETENCIES CHART and MIRROR IMAGE LESSON PLAN, Ottawa, Canada, 2008, <http://www.media-awareness.ca>, adapted with permission.

http://www.media-awareness.ca/english/resources/educational/handouts/tobacco_advertising/mirror_image_handout.cfm

Reprinted with permission from Smoke-Free for Life, a smoking prevention curriculum supplement from the Nova Scotia Department of Health, Drug Dependency and Tobacco Control Unit, 1996.

http://www.media-awareness.ca/english/resources/educational/media_education/quebec/competency_charts/mirror_image_chart.cfm Nova Scotia Department of Health

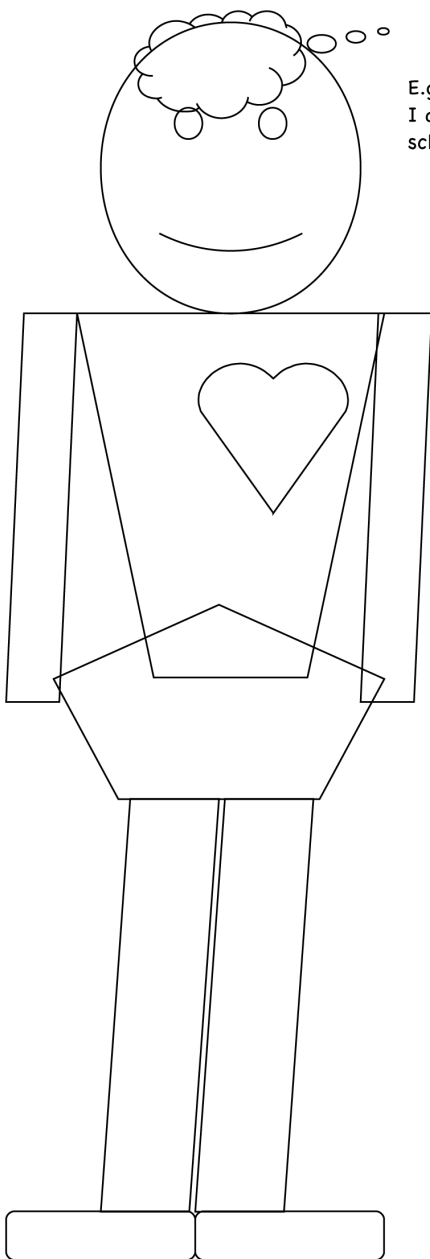
http://www.media-awareness.ca/english/resources/educational/lessons/elementary/tobacco/mirror_image.cfm

Smoke-Free for Life, a smoking prevention curriculum supplement from the Nova Scotia Department of Health, Drug Dependency and Tobacco Control Unit, 1996.

Reflecting Body Image Sheet (for Parts 1 & 2)

Using the images below, consider the positive ways you think about yourself. Draw a line from the part of yourself you are thinking about and write down, what you like inside and what you like outside. Write a brief explanation why you feel this way.

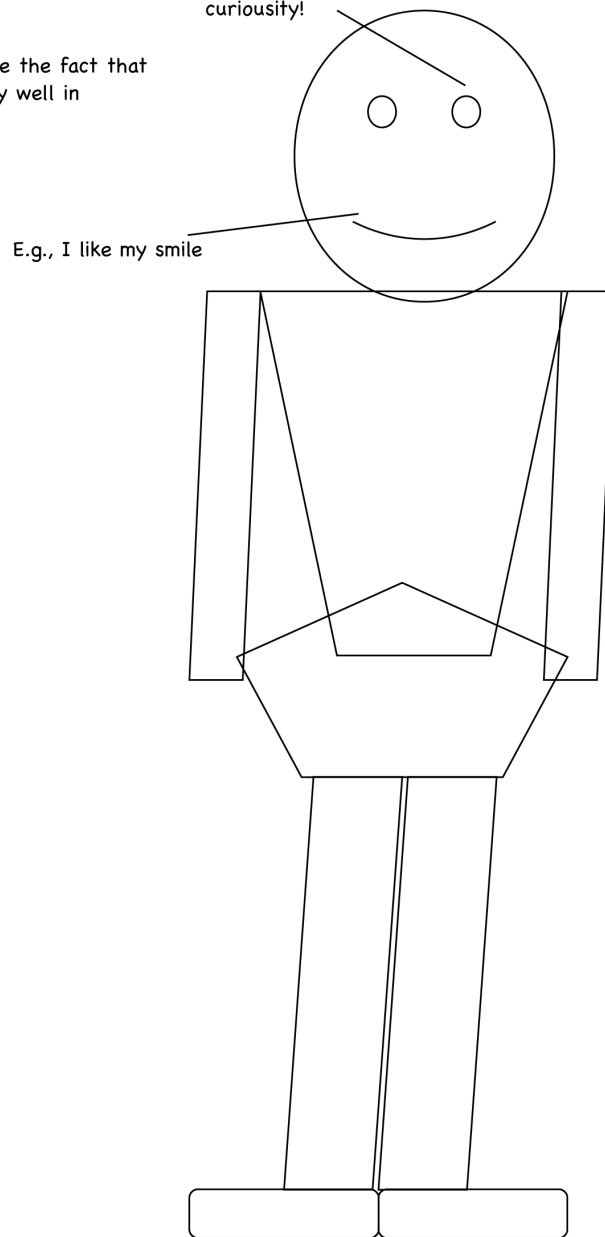
Things I like inside



E.g., I love the fact that I do really well in school.

Things I like outside:

E.g., I love my eyes!
I feel they express my excitement and show my curiosity!



E.g., I like my smile

Self-Esteem Supports

Objective(s)

- To identify positive and healthy feelings about the physical body to build self-esteem
- To examine what factors support a positive self-esteem and a healthy body image

Duration

20 – 45 min depending on group size

Group Size

5 – 30 participants

Age Group

This activity is suitable for participants 13 yrs and older.

Skill(s)

Communication and analytical skills

Format(s) and Technique(s)

Reflection, small group, large group

Materials

Self-Esteem Sheet and Reference Materials

Suggestion

With younger groups you can try to transform the *Self-Esteem Support Sheet* into a more colourful poster that participants can create and take home. If you do this, be sure to provide all the necessary art supplies (see the activity on pillow making in this section)

Instructions

Part 1

- a. Divide participants into small groups of 3 – 5 persons.
- b. Ask that each group discuss: what is self-esteem? (This should be approximately 10 – 15 min)
- c. Ask them to write down their group's definition on a flipchart paper.
- d. When they have completed the task, ask them to post their definitions on the wall.
- e. Review the definitions of each small group.

Part 2

- a. Hand out the Reference Materials if you are leading an older group. With younger groups create a

flipchart using the information from the Reference materials to assist the process.

- b. Discuss the information in the Reference Materials on self-esteem with the large group.
- c. Lead a discussion about how you can support yourself and others with a positive self-esteem. Use some of the suggested questions below.
- d. Ask the participants to think about each question and to write their answers in the space provided on the Self-Esteem Supports Sheet. Give them a few minutes to complete each question.
 - List 5 good things about yourself, and explain why you think this.
 - What would your friends say is your best quality?
 - What would your mother or father say is your best quality?
 - Name 3 things that you are good at.
 - Name 2 things that you are proud of.

Success indicators

Participants are:

- a. Better able to understand their feelings about themselves
- b. Able to identify and discuss what factors support a positive self-esteem and a healthy body image

Created for Power Camp National.

Adapted from POWER Camp National materials and resource and the Action Recipe Book.

Reference Materials

What is self-esteem?

It is the experience of being able to meet the challenges of life by maintaining dignity and knowing that you are worthy of happiness. People who have a healthy and authentic self-esteem trust their own being to be life affirming, constructive, responsible, and trustworthy.

(adapted from: Dove Campaign: <http://www.campaignforrealbeauty.com/supports.asp?section=campaign&id=93#3>)

Influencing factors for a positive self-esteem:

Strong, supportive and positive relationships with parents and family: a feeling that the important adults in their lives listen to them, accept and care about them

- Maintaining friendships based on mutual respect, growth and learning
- Participation in activities that offer real opportunities for growth and challenges
- Experiencing success with schoolwork and extracurricular activities, such as sports, drama or music
- Having the skills needed to cope during times of disappointment or crisis

Low Self-Esteem vs. Healthy Self-Esteem

A low self-esteem grows out of situations/environments that are non-supportive of a person's individual growth. It often results in a person relying on only present to determine how 'they are doing' or how they feel about themselves. They need external experiences to counteract the negative feelings and thoughts that constantly affect them internally. People with low self-esteem have often been given messages that failed experiences (i.e., getting below average grades or failing a course, not doing well at a sport or activity) were failures of their whole self.

A healthy self-esteem is "based on our ability to assess ourselves accurately (know ourselves) and still be able to accept and to value ourselves unconditionally. This means being able to realistically acknowledge our strengths and limitations (which is part of being human) and at the same time accepting ourselves as worthy and worthwhile without conditions and reservations".

Self-Esteem is largely developed during childhood.

- ❖ Factors influencing a low self-esteem:
- ❖ being harshly criticized
- ❖ being abused (physically, mentally, emotionally)
- ❖ being ignored, neglected, ridiculed or teased
- ❖ being expected to be "perfect" all the time
- ❖ experiencing failures

Factors influencing a healthy self-esteem:

- ❖ being praised and emotionally supported
- ❖ being listened to
- ❖ being spoken to respectfully
- ❖ getting attention and hugs
- ❖ experiencing success in sports or school
- ❖ having trustworthy friends

Source: Adapted from POWER Camp resources and Materials and the Action Recipe Book.

Self-Esteem Supports Sheet

	Please write your answers below in point form.
List 5 good things about yourself. Please explain.	
What would your friends say is your best quality?	
What would your mother and/or father say is your best quality?	
Name 3 things that you are good at:	
Name 2 things that you are really proud of:	

Creating a Me Quilt

Objective(s)

- To get to know ourselves better
- Learning about our positive self-perceptions

Duration

45 min - 60 min

Group Size

15 – 25 participants

Age Group

This activity is suitable for participants 13 yrs and older.

Skill(s)

Communication skills, creativity

Format(s) and Technique(s)

Arts-based, individual, small groups

Materials

What the participants bring from home, coloured paper squares, large Bristol board, art supplies (i.e., glue, markers, string, star stickers, scissors, etc.)

Preparations

Ask participants coming to the workshop/activity to bring pictures or objects that can be stuck to paper, and/or copies of certificates of accomplishment that can be used in an art project.

Provide each participant with 4 pieces of coloured paper and one piece of bristol board. Place art supplies, around the floor or on the tables so that participants can access them easily.

Suggestion

For those participants that forgot to bring in items from home, tell them they are welcome to create poems, drawings, and pictures that tell the story of their accomplishments.

Instructions

There are two parts to this activity.

Part 1 Individual Art Work (approx. 30 min)

- a. Ask participants to sit around the art supplies on the floor or around the table.
- b. Explain to participants that they will create a Me Quilt using the things they brought from home and the art supplies and paper provided to them.
- c. The bristol board will be used as the foundation for their Me Quilt, by gluing the 4 pieces onto it.
- d. Explain to them that each piece of paper can be divided into 4 quadrants. Each piece of paper represents a different part of them (you can prepare a flipchart paper in advance and hang it on the wall for the duration of the activity).
 - Qualities and characteristics of me (what makes up who I am as an individual, things you tell people about yourself)
 - My hobbies and talents
 - My accomplishments (things that you do well and that you are proud of)
 - My values and beliefs (things that are important to you)

Part 2 Sharing

- a. Divide the participants into two groups. Explain that each group will have a chance to display their Me Quilts in turn.
- b. Ask Group A to exhibit their Me Quilts by leaning them up against the wall or on a chair.
- c. Ask Group B to go around to view the Me Quilts of participants in Group A. The Group A participants will have a chance to answer questions about their Me Quilts to Group B participants in the go-around.
- d. Reverse the roles of each group and do it again.

Success indicators

Participants are:

- Able to display their pillow
- Communicating well with each other and sharing their work
- More confident about what their offers are

Created for Power Camp National.

Source: Adapted from POWER Camp resources and materials and the Action Recipe Book

Identity , Racism and Discrimination

Creating a Mask of My Identity

Objective(s)

To express or represent a feeling or value through mask making

Duration

1 hr 15 min

Age Group

This activity is suitable for participants 8 – 13 yrs old.

Group Size

5 or more

Skills(s)

Drawing skills, reflection, social and co-operative skills

Format(s) and Technique(s)

Arts-based technique, brainstorming, small group

Materials

Flipchart and markers. Art supplies: bristol board, markers, scissors, glue, tape, sparkles, string, feathers, paint, water, brushes, stamps, markers, nice paper, old magazines, examples of different kinds of masks, etc.
What is Identity? Sheet

Preparations

Using different coloured bristol board, cut out mask shapes, one for each participant.

Punch a hole at either side of the mask at ear-level and tie strings to it so that participants can tie the masks around their heads.

Prepare a sample of a mask that you can share with the group.

Instructions

There are four parts to this activity.

Part 1 Large group discussion and individual work (15 min)

- a. Write "identity" on a flipchart paper/board and ask participants to brainstorm its meanings. Use the *What is Identity? Sheet* to help guide this activity.
- b. Provide the participants with coloured paper and writing tools, and ask each of them to create an "Identity Map" which depicts all the components that make up their own identity, including the varied

roles they play. Show participants how to create their maps by putting a circle on a flipchart paper and writing "Me" in the centre. Then, draw lines out from the circle and write down five words that describe yourself, such as "girl", "artist", "daughter", "friend", "soccer player", "musician", etc.

Part 2 Small group work (20 min)

- a. Divide participants into small groups.
- b. Ask them to share their maps with each other. Ask them to discuss the following:
 - What five words they each chose to describe themselves
 - Why these words accurately describe them

Part 3 Artwork (30 min)

- a. Explain to participants that they will now create a mask of their identity using the Identity Map they created in Part 1.
- b. Demonstrate how they can create the mask using the sample you prepared.
- c. Tell them that they can put whatever they want on their mask to describe the words they chose to identify themselves (they can do this by drawing, writing, gluing, etc)

Part 4 Exhibiting and Debrief (15 min)

- a. Tell participants if they would like to wear their masks to exhibit them to everyone in the group that they are welcome to do so. They can also just hold them.
- b. Tell them to walk around the room to see everyone's masks.
- c. Once they have all seen the masks, ask them to form a circle.
- d. Ask participants, in turn, to use one or two words to describe how they feel about this activity.

Success Indicators

Participants are:

- Able to explain what identity means
- Sharing who they are with others
- Enjoying the mask they created

What is Identity? Sheet

Personal Identity is how a person sees herself/himself in relation to those around them; it what makes them unique. Personal identity may be described by factors such as age, gender, nationality, culture, religious affiliation, disability, sexuality, interests, talents, personality traits, and family and friendship networks. Part of our personal identity is given to us at birth, such as sex, nationality and genetic history. Other aspects of our personal identity are formed during our early years of development and continue to develop during our life as we grow, mature, make choices, forge relationships and build an evolving identity for ourselves, these include: gender, profession, hobbies, etc.

Social identity is how we function within many different social situations and relate to a range of other people. Social groups may involve family, ethnic communities, cultural connections, nationality, friends, work, etc. They are an important and valued part of our daily life. How we see ourselves in relation to our social groupings defines our social identity. Children who have been separated from their family or country of origin may become confused about their personal and social identities. They may have experienced a number of moves, been cared for by different people in different places, lost important contacts and relationships from their past, been separated from family, friends and their ethnic and cultural networks.

Ethnic identity is drawn from the realization that a person's thoughts, perceptions, feelings and behaviours are consistent with those of other members of the same ethnic group. Ethnic identity recognizes that a person belongs to a particular group that shares not only ethnicity but common cultural practices.

Definition sources: Queensland Government, Child Safety, Child Protection Web Site
<http://www.childsafety.qld.gov.au/adoption/education/intercountry/module6/definition-ethnicity.html>

Adapted from Sources: <http://www.thirteen.org/edonline/lessons/whoami/b.html>
<http://www.humanityquest.com>

Dot Game

Objective(s)

To examine the groups shared elements according to the facilitators' instructions

Duration

15 – 20 min

Age Group

This activity is suitable for participants 9 yrs and older.

Group Size

10 – 20 participants

Skills(s)

Communication skills, comprehension skills

Format(s) and Technique(s)

Game

Materials

Multicoloured small dot stickers (can be purchased at an office supplies store)

Preparations

Prepare the coloured stickers. The total number of stickers should equal the number of players, but there should be at least different colours.

Instructions

- a. Ask participants to form a circle with everyone facing the outside of (away from) the circle.
- b. Ask participants to close their eyes and tell them that you will be placing a coloured sticker on their chin. Every participant will know the colour of the other participants' stickers but not their own.
- c. Ask participants to walk around the room and at your signal, tell them to group themselves with other participants with the same colour sticker. All of this has to be done without speaking. (e.g., if you have used three different colours, there should be three different groups formed)
- d. Now start the game over again: this time, put a new sticker on each participants chin. Ask participants to walk around the room and form groups where everyone has a different coloured sticker. Make sure every participant will be in a group.
- e. Repeat the game a third time.
- f. This time place new stickers on participant's chins. Form two colour groups of about the same size, this time giving one or two participants different coloured stickers from the rest and from each other.

(E.g., if there are two groups, one red and one green, give one participant a blue sticker, and another a yellow sticker)

- g. Ask participants to get into the same colour groupings again. Remind them there is no speaking during the game. This time observe the reactions of the participants when the 2 with different colours try to see if they are in either group.

Debrief: Start a discussion on exclusion. Use the suggested questions below to guide your discussion:

- How did you feel when you found a group you could join?
- How did you feel when you couldn't find a group to join right away? Were you afraid there was no group for you?
- To the participants who were excluded in the final game – How did you feel the groups rejected you from joining?
- Have you ever had similar experiences at school, at a camp, community centre, or with friends? How did that make you feel?
- Have you ever excluded anyone from joining your group? How did that make you feel?
- What can rejection/exclusion lead to?

Success Indicators:

Participants are:

- More aware of the meaning of inclusion/exclusion
- Able to understand the feeling of being rejected

Adapted from Source: Equitas – International Centre for Human Rights Education, Play it Right Toolkit, Activity 20 – Inclusion...Exclusion..., Taken from: www.equitas.org/toolkit/

Poster Making: The Message of Acceptance

Objective(s)

- To examine concepts of racism, prejudice, and discrimination
- To explore these concepts through the creation of posters
- To learn how to use imagery and words to educate others

Duration

1 hr 30 min depending on time available and group size

Group Size

10 – 30 participants

Age Group

This activity is suitable for participants 12 yrs and older.

Skills(s)

Writing skills, drawing skills, information skills, self-management and competitive skills, social and co-operative skills

Format(s) and Technique(s)

Arts-based technique, small group work, brainstorming, team work and decision-making

Materials

Art supplies: bristol board, markers, scissors, glue, tape, sparkles, string, feathers, paint, water, brushes, stamps, markers, nice paper, old magazines, examples of lots of different kinds of posters, etc.

Preparations

Make sure to have all of the art supplies you need depending on the size of your group. Place all of the supplies around the room.

This is a generative and messy exercise, that allows participants to creatively express messages about intolerance, racism, sexism, etc. Flipchart version of the *Anti-Racism Terms Sheet*

Instructions

There are three parts to this activity.

Part 1

- a. Write the words from below one at a time on a flipchart.
- b. Spend about **2 minutes brainstorming** the meaning of each of the terms

- c. Tell the participants to call out words that describe the term (one at a time).
- d. Remind them that in a brainstorm, no answer is the wrong answer. Guide them through this practice.
- e. As you fill up the flipchart papers, hang them on the walls around the room.
- f. Once all of the words have been brainstormed, divide participants into small groups of 4 or 5 persons.

Part 2

- a. Tell each group to choose 3 or 4 words from the list of words they have just brainstormed
- b. On a new piece of flipchart paper, write down the names of participants in each group. Then write down the words they chose per group under their group names.
- c. Tell participants that it is time for them to make posters because they have important things to say! Explain to the groups that their job is to create a message for an anti-discrimination campaign, using the words their group has selected.
- d. Tell the groups to prepare a presentation of their poster. Tell them they have up to 3 minutes to present their message.
 - The message has to encourage the public at large, the students at their school(s) or the government to accept this group of persons being targeted whether because of their race, status and/or sexual orientation.
 - The message has to tell a story and get peoples' attention
 - The words each group selected can either be written into the message or expressed through imagery.
 - Provide tips to the participants on how to decorate their posters! Make posters with markers, paint, or through a collage.

ANTI-DISCRIMINATION, ANTI-RACISM TERMINOLOGY:

Slavery	Stereotypes	Homophobia
Prejudice	Heterosexism	Ageism
Race	Sexism	Sexual Orientation
Harassment	Bisexual	Gay
Gender	Queer	Lesbian
		"Coming Out"

Part 3

- a. Each group will present their poster to the larger group and then exhibit the posters in the room. Remind the groups to describe their poster within 3 minutes.
- b. Ask the participants if they would like to get copies of the posters to hang in their school or in a community centre.
- c. Once all of the posters have been made, think about taking a photo of everyone with all of their posters displayed. Mail them a copy of the photo to remind them of what a great job they did!

Success Indicators

Participants are:

- Able to explain concepts of racism, prejudice, and discrimination
- Proud of their posters, and are talking about them
- Speaking about how to use the posters they created to educate others

Created by and for Power Camp National, Original taken from Action recipe Book

Creating a Web of Connections

Objective(s)

- To provide further opportunities for participants to get to know one another
- To begin recognizing invisible as well as obvious differences and some of the ways diversity affects human interactions and relations

Duration

60 min

Age Group

This activity is suitable for 16 yrs and older.

Group Size

10 – 25 participants

Skills(s)

Communication skills, information skills, social and co-operative skills

Format(s) and Technique(s)

Large group, small group, reflection, mapping

Materials

Coloured paper, markers, flipchart paper, string, *My Web Diagram Sheet*, *Diversity Sheet*

Preparations

Cut hand-size circles of different colours. There should be approximately seven circles cut for each participant. Cut about 20 extra circles just in case. Cut out one large circle, which will be used as the centre connector in Part 3.

Tape together 3 or 4 flipchart papers to create one Giant Web Diagram for Part 3.

Make copies of the My Web Diagram Sheet (one per participant)

Diversity Sheet, can either be used as a facilitator tool or a hand-out

Instructions

Within any group there is as much invisible diversity as visible diversity. Differences, whether minute or great should be viewed as an asset rather than an obstacle. To know each other in our diversities requires a continuous effort on our part to learn about the significant "invisible" territory. The Web of Connections activity provides us with the opportunity to acknowledge the diversity within ourselves and others. It will provide us an opportunity to productively learn about and learn from diversity. The activity also invites participants to explore how their circles of identity can affect or inform their perspective or action in different situations.

Many of these topics could stimulate lengthy one-on-one conversations. Help the small groups move through the activity at more or less the same pace. When introducing the activity, make clear how much time is allotted for each part.

Indicate time at intervals: (e.g., "You have five minutes left to finish up this part of the activity."). Remind the group that they can continue personal conversations during the breaks that follow the activities.

There are three parts to this activity.

Part 1 Personal Web of Connections (10 min)

- a. Tell participants to construct a "Personal Web of Connections" using the Web Diagram.
- b. Ask them to begin by writing their name in the centre circle where indicated.
- c. In the small circles, tell them to write the names of 5 groups they personally identify with. Tell them to refer to the list provided on the *My Web Diagram Sheet* to give them ideas.
- d. Explain that they may add as many extra circles as they wish, complete a sample web for yourself on the board or flipchart as an example for the participants.

Part 2 (Group of Four Web of Connections, 20 min)

- a. Divide participants into a minimum of three per group.
- b. Explain to participants that they should take turns describing their own web diagram to the members of their group. Emphasize the richness of the group's diversity, and explore diversity as an asset. Use the *Diversity Sheet* to help facilitate the activity.
- c. Explain that if members of the group share a similar circle, they should sign their names in the other's matching circle. They should consider whether they mean the same thing by the same group name (e.g., does the group "musician" or "artist" mean the same to each)?
- d. Allow time to explore a few of these differences. Make sure participants share a similar understanding of the meaning of the group they identify as having in common. You can suggest to them that they may want to alter the name of a group they have in common so that the names are the same. (e.g., a self-designated "feminist" might agree that her definition includes the group "social activist").
- e. Tell them that sharing their feelings about a group or groups they do not relate to may help to clarify any assumptions they may have or had about them.
- f. Tell them to reflect on the suggested questions below and have a discussion:
 - Was there a time when you were very proud to be a member of a certain group (circle)?
 - Was there a time when you felt marginalized or discriminated against because you belonged to a certain group (circle)?
 - Have you felt both pride and discrimination because of your membership in any of these groups?
 - What is one thing you wish people would never say about one of your groups?
 - Can you think of factors within yourself or your society that might lead you to discriminate against others? To what extent are these factors within your control? To what extent are they embedded in society?
 - What would you have to do to change society and/or yourself in order to change discriminatory behaviour, e.g., behaviour towards people with a sexual orientation different from your own?
 - Do you and members of your group share a similar circle? If so, write your name in the other group member's or members' matching circle.

Part 3 Large group (30 min)

- a. Ask the participants to come together.
- b. Explain to the participants that they will now explore what they have discovered about their similarities and differences by constructing a web for the whole group.
- c. On the large flipchart paper (3 taped together) you prepared, make a Web Diagram similar to the one that was used in Part 1.
- d. Write the name of the group in the centre. (E.g., girl's club)
- e. As you take up each question with the group, fill in the Web Diagram as indicated below.
- f. Begin by addressing the first question to one group of four.
 - What were the most commonly shared groups (circles) in your group of four? Place circles with the names of these "common groups" near the centre with plenty of room inside the circle to add additional groups.
 - Are there other participants also belonging to any of these major groups?
 - Ask for a show of hands and invite participants to call out their names for addition to that group, or have them sign their names themselves if appropriate.
 - Were there any circles with only two names? Again write the names of these groups in circles, this time further out from the centre, and ask for the names of others who might belong to these minor groups.
 - Would you like to mention a group to which you alone belong? These should be voluntary offerings. Add these new circles with group names on the outer edges of the chart without connecting lines. Again ask if there are people from other group who might belong in this circle and adds those names.
- g. Take a few moments at the end of this discussion to ask participants how they feel about diversity?

Success Indicators

Participants are:

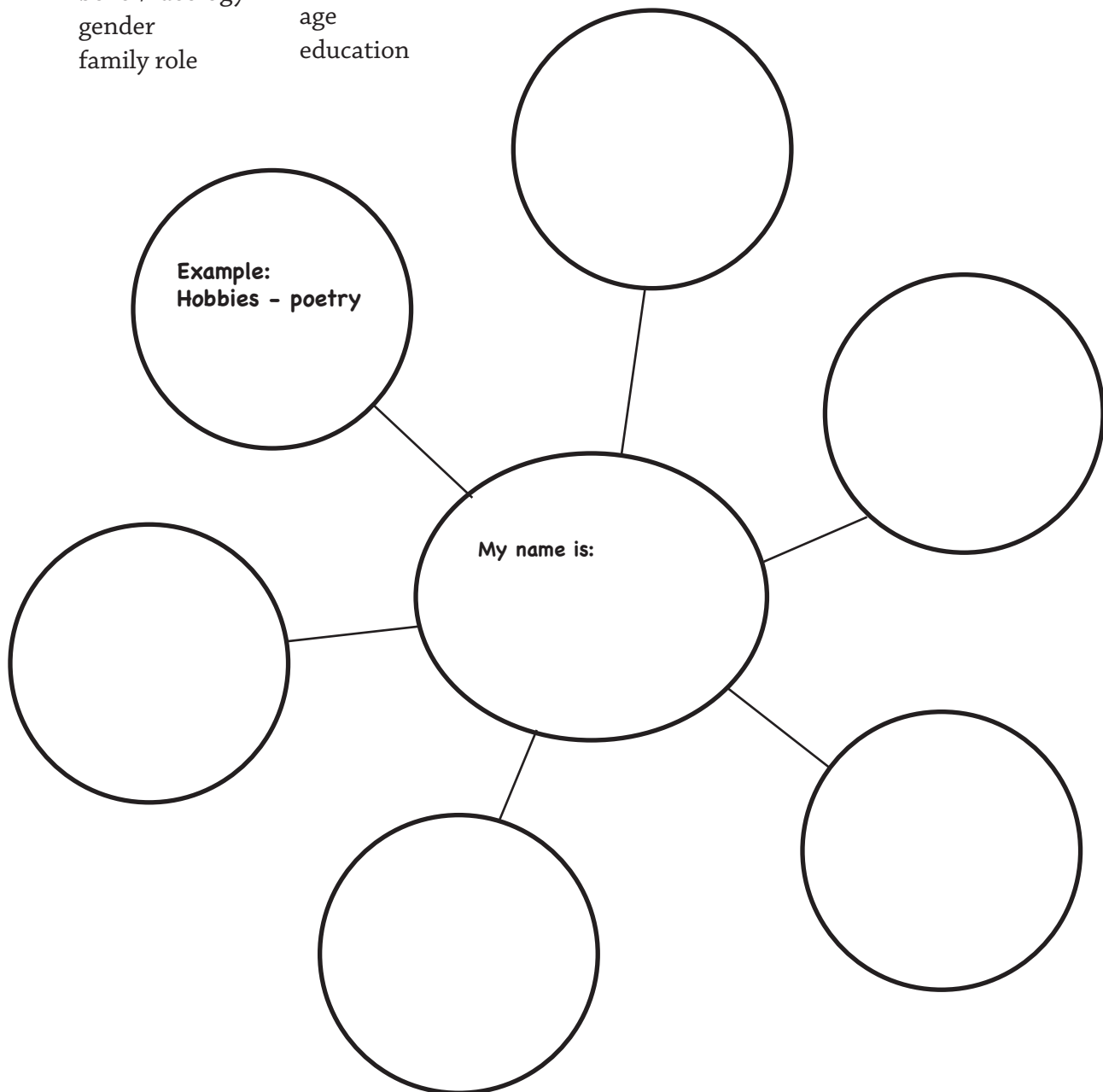
- More aware about issues of diversity and inclusion
- Making connections with other group members

Source: Equitas –International Centre for Human Rights Education, International Human Rights Training Program, Stream 4, Building a Web of Connections Activity, Canada, 2007

My Web Diagram and Diversity Sheet

Some types of groups might be:

religion	race
ethnicity	physical appearance
hobbies	friendship
belief/ideology	sexual orientation
gender	age
family role	education



Relationships

My Rights... My Relationship

Objective(s)

- Explore friendship and family relationships and what participants want and need from them
- Explore romantic and/or sexual relationships and what participants want and need from them
- Explore how self-assertiveness and awareness of one's rights lead to nourishing and positive relationships

Duration

2 hrs 30 min

Group Size

15 – 30 participants

Age Group

This activity is suitable for participants 10 yrs and older

Skill(s)

Communication, reflection and analytical skills

Format(s) and Technique(s)

Large group discussion, guided discussion and arts-based work

Materials

Flipchart paper and markers, patterns for pillows, scissors, glue guns, a variety of coloured fabrics, cotton batting, string or wool, camera for taking group photo, thread, fabric markers and/or paints, buttons, pens and cardboard or coloured paper, *List of Rights Facilitator's Tool*

Preparations

Participants should be told in advance to bring in any artifacts, stories, images, etc. that they feel represent their ideas of a healthy and meaningful friendship, romance or sexual relationship.

Meta cards (half pieces of coloured papers) with one Right written on each piece. Take the Rights listed in the text box on the following page and on each individual meta card, write down one Right.

Stick the metacards to a flipchart paper for Part 1

Write My Right... and My Relationship... on Flipchart

Cut pillow-sized pieces of fabric, make sure there are at least 2 pieces per participant for them to make their pillows.

Instructions

Part 1 (approx. 1 hr)

- a. Present the prepared metacards of Rights to participants on a flipchart paper.

- b. Explain to them that each right relates to their right to have relationships, whether it is one of friendship, romance or sexual.
- c. Lead a brief brainstorm (10 min) with participants. Ask them:

Are there any rights that you can suggest that you don't see on this list?

- d. Once the list is complete, write each new Right on a metacard. Spread all of the metacards on a table or on the floor face up.
- e. Ask participants to each select one Right that they feel is important to their relationships. Tell them that they will use this Right as the basis of the story they will create to add to their relationship pillow.
- f. After each participant has made their selection, invite her to share with the group why she selected this Right and share how it is important to her in the relationship she is thinking about.
- g. Once each participant has spoken, ask her to stick it to the flipchart entitled My Right...My Relationship...
- h. To close summarize the discussion and explain to the group that there are many rights that apply to a relationship and that this list is just a representation of them and not an exhaustive list. Ask the participants if they have any closing questions or comments.

FACILITATORS' TOOL

Rights in a friendship, romance, or sexual relationship

It is my right in a relationship to:

- ❖ To express my opinions and have them be respected
- ❖ To change my mind
- ❖ To choose if and when I want to have sex or fool around
- ❖ To have my needs be as important as my partner's needs
- ❖ To not have sex if that is my choice or to use safe sex practices
- ❖ To not be emotionally, physically, or sexually abused
- ❖ To choose to stop having sex or fooling around
- ❖ To not take responsibility for someone else's actions and words
- ❖ To choose my friends and/or partner without discrimination or pressure from others
- ❖ To fall out of love or to end a friendship and/or a relationship without fear of negative repercussions and/or violence

Part 2 (approx. 1 hr 30 min)

Creating a relationship pillow is an exploration of what is important in a friendship, romantic or sexual relationship. The finished pillows will be a reminder of what is wanted and needed in relationships. Each participant should be encouraged to put into the pillow any objects, words, stories, images, etc. that they feel serve as a reminder or definition of what it means to her.

- a. Hand out 2 pieces of pre-cut fabric to the participants
- b. Explain to the participants how to create the base of their relationship pillow:
 - Apply glue to the edges of one piece of fabric and press it against the edges of the other piece. Leave enough room at the centre (3 inches square diameter for pillow stuffing). Or sew the two pieces of fabric together with the same diameters.
 - Stuff the pillow. Participants can include their writings or artifacts inside the pillow or create pockets for them to be placed on the outside.
 - Decorate pillows as individually desired.
- c. Ask participants to design their pillows, keeping in mind the right they chose in Part 1.
- d. Once the pillows are complete ask participants to exhibit their pillows against the walls or on the table. Tell participants they can walk around to admire the other pillows if they would like to do so.
- e. Ask participants to sit in a circle and to return the meta card (with the right they chose), to the bowl at the centre of the circle and to then share one thing they learned from creating their relationship pillow.

Success Indicators

Participants are:

- Able to comfortably discuss their rights in a relationship
- Able to identify and explain their rights in a relationship to others

Adapted from the section Dating Relationships of the Recipe Book, Power Camp National.

Relating in a Relationship

Objective(s)

- Explore concepts of communication
- Identify healthy and productive ways of communicating with an emphasis on learning how to listen
- Identify their own patterns of communicating
- Incorporate the concept of boundaries into the practice of communication

Duration

60 min

Group Size

10 – 25 participants

Age Group

This activity is suitable for participants 15 yrs and older

Skill(s)

Leadership skills, communication skills, listening skills

Technique(s)

Pair work and large group discussion

Materials

Flipchart and markers, *Communication Sheet*, flipchart version of the information on communication provided in the Reference Sheet, masking tape, chalk or string

Preparations

Create a flipchart version of the *Reference Sheet on Communication*.

Instructions

There are two parts in this activity.

Part 1 Pair work

This part of the activity makes boundaries concrete. It gives participants an opportunity to visualize their boundaries and gives them experience to increase their comfort level with them.

- a. Explain to participants:

It is important to gain a sense of what your boundaries are, and what it feels like when your boundaries may be stepped over, or if you have not set one, and may need to. Knowing one's self

comes from experience. Review with the participants the information about boundaries on the flipchart version of the Reference Sheet and then begin the exercise.

- b. Divide participants into pairs. Ask each pair to sit facing each other.
- c. Give each pair some masking tape, a piece of chalk or a piece of string.
- d. Ask each pair to sit as close together as they would like to. It is very important to express this as a want and not as a have to, or can do.
- e. Then ask participants to use the masking tape, chalk or string, each creating a boundary around herself.
- f. Ask each pair to sit as close to their partner as they would like without stepping out of their visual boundaries they created.
- g. Finally ask participants:
 - Between the two scenarios, which one made you feel more at ease, or more comfortable?
 - What reactions did you have physically, mentally or emotionally when you had to sit in a proximity to your partner that made you uncomfortable?

Part 2 Pair Work

This part of the activity focuses on listening and the barriers to listening. It gives participants an opportunity to exercise their approach to listening, giving them the experience to reflect on their own practice. Review with the participants, information about listening and barriers to listening on the flipchart version of the Reference Sheet and then begin the exercise.

- a. Divide participants into pairs. Ask each pair to sit facing each other.
- b. Ask each participant in each pair to identify themselves as Listener and Speaker.
- c. They will then switch roles and repeat the exercise.
- d. Ask the Speaker to tell the Listener a story about an experience she had when she was a child.
- e. Ask the listener: (you may wish to put up a flipchart version of the points below for participants to use as a guide during the activity)
 - To find out what the speaker is feeling while telling the story
 - To tell the speaker what they understand from the story being told; and to check if they correctly understood the story
 - To ensure they have enough information to really understand and if not, to ask the speaker questions
 - To give feedback to the speaker and ask if they would like to discuss anything else
 - To be comfortable with not responding right away, but using the silent time to think about the other person's story
- f. Once the first set of stories is complete, ask the participants to switch roles and repeat the exercise.

Part 3 Large Group Discussion

Lead a large group discussion to synthesize the experiences of the participants. Ask them what their most important lesson was from each part of the activity. Record their answers on flipchart paper.

NOTE: this can also be done more interactively, be creative about receiving feedback and debriefing. Set up a row of flipchart papers (2 or 3) on the wall and have participants write down a word or a phrase that indicates their most important lesson from each part of the activity. Tell them they are welcome to sign their names next to their contribution or draw a picture that represents who they are.

Success indicators

Participants are:

- Able to explain concepts of communication
- Able to use healthy ways of communicating
- Communicating more effectively
- Better equipped to define their own boundaries

Adapted from Source: [It's Our Turn: A Handbook for Youth Role Models](#), the Laurel Centre, Winnipeg, Manitoba, Canada, 2003

Reference Sheet

You may often be in a one-on-one situation where the other person will be focused directly on you and how you respond.

Communication is made up of many components, including:

- ❖ What you say verbally, the words you choose to use
- ❖ What your tone, body, eyes and face say
- ❖ What you are saying to yourself while you are listening to another person
- ❖ When you say something in response
- ❖ How you say something

The following concepts are important to understand how you may have an impact on those you communicate with, and how they may have an impact on you.

Having Boundaries means having:

- ❖ A sense of your non-verbal communication
- ❖ A sense of where you end and where another person begins
- ❖ An awareness of your rights and responsibilities
- ❖ An understanding of yourself, in order to set your own limits
- ❖ An awareness of your mental, emotional, spiritual, physical, and financial capabilities

Listening means:

- ❖ A commitment on your part to hear what is being said and to give encouragement to the speaker
- ❖ Caring about what is happening in your life, and knowing that your experiences are important
- ❖ Having an awareness about your importance in the world and how your presence impacts relationships around you.
- ❖ A sense of when it is important to silently take in information, allowing another person to speak
- ❖ The confidence to ask questions when you need clarity about things being said to you and knowing that all your questions are important and have meaning

- ❖ Self-awareness about your reactions both verbally and non-verbally, and consciously giving feedback in constructive and meaningful ways. This enables you to be honest, respectful, and to be supportive of the speaker

Listening **is hard work! It is not just about passively absorbing information, it is about** hearing and understanding **the meaning of the information.**

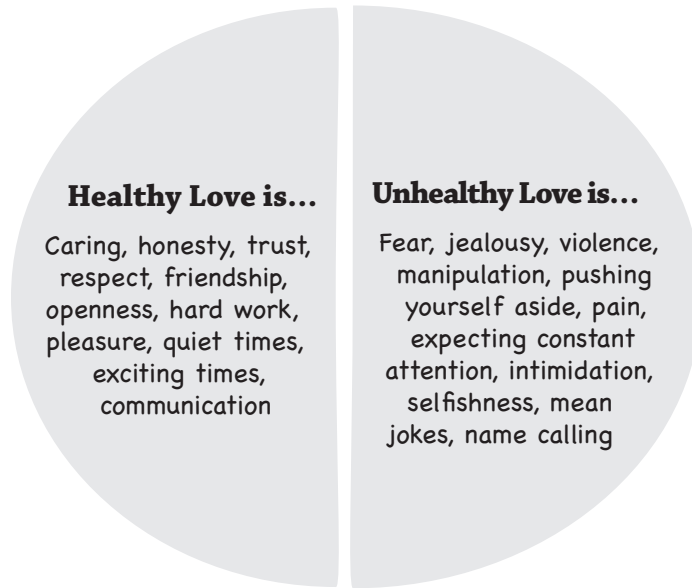
Barriers to Listening include:

- ❖ Daydreaming and thinking about your own life while someone is sharing their experiences and emotions with you
- ❖ Wanting to fix the situation or the other person, trying to have the 'right' answer
- ❖ Comparing the other person to yourself
- ❖ Pre-judging what the other person is saying before you have fully understood what they mean
- ❖ Being pre-occupied with your own experiences and letting those feelings get in the way of hearing the other person

Expression without Words

Objective(s)

- To explore communication without words and to practice interpreting non-verbal cues of others
- Practice using non-verbal cues for positive and warm communication with others



Duration

60 min

Group Size

10 – 30 participants

Age Group

This activity is suitable for participants 12 yrs and older.

Skill(s)

Non-verbal communication skills, social and co-operative skills, information skills, problem-solving skills

Format(s) and Technique(s)

Pair work, co-operative learning

Materials

Flipchart paper and markers, pens or pencils, one copy of *The Task Sheet* per participant

Preparations

Flipchart version of the *Non-Verbal Communication Task Sheet*

Instructions

- a. Divide participants into pairs.
- b. Provide each participant with a hand out of the *Non-Verbal Communication Task Sheet*
- c. Ask each participant in each pair to identify themselves as Giver and Receiver
- d. They will then switch roles and repeat the exercise.
- e. Explain to participants that you will call out an emotion, and that the Giver will communicate this emotion to the Receiver non-verbally.
- f. Explain to participants that non-verbal communication cues are:

Tone of voice (sounds)	Gestures
Facial expression	Spatial distance
Posture	Touching
Eye contact	Body movement

- g. Tell the Receivers to write down on the Non-Verbal Task Sheet provided, their description of the Giver's non-verbal communication cues.
- h. Tell participants to switch roles and repeat the exercise.

Choose from the following list of emotions/feelings to call out one at a time:

Love	Sexy	Proud	Sad
Fear	Happy	Anger	Nurturing
Joy	Daring	Peaceful	Outrageous

- i. Once participants have completed the task, lead a discussion using the suggested questions below:
 - What were the similarities between you and your partner's non-verbal communication cues?
 - What about your partner's non-verbal communication cues surprised or confused you?

Adapted from Source: DW Johnson and Johnson, Reaching Out: Interpersonal Effectiveness and Self-Actualization, 9th edition, 2005.

Non-Verbal Communication Task Sheet

	Emotion:	Emotion:	Emotion:
Non-Verbal Communication Cues			
Tone of Voice			
Facial Expression			
Posture			
Eye Contact			
Gestures			
Spatial Distance			
Touching			
Body Movement			

Healthy vs. Unhealthy Relationships

Note: *Because this activity can easily bring up painful experiences for participants, it requires strong facilitation skills*

Objective(s)

- Provide a safe environment for exploring the role and presence of conflict in the lives of the participants
- Identify unhealthy dynamics in relationships
- Explore options for dealing with conflict

Duration

40 - 60 min depending on group size

Group Size

10 – 30 participants

Age Group

This activity is suitable for participants 13 yrs and older.

Skill(s)

Communication skills, analytical skills, social and co-operative skills

Format(s) and Technique(s)

Small group, large group, using scenarios (case study), brainstorming

Materials

Flipchart, markers, and copies of the relationship scenarios to distribute to the small groups in Part 1

Preparations

Create a flipchart with two columns, one titled 'Healthy Love', the other titled 'Unhealthy Love'

Suggestion

With younger groups, use the reference sheet as a guide for the facilitated led discussion and provide input during the activity. With older groups, the reference sheet can be used as a hand out during Part 1 to inform their discussion and analysis of relationship scenarios.

Instructions

There are three parts to this activity.

Part 1 Large Group Brainstorm

- a. Post the prepared flipchart entitled with 'Healthy Love' and 'Unhealthy Love'.
- b. Ask the participants to brainstorm attributes that fall into each of these categories. Use the reference sheet as a guide if necessary.

Part 2 Small Group Work

- a. Divide participants into small groups of 3 – 5 persons.
- b. Provide them with copies of the relationship scenarios.
- c. Ask each group to read over the scenario, and using the list of attributes for a healthy or unhealthy love, ask them to identify what attributes are represented in the scenario.
- d. Using the flipchart paper, have participants write down the results of their discussion with the large group in Part 2. An alternative way of sharing the results of their discussion can be through drawing, acting, miming, etc. Be creative with your ideas, but make sure the messages they are sharing are clear and constructive.

Part 3 Large Group Discussions

- a. Ask participants to sit in a circle
- b. Ask each group in turn, to present the results of their discussion with the large group.
- c. Lead a large group discussion using the suggested questions below:
 - Would anyone like to share examples of conflict that can happen in a relationship and how it can be turned into a positive experience based on good communication (i.e. a conflict with a friend, partner, parent, etc.)
 - Can anyone speak about their understanding of the differences between assertiveness, passivity and aggression? Help deepen the understandings by providing examples or ask them to share an example.

Success Indicators

Participants are:

- Comfortable exploring ideas around personal conflicts
- Able to explain unhealthy dynamics in relationships
- Able to identify different ways of dealing with conflict

Scenarios

Other types of scenarios that are more about relationships with parents, friends, brothers or sisters, etc can also be used. These scenarios can be re-written or told to the participants with the required substitutions according to age and group (i.e.: if you are working with abused participants consider the scenarios in advance, and be aware of what might trigger difficult emotional reactions).

SCENARIO 1:

My boyfriend/girlfriend and I have been dating for over a month. I wanted to fool around/have sex with him/her, and I sort of told him/her that two nights ago. Yesterday my parents left for the weekend and he/she slept over. I started to feel really uncomfortable when we started kissing and he/she was touching my breasts/ or / he/she went down on me, and just when we were about to have sex I started feeling sort of sick and nervous. I think he/she noticed that I had gotten rigid/ or /sort of dry. He/She asked me if there was anything wrong. It was kind of hard for me to explain, so I didn't say anything for a few seconds. Then I just said I didn't feel well. He/She seemed a little annoyed, but then said that it was cool and got me a glass of water. He/She went the bathroom for a few minutes and when he/she came back he/she was way more relaxed. We just watched a movie and went to sleep.

CONSEQUENCE 1:

Healthy relationships: The girl feels as though her feelings are supported and her decision is respected. They are able to continue their relationship.

SCENARIO 2:

I was 17 and it was two weeks into the semester when some friends invited me to a dorm party. I went and soon my friends disappeared. I started drinking as soon as I got there and I met this guy/girl that was a junior there. We talked throughout the night and he/she kept bringing me drinks. After a while, I invited him/her to my dorm room, which was a couple of doors away. All I wanted to do was kiss him/her. I thought he/she was really cute. He/She told me we should go to his/her place. I still have no idea why I went. When we got there we started kissing and he/she started taking off my clothes and I let him/her. It wasn't until we were having sex that I said "no". I told him/her to stop over-and-over, but he/she wouldn't. I tried to push him/her away but he/she grabbed my hands and pushed them against the bed. The next day I had bruises.

CONSEQUENCE 2:

Legal: Section 271: Sexual Assault.

- ◆ prohibits forceful sexual contact without consent.
- ◆ if complainant is under 14 years, consent is no defense.

Maximum penalty: 10 years in jail. Lesser charges: a \$2,000 fine or at least 6 months in jail.

Scenarios taken from Source: Inuvik Youth Centre Society, Developing Healthy Relationships Workshop,
Made possible by the generous support of Green Shield Canada Foundation and NWT Community Justice:
Victims Assistance Fund

Adapted from Source: It's Our Turn: A Handbook for Youth Role Models, the Laurel Centre, Winnipeg,
Manitoba, Canada, 2003

Conflict Management Sheet:

CONFLICT MANAGEMENT IS...

- ❖ having an awareness of what conflict is and how it feels to be involved in it
- ❖ deciding what your values are and how you will respond to the conflict
- ❖ choosing the limits and boundaries you want to set to help you determine how you want to be treated
- ❖ addressing incidences and relationships with dignity, valuing yourself and others when those limits and boundaries are not being respected

CONFLICT RESOLUTION REQUIRES US ...

- ❖ to understand the differences between healthy and unhealthy communication skills that lead to conflict.
- ❖ to practice healthy communication and listening skills.

UNHEALTHY COMMUNICATION AND ACTIONS: UNDERSTANDING ABUSE

“**Abuse is** any attempt to gain power or control over another person using physical, emotional, or sexual tactics.”

“**Physical Abuse is** any behaviour that is meant to control or cause harm to another person’s physical freedom, using physical force or physical presence to intimidate.”

“**Emotional Abuse is** the intentional manipulation of another person’s feelings or thoughts in order to gain power over them.”

“**Sexual Abuse involves** both a physical and emotional component. It is any unwanted sexual contact that is forced on, or manipulated from someone else. It may include physical contact or the suggestion of sexual contact.”

HEALTHY COMMUNICATION AND ACTIONS: UNDERSTANDING ASSERTIVENESS

Assertiveness is standing up and expressing oneself in a way that does not violate or discount the basic rights of another person. It is the direct, honest expression of one’s own feelings or opinions without undue anxiety, guilt or anger.

**It IS constructive rather than destructive
Is NOT blaming or threatening of others**

Assertiveness is based on respect of oneself and of others, it is about recognizing appropriate boundaries.

Can format into the shape of a circle with half and half for each side.

TIPS FOR RESOLVING CONFLICT WITH HEALTHY ASSERTIVENESS:

- ❖ Know what boundaries you need in a given situation, and know the boundaries of the other person(s) involved.
- ❖ Know yourself. Respecting yourself and your right to voice your opinion is crucial to coming across assertively.
- ❖ Try to ensure that your non-verbal communication is assertive but not attacking, and not blaming or self-depreciating (i.e.: your tone of voice, facial and body expression need to be consistent with your words, be aware.)
- ❖ Be direct and clear with your message without hinting, making excuses or beating around the bush; mean what you say.
- ❖ Be open and willing to listen to other points of view that are being expressed.

Friendship

Objective(s)

Encourage participants to talk about, and reflect on their friendships

Duration

60 min – 1 hr 30 min

Group Size

15 – 30 participants

Age Group

This activity is suitable for participants 10 yrs and older

Skill(s)

Communication skills, social and co-operative skills, creativity

Format(s) and Technique(s)

Sharing and reflection, arts-based work

Materials

Quotes about friendship, look online. E.g., www.wisdomquotes.com/cat_friendship.html Meta cards, markers, coloured paper, stickers, tape, glue sticks, yarn

Preparations

Place copies of quotes at the center of the room, on the floor or on a table. Make sure there is one for each participant.

Place all of the art supplies on the tables or floor to make them accessible to the participants.

Instructions

- a. Ask each participant to choose a folded piece of paper with a quote written on it.
- b. Ask participants to sit in a circle. Go around the circle and ask each participant to read the quote and then share with the group what this quote means to them.
- c. Once all of the participants have shared their quotes, explain that they will now create a personal card using the quote for a friend. Tell them to think of a friend that reminds them of the quote they have chosen. This card can be for any friend in the group or their community; it doesn't have to be for another participant.
- d. Tell them the creation of the card is completely their own choice with the available materials that they have.

Depending on the participants' level of reading and comprehension, they may interpret the quotes in a way

that strays from the actual meaning. You may want to explain the quotes to them if they seem confused or ask for help. When selecting the quotes for the group, think about their age range and capacity.

Success Indicators

Participants are:

- Comfortable sharing about friendship
- Able to express their emotions about a friend they admire

Source: Recipe Book, Power Camp National. Originally created by Head and Hands/ a deux main.

Growing Up and Growing Older

Objective(s)

To examine ageism by exploring stereotypes about older and younger people

Duration

45 min – 60 min

Group Size

10 – 30 participants

Age group

This activity is suitable for participants 14 yrs and older.

Skills(s)

Communication skills, analytical skills, comprehension

Format(s) and Technique(s)

Buzz groups, large group discussion

Materials

Quiz Sheet, flipchart and markers

Preparations

Make a flipchart version of the **Quiz Sheet** to use in Part 2 of the activity.

Instructions

This activity teaches participants about tolerance and stereotyping. It helps young people to confront the issues of ageism that present challenges to both themselves and to older people.

There are two parts to this activity.

Part 1 (20 min)

- a. Divide participants into a maximum of four small groups.
- b. Provide each small group with a copy of the quiz on age stereotypes.
- c. Ask each group to complete the quiz.
- d. Go over the instructions on the Quiz Sheet with the participants.
- e. Explain that each statement should be discussed among the group to determine which age group that statement belongs to.

- f. Tell them to write down the key points of their discussion in the space provided below each statement. Why did they choose that age group? If they are undecided, why?
- g. Have one or two participants volunteer to present the results of their discussion to the large group in Part 2.

Part 2 (40 min)

- a. Ask participants to form a circle.
- b. Using the flipchart version of the *Quiz Sheet*, in turn, ask the volunteers from each group to provide the response to each question. Collect the responses from all of the groups before continuing to discuss the comments.
- c. Continue using the flipchart version of the *Quiz Sheet*, select 5 out of the 10 questions and ask the participants to discuss why they chose that particular age group for that question, and if they were undecided, ask them to discuss why.
- d. Then, ask the participants the following suggested questions:
 - Both older and younger people can be victims of stereotypes, prejudice and discrimination because of their age, in what other ways is being young, similar to being old?
 - What kind of actions can we take to address age-based prejudice and discrimination (called Ageism)? How might older and younger people work together to resolve this problem?

Success indicators

Participants are:

- More aware of how age stereotypes can affect intergenerational relationships.

Adapted from source: Teaching Tolerance Activity Taken from: <http://www.tolerance.org/teach/magazine>

Quiz Sheet

With the members of your group, complete this quiz. Each statement represents a form of stereotyping, prejudice and discrimination that young and old people experience. Identify which statement applies to young people and which apply to old people. In the comment space provided, explain your choice.

1. They always stick together and keep their distance from other age groups.
2. I hate the way they drive. They're a menace to the road.
3. They're always taking and never giving. They think the world owes them a living.
4. They're so opinionated. They think they know it all.
5. They're never satisfied. They're always complaining about something.
6. Don't hire them because you can't depend on them.
7. I wish I had as much free time as they have.
8. They're always so forgetful.
9. They're always hanging out at parks and shopping malls.
10. They should act their age.

Power Structures, Anti Violence, Violence Prevention

What Violence Is...

Objective(s)

- To examine concepts of violence
- To identify a working definition of violence as a group

Duration

30 min

Age Group

This activity is suitable for participants 11 yrs and older.

Group Size

10 – 30 participants

Skills(s)

Increased knowledge about violence, analytical skills

Format(s) and Technique(s)

Reflection, small groups, large group discussion

Materials

Flipchart and markers, pad of paper, pencils/pens, *Violence Questionnaire* (can be used as a flipchart version in a large group if participants are not comfortable writing), *What is Violence? Sheet*

Preparations

Make copies of the questionnaire entitled *Understanding Violence*. Make one set of copies for each group. Create a flipchart version of the *What is Violence? Sheet*. Create a flipchart with two columns, one titled "Peace and Respect" the other titled "Violence and Oppression"

Suggestion

You can create a flipchart version of questionnaire if you choose to make that part a large group discussion. However, encouraging writing is a way of strengthening reflection and analytical skills, if you find participants are hesitant to write, remind them that they don't have to be perfect writers for this exercise, the point is more about the ideas that come out of it.

Instructions

This activity is meant to be a 'springboard' for further activities focusing on violence, dating violence, or interpersonal relationships.

There are two parts to this activity.

Part 1 (30 min)

- a. Post the flipchart version of the questions on the wall.
- b. Divide participants into small groups and hand out one copy of the *Questionnaire* and *What is Violence? Sheet* to each small group
- c. Ask participants to reflect on the questions with the members of their group.
- d. Ask each small group to write down their responses on flipchart paper provided to them.
- e. Tell them to post their group's responses on the wall.
- f. Explain to them that they can use the reference materials to help them answer the questions.

Part 2

- a. Post the flipchart paper with the "Peace and Respect" and "Violence and Oppression" columns on the wall.
- b. Ask the group to call out words that describe each of these categories, using the responses they discussed in Part 1.
- c. Write these words on metacards or post-its and post them in the appropriate column. You can use two different colours of metacards to further highlight the differences.
- d. When you have a complete list for each category, ask the group if there is anything missing or anything in the wrong place. Ask participants to come up to add or redirect words they think are necessary. Also, as the facilitator, if you think there are words still unidentified by the participants, suggest them and ask where they think they should go, ask them why.
- e. On a separate flipchart paper write down "Peace is..." and ask the group to come up with a definition, using the information they provided.
- f. Close the discussion by asking participants if they have any questions.

Information Adapted from Resources: Making the Peace, Session 2, p. 42-47. Activity Created for Power Camp National

Understanding Violence

1. What is your understanding of the term “aggression”?

2. What is your understanding of the term “respect”?

3. What is your understanding of the term “oppression”?

4. What is your understanding of the term “love”?

5. What is your understanding of the term “violence”?

6. What is your understanding of the term “peace”?

What is Violence? Sheet

DEFINITIONS OF VIOLENCE (N)

Violence is the use of aggressive, physical force to injure somebody or damage something, or it is the effect created by the threat of this. It is an extremely destructive, or uncontrollable force. Violence is an intensity of feeling, or form of expression that is oppressive, hurtful, harmful and damaging to either one's self or to others. Violence can be experienced in many forms, such as self-inflicted (ex: suicide, eating disorders, etc), relational (ex: sexual assault, domestic violence, etc) and systemic (ex: racism, sexism, etc) violence.

Adapted from Source: Encarta® World English Dictionary © 1999 Microsoft Corporation. All rights reserved. Developed for Microsoft by Bloomsbury Publishing Plc.

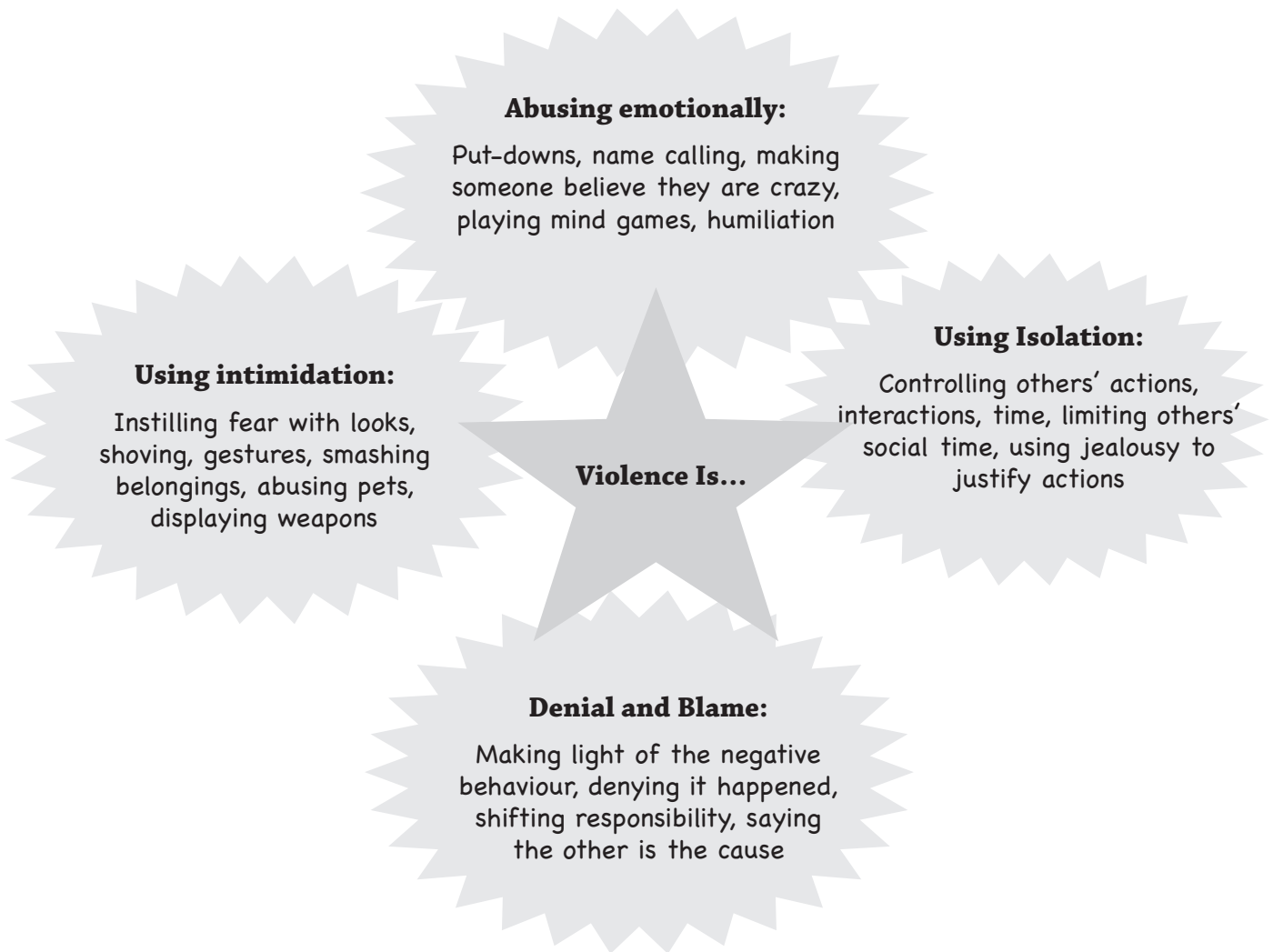
Violence is not an expression of love, but an abuse of it. Violence isn't security and trust, but an abuse of it. Violence isn't nurturing to one's self or to others but it is abusive.

Violence doesn't only affect "other" people, it can affect anybody. Violence doesn't only happen in certain situations, it can happen in any situation.

Violence isn't only physical; it is sexual, emotional, mental and spiritual. One type of violence usually means other types of violence are present or possible.

VIOLENCE IS...

Adapted from Source: Domestic Abuse intervention Project 1986, USA



Watching the film "Girl Fight"

Objective(s)

- To explore issues of violence, aggression, relationships, poverty, race, gender roles played by girls or boys, and gender discrimination in sports
- To encourage reflection and talk about how it relates to girl's lives

Duration

2hrs ++

Group Size

10 – 30 participants

Age Group

This activity is for participants 13 yrs and older.

Skills(s)

Analytical skills

Format(s) and Technique(s)

Film, talk-back, and reflection

Materials

Flipchart paper and markers, maybe some snacks and comfortable places to hang out while watching the film

Film – *Girl Fight* (Description taken from IMDB web site: At 18, Diana has a chip on her shoulder; she's close to expulsion from high school for fighting, her mother is dead, her dad is surly, the popular girls at school set her teeth on edge, she knows men can cause pain. When she picks up her younger brother at a Brooklyn gym where he boxes to please his father, she decides she wants to train. Hector, a coach, reluctantly agrees to teach her. It's soon clear to him that Diana has talent; he pushes her. She spends time with another young fighter, Adrian, who has a girlfriend, but Diana intrigues him and stirs real feelings he tries to articulate. She, too, must accommodate her toughness and ironic detachment to her feelings for him.

Instructions

- a. Present the story of the film to the participants.
- b. Ask the participants to set themselves up comfortably to watch the film and hand out snacks.
- c. Play the film.
- d. Once the film is finished, ask the participants to form a circle.
- e. Lead a discussion using the suggested questions provided below:
 - What was the most inspiring part of the story? Why?

- What was the most difficult part of the story? Why?
- What challenges did the main character face?
- What part of the story did you relate to most? Why?
- How important is having a role model in your life?
- What are the factors that contributed to the main characters challenges in her life?
- Did you like the way the story ended? Why?

Success Indicators

Participants are:

- More aware of issues of violence, aggression, relationships, poverty, gender roles played by girls or boys, race, and gender discrimination in sports
- Able to reflect and talk about how the movie and issues in the movie relate to their life
- Able to watch films with a more critical analysis

Where's the P Between You and Me?

Objective(s)

- To explore personal views on power
- To encourage recognition of our own power and potential

Duration

2 hrs minimum depending on available time and group size

Group Size

10 - 30 participants

Age Group

This activity is for participants 16 yrs and older.

Skills(s)

Social analytical skills, personal development, reflection and creativity

Format(s) and Technique(s)

Presentation, large group discussion, brainstorming

Materials

Art supplies: coloured paper, pencils, tape, glue, stars, ribbon, butcher paper or flipchart paper, markers, etc.

Suggestion

Working to understand power at the personal and structural levels can raise some strongly held beliefs; analyzing them requires sensitivity, so it is best that these types of activities are conducted with groups that have strong group dynamics and in secure environments where participants feel comfortable with each other.

Instructions

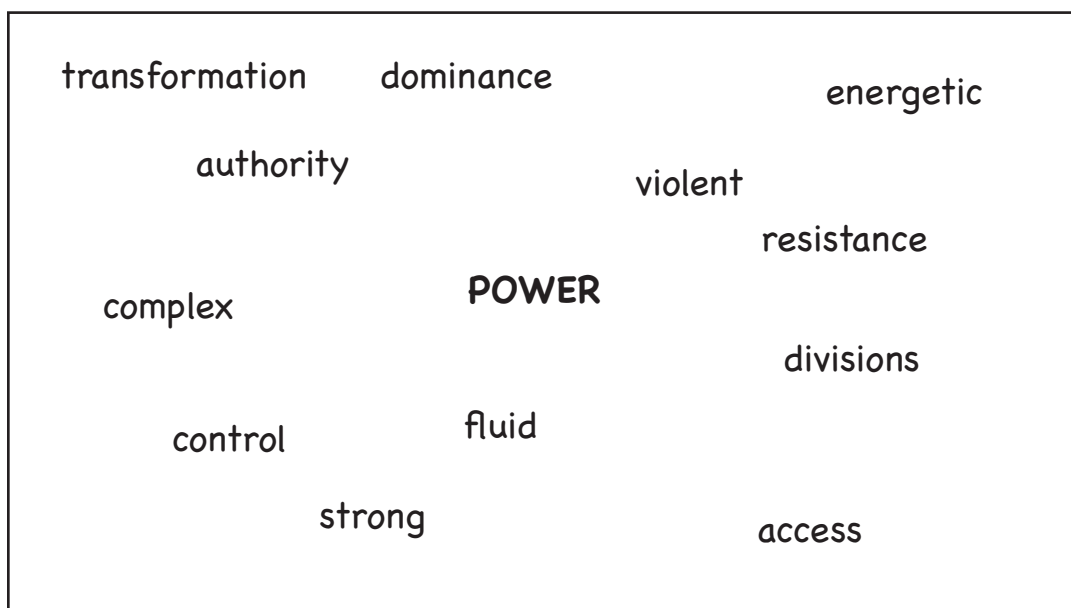
This activity initiates reflection about the concept of power by focusing on personal assumptions about power. It will help participants identify their own sources of power and how they encounter power in their daily lives. The idea behind this is to challenge limited and traditional views of power and powerlessness.

There are two parts to this activity.

Part 1 Brainstorm and Large Group Discussion (45 min)

- a. Lead the participants in a brainstorm about what is power? Write the word "power" at the centre of a flipchart paper ask participants to call out the words that come to mind when they think of the word power.
- b. As participants call out the terms, write them exactly as they are said on the flipchart, around the word power. An example is provided in the box. (5 min)

- c. On a new flipchart write down SOURCES OF POWER, and ask participants to identify what they are. Some examples can be taken from the *facilitators' reference sheet* to help guide the discussion. Flipchart their responses:
- d. On another flipchart paper ask participants to identify ALTERNATIVE SOURCES OF POWER, ask them to consider some of the positive aspects of power. Some examples can be taken from the *facilitators' reference sheet* to help guide the discussion. Flipchart their responses:
- e. On a new flipchart, write down Empowered and Disempowered as two separate columns. Some examples can be taken from the *facilitators' reference sheet* to help guide the discussion.



Part 2 Small Group Work and Creative Interpretation (1 hr 15 min)

- a. In preparation of their small group work, lead a discussion using the suggested questions below. Remind participants that they can refer back to the resources available from Part 1. Flipchart their responses:
 - Looking at the lists you created in Part 1, what are some structures in society that empower people or make them feel disempowered? Talk this through and ask them why? You can chart this in two separate columns if it is easier to follow.
 - Where do you feel empowered and disempowered in society?
- b. Divide participants into two small groups.

Group A – Empowered

Group B – Disempowered
- c. Ask each group to create a skit/drawing/or poster to represent their concept of power, either empowered or disempowered using the terms and results of their discussion from Part 1.
- d. Once each group has their turn, ask participants for the reflections:
 - What is the main message of the group's drawing/skit/poster?
 - How does it portray the concepts of Empowered and Disempowered?

- e. Depending on the age and maturity of the group, lead a discussion using the following suggested questions:
- Are we limited by our position in society? Why? In what ways can we create change?
 - How do limitations have consequences in society? I.e., what happens between people as a result of these limitations?
 - Do differences really matter? Please explain.
 - Can you give some examples of women who are empowered in society?
 - How are these women powerful?
 - How are these women using their power to change society?
- f. Summarize the results of this discussion with the group.
- g. It is important to debrief this activity afterwards to ensure that participants do not leave feeling powerless. One way is to ask them to write a note on a piece of paper describing how they know they would like to create peaceful and positive change to the social system of power. Ask them to hand in the note either anonymously or signed, which you will then post on the "wall of change". If there is time, this can be used to launch a discussion about creating change in our community, or it can be saved for the next session.

Information Adapted from Resources:

Making the Peace, Session 3, p. 51-52.

VenKlasen L. and Miller V., A New Weave of Power, People and Politics: The action guide for advocacy and citizen participation, Just Associates, World Neighbours Publ. 2002, p. 39 – 45.

Activity Created for Power Camp National

Defining Power Reference Sheet

(can be distributed to older participants or used as a facilitator resource to guide the discussions)

SOURCES OF POWER

- ❖ Control
- ❖ Money and wealth
- ❖ Position
- ❖ Knowledge and information
- ❖ Might and force
- ❖ Abuse
- ❖ Capacity to inspire fear or joy

ALTERNATIVE SOURCES OF POWER

- ❖ Humor
- ❖ Togetherness/solidarity
- ❖ Information
- ❖ Living justly
- ❖ Organization and planning action
- ❖ Our own knowledge
- ❖ Our own experience
- ❖ Commitment
- ❖ Numbers (e.g., in terms of female to male population)

COMMON RESPONSES FOR "SITUATIONS THAT RESULT IN FEELING EMPOWERED"

- ❖ Overcoming fear or a feeling of ignorance by doing an action
- ❖ Recognition by others of something I did or said
- ❖ Finding a solution in a creative way that seemed unsolvable
- ❖ Being able to overcome a difficulty on my own or with very little assistance
- ❖ Succeeding at something, or doing something really well
- ❖ Caring for, or helping someone

- ❖ Joining a group with other people that share my excitement or challenge

COMMON RESPONSES FOR “SITUATIONS THAT RESULT IN FEELING DISEMPOWERED”

- ❖ Being disrespected or putdown
- ❖ Being ignored
- ❖ Being stereotyped or denied an opportunity to prove oneself
- ❖ Not having control
- ❖ Experiencing loss
- ❖ Feeling ignorant
- ❖ Feeling shame
- ❖ Feeling or being isolated

VenKlasen L. and Miller V., A New Weave of Power, People and Politics: The action guide for advocacy and citizen participation, Just Associates, World Neighbours Publ. 2002, p. 36 - 44.

EXPRESSIONS OF DIFFERENT FORMS OF POWER

In reality, power is both dynamic and multidimensional, changing according to context, circumstance and interest. Its expressions and forms can range from domination and resistance to collaboration and transformation.

Power Over...

The most commonly recognized form of power, is power over...

It has many negative associations for people, such as, repression, oppression, force, coercion, discrimination, corruption and abuse. Power is seen as a win-lose relationship.

Power With...

Has to do with finding common ground among different interests and building collective strength. Power is seen as building on mutual strength, solidarity and collaboration. This kind of power can help bridge different interests to transform or reduce social conflict.

Power To...

Refers to the unique potential of every person to shape his or her own life and the world. When based on mutual support, it opens up the possibilities to create action, be a part of an active community.

Power Within...

Has to do with a personal sense of self worth and self knowledge, it includes the ability to recognize individual differences while respecting others. Power has the capacity to imagine and have hope, it confirms a common human desire for dignity and fulfillment.

VenKlasen L. and Miller V., A New Weave of Power, People and Politics: The action guide for advocacy and citizen participation, Just Associates, World Neighbours Publ. 2002, p.36-45

EXPRESSION OF POWER OVER DIFFERENCE

Some forms of violence come from intolerance of difference in our society. Differences between people, whether visible or invisible, make up our identities. Our identity is what defines social, political, economic and cultural groups.

Factors that make up our identity are:

- ❖ where we come from
- ❖ the language that we speak
- ❖ the colour of our skin
- ❖ the religion that we practice
- ❖ the gender(s) we are attracted to
- ❖ the amount of money that we have
- ❖ the age that we are
- ❖ the ethnic/cultural traditions that we practice
- ❖ the list goes on and on...

Power is also present in society at large. It can be empowering or disempowering depending on the situation and the people involved. Power at the societal level (power in society) comes in the form of structures:

- ❖ The government institutions
- ❖ The justice system
- ❖ The legal system, the rule of law
- ❖ The economic system
- ❖ The education system
- ❖ The religious institutions
- ❖ And the family institution

Sexuality, Gender Identity, Safe Sex

Gender Stereotyping

Objective(s)

- To explore the potentially damaging effects that stereotyping/ labeling have on people
- To examine the role of media in perpetuating stereotypes / labels
- To explore values, attitudes and beliefs that either hinder or help individuals

Duration

2 hrs 30 min depending on the size of the group

Group size

20 - 30 participants

Age Group

This activity is suitable for participants 11 yrs and older.

Skill(s)

Comprehension, analytical and communication skills

Format(s) and Technique(s)

Sharing, reflecting, role play, small group and large group work

Materials

Flipchart and markers, *Gender Stereotyping Sheet*, images of women and men in an action (can use magazine clippings copied on transparencies for overhead projection, or save images from the web and show with LCD projector depending on available technology and/or resources)

Preparations

Make 2 flipchart papers. On the first one, write the title "How Men Act", on the second flipchart paper, write the title "How Women Act". Set these aside for use in Part 4.

Instructions

This activity is divided into 3 parts.

Part 1 Prepare the Role-Play (45 min).....

- a. Divide participants into small groups.
- b. Provide each group with one of the following scenarios to *role-play*. (make sure each participant understands what it is to role-play – you can tell them that it is a skit or small play about the scenario/ theme provided to them)

- a television advertisement for a vacuum cleaner
 - a parent (can be either father or mother) handling their daughter's first love crush
 - a man and a women going to the movies
 - a television advertisement for sports equipment
 - a modeling agent scouting for a new face
- c. Explain that they will be creating a role-play for the scenario provided and presenting it to their small group. Tell them to prepare a role-play of a maximum of 5-minutes in length. (30 min)
- d. Encourage the participants to be as creative as they would like. (i.e., use props, images, miming, etc).

Part 2 Present the Role-Play (45 min)

- Ask a group to volunteer to be the first to present.
- Ask the groups to present the title of their role-play and the names of each group member before beginning.
- Following each role-play take a few minutes to ask participants to comment on what they have seen or ask questions to the small group.

Part 3 Images, Media and Gender Stereotyping (45 min)

- Ask the small groups to reconvene in a u-shape/horseshoe shape for a large group discussion.
- At the front of the room, place the flipcharts with the titles "how men act", and "how women act"
- Without an explanation of each image, show them, one at a time, and ask the participants to identify how men and women are portrayed in the images. Record their answers under the appropriate title.

Sample responses for flipcharts:

How Men Act:	How Women Act:
Macho Brave Powerful Smart Strong Mean Don't cry	Sweet Polite Smart Neat Sexy Needy Quiet

- Ask them to think back to their role-plays, and link their characters' behaviour to what they have identified under each title as specific to "men" or to "women". Add any new responses to the appropriate title.
- Lead a large group discussion about "manly" or "womanly" behaviour. Use the suggested questions below:
 - Where do we learn these gender roles (discussion leads: Who teaches us stereotypes? People on TV/Radio/Internet/school?)
 - What TV or movie examples can you share?

- Where do girls/women learn these messages? (Discussion leads: mothers/aunts? How do other people influence our learning about gender?)
- When girls or boys don't fit within these gender stereotypes, what names/put-downs are directed at them? (Start with boys or girls, make sure the focus is on one at a time.)
- How do these names or put-downs reinforce the stereotypes?
- How does it feel when you are called any of these names?
- What do you think the person using these names or put-downs is feeling?

Leave 15 minutes for debrief: ask if anyone would like to express how this activity makes her feel.

Success Indicators

Participants are:

- More aware of the negative effects of stereotyping and labeling people
- Better able to explain the role of media in perpetuating stereotypes / labels
- Able to make better choices based on their values, attitudes and beliefs that either hinder or help themselves as individuals

Source: Adapted from © Media Awareness Network, GENDER STEREOTYPES AND BODY IMAGE LESSON PLAN, Ottawa, Canada, 2008, <http://www.media-awareness.ca>, adapted with permission

http://www.media-awareness.ca/english/resources/educational/lessons/elementary/body_image/gndr_stereo_body_image.cfm

These lessons are an adaptation of Grade 8 lessons from the Curriculum Healthy Relationships, by Men For Change, Halifax, Nova Scotia, a 53-activity, three-year curriculum designed for teens. The Act Like a Man/ Be Ladylike exercises were originated by Paul Kivel, in association with the Oakland Men's project, Oakland, California © Oakland Men's Project.

Additional edits by Carina Foran.

Reference Sheet

WHO WE ARE

Human beings experience a full range of emotions.

WHO WE ARE TOLD TO BE

Stereotypes about “Acting Like a Man” or “Acting Like a Woman” can lead to violence and unhealthy vulnerability because they are learned stereotypical attitudes and behaviors. Often “Acting Like a Man” or “Acting Like a Woman” is doing what society thinks we should. We can free ourselves from these restrictions once we see them as unrealistic ideals. The bottom line is that stereotypes are destructive because they limit our potential!

This is not to say that it’s wrong for guys to like sports or fix cars or for girls to enjoy cooking or childcare (cite other examples from student generated list). (Note: It is important to make this point in order to be sensitive to boys or girls who may feel defensive.) The problem is that we are told that we must perform these roles in order to fit in and be good girls and good boys. It is important for all of us to make our own decisions about what we do and how we do it.

A STEREOTYPE IS...

A stereotype rigidly confirms the belief that if you are a girl or a boy, or a woman or a man, you must perform specific roles, and do them well. This belief takes away our personal choices in determining our own interests and skills. It also discourages men from participating in “women’s work” (such as cleaning and child care) and it restricts women from choosing roles that are traditionally “male” (such as engineering and science). A gender stereotype also assumes that there are only two ways to act (manly or womanly) when in reality there is a whole range in between and some altogether different and wonderful!

THE NEGATIVE EFFECTS OF STEREOTYPES

The concepts of “acting like a man” or being “womanly” do not only relate to attitude. There are also physical expectations connected with these stereotypes, many of which are unrealistic. When we unconsciously try to live up to the standards of these stereotypes, we can do physical and emotional harm to ourselves. Often, we don’t notice this because we tend to mold ourselves to fit these stereotypes. This can be

damaging. A boy with a very slight build who wants to be muscular is fighting against himself if he tries to change his physique to match that of the stereotypical male. This can lead to physical and emotional harm because of stereotypes. A girl who is smart and opinionated may be told to be quiet or speak less because it is not womanly. She may then focus on her looks as a way to conform to what images in magazines say she should look like. This is emotional harm caused by gender stereotypes. Stereotypes are damaging because they limit a person's potential.

Believing in stereotypes can influence the way we act. This may lead to taking actions, which result in negative behaviours, even if it is not our desired choice. Stereotypes have the potential to lead to violence when someone wants to "correct" a stereotype which is being broken or when people feel that they have to live up to certain expectations.

Sometimes, the images of people in magazines, in movies and on TV, portray men and women in very similar ways. These images also affect how we see ourselves. Gender stereotypes portray unrealistic, contradictory, and limiting ways to be a woman, a man, a girl, a boy, etc. These stereotypes are also physical: they show a perfect face, the perfect body, the ideal build; images that are considered totally cool. These images tend to influence the way individuals feel about themselves. This can lead to a loss of self-esteem, because instead of valuing the self and appreciating individual characteristics, the value is placed on wanting to appear or act like someone else.

WHAT DOES THIS HAVE TO DO WITH VIOLENCE?

Disliking one's self can become a subtle form of violence as actions and beliefs become negative reinforcements and perpetuate the idea of not being good enough, pretty enough, thin enough, etc. Expectations are created that others should also fit into these stereotypes, and we try to fit our friends into these boxes. This can cause lots of problems in relationships.

Interviewing New Moms

Objective(s)

- To explore the changes that occur as a result of becoming a new mom
- To increase awareness about motherhood, both the challenges and rewards
- To examine different types of social situations that new moms are creating

Duration

60 min

Group Size

10 – 20 (note: it is recommended that 2 or 3 new moms participate as resource persons depending on the size of the group.)

Age Group

This activity is suitable for participants 10 yrs and older

Skill(s)

Critical thinking skills, writing and communication skills

Format(s) and Technique(s)

Interviewing and large group discussion

Materials and Resource Person(s)

Flipchart paper and markers, note pads and pencils

Invite 2 or 3 new moms with children under 6-months old to address the issues of motherhood. One suggestion is to invite new moms in different situations to obtain different perspectives/points of view as well identify similarities. The idea is to show that no matter what social situation a woman is in or what her socio-economic status or education is, a child is a big responsibility!

Here are some examples of topics to consider:

- married, single, same sex couple moms
- little education, university level education, professional moms
- lower income, mid-level income, higher income moms

Note: *It would be important to invite new moms that may come from some sort of community center or organization. It important that motherhood is not romanticized, idealized or presented in a negative light. Mom programs will likely have some analysis that will not glorify, insult, or present a skewed perception regarding socio-economic status and the mothers' life. If a new mother is coming from a young mom perspective, it is also important that she is experienced in sharing her story and is comfortably self-aware, so that sharing her story won't leave her with negative feelings about the experience.*

Instructions

There are two parts to this activity.

By having an opportunity to converse with new moms, the participants can engage with the “actual experience and knowledge”, and not just discuss this topic theoretically. This is a very effective way enabling them to see what having a baby in their lives would really involve.

Part 1 (approx. 45 min)

- a. Hand out the *Interview With New Moms Sheet* to each participant.
- b. Tell participants that they will be interviewing new moms.
- c. Introduce the new moms to the group, then ask the group to go around and introduce themselves (their name, why they are a part of the workshop)
- d. Ask each new mom to briefly share their story (5 min each):
 - What their situation is (married, single or same-sex relationship/married, etc.)
 - How they came to the decision to have a baby
 - What the most challenging issue is about being a new mom
 - What the most amazing part of being a new mom
- e. Divide participants according to the number of new moms present.
- f. Tell participants they are now journalists for a magazine. Using their *Interview With New Moms Sheet*, they must interview the new moms for next cover story. The story that they are writing about is “Life as a New Mom: A behind the scenes story”. The magazine wants them to find out the following information for the story:
 - The physical, emotional and economic stressors, etc.
 - Life before motherhood and life as a mother
- g. Share some examples with them about the types of questions they might ask:
 - How has your social life changed?
 - Is it expensive to take care of the baby?
 - How many hours of sleep do you get a night?
 - How often do you have to take care of the baby alone?
 - What is the biggest challenge about being a new mother?
 - What is the most amazing part of being a new mother?
- h. Each group will have 10 min to interview the new mom. They will then repeat this process which each new mom.

Part 2 (15 min)

- a. Ask participants to form a circle.
- b. Lead a large group discussion to debrief their experience.
- c. Go around the circle asking each participant to reflect on their experience and share their most significant learning about being a new mom with the group.

Success Indicators

Participants are:

- More aware of the reality of being a new mom
- Better able to identify what challenges and rewards are experienced with motherhood

Original Source: The North Carolina Department of Juvenile Justice and Delinquency Program, taken from the Gender Specific Resource Manual. <http://ncdjdp.org/gsmpregnancy/newmom/html>

Interview Sheet

New Mom	Name:	
Questions to ask new mom:	Answers from new mom:	Personal reflections:
New Mom	Name:	
Questions to ask new mom:	Answers from new mom:	Personal reflections:
New Mom	Name:	
Questions to ask new mom:	Answers from new mom:	Personal reflections:

Questioning Sexuality: Session I

Attitudes and Beliefs about Sexual Orientation

Objective(s)

- To examine all types of sexuality
- To examine discrimination experienced as a result of one's sexuality (homophobia, heterosexism)
- To determine how one can be more open and accepting of the sexual orientations of others, and to encourage questioning sexualities
- To determine and promote acceptance of different sexual orientations

Duration

3 – 4 hrs

Group Size

10 – 30 participants

Age Group

This activity is suitable for participants 13 years and older.

Skills(s)

Analytical, comprehension and communication skills

Format(s) and Technique(s)

Individual reflection, brainstorming, small group work, large group discussion

Materials

Attitudes and Beliefs about *Sexual Orientation Sheet*, *Top Ten Fears of Acknowledging Sexuality* and *Coming Out Sheet*, flipchart, markers and pens/pencils

Preparations

We must work to create a space in which sexual diversity is accepted and in which the girls feel comfortable in discussing sexuality. To do this we should be aware of the following issues while this session is taking place:

- Our own prejudices and presumptions – use queer positive and non-heterosexist (non-gendered/sexed) language
- Be aware of the language that is being used in the room
- Set out a plan with your co-facilitator about how to deal with conflict before the workshop
- Keep your own emotions in check - if you come across homophobia or homophobic comments from the group, do not be hostile and do not single a girl out, but rather, restate the rule of respect and emphasize that this is a diverse space where all sexual orientations are respected

Keep in mind that this may be the first time for a few things, so remember to observe and maintain a strong group dynamic. Refer back to the 'ground rules' or 'group agreement'.

For example this could be the first time:

- Girls are encountering others of a sexual orientation different from their own, and this may be the first opportunity they have had to discuss it
- They may be questioning their own sexual identity and are sensitive to the issue (not wanting others to find out etc.) and could get easily offended and/or hurt

This workshop is structured to be a comprehensive introduction, it is not meant to be a deep exploration into each issue. As facilitators, keep your target group in mind, decide what you would like to concentrate on. Choose only the issues that are presented in the Topics for *Questioning Sexuality Reference Sheet*: such as, legal rights, gender identity, racism as related to sexuality and disabled (differently-abled is a more current term being used in some circles) as related to sexuality and gender.

DEALING WITH RELIGION:

When discussing sexuality; religion and morality may come up. It is important for the facilitators to realize this and talk openly with co-facilitators about how to handle this issue. As facilitators trying to foster a non-discriminatory space, it is our job to recognize the religious diversity of the group and to create a space where everyone can voice their opinions and yet no one feels singled-out or discriminated against.

A suggestion in dealing with religious issues would be to remind the group of the diversity of religion, and to create some ground rules of respect and acceptance.

Preparations

- ❖ Create a flipchart version of the *Attitudes and Beliefs About Sexual Orientation Sheet*.
- ❖ Copies for hand out of the *Attitudes and Beliefs About Sexual Orientation Sheet*.
- ❖ Flipchart version of the *Top Ten Fears of Acknowledging Sexuality and Coming Out Sheet*

Instructions

There are three parts to this activity.

Part 1 (45 min)

- a. Post the flipchart version of the questions on the wall.
- b. Hand out one copy of the *Attitudes and Beliefs About Sexual Orientation Sheet* to each small group
- c. Ask participants to reflect on the questions on their own and to complete the questionnaire (20 min). Let them know that this is not going to be shared with anyone else in the room and that in the discussion afterwards, they can share whatever information they feel comfortable with.
- d. Ask participants to form a horseshoe on the floor.
- e. Go over the questions with participants using the flipchart version of the questions on the *Attitudes and Beliefs About Sexual Orientation Sheet*.
- f. For each question, ask participants to only call out words that they used in their answers to describe what they responded, not their full answers. This might help those participants that are not comfortable with sharing their responses and it will help you to quickly get a sense of where the group is at with this issue.

Part 2 (1 hr 15 min)

- a. Lead a discussion with the group on issues around sexual orientation.
- b. Before beginning, read the quote taken from *Our Bodies Our Selves For the New Century*.

Excerpt from Our Bodies Our Selves For the New Century

"We are all sexual – young, old, married, single, with or without disability, sexually active or not, transgendered, heterosexual, bisexual or lesbian. As we change, our sexuality changes, too. Learning about sex is a life long process. When we have relationships with other people, sexuality can be pleasure we want to give and get – communication that is fun and playful, serious and passionate. It can be a tender reaching out or an intense and compelling force that takes us over. It can get us into situations that delight us and ones we wish we could get out of. Sex can open us to new levels of loving and knowing with someone we love and trust. It can be a vital source of energy. Misused it can hurt us tremendously. All of us as women face the troubling paradox of seeking to open ourselves to the deep vulnerabilities of sexual loving in a society in which we are often not safe or valued."

- c. Explain to the group that this activity is about practicing acceptance, openness and talking about sexuality in a place where we ARE safe and valued.
- d. Remind them to be respectful of each other's attitudes, beliefs and expression of their views.
- e. Begin the first discussion on homophobia and heterosexism by sharing the following statement with participants.

Homophobia is the irrational fear and hatred of homosexuality in others and in ourselves. It affects people of all sexual orientations and can happen at any time in our daily lives. It makes us reject aspects of our own personality and looks that are not "feminine" enough, causes us to deny attractions that may be natural and right for us, and prevents us from publicly acknowledging our friendships with lesbian and bisexual women.

- f. Lead a large group discussion using the suggested questions listed below.
- g. You may want to write them on flipchart paper so that participants can think about them for a few minutes.
 - What are some examples of homophobia from your lives?
 - Can you think of a time that someone around you displayed homophobia?
 - Can you think of times that you may have made homophobic comments, knowingly or unknowingly?
 - What are some reasons for homophobia? (For example misunderstanding, conservative upbringing, fear of the unknown.)
 - What are the ways people of LGBTQ (Lesbian, Gay, Bi-sexual, Trans and Queer)orientations experience discrimination? (Discuss economic, social and political situations of discrimination)
- h. Discuss the fears listed below and how they apply/do not apply to everyone in the group. Have participants brainstorm whether there are any fears missing that would be important to add to this list. Let participants know that no one in the group should speak about their own sexuality unless they would like to.

TOP TEN FEARS OF ACKNOWLEDGING SEXUALITY AND COMING OUT:

1. Fear of personal shame.
2. Fear of public embarrassment or social ostracism.
3. Fear of being labeled as "not normal."
4. Fear of discussing unpleasant or sexual topics within the family.
5. Fear of loss of family and friends.
6. Fear of confusion about one's own sexuality.
7. Fear of violence.
8. Fear of being "hit upon".
9. Fear of economic or job discrimination.
10. Fear of stereotypes concerning STI's and HIV/AIDS.

Source: Bob Powers and Alan Ellis, *A Family and Friend's Guides to Sexual Orientations*

- i. Continue the discussion on homophobia and heterosexism by sharing the following statement with participants:

Heterosexism is the belief in the superiority of heterosexuality, belief in heterosexuality being the norm, acting and speaking without taking into account non-heterosexual experience. It is the institutionalized assumption that heterosexuality is the only normal orientation, and denies [people] of legal, religious, and social privileges.

"Homophobia and heterosexism are politically useful tools for those who want to preserve the "traditional" forms of family life and suppress alternatives." (Our Bodies Our Selves for the New Century)

Heterosexism can be very subtle. For example, it can be doctor's forms that ask for the names of your mother and father, or something less obvious such as the fact that a queer child has to "come out" as queer, when straight children do not have to come out as straight. By coming out, we are implicitly saying that there is an "in."

- j. Continue the discussion using the suggested questions listed below. You may want to write them on flipchart paper so that participants can think about them for a few minutes.
 - What are some examples of how we can be heterosexist without knowing?
 - Can you think of situations that you have been in where heterosexism was explicit/implicit?
 - What are some institutions that imply heterosexism (e.g. marriage, maybe health classes at school)?
- k. Divide participants into small groups. Provide each participant with a copy of the Change Makers Task Sheet, and provide the group with some flipchart paper and markers.
- l. Ask participants to fill in the Task Sheet with the members of their group by making a list of things they can do/change in their immediate lives to eliminate homophobia and heterosexism from the world around us. Tell participants to draw their responses if they would prefer to use a different form of communication.
- m. Tell participants to prepare a flipchart version of the list their group is creating to present to the large group in the next part of the activity.

Part 3

- a. Ask each group, in turn, to present the results of their small group discussions by presenting the list they created.
- b. Once the groups have presented their lists, identify with them the similar ideas presented among the groups, and the unique ideas to each group. You can keep track of the discussion by circling them with different coloured markers.
- c. Then ask participants what they can immediately start to do to create change (even as soon as they leave the room).
- d. If you are doing this as its own session, ask participants to form a circle to close the session. Ask participants to go around and share one word with the group that describes how they feel about this session. It is a good way to gauge the general emotions around the room and not leave the participants with heavy feelings unexpressed.

Success Indicators

Participants are:

- Able to explain the differences between sexual orientations
- More comfortable talking about sexuality
- More open to differences between people based on their sexual orientation

Adapted from Source: Power Camp National, *The Action Recipe Book: Workshops to Engage Girls in Social Change*, Section on Self Image and Identity, p. 1-5

Definition sources adapted from: BUST Magazine, The Canadian Lesbian and Gay Archives, Gay and Lesbian Community Centre Montreal, *Guide to Gracious Lesbian Living*; Lilith Publications, *Lesbian Sex* by JoAnn Loulan; *Spinsters Ink*, 1984, McGill Women's Union, *A Family and Friends Guide to Sexual Orientation* by Bob Powers and Alan Ellis; Routledge, 1996, *Queer McGill*, YouthResources.com, MatthewSheppard.com

Attitudes and Beliefs: Sexual Orientation Sheet

a. What does sexuality mean to you?

b. Can you name some sexual orientations different from your own?

c. How does society influence our sexuality?

d. What are some myths that you have heard about people that are homosexual, gay, lesbian trans-gendered, two-spirited, or inter-sexed? It would be good to define these terms during the workshop so that the participants understand them before answering these questions.

e. Do you know people with different sexual orientations than your own?

f. How do you feel about people with different sexual orientations than your own?

Questioning Sexuality: Session II

Reclaiming Words

Objective(s)

- To determine how one can be more open and accepting of the sexual orientations of others, and encourage questioning sexuality
- To determine and promote acceptance of different sexual orientations

Duration

3 hrs

Group Size

10 – 30 participants

Age Group

This activity is suitable for participants 13 yrs and older.

Skills(s)

Communication, critical thinking, writing, and comprehension skills

Format(s) and Technique(s)

Journaling and reflection

Materials

Flipchart paper and markers
Note books and pencils/pens

Instructions

Part 1 (45 min)

- a. Lead a discussion with the group on issues around language and sexual orientation.
- b. Before beginning, present the statement about reclaiming words to the participants.

Reclaiming words is using a term that is usually used in a derogatory way to identify oneself. It reverses the effect of the term, turning a once negative term to a positive one.

- c. Continue the discussion using the suggested questions listed below. You may want to write them on flipchart paper so that participants can think about them for a few minutes. Make sure to fully explain this activity to the participants before hand. (i.e., the reasons for generating this list, that you are by no means condoning the use of these words in a derogatory way, that by naming them they are not admitting to have used them, etc.)

- What are some terms pertaining to sexuality that you would find derogatory?
- Why are they considered derogatory?
- Can you think of other words that do not necessarily pertain to sexuality that are now unacceptable to use today? (e.g. With respect to race)
- Why are these words no longer acceptable and the words relating to homosexuality still used?
- Have you heard of “reclaiming” a word?

d. Share the example provided below, using the term “queer”

Example: Queer – a term used by people of non-heterosexual orientations to identify themselves with a non-heterosexual identity. It includes being gay, lesbian, bisexual and transgendered and is seen as an umbrella term for different sexual orientations.

- e. Using a flipchart paper with the title RECLAIMING WORDS at the top, ask participants to brainstorm words that can be/have been reclaimed.
- f. Ask them to share how these terms can be used positively. These can include words pertaining to women as well as to sexuality.

Part 2 (20 min)

Debrief with the participants by having them journal the thoughts and feelings they have.

Ask them to write down in their journals the following reflections:

- The discussion on reclaiming words makes me think of...
- The discussion on reclaiming words makes me feel...

Success Indicators

Participants are:

- Able to identify discriminatory language pertaining to sexual orientation
- More comfortable talking about sexuality
- More open to differences between people based on their sexual orientation

Adapted from Source: Power Camp National, The Action Recipe Book: Workshops to Engage Girls in Social Change, Section on Self Image and Identity, p. 1-5. Edited by Carina Foran

Transgendered Issues and Gender Identity Workshop

Objective(s)

- To examine the concept of transgender and gender identity
- To determine how one can be more open and accepting of the gender identities of others, and encourage the questioning of gender and gender roles

Duration

3 hrs

Group Size

10 – 30 participants

Age Group

This activity is suitable for participants 13 yrs and older.

Skills(s)

Communication, critical thinking, writing, and comprehension skills

Format(s) and Technique(s)

Talk back with a Resource Person, journaling and reflection

Materials

Flipchart paper and markers
Note books and pencils/pens

Instructions

Part 1 (1hr 10 min)

NOTE: *For this workshop, you may want to invite a resource person who has experience giving trans workshops. It is inappropriate to ask someone who is transgendered to lead this workshop if their only credentials are being transgendered. Doing so would be tokenizing this person, and forcing them to speak on behalf of all transgendered persons - which is unrealistic and detrimental to other peoples experiences. If the resource person you invite who has experience giving trans workshops is trans, it is up to that person if they wish to speak about their own experiences. Participants should be encouraged to ask general questions (i.e. are the everyday lives of trans persons different than non trans persons?) and not personal questions (have you had any operations? How do you have sex?).*

- a. Lead a discussion with the group on transgendered issues and gender identity.

Inform participants that: An important thing to emphasize is that **gender is a socially defined category**, and continues to be a working definition not a definition that is universally accepted

(continuously changing). The girls in the workshop may be hesitant to talk about this as it has been ingrained in our mind that there are only two genders, woman and man. It is also important to emphasize that **gender and sexuality are two different things**, although they are closely related.

Be clear on making the point that a transgendered person is not necessarily queer.

- b. Continue the discussion by presenting the statement on transgendered issues and gender identity to the participants.
- c. Continue the discussion by using the suggested questions listed below. You may want to write them on flipchart paper so that participants can think about them for a few minutes.
 - Have you heard the term “transgender” before? What do you think it means?
 - What do you think about the idea that there are more than two genders?
- d. Once the participants have discussed the questions, present the definitions taken from *Our Bodies Our Selves for the New Century*.

Part 3 (20 min)

Debrief with the participants by having them journal the thoughts and feelings they have.

Ask them to write down in their journals the following reflections:

- The discussion about transgendered issues makes me think of...
- The discussion about transgendered issues makes me feel...

Definitions from *Our Bodies Our Selves for the New Century*:

Transgender: Most commonly used as an umbrella term, which includes all people who in some significant way defy or challenge stereotypical definitions of gender, or who have a conflict with or question about the gender they were assigned at birth. “Trans” is an abbreviated term in current use.

Female to Male Transsexual (FTM): Someone who was born and raised as a female who identifies as a male.

Male to Female Transsexual (MTF): Someone who was born and raised as a male who identifies as a female.

Transphobia: the irrational fear or hatred of transgendered people.

Transsexual: Those who identify as members of a sex that is different from the sex they were assigned at birth. Many pursue hormones and/or surgical interventions, but not all who pursue medical interventions identify as transsexual.

(Source: Kickaction Trans 101 Workshop)

Success Indicators

Participants are:

- Able to identify discriminatory language pertaining to gender identity and transgendered persons
- More comfortable talking about trans issues
- More open to differences between people based on their gender identity

Adapted from Source: Power Camp National, *The Action Recipe Book: Workshops to Engage Girls in Social Change*, Section on Self Image and Identity, p. 1-5. Edited by Carina Foran

Safer Sex Telephone Game

Note: *This activity can also be used as an Icebreaker for a related topic*

Objective(s)

- To examine how information travels across peer groups and popular culture, and how information can get distorted
- To empower participants to be critical of hearsay and rumours when it comes to health, and to be proactive in seeking out trusted safer-sex information

Duration

20 min

Group Size

Minimum 5 participants

Age Group

This activity is suitable for participants 10 years and older.

Skills(s)

Critical thinking skills

Format(s) and Technique(s)

Sharing

Materials

Sexual health resources (pamphlets on sex safety, condoms, etc)

Instructions

Part 1

- a. Ask participants to form a circle.
- b. Have a volunteer or the facilitator begin the telephone chain by whispering any word or short phrase to the participant who is sitting next to them (ex. The cat is orange).
- c. Tell participants to whisper as quietly as possible when sharing the statement with the person next to them so that no one else hears.
- d. Continue the "whisper to your neighbour" process until the phrase has gone all around the circle.
- e. Have the last participant say the phrase out loud.
- f. Compare original phrase with the version the last participant heard.

- g. Do this activity two more times. The second time use any phrase that is associated with "sex" (ex. Big butts are hot). These phrases work best when they come from the participants.
- h. For the third round, ask a volunteer to come up with a phrase that has to do with "safer sex" (ex. No glove no love).

Part 2

- a. Using the suggested questions listed below, debrief the process with the participants:
 - What does this game remind you of?
 - Does this game reflect situations with your friends or peers?
 - Why are we playing this game in a safer sex class/workshop?
 - How do you/your friends get information about sex and safer sex?
 - How do you/your friends distinguish between information you can trust and rumours?
 - What do you do when your friends tell you rumours that you know are untrue?
- b. Wrap up by leading a session of sharing information about trusted and accurate places/people where they can go to get safer sex and sex information.
- c. This would be a good time to share pamphlets and fact sheets with participants.

Success Indicators

Participants are:

- Laughing and sharing
- Asking questions
- More aware of the different kinds of information out there (rumours vs. accurate and trusted sources)

Source: Created by Sarah Butler and Carina Foran for the Northern Lights Project, Power Camp National, Montreal, Canada 2008

Voice Game a.k.a. The Penis Game

Note: This activity can also be used as an Icebreaker for a related topic

Objective(s)

- To demystify sex words
- To encourage assertion of voice and general empowerment
- Promote laughter and fun

Duration

10 min

Group Size

As many that are in the group

Age Group

This activity is suitable for participants 12 yrs and older

Skills(s)

Communication skills

Technique(s)

Game

Materials

None

Instructions

Considerations: This activity will get loud - make sure you are in a space which can allow for loud voices and "explicit" words

Part 1 (5 min)

- a. Inform participants that they will repeat the exercise until they get bored!
- b. Tell participants to take turns saying any word - starting from the quietest voice they can muster, with each participant increasing the volume every time they echo the word (example: Participant A whispers "cat", participant b says "cat" just a little louder....) The loudest person wins that round!
- c. The second round is the same, except with a "sex word" or body part

NOTE: *you may want to do a check in with the girls to see if saying certain sex-related words offends their beliefs*

Part 2 (5 min)

Using the suggested questions listed below, debrief the process with the participants:

- How did the game make you feel?
- Did you feel different when whispering, talking or yelling?
- Why do they think you felt differently?

Success Indicators

- Everyone in the group has participated
- Girls are laughing and using their voices

Source: Created by Sarah Butler and Carina Foran for the Northern Lights Project, Power Camp National, Montreal, Canada 2008

Sexy Fill in the Blanks

Note: This activity is best when played after a discussion or activity about safer sex practices. This is a practical application of that knowledge.

Objective(s)

- To promote, practice and navigate safer sex thinking
- To encourage creative thinking around possible sexual scenarios/sexual encounters
- To practice using and vocalizing “real” and everyday sexual language
- To normalize diverse sexual identities and consensual sex
- To encourage talking through sexual scenarios, this is important for communication skills in healthy relationships

Duration

20 min per game
20 min for Part 2

Group Size

Maximum of 12 participants, or divide into 2 groups of 10 – 12 participants if there are enough facilitators

Age group

This activity is suitable for participants 12 yrs and older.

Skills(s)

Comprehension, creative thinking

Format(s) and Technique(s)

Game

Materials

Large sheets of paper, drawing materials (pens, markers, crayons, etc), an empty “*Fill in the blanks Scenario template*” (provided below)

Word list template (also provided below), safer sex resources (pamphlets, fact sheets, condoms, etc.)

Preparations

Create a flipchart version of the “list of words” and the “scenario” on separate sheets. These need to be big enough so participants can read them at a distance.

Suggestions

Feel free to create your own scenarios. We suggest creating blank spaces which are usually taken for granted, for example: people involved, emotions, time, place, sexual acts, methods of protection, STI status, activities leading to sexual encounters, etc.

Instructions

- a. You may use the templates provided, or adapt them for the context of your own community.
- b. Begin by asking participants to give the types of words needed to fill in the blanks (template 1).
Example: (noun) the girls will shout out nouns like cat, floor, bed, table...
- c. Do this for the entire list of words needed.
- d. Put up the scenario (template 2) and have a volunteer or facilitator fill in the blanks with the word bank the group came up with in steps a. and b.
- e. Once all the blanks are filled, have the girls take turns reading the phrases aloud.

Part 2

- a. Depending on the words given by the participants, each scenario will be different. As the facilitator, you must be ready to respond, and adapt to a multiplicity of scenarios, feelings and actions. The bottom line is to have participants think through safer sex practices.
- b. Using the suggested questions listed below, debrief the process with the participants:
 - What is making this situation safer? (ex. The people are talking about what's going to happen, there is consent, they are using barriers like condoms and dams, etc.)
 - What is making the situation not as safe? (ex. Assumptions about sexual acts, not feeling comfortable in the situation, not using barriers like condoms or dam, etc.)
 - How can the scenario be safer, and what advice would you give to the people in the scenario?

Success Indicators

Participants are:

- Seeing the common issues they share
- Not feeling alone in what is affecting them in their lives
- Beginning to feel they can act together to change this picture

Fill in the Blanks Scenario Template

TEMPLATE 1: WORD LIST

1. Day of the week:	9. Emotion:
2. Person 1:	10. Person 1 and 2:
3. Sport:	11. Activity:
4. Person 1:	12. Emotion 2:
5. Person 2:	13. Person 1:
6. Place:	14. Sexual Act:
7. Time of day:	15. Person 2:
8. Person 1:	16. Adverb:

TEMPLATE 2: SCENARIO WITH WORDS FROM LIST

- ❖ It's (1.day of the week) and (2.person 1) has just finished playing (3.sport).
- ❖ (4.Person 1) wants to meet up with (5.person 2) at (6.place) at (7.time of day).
- ❖ (8.Person 1) feels (9.emotion) about the rendez-vous.
- ❖ When (10.Person 1 and Person 2) finally meet up to (11.activity), they feel very (12. emotion 2) together.
- ❖ (13.Person 1) asks if it's ok to (14. sexual act) (15. person 2) (16. adverb).

The Privilege Pendulum

Objective(s)

- To identify 'what is privilege?'
- To examine the reality of how privilege impacts our daily lives

Duration

60 min

Group Size

10 – 30 participants

Age Group

This activity is suitable for participants 17 yrs and older.

Skills(s)

Information skills, social and co-operative skills, self-management skills, comprehension skills, reflection

Format(s) and Technique(s)

Call and response, pair work, large group discussion/debrief

Materials

Statement Sheet for Facilitator, masking tape, paper and markers

Preparations

Create a sign titled "Privilege Line". Divide the room into two by making a line out of masking tape on the floor. At the centre of the line of masking tape, stick the sign titled "Privilege Line"

Suggestion

This activity should be done only with a group that already knows each other well, or has been working together and has a strong group dynamic and high level of trust in you and among themselves.

Before beginning this activity, let participants know what it is about. Explain to them that this activity is focused on the concept of privilege.

Privilege in society indicates an advantage or benefit that is not available to everyone. These advantages are usually enjoyed by a relatively small group of people, usually as a result of wealth or social status. Privilege also indicates a special status or honor that is not afforded to everyone equally. It sometimes expresses itself socially as special treatment or benefits to groups of people with easier access to positive life choices.

Remind participants that they are individuals with different identities based on where they come from, and with that, they all have the equal right and responsibility to dignity and respect for themselves and to others.

Therefore, it is best to review the group agreement at this stage. Consider as well if any of the participants do not feel comfortable participating, then it would be best not to do the activity.

By asking them to volunteer not to participate, you are promoting power segregation in the room and possibly affecting their self-esteem or self-confidence.

Instructions

- a. Tell the participants that you have divided the room into two and show them the line of masking tape on the floor marked with the sign Privilege Line.
- b. Ask participants to stand on the line facing you.
- c. Tell participants that you will call out a statement, if this statement relates to them, they should respond according to the instructions.
- d. Once all of the statements have been called out, and the participants have now dispersed on opposite sides of the line dividing them, tell them to remain where they are and look at their position in the room or space in relation to the positions of the other participants.
- e. Ask participants to pick someone from an opposite position (from the opposite side of the line dividing them) with which to process the exercise.
- f. Tell participants to reflect on and discuss with their partners:
 - How they felt about their position
 - How they felt about the position of others
 - One realization that has come from this activity
- g. Once all of the pairs have finished discussing the questions, ask the participants to form a circle.
- h. Lead a large group discussion to debrief the activity using the suggested questions provided below (do not wait until another session to debrief the activity, it should be done at the same time):
 - What are your thoughts and feelings about this exercise?
 - Were you surprised? Why?
 - Would your placement have been different if the exercise included questions about disability or religion?

Statement Sheet for Facilitator

- ❖ If your ancestors were forced to come to Canada, not by choice, take one step back
- ❖ If you were born in Canada, but your parents were not, take one step back
- ❖ If you and your parents were born in Canada step forward
- ❖ If you were ever called names because of your race, class, ethnicity, gender, or sexual orientation, take one step back
- ❖ If your parents are professionals, doctors, lawyers, etc., take one step forward
- ❖ If you were raised in an area where there was prostitution, drug activity, etc. take one step back
- ❖ If you ever tried to change you appearance, mannerisms, or behavior to avoid being judged or ridiculed, take one step back
- ❖ If you studied the culture of your ancestors in elementary school, take one step forward
- ❖ If you only speak a language other than French and/or English at home, take one step back.
- ❖ If you were encouraged to read a lot growing up, take one step forward
- ❖ If you ever had to skip a meal or were hungry because there was not enough money to buy food when you were growing up, take one step back
- ❖ If you speak French and/or English at home and another language, take one step forward
- ❖ If your parents brought you to art galleries or plays, take one step forward
- ❖ If one of your parents is unemployed or has been laid off, not by choice, take one step back
- ❖ If you attended a private school or summer camp, take one step forward
- ❖ If your family has ever had to move because they could not afford the rent, take one step back
- ❖ If you were told that you were beautiful, smart, and capable by your parents, take one step forward
- ❖ If you were ever discouraged from participating in a sports or social club because of your sex/gender, age, or ethnicity, take one step back
- ❖ If you were ever encouraged to attend a college by your parents, take one step forward
- ❖ If your parents have taken you on a vacation outside of the province or country, take one step forward.

- ❖ If one of your parents did not complete high school, take one step back
- ❖ If your family owned your own house, take one step forward
- ❖ If you saw members of your race, ethnic group, gender, or sexual orientation were portrayed on television in degrading roles, take one step back
- ❖ If you were ever accused of cheating or lying because of your race, ethnicity, gender, or sexual orientation, take one step back
- ❖ If you had to rely primarily on public transportation, take one step back
- ❖ If you were ever stopped or questioned by the police because of your race, ethnicity, gender, or sexual orientation, take one step back
- ❖ If you were ever afraid of violence because of your race, ethnicity, gender, or sexual orientation, take one step back
- ❖ If you were generally able to avoid places that were dangerous, take one step forward
- ❖ If you ever felt uncomfortable about a joke related to your race, ethnicity, gender, or sexual orientation, take one step back
- ❖ If your parents told you that you could be anything you wanted to be, take one step forward

Creative Expression and Self-Development

Directions to Leadership/Mentoring

Objective(s)

- To uncover skills that mentors may have
- To explore the impact those skills have with their peers and in their community
- To promote mentor's skills that are required for making a difference in people's lives

Duration

1 hr 30 min

Age Group

This activity is suitable for participants 14 yrs and older

Group Size

10 – 25 participants

Skills(s)

Leadership skills, communication skills, problem-solving skills, self-management and competitive skills, social and co-operative skills

Format(s) and Technique(s)

Brainstorming, large group work

Materials

Flipchart paper and markers, butcher paper for a long banner, coloured pencils, paint, etc., *Leadership/Mentoring Sheet*, one postcard/card per participant with a stamp

Preparations

On three separate sheets of flipchart paper, write one question per sheet for Part 1 for the brainstorming exercise. (see questions in Part 1). Cut a large banner-length piece from the butcher paper roll and post it on the wall. At the top left of the sheet, write in marker *Leadership/Mentoring Road Map*.

Instructions

There are two parts in this activity.

Part 1 Brainstorming Leadership

- a. On three separate sheets of flipchart paper, lead brainstorms with participants on the following questions. The **Leadership/Mentoring Sheet** can help guide the facilitation of the brainstorm:
 - What makes a good leader/mentor?
 - What skills does a great leader/mentor practice?

- What do you expect from a great leader/mentor?
 - What hopes and goals does a great leader/mentor have?
- b. Once the participants have brainstormed each question, ask them if they have any questions, or reflections about each one. Ask them if anything is missing.
 - c. Post the flipchart papers on the wall near the banner paper.

Part 2 Creating the Leadership/Mentoring Road Map

- a. Using the brainstorm results in Part 1, explain to participants that they will create a Leadership/Mentoring Road Map to their group's location (E.g., if you are at a school, name the school, if you are at a community centre, name the community centre as the location the road map is leading to)
- b. Explain to them that to start with, they have to decide as a group, what Leadership/Mentoring directions they would have to add first to help someone get to the group's location.
- c. Explain to them that they have to add all the elements they identified during each brainstorming session to create the Leadership/Mentoring Road Map.
- d. Tell them they are welcome to draw, paint, write, etc. to make the road map.
- e. The end of the map has to lead to the group's location.

Part 3 Writing a postcard to Myself (15 min)

- a. Hand out a postcard/card to each participant
- b. Tell participants to reflect on what they learned during this activity and to write a note to themselves directing them closer to being a great leader/mentor. Some suggested sentence stems to help them get started:
 - I gained new information about...
 - I now know I have the ability to...
 - I believe that I can...
- c. Tell them to hand them back to you and that you will mail the postcards/cards to them so that they can be reminded the great work they created in completing their *Leadership/Mentoring Road Map*.

Success Indicators

Participants are:

- More aware about what it takes to be a great leader
- Better able to see in themselves great leadership/mentoring qualities
- Beginning to mentor each other

Leadership/Mentoring Sheet

A good leader or mentor comes mostly from just being you! Embracing the role of leader or mentor means committing to continue to discover your self and grow as a person.

BASIC PRINCIPLES NEEDED TO BE A GOOD LEADER/MENTOR:

- Just be yourself
- Be open and curious without passing judgments
- Trust in the process
- Keep boundaries clear and consistent
- Be Patient

What makes a good leader/mentor?	What are important leadership/mentoring skills?
<ul style="list-style-type: none"> ◆ Honesty ◆ Credibility ◆ Vulnerability ◆ Trusting oneself ◆ Sharing ◆ Communication ◆ Respecting oneself and others ◆ Facing one's fears ◆ Persistence and dedication ◆ Confidence ◆ Ideas ◆ Dreams and visioning ◆ Learning by doing/from experience 	<ul style="list-style-type: none"> ◆ Getting and giving information ◆ Understanding group needs and characteristics ◆ Knowing and understanding group resources ◆ Controlling the group ◆ Counseling ◆ Setting the example ◆ Representing the group ◆ Problem-solving ◆ Evaluation ◆ Sharing leadership ◆ Manager of learning

Sew Up the Space!

Objective(s)

- To make stuff that is comfy, useful and good looking without buying it!
- To encourage participants to decorate their own space and make it their own

Duration

60 min

Age Group

This activity is suitable for participants 8 yrs and older.

Group Size

5 – 25 participants

Skills(s)

Creativity

Format(s) and Technique(s)

Arts-based

Materials

Arts supplies, scraps of fabric, glue guns, pillow stuffing sewing materials and tools (i.e. needles, thread, pins, scissors), old clothing, posters, pictures, objects

Suggestions

Be available to support creative ideas, mediating conflicts in discussions, and helping out participants. A good way to encourage the less enthusiastic or discouraged participants is to suggest they collaborate either with you or another facilitator or with the other participants.

Taking pictures of the art projects they created and sending it to them via email is one way to encourage more excitement and give them more connection and ownership to the ideas. You can suggest that they can use the image as a screensaver or show it to their friends!

Instructions

- a. Tell participants that this activity is for them to just have fun, and to consider how old things can be recycled into beautiful, cool new things.
- b. Tell participants that they can use all the materials and objects and repurpose them however they would like.

Success Indicators

Participants are:

- Having a good time
- Respecting each other's creativity and working together
- More resourceful

Source: Power Camp National, The Action Recipe Book: Workshops to Engage Girls in Social Change, Art and Creative Expression Section

Inside/Outside Boxes

Objective(s)

- To identify unique and specific aspects about themselves
- To examine their own self-esteem and understand the importance of a positive self-image
- Explore their talents and abilities in the process that helps build a positive self-image
- To demonstrate and acknowledge the unique and special aspects of themselves

Duration

1 – 2 hrs depending on the number of participants

Age Group

This activity is suitable for participants 10 yrs and older.

Group Size

5 – 30 participants

Skills(s)

Communication skills, social and co-operative skills, presentation skills

Format(s) and Technique(s)

Reflection, creativity, large group

Materials

Shoe boxes (one per participant) craft materials (sparkles, stones, feathers, leaves, fabric, photos, beads, etc.)

Preparations

Explain to participants that they should bring with them to the workshop, objects that describe themselves (e.g., pictures, awards, etc) and represent things they are good at. Ask them to consider how they would like to share this with the group.

Instructions

There are two parts to this activity.

Note: *This activity is personal because participants will be sharing something about themselves with the rest of the group. You can help them by establishing clear messages for the group to respect each other. This means that they come up with an agreement prior to starting the activity about being compassionate, sensitive and respectful of each other's work and contributions. You can post this agreement on the wall on a flipchart paper and have them all sign it before starting.*

Part 1 Creating Inside/Outside Boxes

- a. Ask participants to put together a box that represents who they are.
- b. Tell participants to decorate the box however they would like, putting the items IN the box that best describe or symbolize how they see themselves, and OUTSIDE the box to describe or symbolize how they would like to be seen by others.
- c. Remind participants that they should create the box keeping in mind their talents, achievement, hobbies, dislikes, likes, etc.
- d. Once they have completed their boxes, tell participants that they will share them with the rest of the group. Tell them that they only have to present what they are comfortable with sharing and that they should prepare a statement or briefly think of ideas for:
 - How to present their box
 - What they would like to present to their peers.

Part 2 Show and Tell

Each participant briefly shares their inside/outside box with the rest of the group.

Remind them to share with the rest of the group, something that they are proud of, whether it be a photograph, a story about something they did, an achievement, etc.

Success Indicators

Participants are:

- Happy with what they created
- More aware about the wonderful things they have done
- Openly communicating with other participants

Sharing Power

Objective(s)

- To broaden the understanding of power and offer a forum to explore experiences around one's own power and that of others
- To practice creative listening

Note: *This activity is best to implement with a group that already knows each other. It is also helpful to do this activity in connection with other types of activities about power and communication*

Duration

30 min

Age Group

This activity is suitable for participants 16 yrs and older. With the younger participants it can be done as an icebreaker, where they face each other and speak a little bit about themselves.

Group Size

10 - 40 participants

Skills(s)

Communication and listening skills, conflict resolution skills depending on the theme

Format(s) and Technique(s)

Reflection,

Materials

None

Preparations

Arrange the seating so that there are two concentric circles of chairs, one circle facing outwards, the other around them facing inward. There has to be an equal number of chairs on the inner and outer circle.

Instructions

- a. Ask participants to sit in the chairs
- b. Everyone should be facing a partner
- c. Introduce the activity as a creative listening exercise.
- d. Tell participants that you will call out a theme (see list below for suggestions or come up with your own), and that they will have to speak with their partners about this theme

- e. Give participants three minutes to speak to their partner on a given theme and then their partner to speak to them on the same theme for three more minutes.
- f. Begin with the first theme. Each time a theme is complete, those participants sitting in the inner circle move one chair to the right to ensure that each pair will be different every theme, and then continue the process until all the themes are done.
- g. Once the process is complete ask the following suggested questions:
 - How did it feel to be listened to with attention?
 - How did you feel to listen to someone else with attention?
 - How often do you give others this kind of listening attention?
 - When have you used power for positive outcomes?
 - Share a time when you thought you wouldn't have the power to do something and then you discovered a solution.

Situations:

- Describe an animal that you consider powerful, and why?
- Describe an object that looks powerful to you, what are its characteristics?
- Describe a characteristic in your self that you find powerful?
- Describe a characteristic you admire in someone else because you think it is positive power?

Success Indicators

Participants are:

- Practicing better listening
- More confident about sharing with each other
- More aware of their own positive personal power

Adapted from source: Macbeth F. and Fine N., *Playing with Fire: Creative Conflict Resolution for Young Adults*, New Society Publishers in cooperation with The Leaveners/ Leap Confronting Conflict and the National Youth Agency, 1995, p. 75

Group Sculptures

Objective(s):

- To build spontaneity
- To talk about themes of interest to the group
- To deepen analysis on themes of interest to the group

Duration

Depends on the number of participants. You should anticipate approximately 30 minutes for a group of 12 and about 45 minutes for a group up to 20 people.

Group Size

12-20 people

Age Group

This activity is suitable for age groups 7 yrs and older

Skill(s)

Sharing, communication and spontaneity

Format(s) and Technique(s)

Large group

Materials

Bell or other percussion instrument (i.e drum or pot and a stick)

Instructions

This exercise is in three parts designed to invite participants to play and to feel comfortable using drama as a form of expression and communication.

Part 1

Sticky substances: Walk about the room and pretend that the room is full of glue. Ask " how does that change the way you move?. Repeat with different possibilities around 3 or 4 times. Here are some suggestions: Pretend the room is:

- a hot sauna
- a ice palace
- if they were 110 years old
- If they were 2 years old

- full of fog
- full of jello. Direct participants to find someone to move through this space with (this can be done with the third suggested space change moving from playing solo to playing with someone else in the group).

Part 2

Ask participants to keep walking around the space and to listen to the number of time a bell will ring and to get into groups according to that number. For example, participants may be asked to get into groups of 4 (4 chimes of bell or hits on drum). Once in their groups, they are asked to create a tree, not a forest, but one tree. Together the group must create a sculpture of one tree. Give each group about 1 minute. Once completed, ask groups to look at each other's trees from where they are standing. Repeat this with a different number (i.e 3), and ask group members to create one house. This time, have each group present their house sculpt to the rest of the group from where they are. Repeat again, this time asking the groups (or whichever number you choose), to create one musical instrument. This time, give each group about 3 minutes and ask them not to let other groups know what instrument they have chosen to create. Ask each group to present their sculpture to the rest of the group without sounds. Observing participants are invited to, one at a time, interact with the sculpture as through they were playing the instrument. If they are right, the group in the sculpt is directed to make the sounds that go with the instrument. Repeat for all groups. Do this a fourth time, but this time ask groups to create an image of a reality faced by girls that they do not like or wish to change. (The facilitator could also pre-select themes such as racism, violence, war, love, peace, power, community etc.)

Note: The words tree and house are selected randomly. You can pick any words you would like. What is important is that the word moves from being simple or concrete to a more abstract concept.

Part 3

Small groups are asked to present their sculpture of, for example, racism to the large group. Participants in the sculpture are asked to let the rest of the group talk about their sculpture first to bring out other perspectives but are reassured that they will have the final word on what they intended with their sculpture. The facilitator asks the large group what they see in each sculpture and what it says about the theme of racism, in this case. The facilitator can record these comments or ask another group member to do so. The facilitator can ask the large group the following questions to bring out more dialogue on the subject. For example:

If this image were on the front page of your community newspaper, what would the caption read? (what real stories involving real people could the image represent)

Who is in the image? Who is not but should be?

End each exploration with the presenting group saying a few words about what they intended to portray in the image.

Note: This exercise can lead to a conversation or storysharing about the theme being explored.

Success indicators

Participants are:

- Talking and laughing with the group
- Sharing more about themselves and a theme that is important to them with the group

Source: Nisha Sajjani, Creative Alternatives, www.creative-alternatives.ca

Spectograms

Objective(s):

To actively check in about how participants in the group feel about a particular issue or group theme

Duration

15 minutes

Group Size

8 participants and up

Age Group

This activity is suitable for age groups 7 yrs and older

Skill(s)

Sharing, communication and listening skills

Format(s) and Technique(s)

Large group

Materials

none

Instructions

The facilitator selects two polarities which have become apparent in the group. For example, "I like drama" and "I do not like drama" OR "I trust people very easily" and "I do not trust people at all" OR "I am shy" and "I am really outgoing". The polarities could be extremes on an issue of interest to the group. Participants are asked to place themselves along an imaginary continuum or invisible line with these extremes marking each end. There may be some surprises which should be checked out. The facilitator can check in with a couple of people on the continuum to ask them about where they chose to stand. Group members could then be asked to place themselves along the line where they would like to be, and then discuss the change or lack of change in where they were standing. This could be followed by a discussion or creative journaling project or a role-play or debate.

Success indicators

Participants are:

Sharing more about themselves with the group

Source: Nisha Sajjani, Creative Alternatives, www.creative-alternatives.ca