

Youth Cross-Cultural Dialogue Retreat

Organizer's Manual





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History of the Retreat

Between 2009-10, key staff from various inner-city agencies got together to come up with an exciting initiative to bring youth from diverse backgrounds together to work through the issues that tend to divide them. Inspiration from the Seeds of Peace Project helped to create a youth peace building initiative. Over the years, various gatherings have been held. Despite successful work at the retreats, securing funding and maintaining a project lead has proved challenging for running these Retreats yearly. The hope and intention of this manual is to provide a consistent format for running the Retreat on an ongoing basis and to provide a guideline for persons applying for funding for this initiative.

In August 2015, staff from Aurora Family Therapy Center and the Immigrant and Refugee Community Organization (IRCOM) ran a week-long youth cross-cultural dialogue retreat for the purpose of promoting positive contact between youth from Aboriginal, Newcomer, and non-minority Canadian communities. This year, the project involved collaboration from IRCOM, Newcomer Employment Education Development Services (NEEDS) Centre, the Spence Neighbourhood Association, Rossbrook House, YMCA YWCA of Winnipeg, and Aurora Family Therapy Centre. These organizations are committed to bringing together young people in Winnipeg to support them in initiating dialogue and cooperation in an effort to break down barriers between diverse communities.



Youth Cross-Cultural Dialogue Retreat



The Youth Cross-Cultural Dialogue Retreat seeks to empower youth in their own leadership initiatives to uncover the stereotypes and misconceptions that prevent curiosity, and to engage in transformative and open dialogue about issues that divide diverse communities and cause tensions between them. These retreats facilitate a relationship-building process that both create and bridge success. Without such work, adversarial approaches can lead to tensions between communities. By creating an opportunity for dialogue and developing the tools and capacity of the youth involved in this project to participate in dialogue about identity group conflict in Winnipeg, participants of the peace-building gathering work directly to address this issue at a grassroots community level.

The Youth Cross-Cultural Dialogue Retreat brought together 45 young people (from varying identity groups) to an outdoor educational setting where dialogue facilitators, youth mentors, and partner agency staff worked together to create a diverse, eye-opening, transformative experience of learning. Throughout the week, participants were guided through relationship skills, conversations about difficult topics, and community-building activities. In addition to these activities, dialogue facilitators and cabin leaders engaged the youth in trust-building exercises, transformative dialogue (group activities followed by facilitated conversation to de-brief the experience), perspective sharing, creative expression, conflict resolution training, and other forms of experiential interaction aimed at establishing strong relationships across identity groups.



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Goals and Objectives

1. The overall purpose of the Youth Cross-Cultural Dialogue Retreat is to help build healthier, stronger, more inclusive communities by increasing positive interactions between youth from diverse identity groups in central Winnipeg. In doing so, reducing present and possible future tensions between these groups.
2. The Youth Cross-Cultural Dialogue Retreat aims to create a space – both physically and emotionally – where open dialogue can take place amongst youth from communities with diverse cultural, religious, geographical and socio-economic backgrounds.
3. The Youth Cross-Cultural Dialogue Retreat seeks to build the capacity of young people from central neighborhoods to erode stereotypes and generalizations held by these individuals toward others who are ‘different’ by building strong and meaningful relationships which focus on individual connections rather than general assumptions.
4. The Youth Cross-Cultural Dialogue Retreat is designed for participants to engage in structured activities that will challenge the youth to see the world from the perspective of others and learn from this experience.



Youth Cross-Cultural Dialogue Retreat



5. During the Retreat, participants get to experience living in community with one another.

This experience helps to foster communication skills and provides an opportunity for developing new friendships and understandings. The hope is that the friendships developed at the Retreat will grow and flourish and spread to the broader community.



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Indicators/Evaluation plan

OUTCOMES	INDICATORS	INFORMATION SOURCES	COLLECTION METHODS AND FREQUENCY/TIMING	PERSONS/ GROUP TO DO THE WORK
Short Term				
Understand their own group	Able to tell/'re-author' their stories in ways that reflect their strengths and the values of their community	Dialogue facilitators, youth group leaders, and program co-ordinators	De-brief at end of each day with facilitators; Pre- and post evaluation surveys, facilitator evaluations	Dialogue Facilitators; Program Coordinator
More curious, less judgemental about other groups	- Increased positive engagement with youth of other groups. - Decreased articulation of negative stereotypes.	Dialogue facilitators, youth group leaders, and program co-ordinators	De-brief at end of each day with facilitators; Pre- and post evaluation surveys, facilitator evaluations	Dialogue Facilitators; Program Coordinator
Gain an appreciation for other groups – willing to be friends	Increased positive responses to questions about other groups. Evidence of positive social integration.	Pre- and post-survey Intentional observation of casual groupings.	Survey is administered before and after week at camp Observations made concurrent to intervention.	Dialogue Facilitators; Program Coordinator
Intermediate				



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Able to tell the story of their group to others outside of their group.	Able to tell their group story within the context of our dialogue sessions	Dialogue facilitators, youth leaders	Integral to the work in the dialogue sessions	Dialogue Facilitators; Program Coordinator
Participants will lead their friends into relationships with peers of other identity groups	Observed behaviour;	Schools, partner groups	Follow-up with past participants, families and partner organizations at regular meetings.	Program Coordinators

OUTCOMES	INDICATORS	INFORMATION SOURCES	COLLECTION METHODS AND FREQUENCY/TIMING	PERSONS/ GROUP TO DO THE WORK
Long Term				
Increased pro-social integration	Groups of friends are increasingly multi-ethnic	Observation at schools, malls and other public places.	Follow-up with past participants, families and partner organizations; On-going/indeterminate	Program Coordinators, Agency staff, other partners (schools, community organizations)
	Reduction in inter-ethnic violence	Observation at schools; Newspaper, police reports.	Informal noting of relevant stories; follow-up with partner organizations On-going/indeterminate	Program Coordinators, Agency staff, other partners (schools, community organizations)
Increased inter-	Aboriginal,	Funders,	Reviewing Annual	Program



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group collaboration; Decrease of parallel community behaviour.	refugee and mainstream organizations apply for funding for joint projects	including CIC	reports	Coordinators, Agency staff, other partners (schools, community organizations)
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Youth Cross-Cultural Dialogue Retreat



Who to invite to the Retreat?

To truly engage in intergroup dialogue for the purpose of peace building, it is important to have equal representation from diverse identity groups. In running your Retreat, a good target number would be 60 youth participants, 20 from each identity group (Indigenous, Newcomer, and non-minority Canadian). It is recommended that organizers of the Youth Cross-Cultural Dialogue Retreat recruit participants between the ages of 15-17. However, exceptions can be made for youth older than 17 who will be returning to high school for at least one more year. Youth aged 14 and younger may not have the same level of understanding of identity group dynamics as their older peers. Without this maturity, the work at the Retreat may not be as meaningful.

Significant conflict between visible minorities does not usually occur until somewhere around puberty. Therefore, 'pre-teens' may not have had sufficient experience of the conflict to take a major interest in 'resolving' it. By the age of 15, most youth have sufficiently developed their ability to abstract the general from the specific, and therefore can participate fully in the process of intergroup dialogue.

It is useful for youth who are participating in the Retreat to be returning to high school for at least one more year so that they may be able to bring the work of the Retreat to their social circles. It is easier for older youth to influence their peers and assist in changing the



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culture of the school around these issues, rather than trying to achieve these outcomes initially in a new or more diffuse context, such as a University or a workplace.

It is important to be thoughtful in who is invited to the Retreat. Exposure to identity-based conflict over several years can entrench negative beliefs to the point where it becomes difficult for the person to change. It is not impossible, but the intention is that the Retreat brings about a significant change in behaviour. If attitudes are strongly entrenched, this will not happen – and you run the risk of limiting the change that could occur in others if their older peers are influencing them otherwise. It is important then to have discussions with the youth and their agencies when recruiting participants. Please review the “Participants Commitment to Peace” section of the Information Package. This is an important conversation to have with both agencies recommending youth and participants themselves.

When supported and recognized in their role, young people may become peer leaders and educators and, in turn, sensitize and involve other young people in dialogue and peace building activities.



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Participant and Parent/Guardian **Information Package**



- Welcome Letter
- Transportation Schedule
- What to Bring/What Not to Bring to the Retreat
- Medical Form Review
- Typical Day at the Retreat
- Typical Menu at Mealtimes at the Retreat



Youth Cross-Cultural Dialogue Retreat



Dear Participants, and Parents/Guardians,

This year from **(enter the dates of the retreat)** we will be holding a cross-cultural dialogue retreat that will bring together Winnipeg youth from diverse backgrounds and cultural groups (African, Asian, Métis, Aboriginal and European communities). Sixty Winnipeg residents aged 15-17 have been selected to participate in this exciting project, designed to help our young people explore the ways in which peace may be possible in their own lives and home communities.

For the **(# of days)** of the retreat, participants will get to experience living in community with each other, which helps to foster communication skills and provides an opportunity for developing new friendships and understandings. The camp is designed for participants to engage in structured activities that will challenge the youth to see the world from the perspective of others and learn from this experience.

In order to make this gathering a success, we have included some important information that will help participants prepare for the experience of the Cross-Cultural Dialogue Retreat. If you have any questions, please feel free to **(Enter the Retreat coordinator's contact info here)**. We look forward to meeting all of the participants of this year's gathering on **(Enter the first date of the retreat)** for a week that will change the way we see each other and the world!

(Project Coordinators names)

Youth Cross-Cultural Dialogue Project Coordinators



Youth Cross-Cultural Dialogue Retreat



TRANSPORTATION

This year's Cross Cultural Dialogue Retreat will be held at **(Name of the Camp that is being used)** located **(location of retreat)**. Transportation to and from **(Name of the Camp)** will be provided by the Cross Cultural Dialogue Project. The bus schedule is as follows:

All buses depart and return from the Immigrant and Refugee Community Organization of Manitoba (IRCOM), 95 Ellen St.

Departure Time: Participant sign-in will begin at **(time and date of registration)** **(time and date of bus departure)**

Return Time: Buses will return at approximately **(time and date of bus arrival)**.

We will use highway coaches to transport the participants to and from **(name of Camp)**. We will provide a 'brown bag' lunch/supper for your child for the trip to and from the retreat. You may also pack a snack for your child for the trip. We will have staff supervisors riding on each bus.

Contact Information of **(Name of Camp)**

During the week of the Cross Cultural Dialogue Retreat, participants will not have access to phones and/or email to contact home unless there is an emergency or other serious reason to do so. If you need to contact your child while they are at the Retreat, you may use the following numbers:

(Contact information of the camp here) (Contact information of coordinators)



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WHAT TO BRING TO THE DIALOGUE RETREAT

- Bedding: Sleeping bag OR sheets, warm blankets, pillow
- 2 pairs of rough-wear long pants (jeans or similar)
- 2-3 pairs of shorts
- 5 T-shirts or light sports shirts
- 2 long sleeved shirts or sweaters
- 1 raincoat or rain suit – VERY IMPORTANT – most programs continue in the rain
- Warm jacket
- 1 pair of shoes to get wet and stay wet (an old pair of runners or sandals)
- 1 pair of dry shoes (regular runners)
- 1 hat – VERY IMPORTANT
- 6 pairs of underwear and 6 pairs of socks (one pair for every day, plus one extra)
- 1 bathing suit
- 1 towel
- 1 pair of pajamas
- 1 pair of rubber boots (optional)
- Water bottle – VERY IMPORTANT
- Sunscreen/bug repellent
- Writing paper and pen
- Toothpaste, toothbrush, comb and/or brush, facecloth, soap and shampoo
- Laundry bag for storing dirty clothes
 - Note: shoes must be worn at all times when outdoors at the Retreat.
 - Socks or slippers must be worn at all times in the dining hall at the Retreat.

PLEASE LABEL ALL ITEMS WITH YOUR FIRST AND LAST NAME!

OPTIONAL:

- * Camera
- * Flashlight
- * Girls/women – a skirt to wear if you decide to take part in a traditional Aboriginal Sweatlodge Ceremony
- * Any items of personal/cultural relevance that you may wish to share with others such as traditional clothing, instruments, music, book, other cultural artifact, etc.
- * watch



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WHAT NOT TO BRING TO THE RETREAT

- Radios, Discmans or Gameboys, Ipod, MP3 player
- Cellphones, pagers – participants will not be permitted to send/receive texts during program times (dialogue or outdoor program)
- Knives

MEDICAL FORMS

Please carefully fill out the Medical/Parental Consent Forms included in this information package. It is recommended that parents consider possible restrictions to the planned activities or other medical problems that we should be aware of. Please indicate any dietary considerations including allergies, vegetarian, halal etc. and send us further information as needed.

If the participant is on any medication, please attach a note to the prescription, stating the medication usage instructions (e.g. – Anne must take one pill before each meal) and the parent/guardian's signature. Please send all medication in the original container and hand it to a staff member at the bus.

If a participant is in need of medical attention above what we can provide onsite, the nurse, **(name of nurse onsite)** will contact you with the information, e.g. ear infections, throat infections, sprained ankles/wrists, etc.



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IMPORTANT: Please inform the Retreat coordinators (in writing) of any changes (medical, social, emotional, family environment) that occur between filling out the medical history form and attending the Retreat



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PARTICIPANT'S COMMITMENT TO PEACE

The aim of the Youth Cross-Cultural Dialogue Retreat is to help youth share their ideas and feelings with one another about conflict, peace, and identity in Winnipeg. Participants will be challenged to talk about topics that they may find uncomfortable. For this to work, and for those at the Retreat to form a community of friends and neighbours, it is necessary for all involved in the project to make a personal commitment to peace. A part of this peace will involve the adherence to certain guidelines and rules while at the Retreat.

If a participant behaves in a way that is of concern to the staff team, the cabin leaders will work with the participant to provide support and problem solving to resolve the issue. If a solution is not found, or if the behaviour is of a very serious nature such as drinking alcohol or using illegal drugs, lighting unsupervised fires, stealing, fighting or bullying, the participant will be asked to leave the Retreat. If this occurs, the participant's family will be contacted to arrange a drop-off time in Winnipeg.

It is the hope and expectation of the Retreat staff team that we will achieve a supportive community of individuals dedicated to building peace and that the behaviour of participants will be in accordance with this goal.



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A TYPICAL DAY AT THE RETREAT

7:00-7:30	Wake –up
8:00-9:00	Breakfast in the dining hall
9:00-10:00	Challenge course/Arts Session
10:00-10:15	Break/Snack
10:15-11:45	Dialogue Session
11:45-12:00	Break/Clean-up/Table setting
12:00-1:00	Lunch
1:00-3:00	Outdoor Activity Rotations (Swimming/Zip-lining/Ropes Course/Archery/Climbing Wall/Soccer/Basketball/Mini-Golf/Geocaching)
3:00-5:00	Sign-Up Outdoor Activity/Arts Activity
5:00-5:30	Break/Clean-up/Table Setting
5:30-6:30	Dinner
6:30-8:30	Evening Program
8:30-9:30	Camp Fire/Snack
9:30-10:00	Ready for bed
10:00	Lights Out

TYPICAL MENU AT THE CROSS-CULTURAL DIALOGUE RETREAT

We have created a menu that we hope will be appealing to the diverse backgrounds of the youth represented at the Retreat. Meals will be served “family style” and cabin groups will eat together in the dining hall.

We will certainly accommodate specific diets such as vegetarians, allergies, halal or other religious requirements. Please make sure this is specified on the Medical Form.

Some of the meals may include:



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Breakfast

Cold cereal, oatmeal, eggs, toast, hash browns, pancakes, fruit, French toast, milk and juice

Lunch

Sandwiches, veggies and dip, soup and grilled cheese sandwiches, hot dogs and beans, macaroni and cheese, chicken fingers and fries, bison burgers, milk and juice

Supper Spaghetti and sauce, hamburgers and fries, stir fry with rice, BBQ chicken and salad, roast and scalloped potatoes, milk and juice

Please do not hesitate to contact us if you have any questions regarding the information in this package or any other questions relating the Youth Cross-Cultural Dialogue Retreat.

Thank you,

(Enter your name)

Youth Cross-Cultural Dialogue Retreat Coordinators



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Consent Forms

Emergency Contact Information

Applicant:

First Name: _____ Last Name: _____

Birth date: _____ Gender: M F Age at time of Retreat: _____

Home Phone #: _____

Home Address: _____

Street: _____ Postal Code: _____ City: _____

Parent/Guardian: _____

First Name: _____ Last Name: _____

Languages fluently spoken by this person: _____

Address (if different): : _____

Street: _____ Postal Code: _____ City: _____

Home Phone #: _____ Cell Phone #: _____ Work/Business #: _____

Emergency Contact #1 _____

First Name: _____ Last Name: _____

Languages fluently spoken by this person: _____

Phone #1: _____ Phone #2: _____ Relationship to applicant: _____

Emergency Contact #2 _____

First Name: _____ Last Name: _____

Languages fluently spoken by this person: _____

Phone #1: _____ Phone #2: _____ Relationship to applicant: _____



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Parental Consent

I give permission for my child, _____, to participate in the Youth Cross-Cultural Dialogue Retreat at (fill in camp location) from (fill in dates of retreat).

Signature of Parent/Guardian: _____ Date: _____

Photo, Video and Research Consent

While participating in the Youth Cross-Cultural Dialogue Retreat there will be ongoing opportunities to photograph/video participants, program activities, and staff persons for use in promotional materials, research and program evaluations, annuals reports, or media releases, etc.

This consent form will indicate authorization for the Youth Cross-Cultural Dialogue Retreat to use any written materials, research and evaluation documents, photographs or videos taken for said purposes.

I, _____ hereby give my consent for my child/dependant's photograph and recorded words/images to be used for the purposes described above.

Parent Signature (if under 18)

Date

Participant Signature (if over 18)

Date



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Medical History

Applicant's Name: _____ Date of Birth: (d/m/y)____/____/____

_____ / _____ / _____
6 Digit Health # 9 Digit Provincial Health # Name of Applicant's Doctor Doctor's Phone #

Does the applicant carry an EPI-PEN? YES NO

Does the applicant use an inhaler? YES NO

Has the applicant recently been exposed to any communicable disease? YES NO

If yes, please list: _____

Is the applicant taking regular medication? YES NO For what? _____

Please list medication(s): _____ How often? _____

Please list any chronic conditions the applicant has (diabetes, asthma, etc.) _____

Please list any allergies the applicant may have: _____

Food/dietary requirements (vegetarian, halal, etc.): _____

Additional Information: _____



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Medical Permission & Authorization

To the best of my knowledge my child/dependant is in good health. I will notify the Youth Cross-Cultural Dialogue coordinators of any changes that occur in my child/dependant's health between completing this form and the start of camp. I permit my child/dependant to participate in the full range of camp activities. I authorize the Youth Cross-Cultural Dialogue Retreat coordinators to authorize on my behalf all procedures including admission to hospital and treatment therein as they deem essential for the care and well-being of my child/dependant. I agree to accept financial responsibility in excess of the benefits allowed by the provincial health program and/or my medical insurance. I verify that the above information for the named child/dependant is up-to-date and accurate. I understand that pictures taken at camp may be used for promotion.

Signature of Parent/Guardian _____

Date _____



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The Applicant

What are three important things about you?

What does “peace” mean for someone living in Winnipeg?

Why do you want to come to the (enter year) Youth Cross-Cultural Dialogue Retreat?

Please provide an adult who will provide a reference for you (teacher, youth worker, supervisor, etc:)

Adult Reference phone #: _____

Please contact the Youth Cross-Cultural Dialogue coordinators (Enter contact information for project coordinators) with any questions or concerns regarding this application or the retreat.

Please Note: Some families may require the use of a translator to complete these permission forms. Ensure you have funding and/or translators available to assist with this process.



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Sample Letter to Invite Community Leaders

Dear (Community Leader)

I am contacting you to see if you would be interested in participating as a guest speaker in an exciting project we are organizing. (Introduce who is running the retreat. Who the organizers are and what agencies are involved). We are taking 60 young people from diverse backgrounds out to camp for a week to live in community and engage in transformative dialogue, perspective sharing, and action planning. We have a detailed activity schedule with designated dialogue sessions.

Dialogue sessions will happen every morning after an hour and a half of physical team challenges and recreational activities. In the evenings, we will continue our dialogue sessions with reflections on the day's work as well as thought provoking questions to lead into the next day's dialogue.

During the evening programs we hope to invite some key community leaders to speak with our youth about these important issues as well as to offer some inspiration and support for these youth in creating initiatives for building peace in their home or school communities. As a community leader, we would be honoured if you would join us in this work. We are hoping to have you come out to camp for one evening on (Input dates here). We can arrange transportation for you to and from the Camp. I have attached copies of our activity schedule as



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well as our Dialogue Facilitator's Manual to provide you with some resources on the work we intend to do. I have also included a brief description of our project below.

If you have any questions or concerns, please feel free to contact me at: (enter contact information) or via email at (enter email address). Thank you for your time, I look forward to hearing from you.

Sincerely,

(Input name here)



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INFORMATION ABOUT THE PROJECT

The Youth Cross-Cultural Dialogue Retreat will bring 60 young people ages 15-17 to an outdoor education setting where dialogue facilitators, youth mentors, and partner agency staff can work together to create a diverse, eye-opening transformative experience of learning. This Cross-Cultural Dialogue Retreat will run for **(enter dates and location of the Retreat)**. Throughout the week, participants will be guided through relationship skills and community building activities. In addition to these activities, dialogue and arts facilitators will engage the youth in trust building exercises, transformative dialogue (group activities followed by facilitated conversation to de-brief the experience), perspective sharing, creative expression, conflict resolution training, and other forms of experiential interaction aimed at establishing strong relationships across identity groups. Sixty youth participants will be recruited from various inner city agencies throughout Winnipeg. We have invited 20 Indigenous youth from **(list agencies)**, 20 Newcomer youth from **(list agencies)**, and 20 established Canadian youth from **(list agencies)**.

The Youth Cross-Cultural Dialogue Retreat seeks to empower youth in their own leadership initiatives to uncover the stereotypes and misconceptions that prevent curiosity, and to engage in transformative and open dialogue, about the issues that divide these communities. By creating an opportunity for this dialogue, and developing the tools and capacity of the youth involved in our project to participate in dialogue about identity group conflict in Winnipeg,



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member participants of the Youth Cross-Cultural Dialogue Retreat work directly to address this issue at a grassroots community level.



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Optional T-Shirt Template



PEACE BEGINS WITH ME

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Dialogue Facilitator's Training

Ensure that you have sufficient time to train the dialogue facilitators before the Retreat begins. This should be at least one full-day training at the location site.

The purpose of the training is to have the dialogue facilitators take the role of the participants in the Retreat. Facilitator's will get background knowledge on how the three phase model works, the activities that the participants will be engaging in, and a chance to see how trained facilitators set up the dialogue process. This should be an experiential learning opportunity.

Retreat co-ordinators should use this training opportunity to observe the personality and character traits of the facilitators. Observe the differences between outgoing, introverted, and domineering personalities. It is very important to be intentional when pairing dialogue facilitators. Remember, each group should have two facilitators. If you pair two people who are both outspoken and interested in being in the front and centre, they may take over the process which may hinder the learning opportunity for the youth participants.

The following section will outline what is expected of dialogue facilitators and best practices on how this work should be done. Please read the following section carefully and ask any questions if you are unsure of why or how something works.

Some important points that were highlighted at the beginning of the training and were encouraged as advice to the dialogue facilitators before any of the other work began was to:

- **Be flexible;**
- **Change activities if something is not working;**
- **Remember, this is not about the facilitator it is about the youth;**



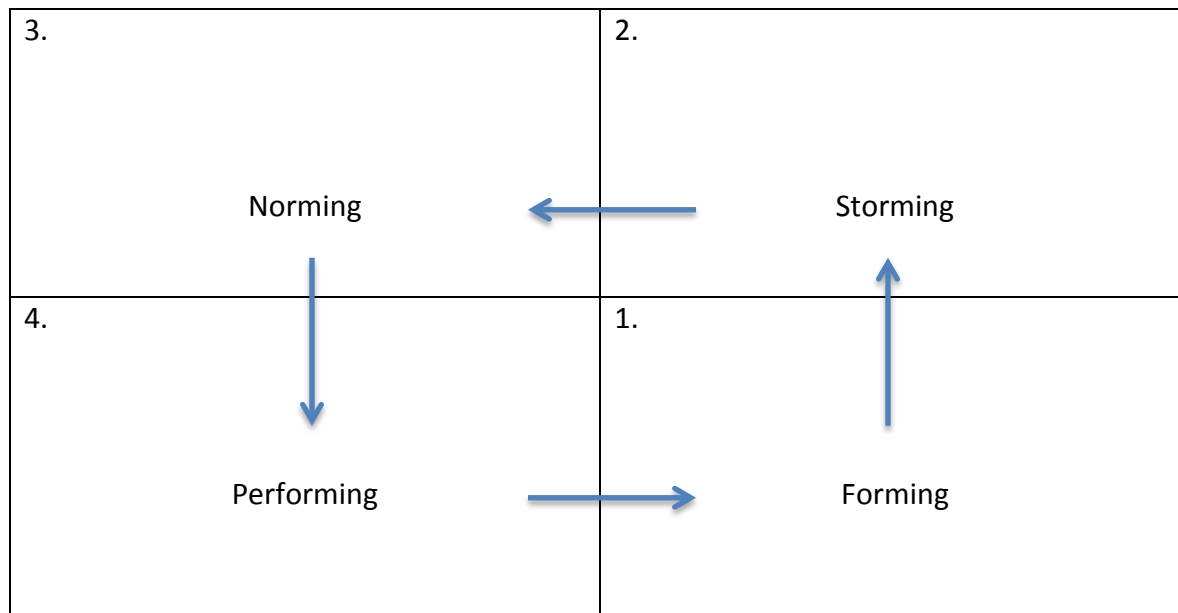
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- Do not take over the process; leave space for the youth to talk.

We are not here to teach or to educate, rather to facilitate the youth on their learning journey. The role of the facilitator is to explore *with* the youth rather than explain *to* the youth.

The train-the-trainers workshop began with an understanding of Group Formation Theory.



1. Forming – In this stage, groups begin to form as people get to know each other better.
2. Storming – In this stage, possible tensions can arise. Individuals may want to be with people they know; the dynamic can become a little cliquy
3. Norming – In this stage, the group begins to calm a little, the situation becomes more comfortable and people begin to feel at ease.
4. Performing (also called adjoining) – In this stage, friendships develop and good work begins to happen. Creativity flourishes amongst participants.



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Throughout any of the stages of group formation, conflict must be looked at as opportunity. It is important to not be fearful of conflict and to not gloss over it. Instead, conflict should be looked at as an opportunity for growth and learning, as it is in conflict resolution. Conflict reframed as learning moments, provides the opportunity for group members to grow closer together as they develop new understandings of each other.

Key Points for Facilitators to Remember:

TRUST THE PROCESS!!!!!!!!!!

Follow the model and it will work. If you feel by day three it is not working, don't panic. Every group has its own dynamic – they will not all go at the same pace.

Silence is golden!!! – Count to 100 in your head

Three Stage Model of Intergroup Dialogue – Facilitator's Training (5-day model)

- 1.) Trust Building – (days one and two)
 - a.) Conflict as opportunity
 - b.) Building trust
 - c.) Finding common ground

- 2.) Perspective Sharing – (days two, three, and four) – (this is the longest stage)
 - a.) Encouraging empathy and understanding
 - b.) Deconstructing identity
 - c.) Unpacking the dominant narrative (exploring history)
 - d.) Sharing personal stories (sharing circles)



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e.) Deconstructing the other

3.) Moving Forward/Taking Action – (day 5)

a.) Envisioning creative solutions

b.) How to move forward

c.) Building on our learning

d.) Committing to action

Role of the Facilitator (Explore not Explain)

There is a difference between a teacher and a facilitator. This is very important for facilitators to understand. As a facilitator your role is to guide not to lead, teach, or lecture. **Teachers inform, facilitators engage.**

It is critical that facilitators let the group develop their ideas. The facilitator's job is to listen and reflect these ideas back to the group. They will want to paraphrase for clarity and to avoid misunderstanding.

“I think what I’m hearing is...”

“I want to make sure I’m getting this right. The message I’m getting is...”

“Please correct me if I’m wrong, in other words...”

Remember, it is not about you!!! Let the conversations flow, feel the group, and trust the process. Instead of giving the right answer or critique, you should probe questions and assumptions. Statements that are detrimental to the group process should be explored within the group. An effective way to accomplish this in a non-judgemental manner is to approach the statement with a sense of curiosity.



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“I am hearing these ideas about a particular group. I wonder how those ideas have been shared, and where people in the group think they were formed?”

Being a facilitator is a challenging role. A few key points.

- It is incredibly important to not take over the process.
- The group should not be focused on the facilitator; they should be talking to each other!
- Facilitator’s have to be aware of their body language.

Remember that silence is golden. Count to 100 in your head. This may feel painful at first as nothing is happening, but by letting there be silence, it begs for someone to speak. Let this voice come from the youth participants. This can give someone who takes longer to develop their thoughts the chance to express themselves

Have a sign or a signal with your co-facilitator – one sign should indicate “let there be silence” the other, “it’s time to jump in”.

If time is running out and people still want to talk, don’t shut down the conversation, instead gauge the situation, ask participants to write down their thoughts and ideas.

When should the facilitator take back the process?

- When someone does not feel safe (emotionally or otherwise)
- When the group is not listening anymore
- When one person is monopolizing or taking over the process



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Key points to help with training facilitators:

Reflecting Back

After some time of observing the discussion, state patterns that have been occurring in a non judgemental way

E.g. “I have noticed that only boys in the group have spoken.” or “I noticed that each time a newcomer spoke, someone interrupted while they were still speaking.”

Re-directing

Can use this if one person is monopolizing the conversation

Inviting others to speak their minds, shifting focus

E.g. “what are some other ways that this has impacted people in our group?” (re: any topic)

Facilitator Eye Contact

Facilitators maintain eye contact with one another

Facilitators may choose to sit across the circle from one another

Facilitators avoid prolonged eye contact with speaker to avoid participants speaking to facilitator, rather than to each other

What to do if you're stuck?

Change it up!

Use an activity with a different group formation

Go into reflective time - writing (journaling)

Walk and talk (paired reflection time)

Use active games, go outside



Youth Cross-Cultural Dialogue Retreat



Daily Schedules – Group Goals – Facilitator’s Training

Day 1 – Group Codes of Conduct

- Get the group to come up with their own codes of conduct for their dialogue sessions.
- Write them down, post them on the wall, and refer back to them. If the group has come up with them on their own, they will be more likely to follow them.
- Have some ground rules in your pocket if the group is reluctant to come up with any of their own.

Day 2 – Group Formations (that can aid with the process)

- Engage in activities such as *the fish bowl* or *concentric circles* (found in the Dialogue Manual). These activities help with trust building and allow for a transition into the next phase of perspective sharing.
- Go over the ground rules (codes of conduct that they have determined)
- Work on some communication exercises for example *Me, who am I, who am I really?* (found in the Dialogue Manual).
- **Let these activities lead into a discussion around common challenges and opportunities**

Day 3 – Self-Awareness and Identity

- Begin with an Ice Breaker (found in the Dialogue Manual).
- *Mask Making* – inside out activity (found in the Dialogue Manual).
- *Dot Game* (inclusion/exclusion) (found in the Dialogue Manual).
- **Let these activities lead into a discussion on the group and “othering”**



Youth Cross-Cultural Dialogue Retreat



Day 4 – Challenging Assumptions

- Begin with an Ice Breaker (found in the Dialogue Manual).
- *Reverse Stereotypes* (found in the Dialogue Manual).
- *Power-line or Step Forward Exercise* (found in the Dialogue Manual).
- **Let these activities lead into a discussion on privilege and power**
- **Allow for at least a 30-minute sharing circle.**

Day 5 – Moving Forward/Taking Action (Complete the Process)

- Discussion around how participants will work to build peace in their community?
- Reflect on the week – what is one thing that you will take with you and one thing you will leave behind (philosophically)
- *Head, Heart, Feet* (found in the Dialogue Manual).
- Action plan next steps
- Bringing what you have learned back to your community
- Participants may be encouraged to write a letter to themselves
 - o “By this time next year, I will have done these things to improve my community...”



Youth Cross-Cultural Dialogue Retreat



Facilitator Training Evaluation Form

Name: _____

Agency _____

Please use the 1 to 10 scale to answer the following questions. Please add additional comments in the space provided.

Was the dialogue facilitator training workshop helpful to you in your work as a dialogue facilitator?

Not at all

Somewhat

Very Helpful

1 2 3 4 5 6 7 8 9 10

Would you have liked more “hands-on” games and activities in the training?

Less would be helpful

The right amount

More would be helpful

1 2 3 4 5 6 7 8 9 10

Would you have liked more information about transformative dialogue/contact hypothesis theory?

Less would be helpful

The right amount

More would be helpful

1 2 3 4 5 6 7 8 9 10



Youth Cross-Cultural Dialogue Retreat



Would you have liked more information about how to start/facilitate difficult discussions?

Less would be helpful

The right amount

More would be helpful

1 2 3 4 5 6 7 8 9 10

Thank you for your hard work and commitment to the Youth Cross-Cultural Dialogue Retreat!

Please return completed survey to **(Enter Coordinator's information and submission date)**



Youth Cross-Cultural Dialogue Retreat



Pre-Retreat Survey

Congratulations on being selected to attend the Youth Cross-Cultural Dialogue Retreat!

Before you go to the Retreat we would like to find out what you think about certain topics.

The answers you give to the survey are anonymous – no one will know you answered the questions.

Please put your 5 digit code here: ____ _

THERE ARE NO RIGHT OR WRONG ANSWERS!



Youth Cross-Cultural Dialogue Retreat



1. I identify as:

A) Female

B) Male

C) Transgender

2. What are the top two reasons you wanted to come to the Youth Cross-Cultural Dialogue Retreat?

1. _____

2. _____

Participants in the Youth Cross-Cultural Dialogue Retreat identify themselves as coming from one of three groups. We call these “identity groups”.

Please tell us which group you identify with the most.

(Please remember your name does not appear anywhere on this survey and we will not know who you are specifically).

3. I identify as being:

A) An Indigenous person (Aboriginal, Metis, First Nations)

B) A newcomer (lived in Canada less than three years)

C) Non-minority Canadian



Youth Cross-Cultural Dialogue Retreat



Please answer the following questions based on your level of personal knowledge of these groups and how you feel right now. Try to be as honest as you can. There are no right or wrong answers. Your responses will be based on your experience up until now.

1. I could be friends with:

	<u>Not at all possible</u>			<u>Not sure</u>		<u>Definitely possible</u>	
A) Indigenous person	1	2	3	4	5	6	7
B) Newcomer	1	2	3	4	5	6	7
C) Non-minority Canadian	1	2	3	4	5	6	7

2. I could date:

A) Indigenous person	1	2	3	4	5	6	7
B) Newcomer	1	2	3	4	5	6	7
C) Non-minority Canadian	1	2	3	4	5	6	7

3. I could introduce to my friends:

A) Indigenous person	1	2	3	4	5	6	7
B) Newcomer	1	2	3	4	5	6	7
C) Non-minority Canadian	1	2	3	4	5	6	7

4. I could invite to my home:

A) Indigenous person	1	2	3	4	5	6	7
B) Newcomer	1	2	3	4	5	6	7
C) Non-minority Canadian	1	2	3	4	5	6	7



Youth Cross-Cultural Dialogue Retreat



5. I have a close friend who is:

	<u>No</u>		<u>Not Sure</u>			<u>Yes</u>	
A) Indigenous person	1	2	3	4	5	6	7
B) Newcomer	1	2	3	4	5	6	7
C) Non-minority Canadian	1	2	3	4	5	6	7

6. As you think about the Dialogue Retreat how important do you think it is to interact with someone from one of the following identity groups:

	<u>Not at all</u>		<u>Not sure</u>			<u>Very</u>	
A) Indigenous person	1	2	3	4	5	6	7
B) Newcomer	1	2	3	4	5	6	7
C) Non-minority Canadian	1	2	3	4	5	6	7

7. To what extent do you think the life experience of other identity groups is different from yours:

	<u>Not at all</u>		<u>Not sure</u>			<u>Very</u>	
A) Indigenous person	1	2	3	4	5	6	7
B) Newcomer	1	2	3	4	5	6	7
C) Non-minority Canadian	1	2	3	4	5	6	7



Youth Cross-Cultural Dialogue Retreat



8. Could you tell a life story about a real person from one of the following groups?:

	<u>Definitely</u>		<u>Not sure</u>			<u>Definitely</u>	
	<u>Not</u>						
A) Indigenous person	1	2	3	4	5	6	7
B) Newcomer	1	2	3	4	5	6	7
C) Non-minority Canadian	1	2	3	4	5	6	7

9. If you see situations that you think are wrong or need to be changed, how are you likely to respond?

- I would form a group to do something about it
- I would try to do something about it as an individual
- I would join a group that was doing something about it
- I would speak to my family about it
- I would wait to see how things develop
- I would not do anything

13. For the following groups, please circle the words that you think apply to them: **(Circle all that apply).**

Muslims/Arabs

- | | | |
|-------------------------|-------------------|-------------|
| Intelligent | Ignorant | Peaceful |
| Generous | Violent | Dirty |
| Inconsiderate of others | Spiritual | Demanding |
| Unwilling to listen | Artistic/Creative | Not Sure |
| Kind | Lazy | Other _____ |
| Hardworking | Greedy | |



Youth Cross-Cultural Dialogue Retreat



Poor People

Intelligent	Ignorant	Peaceful
Generous	Violent	Dirty
Inconsiderate of others	Spiritual	Demanding
Unwilling to listen	Artistic/Creative	Not Sure
Kind	Lazy	Other _____
Hardworking	Greedy	

Rich People

Intelligent	Ignorant	Peaceful
Generous	Violent	Dirty
Inconsiderate of others	Spiritual	Demanding
Unwilling to listen	Artistic/Creative	Not Sure
Kind	Lazy	Other _____
Hardworking	Greedy	

Homosexual/Lesbian/Transgender

Intelligent	Ignorant	Peaceful
Generous	Violent	Dirty
Inconsiderate of others	Spiritual	Demanding
Unwilling to listen	Artistic/Creative	Not Sure
Kind	Lazy	Other _____
Hardworking	Greedy	

Africans/Black People

Intelligent	Ignorant	Peaceful
Generous	Violent	Dirty
Inconsiderate of others	Spiritual	Demanding
Unwilling to listen	Artistic/Creative	Not Sure
Kind	Lazy	Other _____
Hardworking	Greedy	



Youth Cross-Cultural Dialogue Retreat



White People

Intelligent	Ignorant	Peaceful
Generous	Violent	Dirty
Inconsiderate of others	Spiritual	Demanding
Unwilling to listen	Artistic/Creative	Not Sure
Kind	Lazy	Other _____
Hardworking	Greedy	

Aboriginal/Metis/First Nations

Intelligent	Ignorant	Peaceful
Generous	Violent	Dirty
Inconsiderate of others	Spiritual	Demanding
Unwilling to listen	Artistic/Creative	Not Sure
Kind	Lazy	Other _____
Hardworking	Greedy	

20. We appreciate your participation at the Retreat. How likely are you to participate in peace building activities after the camp?

		<u>Not Likely</u>			<u>Not sure</u>		<u>Very Likely</u>	
1	2	3	4	5	6	7		

21. What are some peace building activities you may participate in after the Retreat?



Youth Cross-Cultural Dialogue Retreat



22. What would help you to participate more?

THANK YOU FOR FILLING OUT THIS SURVEY!!



Youth Cross-Cultural Dialogue Retreat



Post-Retreat Survey

Congratulations on having completed the week at the Youth Cross-Cultural Dialogue Retreat!

At the start of the Retreat, we asked you about certain topics. We would like to ask you some similar questions.

The answers you give to the survey are anonymous – no one will know you answered the questions.

Please put your 5 digit code here: ____ ____ ____ ____ ____

THERE ARE NO RIGHT OR WRONG ANSWERS!



Youth Cross-Cultural Dialogue Retreat



1. I identify as:

A) Female

B) Male

C) Transgender

2. Could you tell us two ways in which you have changed as a person because of experiences you had this week at the Youth Cross-Cultural Dialogue Retreat?

1. _____

2. _____

Participants in the Youth Cross-Cultural Dialogue Retreat identify themselves as coming from one of three groups. We call these “identity groups”.

Please tell us which group you identify with the most.

(Please remember your name does not appear anywhere on this survey and we will not know who you are specifically).

3. I identify as being:

A) An Indigenous person (Aboriginal, Metis, First Nations)

B) A newcomer (lived in Canada less than three years)

C) Non-minority Canadian



Youth Cross-Cultural Dialogue Retreat



Please answer the following based on your level of personal knowledge of these groups and how you feel right now. Try to be as honest as you can. There are no right and wrong answers. Your responses will be based on your experience up until now.

4. I could be friends with:

	<u>Not at all possible</u>			<u>Not sure</u>		<u>Definitely possible</u>	
A) Indigenous person	1	2	3	4	5	6	7
B) Newcomer	1	2	3	4	5	6	7
C) Non-minority Canadian	1	2	3	4	5	6	7

5. I could date:

A) Indigenous person	1	2	3	4	5	6	7
B) Newcomer	1	2	3	4	5	6	7
C) Non-minority Canadian	1	2	3	4	5	6	7

6. I could introduce to my friends:

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Youth Cross-Cultural Dialogue Retreat



8. I have a close friend who is:

	<u>No</u>		<u>Not Sure</u>			<u>Yes</u>	
A) Indigenous person	1	2	3	4	5	6	7
B) Newcomer	1	2	3	4	5	6	7
C) Non-minority Canadian	1	2	3	4	5	6	7

9. As you think about the Dialogue Retreat how important do you think it is to interact with someone from one of the following identity groups:

	<u>Not at all</u>		<u>Not sure</u>			<u>Very</u>	
A) Indigenous person	1	2	3	4	5	6	7
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10. To what extent do you think the life experience of other identity groups is different from yours:

	<u>Not at all</u>		<u>Not sure</u>			<u>Very</u>	
A) Indigenous person	1	2	3	4	5	6	7
B) Newcomer	1	2	3	4	5	6	7
C) Non-minority Canadian	1	2	3	4	5	6	7



Youth Cross-Cultural Dialogue Retreat



11. Could you tell a life story about a real person from one of the following groups?:

	<u>Definitely</u>		<u>Not sure</u>			<u>Definitely</u>	
	<u>Not</u>						
A) Indigenous person	1	2	3	4	5	6	7
B) Newcomer	1	2	3	4	5	6	7
C) Non-minority Canadian	1	2	3	4	5	6	7

12. If you see situations that you think are wrong or need to be changed, how are you likely to respond?

- I would form a group to do something about it
- I would try to do something about it as an individual
- I would join a group that was doing something about it
- I would speak to my family about it
- I would wait to see how things develop
- I would not do anything

13. For the following groups, please circle the words that you think apply to them: **(Circle all that apply).**

Muslims/Arabs

- | | | |
|-------------------------|-------------------|-------------|
| Intelligent | Ignorant | Peaceful |
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| Inconsiderate of others | Spiritual | Demanding |
| Unwilling to listen | Artistic/Creative | Not Sure |
| Kind | Lazy | Other _____ |
| Hardworking | Greedy | |



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Poor People

Intelligent	Ignorant	Peaceful
Generous	Violent	Dirty
Inconsiderate of others	Spiritual	Demanding
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Intelligent	Ignorant	Peaceful
Generous	Violent	Dirty
Inconsiderate of others	Spiritual	Demanding
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Africans/Black People

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Generous	Violent	Dirty
Inconsiderate of others	Spiritual	Demanding
Unwilling to listen	Artistic/Creative	Not Sure
Kind	Lazy	Other _____
Hardworking	Greedy	



Youth Cross-Cultural Dialogue Retreat



White People

Intelligent	Ignorant	Peaceful
Generous	Violent	Dirty
Inconsiderate of others	Spiritual	Demanding
Unwilling to listen	Artistic/Creative	Not Sure
Kind	Lazy	Other _____
Hardworking	Greedy	

Aboriginal/Metis/First Nations

Intelligent	Ignorant	Peaceful
Generous	Violent	Dirty
Inconsiderate of others	Spiritual	Demanding
Unwilling to listen	Artistic/Creative	Not Sure
Kind	Lazy	Other _____
Hardworking	Greedy	

20. We appreciate your participation at the Retreat. How likely are you to participate in peace building activities after the camp?

	Not <u>Likely</u>		Not <u>sure</u>		Very <u>Likely</u>	
1	2	3	4	5	6	7

21. What are some peace building activities you may participate in after the Retreat?



Youth Cross-Cultural Dialogue Retreat



22. What would help you to participate more?

THANK YOU FOR FILLING OUT THIS SURVEY!!



Youth Cross-Cultural Dialogue Retreat



Dialogue Facilitator Evaluation

Please try to answer these questions as honestly as possible. The extent of your answers will help us to reflect on the process and improve future programming. Your responses will remain anonymous.

Dialogue Sessions:

1.) What did you enjoy most about the dialogue sessions?

2.) What would you do differently about the dialogue sessions? Why?

3.) In your opinion, what helped to make the dialogue sessions successful?



Youth Cross-Cultural Dialogue Retreat



4.) What did you find difficult about the dialogue sessions?

5.) What do you think of the structure of the dialogue sessions? Would you have arranged it differently?

6.) What is one thing that stood out for you at the dialogue sessions?

7.) What would you suggest to improve training for dialogue facilitators?

8.) What was your favourite activity that you did with your dialogue group?



Youth Cross-Cultural Dialogue Retreat



Reflections:

9.) What do you think was the most meaningful aspect of peace camp for the youth?

10.) What was the most meaningful aspect of peace camp for you?

11.) Do you think this format works to create peace? Why?

12.) Beyond the camp, what would you suggest for follow-up activities?

13.) What was the most difficult topic for you to discuss in your dialogue sessions? Why do you think this is?



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14.) Any other comments



Youth Cross-Cultural Dialogue Retreat



Group Team Building – Minute-to-Win-It Games

On the first day, you will have divided the Retreat participants into their dialogue groups.

Remember, dialogue groups must differ from cabin groups. On the first night during the programmed activities, get the participants to organize themselves into their dialogue groups. At this point, you can provide each group with their own unique coloured T-Shirts. Then ask the groups to come up with a name for their group.

Once dialogue groups are formed, it is important that they begin to build comradery within their group. One of the best ways to increase energy and get the teams excited and working together is through a little friendly competition. Groups strengthen through cooperation amongst themselves by engaging in competition against other groups.

Below you will find some sample group team building games. All supplies needed for these games are highlighted in yellow. This is just a sample list, feel free to search for any group team building games on the internet. Just remember – you will need to bring all your supplies with you to the Retreat, so make sure you plan well in advance.



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In addition to the supplies listed below, you should bring a poster board to the Retreat with you. Mark the team names on the board and keep track of the number of games each group wins. Have prizes for the team who finishes with the most points.

- [Stopwatch](#) or phone with a stopwatch function (needed for all games)

COOKIE FACE:

- Each player places a cookie on his or her forehead, and the goal is to get the cookie into your mouth using only your facial muscles in under 1 minute. No hands!
- **Round Sandwich Cookies (1 per person)**

STACK IT UP:

- Players must stack 25 pennies in under a minute using only one hand. This game works well with 3 players competing in each round of play.
- **Pennies (25 per player; 2-3 players compete at a time)**

SUCK IT UP:

- Players place a straw in their mouth and use suction to transfer a pile of 25 M&M's from one plate to another in under one minute. Only one hand may be used to hold the straw. Everyone gets to eat their candy when the round is finished! This game also works well with 3 players competing in each round.
- **Plain M&M's (25 per player)**
- **[Plastic Drinking Straws](#) (1 per player)**
- **Small Paper Plates (2 per player)**



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STACK ATTACK:

- Players have to stack up a pile of cups and then place them back into a single stack in under a minute. The original Minute to Win It version of this game calls for 36 cups to be stacked, but we reduced the number of cups for the children. Each child stacked 21 cups, and we discovered that this was the perfect number that resulted in exactly half of the kids being successful. Challenging, but not *too* challenging! Two players competing in each round works well so that any falling cups won't knock over your competitor's stack, too!
- Red Plastic Party Cups (50-100 depending on if you re-use the cups for more than one game or keep them separate and ready to play – Stack Attack & Movin' On Up)

MOVIN' ON UP:

- Each player starts with a stack of 25 red cups with one blue cup at the top of the stack. Start by moving the top blue cup to the bottom of the stack, and continue moving cups from the top to the bottom until the blue cup is back at the bottom of the stack again. 2-3 youth per round of competition works well.
- Blue Plastic Party Cups (2 cups, same size as the red cups)

SCOOP IT UP:

- Using nothing but a spoon in your mouth, transfer six ping pong balls from one bowl to another) in less than one minute. No hands! Hands are only allowed if you drop the ping pong ball, and then they can be used to place the ball back into the original bowl for another transfer attempt. 2-3 players compete for each round of play
- Ping pong balls (6 per player)
- Plastic Spoons (1 per player)



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- Small Plastic Bowls (2 per player; 2-3 players compete at a time)

NUTSTACKER:

- Thread five hex nuts onto a wooden skewer. Using only one hand on the skewer, stack up all of the nuts in under one minute. Since this game requires the table to stay as still as possible, only two players compete per round
- [5/8" Hex Nuts](#) (5 per player; 2-3 players compete at a time)
- [Bamboo Skewers](#) (cut off the pointy tip; 2-3 depending on number of players in each round)

JUNK IN THE TRUNK:

- To prepare for this game, empty a tissue box, and use an X-acto knife to make two slits into the bottom of the box. Thread an adjustable belt or wide ribbon through the two slits to create a tissue-box-on-a-belt. Removing the thin plastic barrier from the tissue box opening will make game play easier or keep it intact for more challenging play.
- To play the game, strap the tissue box onto the player's back, and fill it with 6-8 ping pong balls (we used 6, but 8 would be appropriate for older children and adults). Shake, shimmy, jump, and dance around until all of the balls have fallen out of the tissue box. No using your hands and no laying down!
- Square Tissue Boxes (2-3)
- Adjustable belt or long length of wide ribbon (2-3)

DEFY GRAVITY:

- Using only one hand, players must keep two balloons from touching the ground for one minute. For a more challenging game, increase the amount to three balloons per player



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(and use different colored balloons for each player to make it easy to differentiate!). No holding the balloons! 2 players per round of competition worked well to give the players ample space to knock their balloons around

- 9" balloons (at least 6 + a few extra in case of accidental popping!)



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Additional Team Building Activities

Below is an additional list of team building activities to draw from if you are not finding the options above or in the dialogue manual helpful. Remember to plan ahead and bring all your supplies with you before the Retreat begins. Again, all supplies are highlighted in yellow. Feel free to search for more team-building activities online.

1.) Drop the Ball

Time: 10–12 minutes

Purpose: Cooperation and healthy competition

Participants: Small groups

Materials needed: Golf balls, straws, tape

Instructions:

- Each small group receives 12 straws and 18 inches of masking tape. They get ten minutes to build a container that will catch a golf ball dropped from about ten feet.
- Each group selects a ‘ball dropper’ — that person stands on a chair, holds a golf ball at eye level. That group places its container on the floor under where it thinks the ball will land. Each group gets three attempts.
- The group that gets a ball to go in and stay in its container wins.

Desired outcome: Teams can use their experiences in the game to overcome work problems and relational issues.

2.) This Is My Life

Time: Few minutes to 1 hour

Purpose: Learn personal backgrounds in a fun setting

Participants: All

Materials needed: Decks of cards — picture cards only



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Instructions:

- Cards represent different stages of life; i.e. Jack is childhood, Queen is teen years, King is young adult, Ace is now.
- As each person draws a card, they must tell one story about the period of their life that corresponds to the card.

Desired outcome: Team uncovers common interests and opens dialogue.

3.) Recall Game

Time: 20 minutes

Purpose: Test after a training event

Participants: Small groups

Materials needed: Paper and pens

Instructions:

- Break into teams of five to ten people.
- Each team has ten minutes to list as many facts or skills as they can remember from their training.
- A representative from each team then reads the list and gets points for each correct fact remembered.
- All other teams can challenge any point.

Desired outcome: Instructor learns what was important to the group and how much was retained. The group takes a test that is fun, engaging, and creates team cooperation.

4.) Relate to People

Time: 2–3 minutes

Purpose: Learn new things about others

Participants: All



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Materials needed: Pens and paper

Instructions:

- Group is given a list of characteristics and instructed to find people in the room that have those characteristics that differ from them. For example: different gender, weight by 20 lbs, height by seven inches, marital status, etc.

Desired outcome: Learn new things about others in a group; encourages conversation, breaks down perceived barriers

5.) Airplane Caper

Time: 1–2 minutes

Purpose: Lighten up a tough day; re-energize

Participants: All

Materials needed: Paper

Instructions:

- Two teams are formed on opposite sides of the room; each person makes a paper airplane. Everyone begins to throw her or his airplane to the other side at once. The goal is not to let any planes land on the floor.

6.) Hit the Mark

Time: 10 minutes

Purpose: Relieves stress and demonstrates the power of team encouragement Participants:

All

Materials needed: Piece of paper, marker, tape (prizes optional)

Instructions:

- Place a poster high up on a wall. One person runs across the room and jumps up, placing a mark as high as they can. Then they are told to try again but place it



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higher. This continues until the person is absolutely convinced they can't reach any higher. Then the team is told they will be rewarded (ice cream, longer lunch hour, etc.) if they can get this person to make the mark higher. However, they cannot do it for the jumper and can't touch them or provide a chair or other booster — they can only do this through encouragement.

7.) I Admire Others

Time: A few minutes

Purpose: To develop models of behavior

Participants: Any number of players

Materials needed: Paper and pen

Instructions:

Everyone writes on a piece of paper the words, "I admire others who ...". The game now has four steps:

- Instruct players to think of people they admire and why.
- Give the players one minute to finish that sentence. Ask them to use positive language; for example instead of writing, "I admire others who are not negative," write "I admire others who are positive." They are to continue to write free form for one minute without regard to punctuation, grammar, or spelling — just a constant flow of thoughts as they think of others they admire.
- Have a few volunteers read what they wrote starting with the introductory words, "I admire others who ..."
- Now ask that they draw a line through the words, "I admire others who ..." and insert these words: "I am powerful when I ...". Ask volunteers to read again, this time using the new introductory words.



Youth Cross-Cultural Dialogue Retreat



Desired outcome: Participants understand that what they most admire in others they can do themselves. It encourages others with simplicity and ease to be the best they can be.



Youth Cross-Cultural Dialogue Retreat



Planning Checklist

BEGINNING STAGES OF PLANNING FOR THE RETREAT

- Ensure funding is in place for the Retreat – (This will need to be done months in advance – it often takes a long time to hear back from funders and no planning can be done without knowing what your operating budget is). You will likely need support in writing funding proposals and explaining the activities of the Retreat. The hope is that this user manual may provide you with the guidelines for filling out funding applications.
- Once you have secured funding, you will know how much money you have to run the Retreat. Keep in mind that the money you secure for the Retreat needs to cover the entire cost of the program. This includes the cost per participant to the camp, honorariums to guest speakers and community leaders, supplies for activities – including prizes, transportation to and from the Retreat, purchasing T-shirts for the Retreat, printing dialogue manuals and activity sheets, hiring translators if necessary, etc. Please remember, there should be NO COST to participants. The Retreat needs to be accessible for all. One area to save money would be to contact community agencies early on to see if they are prepared to send their staff to the Retreat to work as Dialogue Facilitators. If agencies agree, they can pay for their staff to work the Retreat and save money for the organizers running the Retreat.
- Make arrangements with a camp program to hold the Retreat. In the past, Retreats have been run at Camp Arnes, or through the YMCA/YWCA owned Camp Douglas and Camp Stephens. Please feel free to explore options and shop around. Different times of year can yield varying prices. Ensure that the site that you decide comes with staff who are familiar with running the Camp and can work during the Retreat (this is another area to save a lot of money).
- Book a day to go to the Retreat site so as to become familiar with the space and the activities that you want to do, have a look in the kitchen, meet the staff, ensure the staff understand the purpose of your Retreat. Ask questions like “can you accommodate Halal diets, can we hold a sweat lodge out here, will cabin leaders be provided, is there a nurse on site, etc.?”
- If cabin leaders will not be provided, you will need to plan and budget for this as you will need to hire staff that can come and assist you to run the Retreat. Remember, the cabin leaders must be distinct from the dialogue facilitators.



Youth Cross-Cultural Dialogue Retreat



- Recruit Participants – Make sure this is done long in advance. – Best practice is that you have equal representation from diverse identity groups – Indigenous, Newcomer, and Non-Minority Canadian (ideally 60 participants, 20 from each identity group). You will want to consider a target age group for the youth. In our research, we found that youth between the ages of 15 and 17 were the ideal age group to make progress in this area.
- Book dialogue facilitators. You will need to have two facilitators per dialogue group. Group sizes should be between eight and twelve participants per group.

Once you have secured funding, booked a location and guaranteed participants and staff, you will need to begin PLANNING YOUR WEEK AT THE RETREAT.

- Create your activity schedule for the Retreat. When designing your activities, you will want to be thoughtful about the process. It's a good idea to have dialogue group members engage in a planned physical activity prior to entering into discussion groups. This way, participants are forced to work together through a physical challenge which opens them up and helps to prepare them for a potentially challenging discussion.
- Once your schedule is finalized, you will know when you need to book leaders and guest speakers. Contact community leaders – book a person for each evening of the Retreat – have a plan in place for what you would like them to share/teach. Inviting people from various cultural backgrounds is important. Make a list of what you will be offering as honorariums. If you need tobacco to offer to Indigenous community leaders, ensure to add it to your shopping list before leaving for the Retreat
- Plan your teambuilding activities, ensure you have created a shopping list for supplies – remember, you will need to have everything with you before you leave for the Retreat.
- Book transportation to and from the Retreat. Include this information in the Information Package that you will be distributing to all the participants.
- Print out Information Packages and Consent Forms (one for each participant plus a few extras)
- Ensure all participants are given Information Packages and Consent Forms – **Ensure you give participants a deadline as to when their consent forms need to be returned to you.**



Youth Cross-Cultural Dialogue Retreat



- Purchase all supplies – include extra items for prizes, honorariums, and treats for the Retreat – candies, chips, chocolate bars can all work in this regard. Make sure to buy a box of Freezies or Popsicles for those extra hot days!
- Print out Dialogue Facilitator Manuals for each facilitator (plus 4 extra)
- Order T-shirts for each participant in various colours and sizes (Print extras in case you have more participants than expected or if there are more of a particular size needed). Refer to the T-shirt template page or design your own, as you prefer. Ensure these are printed before the Retreat
- Print out handouts/activity sheets from the Appendix section of the Dialogue Manual (Print one for each participant plus a few extras)
- Print out an activity schedule for each Dialogue Facilitator (plus a few extras)
- Print out all evaluations
 - Print one Pre- and post-Retreat evaluation for each participant (plus a few extras)
 - Print dialogue facilitator evaluations for each dialogue facilitator (plus a few extras)
 - Print dialogue facilitator training evaluations for each dialogue facilitator (plus a few extras)
- Book a day for the dialogue facilitators training. This should happen at the Retreat site at least one day before the Retreat begins.