

Youth Cross-Cultural Dialogue Retreat

Manual for Dialogue Facilitators



Name: _____

Co-facilitator(s): _____

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Project Description

The Youth Cross-Cultural Dialogue Retreat Community Partnership program works with schools and community organizations with youth ages 15 – 17 from diverse populations in Winnipeg. This work aims to explore the relationships and dynamics existing within and between different identity groups and seeks to build relationships and address identity-based conflict between youth.

The project takes an ‘identity’ approach to the work, which means that it brings the youth into conversations about ‘who they are’ in relation to others – both those in their ‘inner circle’ and those in wider circles with whom they may have little or no prior relationship. In this way, they do address the diversity, racism and other issues that are present, and they do so from a framework of curiosity, seeking to understand, and promote understanding.

Project Partners

The Youth Cross-Cultural Dialogue Retreat is guided by the wisdom and experience of a dedicated Partner’s Group, comprised of the following organizations:

- ❖ Aurora Family Therapy Centre
- ❖ Immigrant and Refugee Community Organization of Manitoba (IRCOM)
- ❖ Newcomer Employment Education Development Services (NEEDS) Inc.
- ❖ Rossbrook House
- ❖ Spence Neighbourhood Association (SNA)
- ❖ The YMCA-YWCA of Winnipeg

Section 1: How to Use This Manual

Introduction

This manual was written as a tool for the Dialogue Facilitators in the Youth Cross-Cultural Dialogue Retreat Project. It is meant to help the facilitators open up dialogue between the youth. This manual is not intended to be a prescription for what each facilitator must do in their dialogue sessions.

The activities and ideas contained herein can be used as starting points and modified to be more appropriate for each youth group. Some groups will be more subdued and will need more time to warm up to each other. As a result, some activities will be less appropriate for them to do – activities that might push their comfort levels and leave them feeling exposed. On the other hand, another group might feel comfortable with physical contact or with addressing some issues in a personal way. It is up to the facilitator to gauge the mood and comfort level of the group and choose activities and discussion topics in which they will be willing to engage.

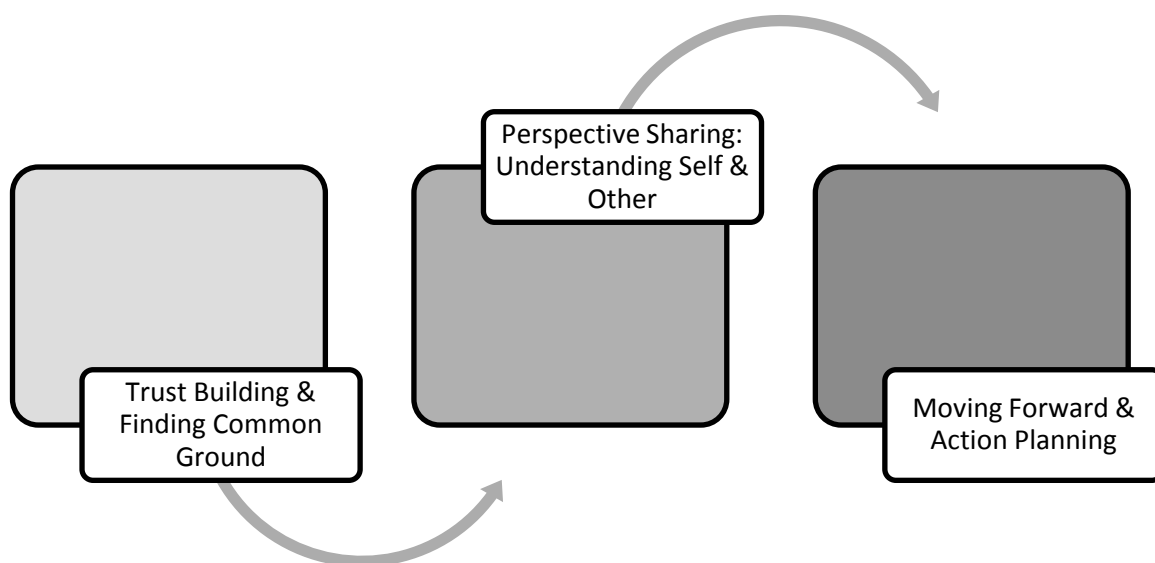


Figure 1: The Three Phase Model

Although you cannot pre-determine how every group will work, there are general phases that each group passes through. This is where the three phase model (Fig. 1 above) comes in. The three phase model helps every facilitator best plan their approach to each specific group. In the beginning, it's important to build trust among the participants, and this can be achieved through trust building exercises that will help participants find common ground. Once they feel safe, they are more likely to open up and share things they wouldn't normally feel comfortable sharing. In this phase, participants are free to explore themselves and others in an environment that is free of judgment. Through this sharing, in the middle phase of perspective sharing, they will come to understand those things which create and maintain issues of racism, discrimination, stereotypes, and bullying. The final phase, moving forward and action planning, is reserved for the final sessions, once the participants have learned to trust one another and have shared their personal understandings and ways of viewing the world. This phase involves planning for the future and the interactions they will have with others beyond the group.

The dialogue sessions will invite the youth to move out of their comfort zones. It is within these groups that we are trying to create an enhanced level of understanding and tolerance. We aim to help the youth provide one another with information about "the other" and help them to explore new connections in these relationships.

Before starting the dialogue sessions, it will be a good idea to create a plan for the hour and in order to ensure that you have a structure in place and also to be sure that you have the materials needed and in the right quantities. Possible outlines for the dialogue sessions are covered below, as well as a sample session with the activities outlined.

It is also important to keep in mind that if the youth become highly engaged in a topic pertaining to the gathering, **that you allow them to continue with the topic** as long as it stays relevant – tolerance, respect, and racism are in this case relevant topics, whereas clothes, TV, and gossip may not be as relevant. Feel free to move away from "following a schedule" if the youth become absorbed and excited by a topic. Dialogue sessions are an opportunity for them to talk and to express themselves. The strategies and activities in this manual are simply suggestions to help promote discussion, storytelling, and perspective sharing.

The sections immediately following provide you with a few possible session outlines which use the three phase model. They do not need to be followed absolutely; they are merely a guide outlining the process. Following that, there are four sections with various activities that can be used within your groups. At the beginning of each chapter, you will find a table of contents which lists all of the activities found within that chapter. Also, all of the chapters are colour-coded, making quick reference easier. Section 6 contains possible discussion topics related to racism, prejudice, discrimination, etc. Section 7 provides you with various techniques and activities to engage your group and promote dialogue among your participants. Finally, section 8 is where you can find all of the various handouts related to the different activities.

Page numbers will be provided with each of the activities that require handouts, and as with the activity chapters, there will be a section content table at the beginning.

Please note: Although innovation, imagination, and creativity are greatly appreciated, the activities contained herein have been used many times and have proven to be effective in their aim. **Prior to using an activity not included in this manual, it is suggested that you share it with another facilitator to ensure it meets the needs and requirements for the program.**

Getting Started

At the start of every group series it is important to discuss the rules and expectations of the group. Allowing participants to take part in this activity will ensure that the rules are those which they are most likely to stick to, allows them to have ownership of the group, and feel a part of the group. The following exercise will help you achieve this:

Sticky Note Group Expectations

Purpose of Exercise:

- ❖ To identify individual strengths and abilities in the group
- ❖ To set group norms/rules/expectations for the duration of the sessions with the group

Directions for Participants:

- ❖ Each person gets two sticky notes of the same colour (ex. two yellow)
- ❖ Write down one strength or best quality about yourself on each (ex. “I am brave”, “I am a good friend” or “I am funny”)
- ❖ Place all the qualities sticky notes in a clumped circle, either on the floor in the middle of the group or on a wall/flipchart paper
- ❖ Ask one of the participants to go to the circle and read each paper aloud for the group to hear
- ❖ Each participant then gets two pages of the other colour (ex. two blue sticky notes)
- ❖ On each of the new papers, write down what you need from the rest of the group, for the time we have together, to be your best (ex. “I need to be listened to”, “Respect” or “Time to sit and think”)
- ❖ Then, with our new papers, we can make a protective circle around the inner strengths and qualities, in order to ensure that we can be our best
- ❖ Ask someone to read these aloud

Dialogue Sessions – 8 Session Outline

*Note: In 2015, the Youth Cross-Cultural Dialogue Retreat ran for five days. This manual was adapted for a shorter program however, can be used for a variety of time frames. The flow can be condensed or lengthened as needed. The important thing to remember is that the majority of the time needs to be focused on stage two of the model, perspective sharing.

Day One: The focus of this day will be mainly on icebreakers and teambuilding. There is the potential to build some more serious discussion topics into the activities as well. This is the time to establish the ground rules that will govern the dialogue group. The facilitators might ask the question “What would help you feel okay to talk in this group?”

Some examples of these ground rules may include:

- ❖ Use only the names of people in the group, if you are telling a story about someone else say “my friend” or “someone I know” instead of their name. This prevents the group from engaging in speculation and gossip about kids not in the group
- ❖ Confidentiality. What’s said in the group stays in the group. Facilitators will respect this also, unless a youth says something that indicates they are going to hurt themselves, that they are going to hurt someone else, someone is going to hurt them, or someone under 18 is going to be hurt. If a youth says one of these things, facilitators will have a legal obligation to follow-up on what has been said.
- ❖ Respect. The group will define what this means for them in the context of discussing identity related topics

Ice Breakers:

- Atoms, Name Games, Mini Olympics, Concentric Circles, Chair Game, Minute to Win it, Blind Walk

Day Two: Trust building; starting to share stories and perspectives; discussion about groups and identity; exploring different ways of considering identity, community, and conflict; deeper action.

Activities and Icebreakers:

- Me Activity, Pedal of Culture, Inside-Out Mask Making

Day Three: Perspective Sharing discussion.

Day Four: Continue group dialogue and activities about identity and conflict. What is it like being a part of this group? How is it changing the way you feel about yourself and others?

Day Five: Continue group dialogue and activities about identity and conflict.

Day Six: Continue group dialogue and activities about identity and conflict.

Day Seven: Integrating the experience of being in the group into your regular life. What does it mean for you to have been a part of this project? What will this mean for the individuals in this group once everyone is back at school? What have you learned about yourself from being a part of this group? What have you learned about others?

Day Eight: Integrating the experience of being a part of this project continued...

Sample Outline for Eight Dialogue Sessions

Day One: 2 hours

| | |
|---|--------|
| Large Group Icebreakers | 15 min |
| Introduction to the Dialogue Session (what to expect) | 10 min |
| Ground Rules | 10 min |
| Divide into Dialogue Groups | 10 min |
| Icebreakers | 60 min |
| Wrap-Up | 15 min |

Day Two: 1 hour

| | |
|--|--------|
| Check-In | 10 min |
| Icebreakers/Teambuilding Games | 10 min |
| Identity Activity/Dialogue (new question based on last week's session) | 30 min |
| Close | 10 min |

Day Three: 1 hour

| | |
|---|--------|
| Check-In | 10 min |
| Teambuilding Game | 10 min |
| Activity/Dialogue (new question based on last week's session) | 30 min |
| Close | 10 min |

Day Four: 1 hour

| | |
|---|--------|
| Check-In | 10 min |
| Teambuilding Game | 10 min |
| Activity/Dialogue (new question based on last week's session) | 30 min |
| Close | 10 min |

Day Five: 1 hour

| | |
|---|--------|
| Check-In | 10 min |
| Teambuilding Game | 10 min |
| Activity/Dialogue (new question based on last week's session) | 30 min |
| Close | 10 min |

Day Six: 1 hour

| | |
|---|--------|
| Check-In | 10 min |
| Teambuilding Game | 10 min |
| Activity/Dialogue (new question based on last week's session) | 30 min |
| Close | 10 min |

Day Seven/Day Eight: 1 hour (each)

| | |
|--|--------|
| Check-In | 10 min |
| Activity/Dialogue (action planning for the future) | 40 min |
| Close | 10 min |

Youth Peace Building Workshop Outlines (Condensed model can be done in a school setting)

Duration: 3 – 1 hour sessions

Group Size: 12 – 20 participants per group

Facilitators: 2 per group

Workshop #1 of 3

15 minutes – Whole Group – Introduce Facilitators and Youth Cross-Cultural Dialogue Project

- ❖ Who we are, why we are here, what they know about Peacebuilding
- ❖ Define “Youth” “Peacebuilding” (not peacemaking)
- ❖ Rules for 3 sessions: 1 person talks at a time; no swearing; no fighting or physical violence; no put downs or making fun or bullying; respect the space
- ❖ Split into groups (facilitators will split the class into two groups)

10 minutes – 5 Finger Warm-up

- ❖ Everyone puts up five fingers and the first person says something about themselves, about their identity “I am a soccer player” and puts down one finger. Everyone who can say the same thing puts down a finger. Go around the circle until everyone’s fingers are down “I am a sister” “I am a Christian” “I am a Spanish speaker” etc.
- ❖ **DEBRIEF:** *How do all of these things about us make up our personal identity? What is it like when there is something about you that is different from everyone else? What about when there is something about you that is the same as everyone else?*

10 minutes – **Atoms**

- ❖ Clear the space of chairs and desks (push to the side)
- ❖ Facilitator calls out a number “2” “3” “6” and the group must form into little groups of this number
- ❖ **DEBRIEF:** *How do groups form? What are the different groups in your school? How do people become part of a group in your school?*

10 minutes – **Popularity Contest**

- ❖ Each participant gets a pre-written card with a description of an identity on it.
- ❖ Participants can talk and interact with each other
- ❖ Explain that sometimes in a school, popularity is like a kind of power
- ❖ They must line up in order from most to least popular based on the description they were given

Debrief: *how did you decide where to stand? What are the things that make someone popular? Who decides what these things are? Was there anything you would change about the order of the line? How does this relate to the world outside of your school?*

10 minutes – **Check Out/Feedback**

- ❖ Everyone share what they thought was good about today's session.

Workshop #2 of 3

***Supplies: dots for 'dot game'; pencil crayons, paints, pastels for 'colour portrait'**

5 minutes – **Check in**

- ❖ Go around the circle (sitting in chairs) and say how you are today, 'what you had for breakfast today' etc.

5 minutes – **"Everyone Who"**

- ❖ Everyone sitting in chairs in a circle, one person stands in the middle and says "Everyone who... is wearing jeans", then everyone wearing jeans stands up and runs to a new chair. Last one standing is the new person in the middle. "Everyone who... likes pizza/drinks coffee/has been hunting/has checked their email today" etc...

10 minutes – **"Dot Game"**

- ❖ Facilitator puts a coloured dot on everyone's forehead. Participants can't see what colour dot they have. (there are 5 of one colour, 3 of another colour, 2 of another, 2 half/half blends and 1 solo colour) tell participants to get organized without speaking

Debrief: what was the game like for you? How did you find your group? Was there anything weird or unexpected? In what ways is this like real life? What's it like for people who fit into more than one group in the world?

10 minutes – **Colour Portraits**

- ❖ Using paints/pencil crayons or pastels, each person mixes colours to create a colour that is as close as they can get to their actual skin colour
- ❖ Each person makes up a name for the colour "peach sunrise" "vanilla earth bean" etc.
- ❖ Discuss names/labels regarding skin colour.

How do you usually describe your skin colour? What do you think about that?

5 minutes – **Group Sit**

- ❖ Everyone stands in a circle, lined up so each person looks at the back of the person in front's head. Move the circle closer. And closer. On the count of 'three', sit on the knees of the person behind you.

10 minutes – **Peacebuilding**

- ❖ How can you build peace in your school, community and city?
- ❖ What are some of the things that help create conflict between identity groups?
- ❖ Have you ever thought of yourself as 'the other'?
- ❖ Have you ever thought of someone else as 'the other'?

5 minutes – **Check out**

Workshop #3 of 3

- **Supplies: Red/Green/Blue/Black flipchart markers; flipchart; 2 Bristol boards for maps**

5 min – **Check In**

- ❖ How you are doing today?
- ❖ Your name, what you did last night

15 minutes – **Fear/Protector**

- ❖ Clear away chairs/tables etc. (push to side of the room)
- ❖ Stand in a circle, choose one person to be your protector and one person that you will be afraid of – these are a secret, do not tell anyone who you chose
- ❖ Start walking around the room
- ❖ Keep your ‘protector’ between yourself and your ‘fear’ at all times
- ❖ Call everyone back after a few minutes of chaos
- ❖ Ask everyone to point at their ‘fear’ and then to point at their ‘protector’
- ❖ Repeat (choosing new people)

Debrief: what was it like to play the game? Did anyone know who they were protecting? Or who was scared of them? What was it like to have someone be scared of you? What was it like to have someone protect you? Are there people you are scared of in real life or places where you feel scared? Who are your protectors in real life?

15 minutes - **Map of Winnipeg**

- ❖ In a group of 6, draw a map of Winnipeg
- ❖ Use red marker to show “dangerous” areas
- ❖ Use blue to show “safe” areas
- ❖ Use green to show “neutral” areas
- ❖ Are there any invisible boundaries in Winnipeg that you can show on your map?

Debrief: What do you imagine it would be like to live in one of the other areas of the city? What is it like for a city to have some safe areas and some dangerous areas? What do you think about the people who live in the other areas?

10 minutes – **Stereotypes (use flipchart paper)**

- ❖ Ask the group for suggestions of some groups of people about whom they have heard stereotypes. If they don’t suggest any, facilitator can get the ball rolling by writing “rich people” “Indigenous people” “Muslims” “Latin Americans” “Filipinos” etc.
- ❖ Ask the group to call out any stereotypes they have heard for any of these groups
- ❖ Facilitator writes the stereotypes down on the appropriate flipchart

Debrief: Do we have more stereotypes about our own selves/our own people or about other people? Why do we have stereotypes? What makes someone part of “the other” and not “us”? How do stereotypes help create conflict between identity groups?

5 minutes – **Check out**

Sample Dialogue Session

Day One

1. Introduction to the Dialogue Session 15 min
 - ❖ Do introductions
 - ❖ Talk about Youth Cross-Cultural Dialogue Retreat
 - ❖ Talk about what we hope to accomplish
 - ❖ How will we do it? What will we do in these sessions?
2. Ground rules 15 min
 - ❖ Confidentiality. No direct attacks. Use only names of those in the group. Respect.
 - ❖ What else?
 - ❖ What will help everyone feel like participating?
 - ❖ What does it mean to participate?
3. Icebreakers (Section 3) 15 min
 - ❖ Silent Line-Up
 - ❖ Human Bingo
4. Discussion Topic (Section 2)
 - ❖ What's hard to talk about? What's easy to talk about? 30 min
5. Close 15 min
 - ❖ Go around the circle and have each person say one thing that they thought about today's session

Conflict Resolution vs. Conflict Transformation

| | Conflict Resolution | Conflict Transformation |
|------------------------|--|--|
| KEY QUESTION | How do we end something that is not desired? | How can we end something destructive and build something desired? |
| FOCUS | Content-centered. | Relationship-centered. |
| PURPOSE | To achieve an agreement & solution to the immediate problem creating the crisis. | To promote constructive change processes, inclusive of, but not limited to, immediate solutions. |
| DEVELOPMENT OF PROCESS | Embedded & built around the immediacy of the relationship where the presenting problems appear | Concerned with responding to symptoms but also challenging the underlying issues and values that the conflict is rooted in. |
| TIME FRAME | Short-term. | Middle-Long term. |
| VIEW OF CONFLICT | Envisions the need to de-escalate conflict processes. | Envisions conflict as a dynamic ebb (conflict de-escalation to pursue constructive change) & flow (conflict escalation to pursue constructive change). |

Transforming Conflict through Dialogue

The Contact Hypothesis

Inter-group contact can reduce prejudice and hatred when:

1. All groups have equal status in the contact situation
2. There are sustained and personal interactions
3. Groups engage in cooperative activities where interdependence is required to achieve collective goals
4. Equality is demonstrated as a social norm (Maoz, 2000)

The Three Phase Model

1. Trust Building & Finding Common Ground
2. Perspective Sharing: Understanding Self & Other
3. Moving Forward & Action Planning

Tools for Peacebuilding

- ❖ Third party-mediation
- ❖ **Transformative Dialogue**
- ❖ Public reconciliation forums
- ❖ Collaborative Economic Initiatives
- ❖ Peace commissions
- ❖ Poverty-reduction strategies
- ❖ Problem solving workshops
- ❖ Re-integration programs
- ❖ Psycho-social healing programs

For Youth

- ❖ **Sports & Recreation**
- ❖ **Drama, Arts & Music**
- ❖ **Co-existence**
- ❖ **Employment**

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Section 2: Skill Builders

Feelings Charades

How do you show your emotions?

What do you think about emotions?

How do people who know you know when you are angry?

Sad? Happy? Hurt? Pissed off? Frustrated?



- ❖ Have the group brainstorm a list of feelings and write each feeling word on an index card
- ❖ Divide the group into two teams (if you want to get competitive) or leave them in one group and shuffle all the cards
- ❖ Hand out the cards and distribute them to the group
- ❖ Have a youth come to the front and silently act out the feeling written on their card
- ❖ Each youth will have 30 seconds to a minute to act out the feeling for the rest of the youth to guess
- ❖ If playing with teams, after the time is up, the other team has a chance to guess

Examples of feelings that can be written on the cards:

Happy
Impatient
Calm
Proud
Uncomfortable
Energized
Mad

Sad
Frantic
Embarrassed
Joyful
Reluctant
Bored
Hurt

Angry
Depressed
Ashamed
Conceited
Excited
Worried
Gloomy

Debriefing Questions for Feelings Charades

- What is a time when you have felt really angry? What did you do? What did you learn about yourself from that time?
- What is anger for? What does it do for people? What about sadness? Happiness? Fear? Hope? Frustration?
- Can emotions be both positive and negative?

Mirroring

Directions for Participants:

- ❖ Work in partners or small groups
- ❖ One person is the leader and the other(s) follows
- ❖ The leader makes gestures with their arms and the non-leader(s) must observe the leader and attempt to follow as closely as possible

NOTE: This activity uses movement but little physical contact. The goal is to gain observation skills.

One Minute Review

Directions for Participants:

- ❖ Pair up with someone new and have one person find out everything possible about that person in the allowed time
- ❖ After the minute is up, share the discoveries with the group and switch off

NOTE: This game can be possible as a competition to get the youth more involved. Also works as an icebreaker. Good for building listening skills and learning to ask questions.

Line up Blind

Directions for Participants:

- ❖ Everyone must blindfold themselves and then put themselves into a line based on alphabetical last names, birthdays, height, etc.
- ❖ Start without blindfolds and line up
- ❖ Add blindfolds and then line up
- ❖ Participants must line up in silence, without peeking through their blindfolds



Telephone

Directions for Participants:

- ❖ Sit in a circle.
- ❖ One facilitator will begin by whispering a phrase into a participant's ear.
- ❖ The message gets whispered around the circle, from participant to participant, until the last in the circle receives the message.
- ❖ Compare end message with start message.

NOTE: Goal is to build listening skills. A variation is to have two sayings going around the circle at once and in opposite directions. May also ask for messages and tongue twisters from the youth to pass around the circle. A saying in another language would be interesting (even just, "hello, how are you?")

Message Examples

Around the rugged rocks the ragged rascal ran.

Cows graze in groves on grass which grows in grooves in groves.

I thought a thought, but the thought I thought, was not the thought, I thought I thought.

Which wristwatches are Swiss wristwatches?

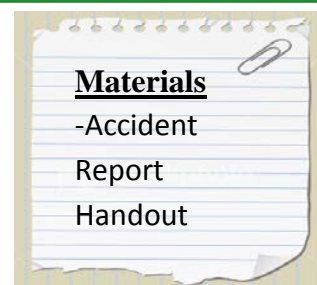
The Accident Report

* Very similar to telephone

Directions for Participants:

- ❖ Three youth leave the room and read the report to the remainders.
- ❖ Bring one youth back.
- ❖ Have a youth who heard the original report re-tell the accident report to the returned youth.
- ❖ Bring another youth back and the first returned youth re-tell the accident report.
- ❖ Continue until all youth are back in the room.
- ❖ Compare the final recounting of the accident report to the original copy. How might this apply to real life situations?

* SEE HANDOUT SECTION (PAGE 64)



Gifts for the Journey

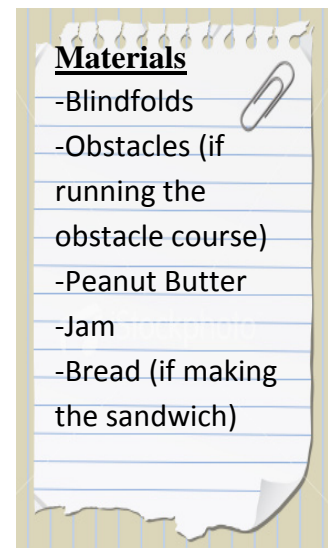
Directions for Participants:

- ❖ Divide the group into pairs and explain that everyone is going on a journey.
- ❖ Before they leave on this journey, they must give their partner a “gift” to help them on their way. The gift may be an actual thing (flashlight, water bottle) or an idea (courage, strength).
- ❖ After exchanging gifts, the youth form new groups and must remember both their old partner’s name as well as the gift they were given. They must give a new and different gift to each new partner.
- ❖ The game continues on this way until the youth can’t remember either the names or the gifts of their previous partners. Once this happens they are eliminated from the game until there is no one left.

Blindfold Game

Directions for Participants:

- ❖ Pick a partner and have one of the partners wear a blindfold.
- ❖ The other youth must then direct the blinded youth in some task.
 - A walk through an obstacle course (made up of the other group members).
 - Making a peanut butter and jam sandwich.
 - Retrieving various items from the room.
 - Shaking hands with another blindfolded group member.



One Word Chatter

Directions for participants:

- ❖ Divide into groups and have the youth discuss a topic using only one word at a time (one word sentences).
- ❖ Afterwards, discuss the difficulties they had in sharing their ideas with only one word. How did they manage?

Discussion topics may be: Favourite food/sport, Fear, Dream or Recent Accomplishment

Tattoos

Directions for Participants:

- ❖ Have each youth draw a design for a potential tattoo that would describe something about them self
- ❖ The tattoo may be general at first
 - May ask the youth to draw a design in response to a specific question:
What do you do at work?
What is your family like?
Who are your friends/what are they like?
Describe your community



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Section 3:

Icebreakers

Fortune Teller

Directions for Participants:

- ❖ Choose an unknown partner and take turns being a “fortune teller” and a “seeker.”
- ❖ The fortune teller and the seeker will sit across from each other, and when ready the seeker will ask one important question about life.
- ❖ The wise fortune teller will ponder and then answer.
- ❖ Participants will switch roles after each answer.

Potential Questions:

- i. What is the most important thing about me?
- ii. What will happen to me in the future?
- iii. What will help my future?
- iv. What might hold me back?
- v. What actions can I take to ease my fear about a situation?
- vi. What is important enough to never give up and never give in over?
- vii. What are the most important things to learn in life?
- viii. What lessons do my enemies have to teach me?
- ix. What do we gain from challenges?
- x. What are the greatest things in life? How do I accomplish them?

Silent Line-up

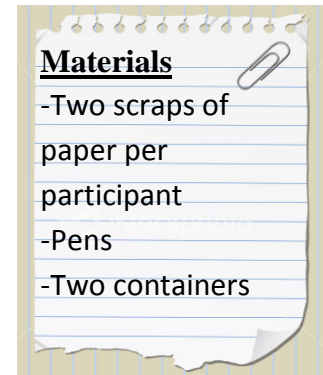
Directions for Participants:

- ❖ Silently line up in an order as fast as possible.
 - ❖ Examples of line orders may be: alphabetical order of names, by birthday, height, etc.
-

WHY? BECAUSE!

Directions for Participants:

- ❖ Each person takes two papers and a pen
- ❖ On one piece of paper, write a question beginning with “Why” and on the other piece, the answer beginning with “Because”
- ❖ Questions can be goofy, introspective, poignant, obvious, etc.
- ❖ Papers are folded and placed in the container; questions in one and answers in the other
- ❖ Containers are passed around and participants randomly choose one question to read aloud to the group and one mismatched answer



The results are usually nonsensical and amusing, such as “Why is the sky blue?” “Because the dog ran away.”

Two Truths and a Lie

Directions for participants:

- ❖ Everyone must come up with two true things to say about themselves and one lie.
- ❖ They must state all three statements, and try to convince the group that all three (including the lie) are true.
- ❖ The group votes on which piece of information is the lie.
- ❖ You may turn it into a longer game by eliminating people if the group guesses their lie correctly

True & False

Directions for participants:

- ❖ Divide into pairs and share two stories about your childhood.
- ❖ One must be true and the other a lie.
- ❖ Your partner must then decide which one is the true one.
- ❖ Keep track and whoever guesses correctly most often wins.

Who's Who List

Directions for participants:

- ❖ Participants quickly fill out a sheet of paper with the answers to various questions.
- ❖ They must then go around the group and identify as many people as possible who also have the same answers.

Possible questions are:

1. My favourite TV show is:
2. My favourite sport is:
3. My birthday is in this month:
4. I have this many siblings:
5. I have a brother/sister?
6. My favourite colour is:
7. My favourite music is:
8. My eyes are (brown, blue, green, hazel etc.):
9. My hair is (short, long, brown, blond, black, curly, straight etc.):
10. I have moved in the last year/I have never moved:
11. I speak another language:



*** SEE HANDOUT SECTION (PAGE 65)**

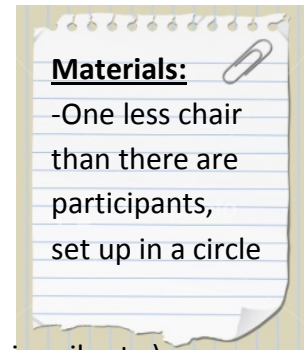
VARIATIONS:

Participants can write their answers on a paper and have one person read them aloud, anonymously, and have participants guess who's answer it was (in this case, questions are best if they are more mysterious or hypothetical, such as "my dream job is" or "if a film was made about me, I would cast this actor as myself")

“Everyone Who...”
aka “Some of my neighbours...”
aka “Winds of Change”

Directions to Participants:

- ❖ Set up chairs in a circle and have one less chair than participants.
- ❖ One person stands up in the middle and says “Some of my neighbours (have brown hair, wear jeans, wear sandals, paint their nails etc.). Once they say this, those who fit the description must get up and run for another empty seat. The one left standing repeats the exercise. The statements can gradually become more intense as the group is comfortable.

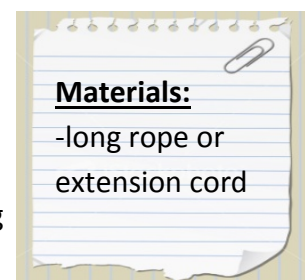


Take Me to Your Leader

- ❖ Send one person out of the room and then quietly choose a leader.
- ❖ The leader will lead the remaining circle of youth in making movements or sounds (may be clapping, stomping, snapping, winks, etc.) The leader must change the movement every 10 seconds and the others mimic their actions.
- ❖ The person who was sent out returns and stands in the centre of the circle, and attempts to figure out who is directing the game.
- ❖ When the leader is guessed, another person is selected to leave the room, and the cycle continues.

Extension Cord Confusion

- ❖ Tie a rope or extension cord into knots and have the group put their hands on it. They must untangle the knots without removing their hands.

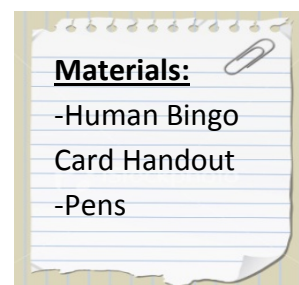


The Human Bingo Card

Have the youth fill out the bingo card with the names of people who fit the criteria of that space.

- ❖ Likes cereal in the morning
- ❖ Loves cats
- ❖ Has size 7 shoes
- ❖ Reads the newspaper
- ❖ Likes to dance
- ❖ Swam in the ocean
- ❖ Likes to fish
- ❖ Plays guitar
- ❖ Sings in the shower

*** SEE HANDOUT SECTION (PAGE 66 & 67)**

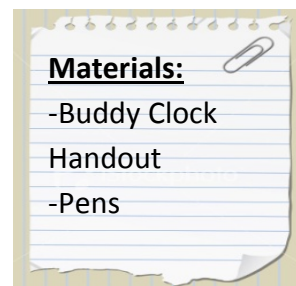


Buddy Clock

Each youth will receive a piece of paper with a clock face drawn on it. Where the numbers would be on the clock, there will be empty lines in which the youth will write the names of other participants. Once the clock is filled and there is a name for all the spots, the facilitator will yell out the time for which the youth have an appointment. The youth will then hurry to find that person and will ask them a series of “getting to know you” questions. These questions can include:

- ❖ What school do you go to?
- ❖ What are your favourite things to do in the evening?
- ❖ Do you have siblings – and how many?

*** SEE HANDOUT SECTION (PAGE 68)**



Feather Toss

Directions for Participants:

- ❖ Each person gets a plate
- ❖ Find a partner
- ❖ Place the feather on one person's plate, and without touching it with your hands, you must pass it to your partner's plate.
- ❖ Take turns passing it back and forth
- ❖ If it gets easy, try adding new challenges, like: one arm behind your back, take a step away from the person after each toss, add a third partner, etc.

Materials:

- Plastic plates
(one per person) (or thick paper)
- Feathers
(one shared by 2 people)

Hand Slap Game

Directions for Participants:

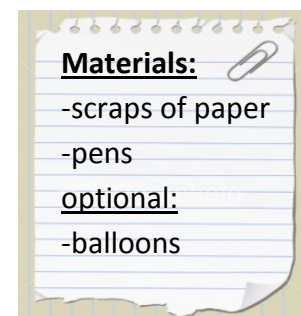
- ❖ Everyone forms a circle. This can be done sitting around tables, or lying face down on the ground (resting on your elbows)
- ❖ Lay your hands palm down on the table.
- ❖ Place your right hand over and to the right of your neighbour's left hand, so that now the circle of hands is overlapped.
- ❖ One person begins by patting the palm of their hand on the table. The hand slap goes around the circle, clockwise, with each next hand slapping the table once, in order.
- ❖ If someone wishes to slap their hand twice, it will change the direction of the circle, and the single slaps continue the other direction.
- ❖ If someone misses their turn, slaps when it is not their turn, or takes too long of a pause in the rhythm (long hesitation), they must remove that hand from the circle (they are out!)
- ❖ The game continues until everyone is eliminated. The last hand in the circle is the winner!

Snowballs

This can be used as a group brainstorm, question asking, secret ballot, idea sharing, etc. It is simply a way to generate information and share with the rest of the group.

Directions for Participants

- ❖ Each person gets a pen and paper.
- ❖ Write down the information to share with the group (i.e. a “get to know you” question such as ‘what is your favourite pastime’ or instructions such as ‘write an example of bullying you see in your school’)
- ❖ When everyone has written their answer, crumple the papers into little balls, and begin to toss them around the room, like a snowball fight.
- ❖ Continue to pick up and re-throw paper balls until facilitator calls “stop.”
- ❖ Everyone takes a paper (which will now be anonymous) and un-crumple it.
- ❖ Take turns reading aloud what was written on your paper.



OPTIONAL:

Put papers inside balloons, blow them up, and have a balloon toss. Break the balloons open to read the papers.

Finger Warm-Up

Directions for Participants

- ❖ Everyone puts up five fingers and the first person says something about themselves, about their identity (“I am a soccer player”) and puts down one finger.
- ❖ Everyone who can say the same thing puts down a finger.
- ❖ Go around the circle until everyone’s fingers are down. “I am a sister”, “I am a Christian”, “I am a Spanish speaker”, etc.

Debriefing Questions for Finger Warm-Up:

- How do all of these things about us make up our personal identity?
- What is it like when there is something about you that is different from everyone else?
- What about when there is something about you that is the same as everyone else?

Atoms

Directions for Participants:

- ❖ Clear the space of chairs and desks (push to the side)
- ❖ Facilitator calls out a series of numbers (“2”, “3”, “6”) and the groups must form into little groups of these numbers.

Debriefing Questions for *Atoms*:

- How do groups form?
- What are the different groups in your school?
- How do people become part of a group in your school?

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Section 4: Identity

Activities

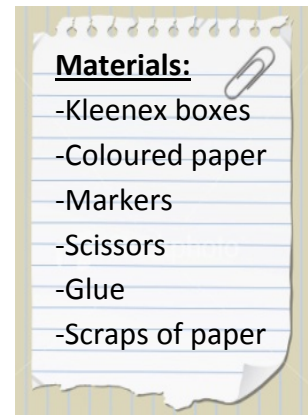
Inside Outside Boxes

Directions for Participants:

- ❖ Decorate a Kleenex box with things that others know about you (outside persona) and write things that others might not know on scraps of paper inside.

NOTES:

- *The youth must be made aware that the things inside the box are for sharing with the group. It is not about tricking them into sharing.
 - * If they pull something that they aren't ready to talk about, they can draw again or pass.
- These secrets will be shared throughout the week. Once a paper has been shared the youth can glue it to the outside of the box.



ME Exercise

Directions for Participants:

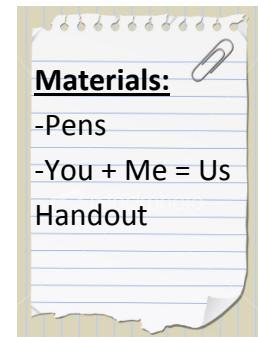
Each participant gets a piece of paper with the word “me” written on it. The letters are puzzle pieces and the participants must fill each piece with a personal descriptor. After doing so, they turn the sheet over and answer the question “who am I” three times.

* SEE HANDOUT SECTION (PAGE 69)

You + Me = Us

Directions for participants:

- ❖ Use a Venn diagram with Differences/You, Likes/Us and Differences Me.
- ❖ Fill in the diagram with information about themselves. Things they like, things that frustrate them, frighten them, things they enjoy. Categorize it as something that both parties like or that one party likes or that neither likes.
- ❖ Post the diagrams and discuss areas of similarity and difference.



* SEE HANDOUT SECTION (PAGE 71)

I am most like...

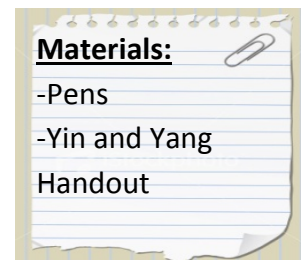
Directions for Participants:

- ❖ Helps youth to compare and contrast themselves with others and other things. Compare and contrast with plants, animals, vegetables, stores, furniture, candy/dessert, fruit, sport, etc.
- ❖ Add a twist: after they know each other, who are they most like in the group. Explain why.

Yin and Yang

Directions for Participants:

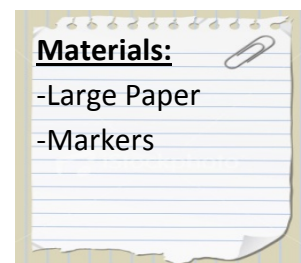
- ❖ Share strengths and challenges. Recognize their own strengths and challenges.
- ❖ Write two or three positives (friendly, helpful, good dancer, etc.) and two or three challenges (need more money, need to exercise more, get better grades.).



* SEE HANDOUT SECTION (PAGE 72)

Personal Qualities

- ❖ Put the words popularity, uniqueness, sensitivity, athletic ability, good looks, sense of humour, honesty, intelligence, helpfulness, level-headedness, creativity, and pride on a board.
- ❖ Discuss and define the terms.



Directions for Participants:

- ❖ Divide the group into smaller groups and rank the qualities from 1 to 12 in order of most important in a friend.

Discuss and compare rankings. Why did you choose certain qualities? Where do you fit?

Why did you rank certain items so lowly?

- a. What could you teach another person? What would you like someone to teach you?
- b. What do you want to be remembered for?

Fear/Protector

Directions to Participants:

- ❖ Clear away chairs/tables (push to side of the room)
- ❖ Stand in a circle, choose one person to be your protector and one person that you will be afraid of – these are secret, don't tell anyone who you chose.
- ❖ Start walking around the room.
- ❖ Keep your 'protector' between yourself and your 'fear' at all times.
- ❖ Call everyone back after a few minutes of chaos.
- ❖ Ask everyone to point to their 'fear' and then to their 'protector'.
- ❖ Repeat (choosing new people).

Debriefing Questions for Fear/Protector:

- What was it like to play the game?
- Did anyone know who they were protecting? Or who was scared of them?
- What was it like to have someone scared of you?
- What was it like to have someone protect you?
- Are there people you are scared of in real life or places where you feel scared?
- Who are your protectors in real life?

Map of Winnipeg

Directions to Participants:

- In a group of 6, draw a map of Winnipeg
- Use red markers to show 'dangerous' areas
- Use blue markers to show 'safe' areas
- Use green markers to show 'neutral' areas
- Are there any invisible boundaries in Winnipeg that you can show on your map?

Materials:

- Large Paper
- Markers

Debriefing Questions for Map of Winnipeg:

- What do you imagine it would be like to live in one of the other areas of the city?
- What is it like for a city to have some safe areas and some dangerous areas?
- What do you think about the people who live in the other areas?

Concentric Circles

Directions for Participants:

- ❖ Participants are divided into two groups: “Innies” and “Outties”
- ❖ The “Innies” must stand in a circle, backs toward the middle, and fronts facing out of the circle.
- ❖ The “Outties” must pair themselves with an “Innie” and stand facing them, thus forming the outer circle.
- ❖ The facilitator calls out scenarios (usually with a conflict) and gives the group 1 minute to play out the role or discuss the issue with their partner. (See examples below)
- ❖ After 1 minute, the facilitator yells “STOP!” and asks them to thank their partner, and instructs the “Outties” to move on partner to the right, while the “Innies” stay where they are.
- ❖ They greet their new partner and listen to the next scenario.
- ❖ This scheme gets repeated until the “Outties” have made it once around the entire circle.

Examples of Statements for the Circle:

****If creating your own, it may be useful to have one for different categories, such as: racism, sexism, homophobia, classism, ableism, xenophobia, etc.**

- ❖ **“Innie”:** You are a party and you hear one of your friends being laughed at because of their skin colour. **“Outtie”:** You are the person who is making racist jokes.
- ❖ **“Innie”:** You are a grade 11 girl who wants to play on the school’s hockey team, but there isn’t a girl’s team. You approach the coach to ask if you can join the boy’s team. **“Outtie”:** You are the coach, and you are not supportive of the girl’s request.
- ❖ **“Innie”:** You are a teenager and want permission from your parent to sleep at a friend’s house this weekend. You think your parent is being unreasonable and unfair. **“Outtie”:** You are the parent. You are concerned that the friend’s house is unsafe because they live in a ‘poor neighbourhood’ and you ‘can’t trust those people’.
- ❖ **“Innie”:** You work at a convenience store, and you don’t trust young people, because you think they are all thieves. **“Outtie”:** You are a teenager who enters the store with your friends, and are tired of being treated like a criminal.

NOTE:

Sometimes you can assign positive or negative character traits to the scenario. For example, try one of the scenarios, but tell one character that they must be unsupportive, or act as a ‘bad friend.’

Power Shuffle

From the list of power shuffle statements below, choose approximately 10-15 statements that will be appropriate for the group. Ideally, this activity should have a minimum of 10 students.

Directions for Participants:

- Explain to the youth that in response to hearing a statement that they identify with, they should silently walk across to the other side of the room. Give them an example.
- Remind participants that this is a silent activity.
- Mention that if someone does not feel comfortable identifying with a particular group they always have the right to remain where they are.
- Ask people to “Please step to the other side of the room if ...”. Once people have moved, ask them to “notice who is standing with you and who is not.”
- Once they have done this they can return to the rest of the group and await the next statement.

Power Shuffle Statements:

- You or your parents are immigrants or refugees to this country.
- You were raised by a single parent.
- You are of (pick any group) Filipino, Chinese, Middle Eastern, South East Asian, African, Ukrainian, Polish, Swiss, First Nations, Metis, or Inuit heritage.
- For mostly Indigenous groups, ask questions like: “You are Cree”, “You are Ojibway”, or “You speak Cree”, “You speak Dene”, “You grew up on a reserve”, etc.
- You or someone in your family is physically disabled (ex. Grandma uses a wheelchair).
- You or someone you know deals with a drug or alcohol addiction.
- You were raised poor, or without a lot of money.
- You speak a language other than English at home.
- You have been made fun of for your body size.
- You identify as or were raised (pick any): Christian, Jewish, Muslim, Buddhist, Hindu, Sikh, Pagan, Atheist. Repeat more than once with a different religion so as not to single out any particular group.
- You were raised by someone other than your biological parents (ex. Grandparents, aunts, or adoptive parents).
- You, or someone you know, deals with a mental illness (ex. Depression or Schizophrenia).
- You have been made fun of because of the way you look (Grade 3 counts).

Shorter Activities/ Discussion Topics

Who Are You?

Directions for participants:

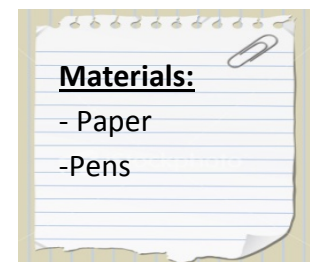
- ❖ Answer the question “Who am I?” ten times and then discuss why you answered the way you did. Write the answers as they occur to you. Would you rearrange them?

***SEE HANDOUT SECTION (PAGE 70)**

Whose Story is it?

Directions for participants:

- Pass out papers
- Have everyone write out a short story that happened to them along with their name. The stranger the story is, the better.
- Mix up the sheets and hand them back out to the group.
- Each person must then read out the story and try to convince the group that it is their own story. The group must decide whether to believe them, and if not, who the story really belongs to.

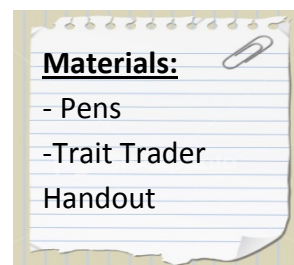


Trait Trader

Directions for participants:

- ❖ Hand out small sheets of paper and let the group know that they are members of the Personality Exchange.
- ❖ Each participant will be given a piece of paper with a personality trait written on it.
- ❖ They must write their name on this slip of paper if the personality trait applies to them.
- ❖ They will then go and trade their slip of paper with someone else. If that trait applies to them, they will write their name on it again.
- ❖ The goal is to find as many possible traits as you can that apply to yourself and get your name written on those pieces of paper.

Possible traits: honest, hard working, kind, funny, out going, shy, cheerful, responsible, strong, caring, thoughtful, energetic, laid back, peaceful, active, athletic, creative, adventurous, quiet, talkative, etc.



* SEE HANDOUT SECTION (PAGE 74)

“I’ve Always Wanted To...”

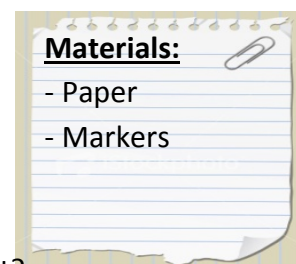
Directions for Participants:

- ❖ Each person in the group must think of something that they have always wanted to do (score the winning touch down, win a race, travel to wherever... etc.).
- ❖ They describe their event and why it is important to them.
- ❖ What would doing this thing mean to them? How will it change their lives?
- ❖ The group then picks one or two (even three) dreams to act out.

Share Your Successes

Directions for Participants:

- ❖ On a sheet of paper write 3 things that you are proud of having done.
- ❖ What 2 other things do you still want to accomplish or succeed at?
- ❖ Discuss... talk about who supported you. How did you accomplish your goals? Would you do things differently next time?



Dot Game

- ❖ Facilitator puts a coloured dot on everyone's forehead.
Participants can't see what colour dot they have. (There are 5 of one colour, 3 of another colour, 2 of another, 2 half/half blends, and 1 solo colour).
- ❖ Tell participants to get organized without speaking.

Materials:
- Coloured Dots

Debriefing Questions for *Dot Game*:

- What was the game like for you?
- How did you find your group?
- Was there anything weird or unexpected?
- In what ways is this like real life?
- What's it like for people who fit into more than one group in the world?

Colour Portraits

Directions for Participants:

- ❖ Using paints, pencil crayons, or pastels each person mixes colours to create a colour that is as close as they can get to their actual skin colour
- ❖ Each person makes up a name for the colour ("peach sunrise", "vanilla earth bean", etc.)
- ❖ Discuss names/labels regarding skin colour. How do you usually describe your skin colour? What do you think about that?

Materials:
- Paints, Pencil
Crayons or
Pastels
- Paper

Stereotypes

- ❖ Ask the group for suggestions of some groups of people about whom they have heard stereotypes. If they don't suggest any, the facilitator can get the ball rolling by writing "rich people", "Indigenous people", "Muslims", "Latin Americans", or "Filipinos", etc.
- ❖ Ask the group to call out any stereotypes they have heard for any of these groups
- ❖ Facilitator writes the stereotypes down on the appropriate flip chart



Materials:

- Flipchart Paper
- Marker

Debriefing Questions for *Stereotypes*:

- Do we have more stereotypes about our own selves/our own people or about other people?
- Why do we have stereotypes?
- What makes someone part of 'the other' and not 'us'?
- How do stereotypes help create conflict between identity groups?

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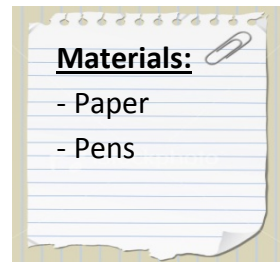
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Section 5: Team Builder Activities

Similarities and Differences

Directions for Participants:

- ❖ Form groups of about 4 people and give each group 2 sheets of paper.
- ❖ On one paper they have the goal of finding a certain number of commonalities – things that everyone in the group shares.
- ❖ On the other paper they must find 2 examples of unique qualities for every Person – things that only apply to one person. These would be the things that make them unique from everyone else in the group.



Desert Island

Directions for Participants:

- ❖ Form groups of 4-6 people and inform them that they will be dropped off at a deserted island later in the day. They have 1 minute to decide what one item they would like to bring with them (it may be anything that they own).
- ❖ Have them share with the group what the item was that they chose, why they chose it, and how it will be used. If they were to separate into groups of 2, 3, and 4 – which groups would they want to be a part of? Which would have the best chance of survival?

The Bowl Game

Directions for Participants:

- ❖ Divide the group into 2 teams and give each a bunch of small pieces of paper.
- ❖ They must write ideas down on the paper that they will then have to describe to their team (without saying the actual word).
- ❖ Put the pieces of paper all together in a bowl and mix it up. The players will choose from the bowl for their turn.
- ❖ Each turn will be timed and that person will have a certain amount of time to describe as many objects as possible from the bowl (and have their team correctly guess what each object is). Each round the team will only get one free pass (to skip an object that they don't know). After that, they lose one point for each time they pass. Words that can be used may be objects, movies, famous people, places, or anything else that can be described (ex. Chicken, scissors, ladder, ship, Paris, Batman, Rambo, etc.).
- ❖ Play until everyone has a turn to go or until all the little papers are gone and then add up the points.

Materials:

- Paper (cut into small pieces)
- Scissors
- Pens
- Bowl
- Timer

Water Balloon Relay

Directions for Participants:

- ❖ Divide into 2 groups and have each team lay down on the ground, head to feet. Feet should be roughly a foot to two feet away from the next head.
- ❖ Start by playing the water balloon in the starting person's feet. They must pass it along to the end of the line and back without breaking it and only by using their feet (NO HANDS!).
- ❖ The first team to do so, wins.
- ❖ If the balloon breaks they must start again with a new water balloon.

Variation:

Laying in a circle and racing themselves to get the best time.

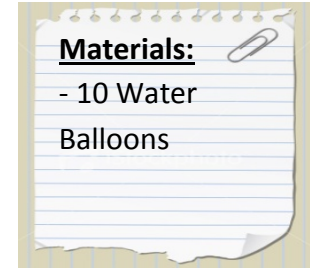
Materials:

- Water
- Balloons

Bloop

Directions for Participants:

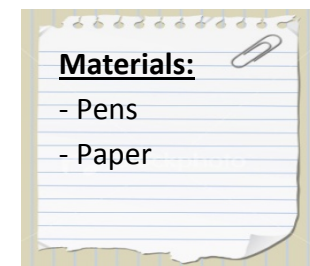
- ❖ The group must disperse across the space but hold hands at the same time.
- ❖ Next, throw in a balloon which they must keep in the air using their arms, shoulders, head, knees, feet, etc. (but not hands).
- ❖ Once that is mastered, add another balloon. Once that is mastered, add another ...



Degrees of Separation

Directions for Participants:

- ❖ Pair off and write five things that you have in common with your partner.
- ❖ Next, find another person who has one thing in common with your first list and write five different things you have in common with them.
- ❖ Find another person who has one thing in common with your second list and write another five different things that you have in common with them.
- ❖ Continue as long as possible without repeating partners or items listed.



Obstacle Course

Directions for Participants:

- ❖ Set up an obstacle course and have the youth pair up.
- ❖ One will be given a blindfold to wear and the other will have to talk the blinded youth through the obstacle course without actually entering it.
- ❖ If a blindfolded youth hits an obstacle, they must return to the starting line.
- ❖ Swap roles and have the blindfolded partner direct the other youth through the obstacle course. At the end, have a discussion about communication and trust.



Group Shields

Directions for Participants:

- ❖ Divide the group into smaller units of 3-4.
- ❖ Each mini group will receive two pieces of paper – one with the shield and the other with a space for a group motto and group symbol. Each youth should decide upon a particular symbol (an animal, plant, etc.) and draw it into their corner of the shield. This symbol will represent their strengths and weaknesses.
- ❖ Next, each group will decide upon a group symbol and a motto and fill those in on a second sheet of paper. These pieces of paper will then be taped together and displayed.
- ❖ Discuss why the groups chose their particular symbols and if the youth want to, discuss their personal choices for symbols. What strengths and weaknesses does it demonstrate?



***SEE HANDOUT SECTION (PAGE 75 & 76)**

Directions, Directions

Directions for Participants:

- ❖ In groups of 4-6, the youth identify and perform short tasks.
 - ❖ One youth starts with clapping. They clap three times and stop.
 - ❖ The person beside them claps three times and adds their own action at the end (three claps and stick out tongue). The third person copies the previous two and adds their own action at the end. Play continues until someone goofs. If you want to be competitive, whichever group gets the most actions correct in a row, wins.
-

Compliment Shuffle

- ❖ At the beginning of the session, everybody receives a piece of paper where they write a compliment that they would like to hear.
- ❖ After they have written a compliment on their paper, they fold it and place it in a container.
- ❖ At the end of the session, the box is passed around and each student picks a paper and reads aloud the compliment they received.

Materials:

- Scraps of paper
- Pens
- Box (or other container)

One, Two, Three, Four, Five

Directions for Participants:

- ❖ Form smaller groups of 3 and stand in a circle.
 - ❖ This game is like playing rock, paper, scissors but the goal is to have the participants end with a total of 11 fingers out.
 - ❖ On the count of four, they put a random number of fingers out and count to see if it is the correct number. If it isn't, they continue until they've got it.
 - ❖ Once they've got it, they can try getting a total of 23 with two hands. No talking allowed.
-

Telephone Pictionary

Directions for Participants:

- ❖ One person begins by writing a statement at the top of the piece of paper.
- ❖ Below this, the next person draws a wordless picture of how they think the sentence should be illustrated.
- ❖ That 2nd person folds the 1st person's words over, and passes the page over to the 3rd person in the group, who can only see the picture.
- ❖ That 3rd person must write a sentence, or caption to the picture they can see.
- ❖ Person 3 folds the paper so the drawing is not visible, and person 4 draws a picture of the sentence remaining.
- ❖ This process continues until each group member has drawn or written on the paper. (More paper may be required)
- ❖ At the end of the game, the last person unfolds and reads/shows the group the story they have created.

Materials:

- Paper
- Pens

Variation:

- ❖ This can be done on papers that are folded and stapled into a little book, or a regular notebook, and the person can only see the previous page.

Around the World with a Hula Hoop

Directions for Participants:

- ❖ Stand in a circle holding hands
- ❖ Two participants let go of their hands and place their arms inside the hula hoop before joining hands again. The hoop is now suspended between them.
- ❖ Everyone, in turn, passes their body through the hoops so that the hoop makes its way around the circle until it gets back to where it started.
- ❖ To succeed, all participants must work together. No one may use their fingers and all must remain holding hands.

Materials:

- Hula Hoop

Peanut Butter River

For this game you need two ropes to represent the banks of the river. The goal is to have the group cross the river.

Directions for Participants:

- ❖ Give the team 6 carpet squares (or something similar) to use as 'rafts'
- ❖ Each raft can only support one hand and two feet at any one time. Any more than that and it will sink (meaning the leader takes it away and it's no longer available to the group)
- ❖ If a raft is left untouched for more than a few seconds, it floats away (again, have a leader monitor for this and remove any rafts)
- ❖ If anyone in the group touches the water, the team must start again

Materials:

- 2 ropes
- 6 Carpet squares (or something similar)

Group Sit

Directions for Participants:

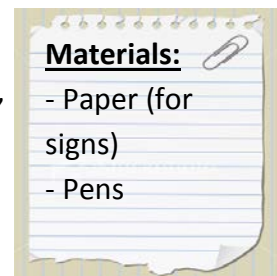
- ❖ Everyone stands in a circle, lined up so each person looks at the back of the person in front's head. Move the circle in closer. And closer. On the count of 'three', sit on the knees of the person behind you.
-

Section 6: Discussion Topics

1. **Cultures...:** Ask the youth to identify cultural groups within their schools. Ask them to identify their own cultural background.

- What is an example of how your culture is different from others (values, language, dress, attitudes)?
- What are some opportunities and problems that can happen when you bring different cultural groups together?
- Is it difficult for some people to accept others who are different from themselves? Why?
- Do you find it hard to get to know people different from yourself? Is there anything we can do to help others be more understanding and accepting of individual differences?

2. **Prejudice:** have the youth stand up. Call out different characteristics/identities and have the youth either go to a “like me” or “not like me” sign (may also stand somewhere in between). The list may include words like musical, recycler, shopper, studious, athletic, traveler, conservative, social etc. It can get progressively more difficult in order to lead into more serious topics (bullying, sadness, depression, poverty etc.).



Next have a discussion about the times that the youth felt they were being prejudged, either in the game or in real life.

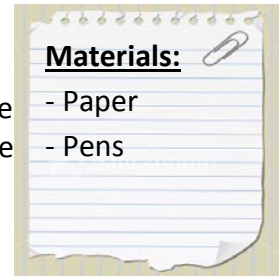
- How did they feel when they were alone or standing with only one other person by a sign?
- Did they feel pressured to follow the others so that they wouldn't be perceived to be “different”?
- How did it feel to be in a group where you were a majority or a minority?

3. **“The Group”**

- a. Discuss the following questions:
- i. Why do people belong to groups?
 - ii. List the groups you belong to...
 - iii. What are constructive group activities?
 - iv. What are destructive group activities?
 - v. How do you act differently when you're with a group of people than when you with just one other person or by yourself? Is it easier, harder, more comfortable, etc.?

4. **The Importance of Words:** have the group break into smaller groups to explore words and their meanings. Pass around a large page with a word in the center and have the youth write or draw a comment on the personal meaning of that word. Next, discuss the results with the entire group.

- a. Potential Words: childhood, poverty, welfare, immigration, reserve, school, job, future, money, home, parents, rules, dating, clothes, culture, religion, appearance, God, alcohol, future, racism, refugee, war, drugs, sex, Pow Wow, Church, Mosque, etc.



5. **Authority**

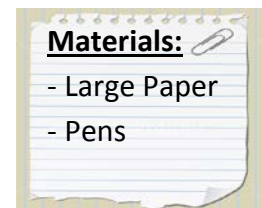
- a. Discuss the following questions:
- What is authority?
 - Who are people in positions of authority?
 - How did they get there?
 - How do people exercise authority?
 - What/Who do they have authority over?
 - What/Who do you have authority over?

6. **Hate**

- Discuss and define the term.
- When do you use it? Why?
- Think of something that you hate; would another word describe your feelings better? Fear? Worry? Disgust? Dislike?
- Where does hate come from?
- Can you describe something you hate? Why do you hate it?
- What does hate feel like/sound like/look like?
- How does hate help you? How does it hurt you?
- Have you felt hate? Have you hated?
- Why is there so much hate in the world?

7. **Tolerance**

- Write this on a large sheet of paper and ask the youth about any words that they associate with tolerance. If the definition is unclear, explain that tolerance is an acceptance of things and people that you may or may not agree with.
- Have each youth think of something towards which they are not tolerant.
- Have the youth think of a situation in which they were extremely tolerant.
- Are you more or less tolerant than you were a year ago?
- Are you more or less tolerant than your family? Friends?
- Ask what can happen when people are intolerant – might consider things in the news (vandalism of mosques/synagogues/churches), or bullying in school.
- Could lead to a discussion of racism



Other possible discussion topics: Identity, Inclusion/Exclusion, Conflict, Bullying, Peer Pressure, The Future, Oppression, Family etc.

Section 7: Dialogue Techniques

Introduction

There will be challenges in facilitating dialogue between youth and it is useful to have a few methods of restarting the conversation or just assessing what is happening.

It is useful to keep in mind that when the dialogue session falters, there is a reason that it is not working. All behaviours are reactions to situations and emotions. The dialogue facilitator must operate with the understanding that all behaviours and comments are coming from somewhere. Youth who appear to be withdrawn or who are interrupting or acting out in other ways may be expressing their discomfort with the topic at hand or another aspect of the process. **It is our job to respond to the youth with empathy and understanding** and at the same time create boundaries so that everyone can be comfortable with the process.

The Emotional Climate

There are some things that the facilitator can do (or watch for) during the dialogue sessions in order to manage the emotions of the participants.

Body Language: watch the body language of the participants closely in order to recognize whether certain topics are too upsetting to be discussed at that point in time. The topic may need to be changed or the participant may need to be alone or go for a walk in order to cool down. The facilitator can also use their own body language in order to control the situation. Their focus on another speaker can help the other participants focus (leaning forward, eye contact, hand movements). They can become more energetic in order to try to raise the energy of the group, or slow down in order to help defuse or settle the group.

Voice Tone: A calm tone of voice and a slow pace of speech will help to calm the situation down. The faster and more energetic the voice, the more energy will be transferred to the group.

Ignore: Sometimes negative behaviour can be managed through ignoring it alone. This should only be attempted if the behaviour is minor. If the poor behaviour continues, the participant may need to be reminded of the code of behaviour or asked to go for a walk to calm down.

Redirection: If the conversation is stalling on one topic and escalating from there, attempt to redirect it along a different line of thought. Changing the subject might allow the participants to cool down after the conversation has become strained.

Acknowledge Emotion: Be aware of the emotions of the participants and help them to name them. Watch for anxiety, embarrassment, frustration, and anger. These are clues that there is something upsetting about the current topic.

Reinforce Positive Behaviour: When people communicate well/effectively or cooperate with each other it is useful to acknowledge this positive behaviour to reinforce their efforts.

Open Discussion Techniques

Taken from Idealist on Campus: Facilitation 202 online forum

Organizing the Flow of Discussion:

Stacking: Ask who wants to speak on a topic and then take them in the order that you see their hands. When the initial ones have spoken ask if there are others and create a new stack.

Interrupting the Stack: If there is a sudden flurry of hand waving or agitated body language the facilitator may interrupt the stack and say, "I'm going to interrupt the stack and allow a few people respond to the last comment. Then we will return to the stack."

Sharing Circle: Traditional Anishinaabe cultures have teachings about the sharing circle, guided by a talking stick. The stick is passed from speaker to speaker clockwise around the circle and the person holding the stick is the only person speaking at any time. A person may speak as long as they wish, about anything, without interruption.

Broadening Participation

Encouraging: "Who else wants to say something?" "Frank, do you have anything to add?" (If their body language suggests they want to speak)

Balancing: "Does anyone have another point of view or perspective on this?" Go around the circle allowing each person to talk or pass. Cut off those who talk too much or too long.

Using the Clock: "We have a few more minutes, I want to make sure we have heard from everyone."

Helping Individuals Make Their Points

Active Listening: Give full attention, acknowledge emotions, paraphrase key points and summarize as needed.

Drawing People Out: "Can you say more about that?" Use constructive questions at appropriate times to: 1) draw out interests, 2) explore options and 3) test consensus.

Managing Divergent Perspectives

Sequencing: Validate different views and direct the group to focus on each line of thought in sequence, one at a time. This works best when there are only two themes.

Calling for Responses: "Are there any reactions to what (the speaker) said?"

Deliberate Refocusing: "We have been talking about (topic A). Is this a good time to switch to (topic B)?" "We deferred Sue's idea, shall we take that up now?"

Tracking: Identify themes or ask them to. "I think you are discussing several issues at the same time. They are: one (issue A), two (issue B), three (issue C) and four (issue D). Did I miss any?" Do not suggest or ask them for an order. If you wait, they will usually suggest a way to integrate some or all of the issues.

Refocusing: "Our discussion has branched out from our original purpose of (restate purpose). Which do you think are relevant? Does anyone have any comments on any of these issues or how they relate?"

Discussion Starting Techniques

These are intended to help get the conversation started. Use other techniques for more in-depth discussion.

Topic-icebreakers: At the beginning of the discussion, ask a relevant and provocative question that can be readily answered. Ask each participant for a brief response to the question.

Polling: Facilitator asks a series of questions at the beginning of class to the youth who respond with a show of hands or at the end of session that students respond to on paper. Comments are summarized and shared back to the group at the next session.

Continuum or Value Line: Ask participants to line up according to their understanding/ experience/ intensity/ feeling/experience/confidence of the question or topic posed. Follow-up by hearing back from each participant.

In-depth Discussion Techniques

Buzz Groups: These follow well after introductory activities and are designed to help structure a discussion and involve participants in groups of 2 or 3, discuss topic question. Then a spokesperson from each group or each student reports back to the larger group.

Brainstorming: Create a focus question or topic for brainstorming. The question or topic needs to be broad enough to give opportunities for answers but not too broad. Make it relevant. Participants provide input but no analysis or critique is allowed. Write suggestions on flipchart. Stop the exercise when input flags. Sorting and analysis takes place only after brainstorming is finished.

Round Table: A question is asked and every participant is asked to respond. Give participants a few minutes to think, have them write down their responses, and then begin a roundtable discussion. Start at one end or side of the room and work your way around so that no one is missed. Give participants the option of a pass, so that no one is embarrassed by not having an answer.

Debates: Divide the group into two teams. Assign a role or perspective to each team. Each participant on the team presents for a few minutes from that perspective only. Then switch.

Posters: In small groups, students prepare posters that show their ideas, responses, or suggestions.

Think-Pair-Share: Each person jots down their ideas in response to a posed question. In pairs, participants exchange ideas. Lastly, these thoughts are shared with the larger group.

Variation: participants could present each other's ideas to the group of students or could combine their ideas into a unified answer.

Mind Mapping: For this exercise paper or black/white board is needed as well as markers.

A question or topic is written in the middle of the paper or board. Participants working individually or in partners/teams, write comments, ideas, or responses that are linked to the main topic. Additional comments build on these or start new threads. Responses can be linked with other related ones and new ideas added on from others or from the original. Mind mapping creates a visual record of a discussion that includes the links made between ideas.

Fish Bowl: One group of participants sits in a small circle discussing a topic. An outer ring of participants observes [without any discussion] the interactions of the group in the centre. This is a useful technique for observing group behaviour.

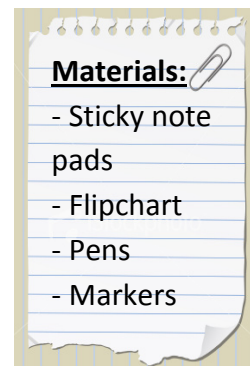
Circle of Voices: Participants (in groups of 2-3) take turns speaking for 1-3 minutes on an assigned topic. While each person speaks, no interruptions, questions or comments are allowed. After each group member has spoken, open the floor for general discussion but do not allow any new ideas to be introduced. The purpose of this technique is to encourage active listening and to focus the discussion.

Jigsaw: Groups are assigned a multi-faceted problem. Each member of the group then selects or is assigned a particular aspect of the problem on which to focus. Next, participants move into expert groups that consist of others who are responsible for mastering the same material. In these expert groups, the participants ensure that they understand their portion of the material and also know how they will teach it to their original group members. Participants then regroup into their original groups, and each participant teaches his or her material to the others.

Concentric Circles: Divide the group in two. One half of the group forms a circle facing the other half of the group (inside circle faces outward). Facilitator asks a question, which participants answer to the person in the circle opposite them. Once the question has been

answered by both people, the outer circle rotates and participants now have a new discussion partner.

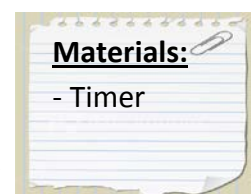
Sticky Note Activity: The facilitator poses and explains the question to be answered. Participants are asked to individually write their answers on the post-its, one answer per post-it. If they have ten answers, they are asked to use ten post-its. The facilitator and/or an assistant collect the post-its. The facilitator reads the first post-it, and tapes it to the wall. The facilitator then reads the second post-it and asks the group "Does this belong with the first item, or is it a separate idea or category?" If the sense of the group is that it is separate, the facilitator tapes it to the wall at some distance from the first. If it is the same or closely related, the facilitator tapes it adjacent to the first. The facilitator then reads and posts each subsequent item in turn, creating categories of answers with the group. The facilitator suggests, or asks the group to suggest, labels for the groups of items generated during the process.



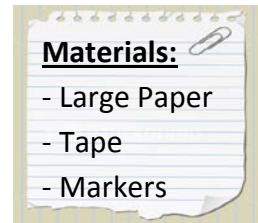
Note: Collecting and reading the post-its maintains the confidentiality of the writer, which is important in some cases. A variation is to have the writer read the post-it and then post it. This allows participants to feel more involved and for everyone to know who suggested each idea. By asking for just new ideas it avoids duplications, which is not possible when you first collect all post-its as described above.

What's your opinion: Ask youth to reflect on controversial statements as they are read aloud. Show agreement or disagreement with a thumbs up or down. If some are ready to be questioned, ask for an explanation of what they believe and why. These questions may lead to further discussion points on other serious topics.

Contest or Conflict: An arm wrestling game. The mission is to get your opponent/partner's hand down as many times as you can in 30 seconds. Each time a hand touches the table, return to the starting position as quickly as possible and start again. A prize will be awarded to the two individuals who have the most points. Some may make it a contest and others will put up no resistance. Observe what the pairs do. When the time is up, award the prize. Discuss the difference between cooperation and competition. Why did some compete and others cooperate? What happens in a competitive situation when one person is so much stronger than the other person? It might be possible to tie this to issues of domination and racism.



What do you know? Or: What have you heard?: On large paper, put a label across the top. Labels may include things groups such as men, women, teenagers, wealthy people, poor people, homeless, disability, Aboriginal, African, White, Asian, Minority, elderly, those that live in the city, those that live in the country, etc.



Attach them to the walls so that the labels are hidden and begin with an introduction to the idea of culture. Explain that culture is a collection of behaviours and beliefs that are normal for a particular social, ethnic, or age group. Note that culture is something we begin to learn as a child and is something that most people do not think about or challenge because it is so ingrained in us.

Begin revealing the labeled sheets of paper and ask the youth to wander around and write a thought they have or something that they have heard about that particular group.

Discussion afterwards: What do you think about the comments? Are some true? False? Where do they come from (parents, friends, TV, music, news)? Let the youth respond to the comments.

Bring up myths & stereotypes...

Section 8: Appendices

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The Accident Report

At 9:15 in the morning on the first Tuesday of the month, a nice old lady ate a banana outside on her front porch while sitting in the sun. Deciding that she would like to help fertilize her lawn after the rain the night before, she threw it into her yard and let her little Chihuahua – named Chauncey – outside to play. 10 minutes later, the mail carrier was heading towards her yard, letters in hand. He had just put her mail in the mail box when Chauncey spotted him and ran straight for him, teeth bared and ready to bite. The mail carrier turned and ran for the road with the little dog behind. He had almost made it out of the yard when his foot landed on the banana peel and he went flying through the air, all of his mail spewing out around him.

My Who's Who List

My favourite TV show is _____.

My favourite sport is _____.

My birthday is in _____.

I have _____ siblings.

I have a brother: YES NO

I have a sister. YES NO

My favourite colour is _____.

My favourite type of music is _____.

My eyes are _____.

My hair is _____.

I have moved in the last year. YES NO

I have never moved YES NO

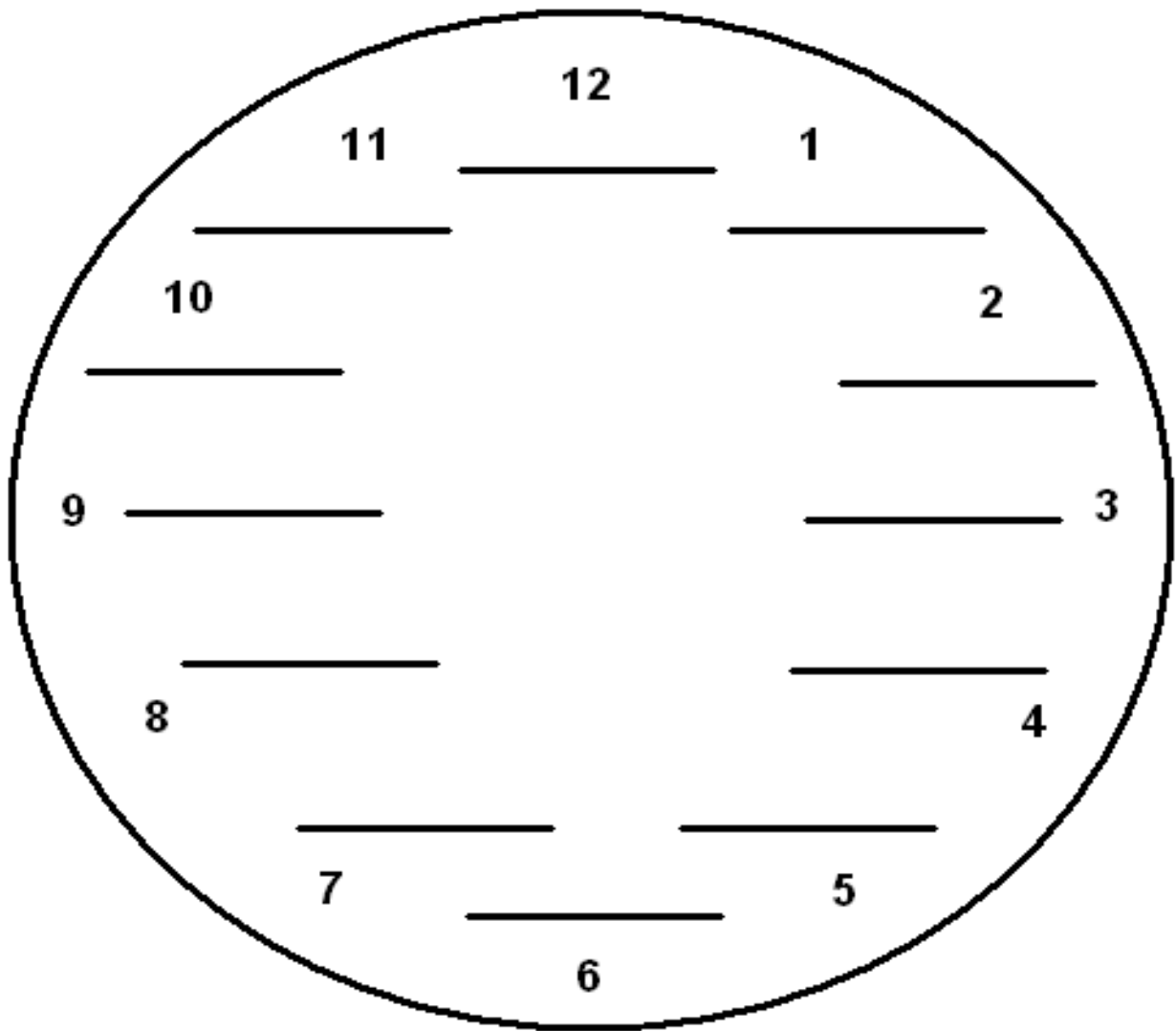
I speak _____ and _____ ...

The Human Bingo Card

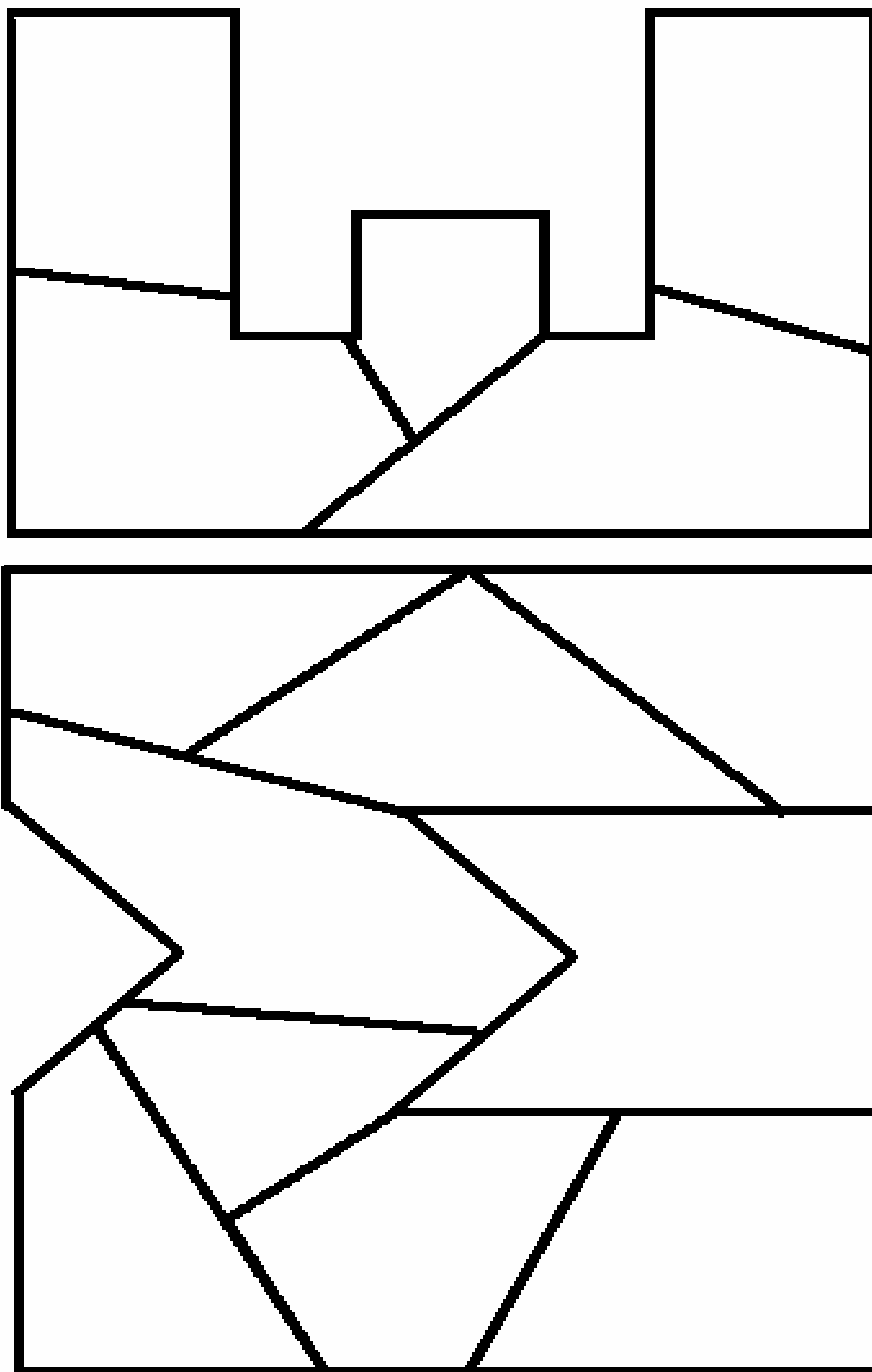
| | | | |
|---|--|---|--|
| <p>_____</p> <p>Has friends who live in another country</p> | <p>_____</p> <p>Has been hunting before</p> | <p>_____</p> <p>Loves to drink coffee</p> | <p>_____</p> <p>Hates to be wrong</p> |
| <p>_____</p> <p>Has more than one brother</p> | <p>_____</p> <p>Wasn't born in a hospital</p> | <p>_____</p> <p>Plays soccer</p> | <p>_____</p> <p>Is a good listener</p> |
| <p>_____</p> <p>Doesn't like pizza</p> | <p>_____</p> <p>Has been to a pow wow</p> | <p>_____</p> <p>Speaks another language</p> | <p>_____</p> <p>Loves to dance</p> |
| <p>_____</p> <p>Loves animals</p> | <p>_____</p> <p>Has family who live in North</p> | <p>_____</p> <p>Likes to eat breakfast</p> | <p>_____</p> <p>Has a birthday in winter</p> |

Human Bingo Card – 9 squares, blank!

| | | |
|-------|-------|-------|
| <hr/> | <hr/> | <hr/> |
| <hr/> | <hr/> | <hr/> |
| <hr/> | <hr/> | <hr/> |



The Buddy Clock

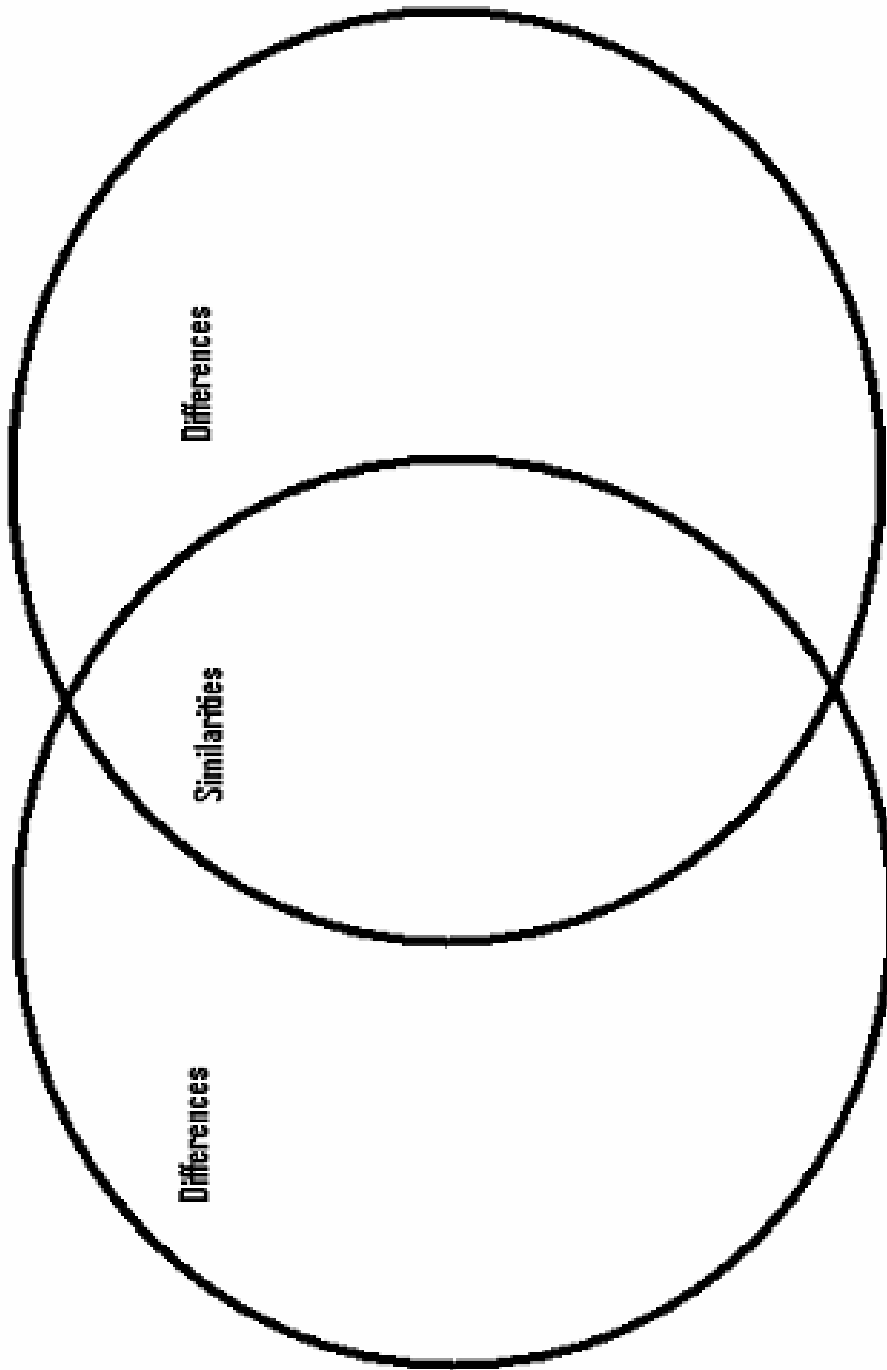


Who am I?

Who am I really?

Who am I truly?

YOU + ME = US



Yin and Yang

Exercise

My Strengths

My Challenges

WHO AM I?

Who am I? _____

Who am I? _____

Who am I? _____

Who am I? _____

Who am I? _____

Who Am I? _____

Who Am I? _____

WHO AM I? _____

WHO AM I? _____

WHO AM I? _____

WHO AM I? _____

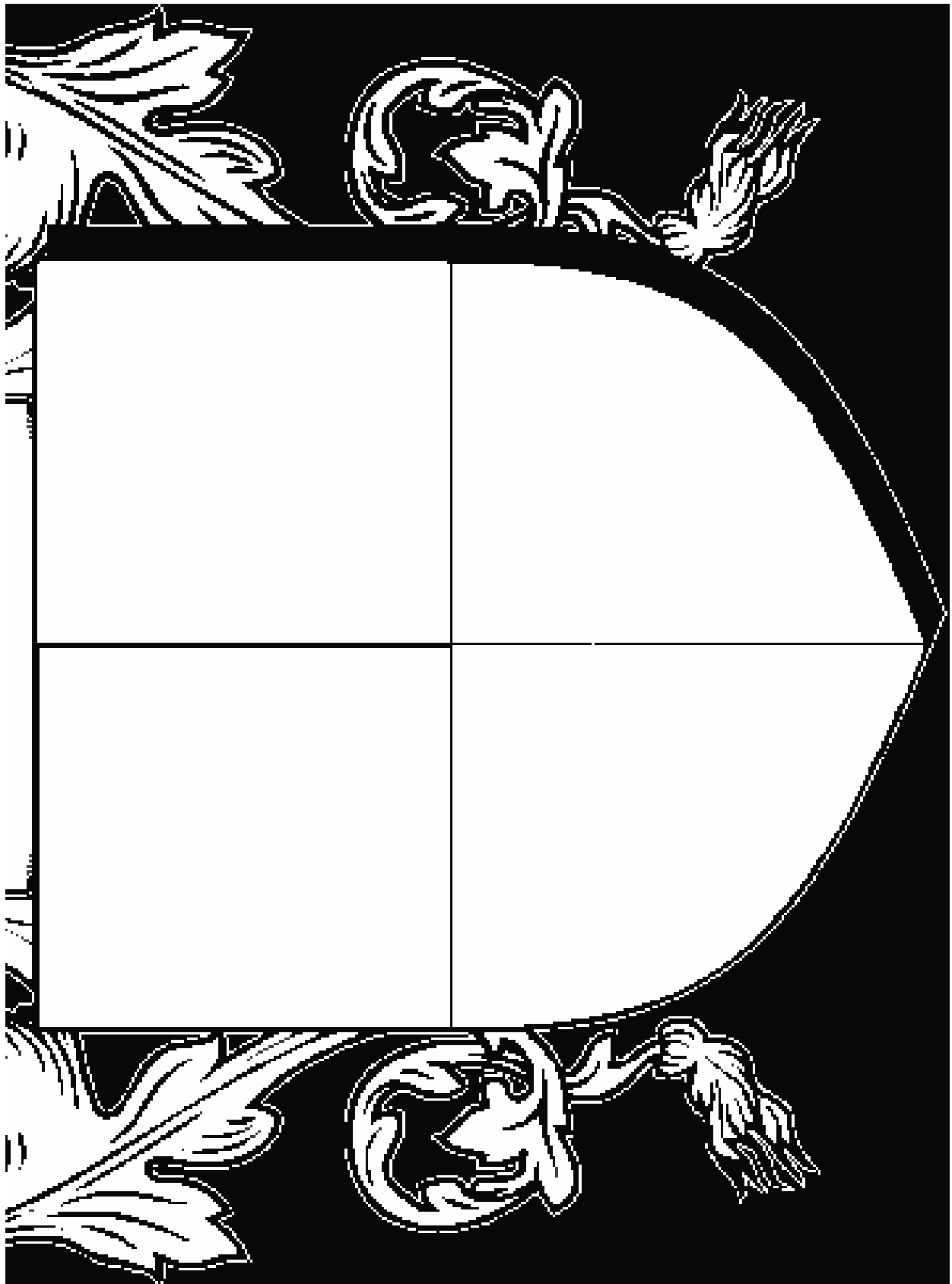
WHO AM I? _____

Trait Trader

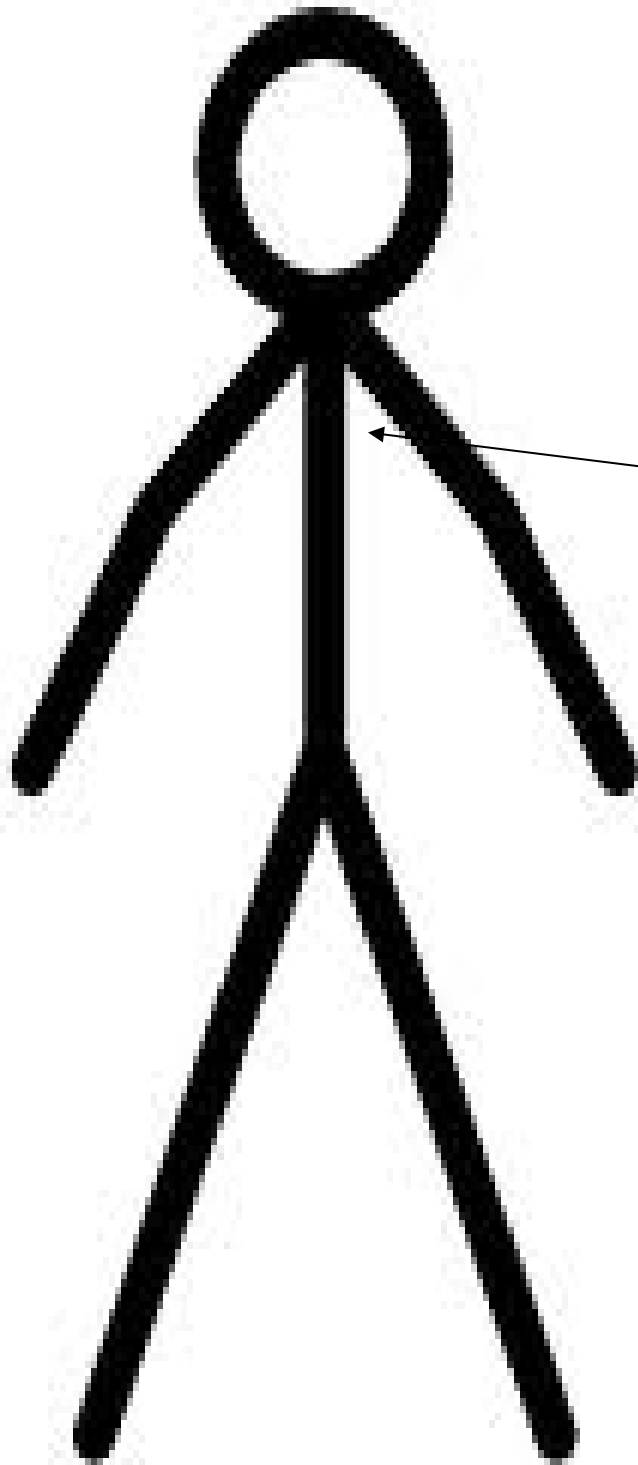
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|-------------|--------------|---------------|------------------|--------------|
| Loyal | Controlling | Fearful | Intolerant | Cheerful |
| Dishonest | Indifferent | Reliable | Rebellious | Friendly |
| Polite | Optimistic | Gloomy | Humble | Hopeful |
| Respectful | Accepting | Frugal | Rude | Pessimistic |
| Sad | Arrogant | Hopeless | Self – Confident | Affectionate |
| Wasteful | Decisive | Perfectionist | Depressed | Jealous |
| Flexible | Insecure | Aloof | Generous | Indecisive |
| Persistent | Considerate | Kind | Stubborn | Disciplined |
| Distant | Selfish | Devoted | Practical | Thoughtful |
| Mature | Forgiving | Selfless | Ambitious | Grateful |
| Determined | Impractical | Thoughtless | Immature | Resentful |
| Sensitive | Unambitious | Unsure | Punctual | Cooperative |
| Modest | Focused | Serious | Open | Endures |
| Late | Combative | Vain | Scattered | Tolerant |
| Guarded | Lazy | Gives In | Realistic | Courageous |
| Naive | Enthusiastic | Honest | Thoughtful | Jokester |
| Hardworking | Talkative | Caring | Strong | Energetic |
| Peaceful | Shy | Cheerful | Athletic | Adventurous |
| Funny | Honest | Creative | Quiet | Dreamer |
| Outgoing | Responsible | | | |





Head, Heart, Feet



What **THOUGHTS**
are
in your head?

What **FEELINGS** are in
your heart?

What **ACTIONS** or
STEPS can you take?

Youth Cross-Cultural Dialogue Retreat Session Report

Date:

Location:

Facilitators:

Activities:

Strengths:

Challenges:

Observations:

Other notes about the session: