

ALLIES IN ACTION

**TWO WORKSHOPS FOR ADULTS WHO WANT TO
BE ALLIES TO YOUNG PEOPLE**



**A PROJECT OF THE SASKATOON ACTION CIRCLE ON YOUTH SEXUALITY,
A PARTNER IN THE CENTRE OF EXCELLENCE FOR YOUTH ENGAGEMENT.**

MARCH 2004

Acknowledgements

The idea for this project emerged from the work of the Saskatoon Action Circle on Youth Sexuality (Action Circle). As adults and young people "working together towards a holistic approach to sexuality", we have been challenged in many ways. What is sexuality? What is healthy sexuality? What are the factors that contribute to youth sexual health and ill-health? How do we ensure that youth have a voice in this work? How do we support youth leadership development? How do we ensure that youth are fully and meaningfully engaged in their schools, their communities and their own lives? What do adults need to do to be effective allies to young people?

This project is just one component of a number of initiatives and activities of the Action Circle. We would like to express our gratitude to Health Canada, Population and Public Health Branch, for their generous funding of this project over two years from April 2002 to March 2004. The views expressed herein do not necessarily represent the views of Health Canada. We would especially like to thank consultant Karen Andres for her enthusiastic support and encouragement as we have laboured to create, deliver, and refine the workshops and the manual.

We would like to extend our thanks to Laura Sackville, a long term member of the Action Circle who has since moved on to other opportunities, for her inspiration and dedication to every aspect of this work. We would also like to express our gratitude to Dianne MacDonald, who first got us thinking about the concept of "adult allies."

The Allies in Action Project has been a youth-adult partnership endeavour from the beginning and we have all learned much through the journey.

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Contents

Acknowledgements

1. Introduction

What is the Saskatoon Action Circle on Youth Sexuality?	7
What Is The Allies In Action Project?	9

2. Workshop Overview

Preparation	11
Environment	12
Ideally, the space would resemble the following:.....	12
Agenda	13
Getting Started	13

3. Icebreakers and Energizers

Introduction	15
Activity Summary	15
Icebreakers	15
Energizers	16
Activity Descriptions.....	17
Icebreakers	17
Two Truths and One Lie (20 Minutes).....	17
The Story of Your Name (15 Minutes)	17
Candy Game (10 Minutes)	18
Picture Guessing Game (15 Minutes).....	19
Wipes (15 Minutes)	19
Three Favourites (10 Minutes)	20
Energizers	20
Balloon Stomp (10 Minutes)	20
Meet Your Neighbour (10 Minutes).....	21
The Line-Up Game (10 Minutes)	21
Clump (10 Minutes).....	22

4. Youth Engagement Workshop

Introduction .....	.23
Vocabulary .....	.24
Activity Summary .....	.25
Activities .....	.28
Youth Engagement Vocabulary (15 Minutes) .....	.28
Youth Engagement Word Association (20 Minutes) .....	.28
Emotional Noise (15 Minutes) .....	.29
Emotional Noise Worksheet .....	.30
First Impressions (30 Minutes) .....	.31
First Impressions Worksheet .....	.32
Myth Busting Balloons (20 Minutes) .....	.33
Myth Busting Balloons fact sheets .....	.34
Stereotyping in the Media (20 Minutes) .....	.37
A Positive Person - A Negative Person (15 Minutes) .....	.38
Oppression And Empowerment (20 Minutes) .....	.39
Oppression & Empowerment Activity Question Worksheet .....	.40
What Was it Like at 15 Years Old? (30 Minutes) .....	.41
What was it Like 15 Years Old? Question Sheet .....	.42
Live as You Dream (20 Minutes) .....	.43
Live As You Dream Worksheet .....	.44
Barriers To Communication (15 Minutes) .....	.45
Environmental Barriers (15 Minutes) .....	.46
Barriers Activity Worksheet .....	.48
Adultism (15 Minutes) .....	.49
Self-Perceptions (15 Minutes) .....	.50
Self-Perceptions Worksheet .....	.51
Assessing Adults as Allies (15 Minutes) .....	.52
Assessing Adults as Allies Worksheet .....	.53
Pillars of Support (15 Minutes) .....	.54
Pillars of Support Evaluation Worksheet .....	.55

Take A Hike (25 Minutes)	56
Take a Hike Worksheet	57
Stoplights (15 Minutes).....	58
Stoplights Worksheet.....	59
5. The Sexuality Workshop	
Introduction	61
Activity Summary	62
What is Sexuality? (15 Minutes)	64
Sexuality Word Association (20 Minutes)	65
Attitudes on Sexuality (15 Minutes)	66
Attitudes on Sexuality Worksheet	67
Myths and Misconceptions (15 Minutes)	68
Sexual Images (20 Minutes)	69
Priorities (20 Minutes)	70
Priorities Worksheet.....	71
What a Girl (or Boy) Wants (30 Minutes)	72
What a Girl (or Boy) Wants Instructions	73
What a Girl (or Boy) Wants Character Cards, 1 of 2.....	74
What a Girl (or Boy) Wants Character Cards, 2 of 2	75
How You Were Raised (30 Minutes)	76
How Were You Raised? (Sample Questions).....	76
Sex Messages (40 Minutes)	77
Guided Journey (30 Minutes)	78
A Guided Journey Worksheet	79
Count Your Losses (20 Minutes).....	81
Stoplights (15 Minutes).....	83
Stoplights Worksheet.....	84
6. Evaluation	
Why Evaluate	85
Evaluation should be a component of the workshop itself	85

Some Tips on Evaluation	86
Evaluation Questions	86
Allies in Action – Workshop Evaluation Questionnaire	87
Additional Evaluation Questions – the Menu	88
Questions for Youth participants (many can also be used for adults)	88
Icebreakers	90
Energizers	90
Activity Specific Questions.....	90
Youth Engagement Workshop	91
Sexuality Workshop	93

7. Sources

8. Footnotes



1. Introduction

What is the Saskatoon Action Circle on Youth Sexuality?

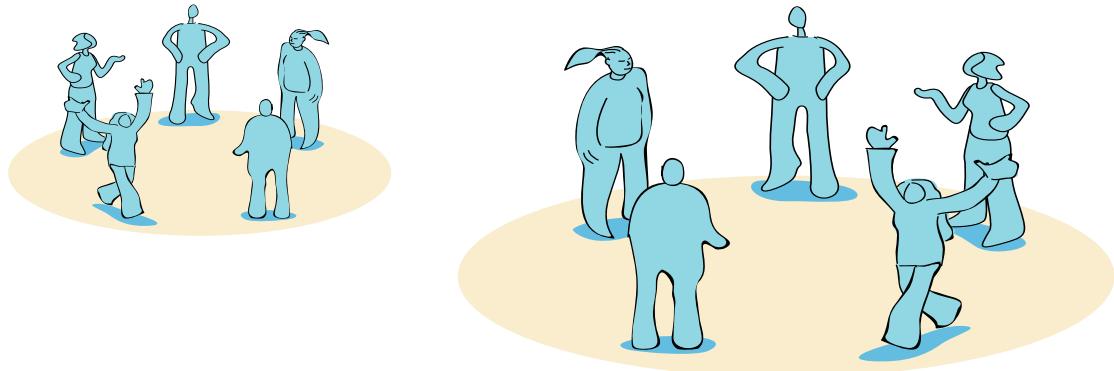
The Action Circle is a network of young people and adults (from schools, community-based organizations and government departments) working together towards a holistic approach to sexuality.

The Action Circle was launched from a community forum on youth pregnancy and parenting that was held in November of 1993. Subsequent to the forum, a diverse group of over 50 people from our community began meeting to explore and work on issues associated with youth sexual health. A "prevention-care" continuum was adopted as a framework. This continuum recognized the need to include prevention-focused initiatives as well as to ensure service to pregnant and parenting young people and their children.

The earliest working groups of the Action Circle included Youth Outreach, Data Collection, Facts of Life Line and Postponing Sexual Involvement. In January of 1996, the Action Circle released a comprehensive 30 page document entitled "The Sexual Health of Saskatoon Youth; A Profile". Our research at that time suggested a conservative annual expenditure of over \$1,800,000 by our community on the impact of the early sexual involvement of children and youth.

The Action Circle has always been deeply committed to youth participation in the discussion about youth sexual health. The Action Circle hosted the first Youth Sexuality Conference in 1995. A number of students from each high school in both Public and Catholic systems came together to discuss with their peers issues related to sexuality. Out of the conference grew the Youth Facilitator Training Project (YFT) which initially provided a small number of young people in each of four high schools with facilitation skill development.

Continuing support to YFT activities in the four schools, a second conference in 1997 increased interest in other schools. Lobbying efforts to obtain funding led to a .75 FTE Coordinator position for the YFT project in 1998. This position was recently increased to full-time and continues to be supported through funding from the provincial government. Through a partnership with national organization The Students Commission, funding has also been available to support several young people who work on behalf of both the Commission and the Action Circle. Integrated School-Linked Services (ISLS) at Nutana Collegiate has been the home base for these positions, although their work connects them with youth and adults locally, provincially and nationally.



Other projects and working groups of the Action Circle have included:

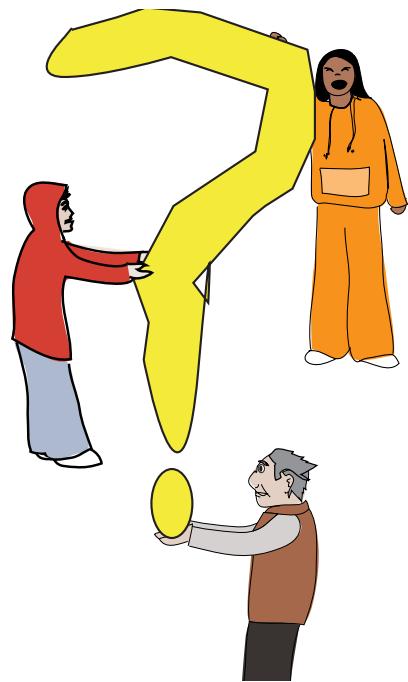
- Networking Committee: Service providers who work with pregnant and parenting young people meet monthly to exchange ideas, network and support one another.
- Multidisciplinary Committee on Curriculum Development (MCCD): Representatives from university departments of psychology, sociology, nursing, social work, and education meet with young people and community representatives to discuss youth engagement and leadership development. This committee is conducting research on these topics.
- Supporting Teens on Pregnancy Prevention (STOPP) Committee: This group organized and hosted a very successful one day conference on this topic in May of 2002 and is planning another conference for 2004. Their focus is on raising awareness about healthy relationships and preventing unwanted sexual involvement and pregnancy.
- Linking Youth Networking Community (LYNC): In this project, (now completed) youth facilitators provided workshops for adults from youth-serving organizations on how to strengthen youth participation.
- Adult Allies to Youth Leadership Development: Adults employed by youth-serving organizations met together to share information and build unity around how to be allies to young people.
- Coordinating Committee: Members of this committee have always sought to keep the "bigger picture" in view by coordinating and facilitating meetings and training events which were inclusive of all aspects of the Action Circle's work.

Over the past ten years, hundreds of young people and adults have been involved in the work of the Action Circle or have been impacted by it in some way. Strong partnerships have developed between individuals and organizations who are committed to understanding factors related to youth sexual health and ill-health and taking action to address these issues. Understanding the importance of the meaningful involvement of young people in all of this work has contributed to our focus on youth engagement and leadership development. YTF, recently renamed Youth Launch: Youth Facilitation Leadership Training, is a vital and dynamic group that will continue to move this agenda forward.

What Is The Allies In Action Project?

The collective experiences and research of the Action Circle and its members suggest that many adults and youth have attitudes toward one another that serve to alienate and isolate each group from the other. Many adults have not had the opportunity to work collaboratively with young people for a common goal over an extended period of time.

We have noted too, that a great number of young people and adults have unhealthy attitudes about sex and sexuality. Sexuality is a term that encompasses every aspect of our being. At a time when sexuality is at the forefront of a person's physical and psychological development, it is imperative that every opportunity is taken to encourage young people to make healthy and positive choices.



Key messages emerging from recent research of the Centre of Excellence for Youth Engagement (a Health Canada initiative for the well-being of children) indicates that engaging and empowering young people not only provides them with valuable skills and learning opportunities, but also equips them with the ability to make healthy lifestyle choices while reducing other risk behaviours.¹ Most research in the area of meaningful participation points out that we live in a society where adults do not listen seriously to what children and young people say, do not consult them about their views and do not encourage them to take part in decision-making. Youth also say quite clearly that adults don't listen to them. This is a key concern for any organization committed to working with young people.²

Through our various Action Circle activities, it became clear to us that in order for adults to work in partnership with young people, they needed a safe place in which to explore attitudes and learn new skills. It was with this in mind that members of the Saskatoon Action Circle Development Committee created an extensive proposal for the Adult Allies in Action Project, a project which would extend over a two year period and would focus on developing and sustaining respectful and effective youth-adult partnerships to promote youth sexual health and well-being. Our hope is that the workshop process that has evolved and is described in this manual will assist adults in embracing the notion that young people have a right to participate and that adults need to be comfortable in sharing power so as to enable youth to become meaningfully engaged.

We are convinced that authentic cross-generational partnerships are essential to healthy youth development, within the culture of all youth-serving organizations and society as a whole.

2. Workshop Overview

INFORMATION FOR FACILITATORS



Preparation

The two workshops described in this manual deal with the related subjects of youth engagement and sexuality. While each workshop is designed to stand alone, it is suggested that they be used together with the youth engagement one happening first. When used together, it is essential to pay particular attention to clearly connecting the concepts of sexuality and youth engagement. Referencing the background material presented in Section One may be helpful when linking the concepts of healthy sexuality and youth engagement.

These workshops are appropriate for any group of adults who are interested in exploring their attitudes towards young people and/or becoming "allies" of young people. They are designed to be facilitated by young people. We haven't defined who qualifies as a "young person" and who qualifies as an "adult". You decide!

It is a good idea for the facilitator(s) to read through the activities prior to running them. Familiarize yourself with the materials as thoroughly as possible before presenting them to the group. If you, as a facilitator, are comfortable and familiar with the activities, their language and ideas, the group is more likely to benefit from doing them. In addition, prepare every activity beforehand by ensuring the accurate supplies are on hand.

This workshop manual is set up to reflect the needs of your group by offering a range of activities from which to choose. The basic ideas and principles within the workshops are relatively simple to grasp. They are designed, in conjunction with the icebreaker and energizer activities, to promote the open and honest communication between participants that is crucial to the success of the workshop. Icebreakers and energizers are easy, fun, and may provide safety for those who are uncomfortable sharing or participating. It is necessary to be aware though, that any given topic may be sensitive to participants. It is the role of the facilitator, using the activities within this manual, to create a forum for open and honest communication to occur.

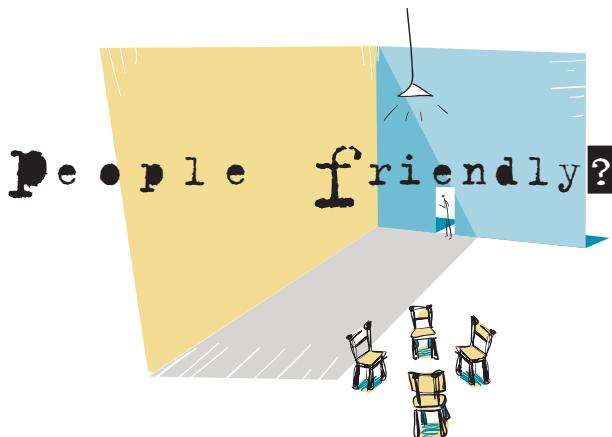
After presenting material or doing an activity, it is a good idea to check-in, or touch base with participants. The main goal of this type of activity is to discover whether or not the participants have any questions, comments, or feelings surrounding the

preceding session(s). You may find it useful to offer some of your own thoughts as an example. It is important to budget sufficient time for this activity.

Ensure there is plenty of time allotted for evaluations at the close of the workshop. It is recommended you allow participants at least ten minutes to fill out the evaluation forms. After the evaluations have been completed, tie up the workshop with an energizer, or a debrief of the day's events. A debrief is always useful for giving participants a chance to discuss any concerns, or ask any lingering questions they may have while creating a feeling of closure to the day.

Environment

The setting of the workshop is an important part of the overall workshop presentation. The physical space may allow participants to feel comfortable, safe and relaxed, which may result in better participation, discussion and disclosure from the participants. It is important to provide a space that can resemble the intended philosophy and energy of the workshops.



SAMPLE WORKSHOP AGENDA (3 Hours)

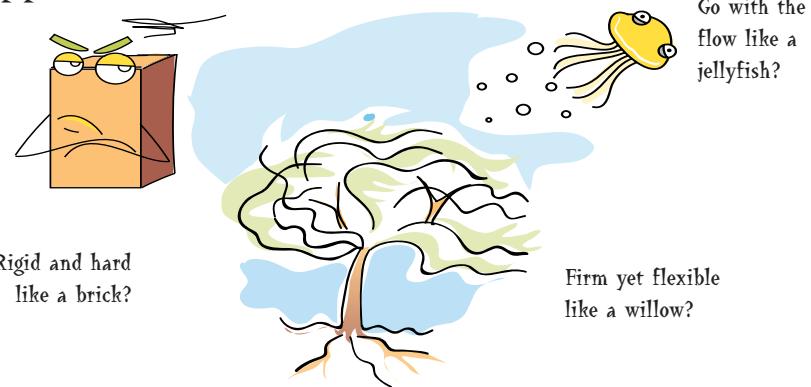
Welcome/Housekeeping	10 minutes
Guidelines/Expectations	10 minutes
Icebreaker	10 minutes
Workshop Activity #1	30 minutes
Workshop Activity #2	25 minutes
Touching Base	10 minutes
Break	15 minutes
Energizer	10 minutes
Workshop Activity #3	20 minutes
Workshop Activity #4	20 minutes
Evaluation	10 minutes
Energizer/Debrief	10 minutes

Ideally, the space would resemble the following:

- The area should be 'people friendly' with little or no room for power positions (i.e: sitting at the front, above the group, or alone behind a table.) One suggestion is to have couches, chairs and coffee tables in a semicircle facing the front of the room so participants can see overhead projections and posted written materials.

- The space should not be too large. Keep in mind that these workshops are best suited to a group size of less than 20 people.
- Lighting is key! Whenever possible use soft lighting to create a warm environment.
- Have refreshments readily available. This encourages socializing at break, and can allow participants an informal chance to debrief amongst one another.

A balanced approach...



Agenda

The facilitator(s) need to decide the planned activities for the day before the workshop begins. After these activities have been chosen it is a good idea to prepare an agenda for the day. Depending on the size of the group, you may wish to distribute these agendas as participants arrive, or simply post a large-scale agenda on the wall.

At the beginning of the workshop, it is helpful to go through any necessary information with workshop participants. This could include dealing with the welcome and introductions, various relative housekeeping tasks, and expectations and overview of the workshop. Thoroughly addressing these issues will assist in creating an atmosphere that is more conducive to open discussion and learning.

Part of the role of the facilitator(s) is that of timekeeper. An outline or agenda of the day's activities is an excellent tool for keeping the facilitator(s) on schedule.

The following is a sample agenda. It can be altered to fit the specific needs of the time and group.

Getting Started

Following are a few more suggestions to assist facilitators in getting the workshop started. It is important to give participants an opportunity to voice their expectations and say what they need in order to feel safe in the group.

1. WELCOME AND INTRODUCTION - 5 MINUTES

Facilitators will welcome participants to the workshop and briefly introduce themselves.

2. HOUSEKEEPING - 5 MINUTES

OBJECTIVES:

to briefly outline the following information;

- time frame and length of workshop
- breaks and lunch/snack times

- smoking policies, and where they are able to smoke
- location of washrooms
- places where snacks/drinks are available
- parking
- telephone locations and cell phone etiquette

3. EXPECTATIONS AND GUIDELINES - 10 Minutes

MATERIALS: flipchart paper and markers

OBJECTIVE 1:

To allow participants and facilitator(s) an opportunity to voice their expectations of the workshop.

PROCESS:

Have the participants and facilitators share their expectations of the workshop. Record the responses on a flipchart and clarify whether or not it is an expectation that you or the workshop can meet.

OBJECTIVE 2:

To create an environment where people can speak freely about matters that may be close to their heart.

PROCESS:

Ask participants what guidelines they would like to see in place in order to feel safe within the group. Explain that trust is something that builds over time, and by setting up group agreements we can hasten the feeling of safety in the group. Record the responses and post for the remainder of the workshop.

POINTERS:

Your expectations/guidelines may include the following:

Participant contribution to the best of their abilities

Confidentiality

Respect for themselves and others

3. Icebreakers and Energizers

Introduction

Icebreaker games and energizers are used to ‘break the ice’ at events where people may not know one another well, or where the subject matter may be somewhat uncomfortable. These games are easy to play and help the group to mix in a neutral, non-threatening way. Some of the games are silly, some are slightly embarrassing and some are informative in a lighthearted way.

In choosing the icebreakers and energizers for this workshop, it is a good idea to think about the personality of the group, as well as the activity’s ultimate purpose. Facilitators are encouraged to participate as well as it allows participants to get to know you.

In general, both icebreaker games and energizers are useful for:

- breaking the rigidity of the workshop
- stimulating participant interest
- introducing a topic of discussion
- creating equal conditions between the facilitator(s) and the participants
- allowing participants to interact and get to know one another

Activity Summary

Icebreakers

Two Truths and One Lie

20 Minutes

This activity allows participants to share interesting or unusual pieces of information with one another, by telling two ‘truths’ and one lie about themselves. The other participants then attempt to guess which statement is the lie.

The Story of Your Name

15 Minutes

This icebreaker provides a different spin on introductions. Sharing the story of their names often allows participants and facilitators to remember names more quickly by providing an interesting context to the introductions.

Candy Game**10 Minutes**

This activity is usually very popular as it involves candy, such as M&M's or Smarties. For each colour of candy, participants must answer a pre-determined question about themselves for the group.

Picture Guessing Game**15 Minutes**

Participants often enjoy expressing their creative side with this activity. Each participant is asked to create something that is representative of themselves, and the group attempts to guess what it is they have artistically portrayed.

Wipes**15 Minutes**

This unusual icebreaker game often eases a lot of tension, and allows participants to get to know more about one another. For each square of toilet paper a participant takes, they must tell the group something about themselves.

Three Favourites**10 Minutes**

This activity involves participants pairing off with someone they preferably do not know well and discovering three of their partner's favourite things. After a brief breakout session, the pairs return to the group and introduce one another to the group using this information.

Energizers

Balloon Stomp**10 Minutes**

This slightly competitive activity allows participants to play, move around and loosen up, while mingling and competing at the same time. Whoever has the unpopped balloon at the end of the game wins.

Meet Your Neighbour**10 Minutes**

This energetic game gets people up and moving, while mixing them up at the same time. This is an excellent energizer to break up a session, or start the day with as it gets people running around and interacting in a slightly competitive manner.

The Line-Up Game**15 Minutes**

This energizer allows participants to move around and stretch out while demonstrating the difficulties that many barriers to communication can cause. This is an excellent segue game.

Clump**10 Minutes**

This activity is also an excellent tool to utilize when attempting to demonstrate miscommunication, or barriers to communication. Participants are free to move about, mingle and clump together when asked to do so.



ACTIVITY DESCRIPTIONS

Icebreakers

TWO TRUTHS AND ONE LIE

(20 MINUTES)

PREPARE:

- * Several sheets of 8.5" x 11" paper cut in half.
- * Scotch Tape.
- * Pens for each participant.

PROCESS:

1. Hand out two pieces of paper to each participant and have them write their names along with two truths and one lie about themselves (in no particular order) on the paper (5 minutes).
2. Ask participants to tape the sheet to their body.
3. Have participants walk around the room and meet everyone. Ask them to write the name of the people they just met on the other sheet of paper, along with the statement they think is the lie.
4. Gather participants back to a large group after 5 to 10 minutes.
5. Have each person introduce themselves and share the two truths, and one lie that is on their paper

POINTERS:

This exercise goes more smoothly if you offer your own example first.

THE STORY OF YOUR NAME

(15 MINUTES)

PROCESS:

1. Have each participant introduce themselves to the rest of the group, and tell the 'Story of Their Name'. For example, who they are named after, how they got their name, or if their name means something special. Ask them to share this.

POINTERS:

If participants are unsure, or unwilling to share, inform them they are free to make up a story about their name.



CANDY GAME

(10 MINUTES)

PREPARE:

- * One or two bags of M&M's, Skittles, Smarties or similar candies.
- * Wet-naps or moist towelettes on hand in case the candy melts or becomes sticky.
- * An overhead or flipchart of the colours and their corresponding questions for reference.

PROCESS:

1. Pass around a bag of candy and have each person take as many as they want (leaving enough for the rest of the group).
2. For each colour of candy have a question that they have to answer, for example:
 - RED: What was your favourite subject in school?
 - BLUE: What is your favourite food?
 - YELLOW: Why are you at this workshop?
 - GREEN: What is your favourite hour of the day?
 - BROWN: Who is your best friend?
3. Have each person answer the questions.

POINTERS:

As a variation of this game, pass around a bag of coloured candies, and have each participant take one. When everyone has a candy, inform them they are to introduce themselves and answer a question (any of the above may be used) in an emotion corresponding to their candy. For example, green can be happiness, brown can be sadness, red can be anger, blue can be hysterical, and so on.



PICTURE GUESSING GAME

(15 MINUTES)

PREPARE:

- * Paper, pens, markers, crayons etc.

PROCESS:

1. Have everyone create anything that expresses something about themselves.
2. The drawings are collected and randomly selected.
3. The group tries to guess who drew the picture. Whoever guesses correctly is the next to choose a drawing to show to the group, and the artist proceeds to explain what the meaning of the picture is.

WIPES

(15 MINUTES)

PREPARE:

- * Roll of toilet paper.

PROCESS:

1. Pass around a roll of toilet paper.
2. Have participants tear off as many sheets as they wish.
3. When everyone has their piece, tell the group for every square they took, they must share one thing about themselves.

THREE FAVOURITES**(10 MINUTES)****PROCESS:**

1. Have participants partner with someone they do not know.
2. Post the following questions on the wall or board and have the pairs discuss them.
 - i. What was your favourite game as a youth?
 - ii. What was your favourite song as a youth?
 - iii. What was your favourite subject in school?
3. Have the partners introduce each other by stating their names, and their answers.

POINTERS:

This exercise usually brings up a lot of childhood memories. People tend to relax and laugh at their stories, which makes this exercise an excellent ‘get to know you’ exercise.

Energizers

BALLOON STOMP**(10 MINUTES)****PREPARE:**

- A bag of regular size balloons. Ensure there are enough for everyone, including the facilitators, to play.
- Have balloons blown up in advance of the workshop, or session.
- Have yarn, or string cut into approximately two to three foot sections.
- Tie one end of the yarn to the balloons.
- A large area for participants to move freely in.

PROCESS:

1. Have participants take a balloon and tie the free end of the yarn to their ankle. Ensure there is enough slack in the string for the balloon to drag on the floor.
2. Each participant must try to pop each others balloon with their feet while protecting their balloon. The objective of the game is to be the last one with an inflated balloon.

POINTERS:

This game generates a lot of fun and laughter. It may be a good idea to have a small prize for the winner.

MEET YOUR NEIGHBOUR**(10 MINUTES)****PREPARE:**

- Ensure the room is set up with a circle of chairs equal to one chair less than the number of participants.

PROCESS:

1. Choose one person to stand in the middle of the circle. (The facilitator may want to take the lead to provide an example of how this energizer works.)
2. Have the person in the centre say their name, and ask to meet anyone with a certain trait or characteristic. For example; "My name is Joe, and I would like to meet anyone wearing black shoes." or "My name is Sue, and I would like to meet anyone who can drive a car with a standard transmission."
3. Anyone who matches this description, or possesses this particular trait must get up and exchange chairs. No one is allowed to move to the chair directly on either side of them, nor are they able to get up and sit down in the same seat. The one left in the centre begins another round.
4. End the game after approximately ten minutes by stating that this will be the last round.

THE LINE-UP GAME**(10 MINUTES)****PREPARE:**

- An open space for participants to move around in.
- Number several pieces of paper to give to the participants.

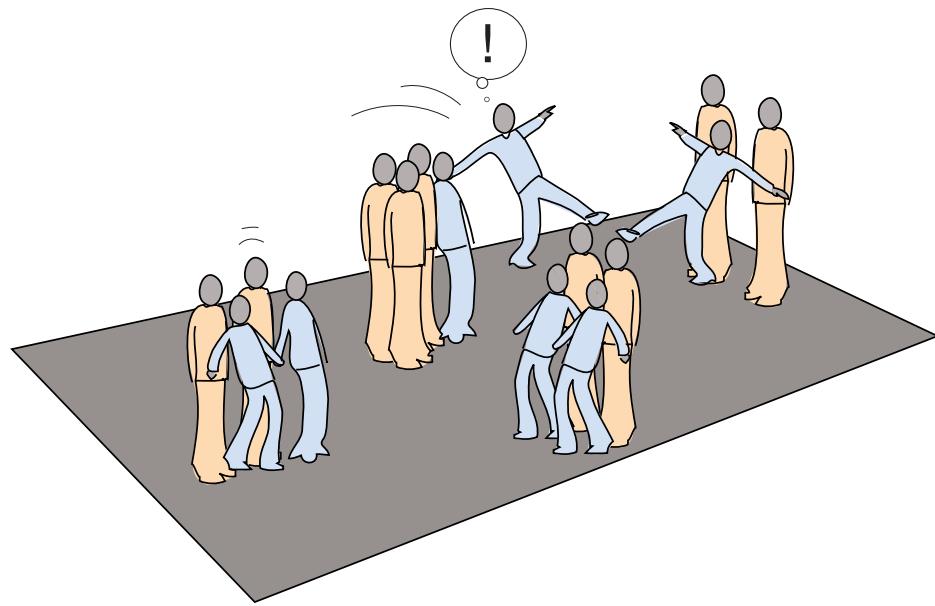
PROCESS:

1. Give everyone a paper with a number on it.
2. Have them arrange themselves in numerical order without speaking, holding up fingers, or showing their papers.

2nd ROUND: (optional)

Have everyone line up according to their ages, or their birth month.

This may become frustrating for some, and it is a good idea to debrief with the group when finished the game. This is a perfect segue for talking about the barriers to communication that occur between people.



CLUMP

(10 MINUTES)

PREPARE:

- An open space for participants to move freely in.

PROCESS:

1. Have everyone mingle, constantly moving until the facilitator shouts out a number.
2. Participants must try to clump together in groups of that number.
3. Any group that does not succeed is out.

4. Youth Engagement Workshop

Engaging Youth In Meaningful and Effective Partnerships

Introduction

This workshop has been developed for those adults who believe that engaging young people in a meaningful activity that has a focus outside of him or herself is key to their development, and will benefit both the adults and young people involved.

It is designed for those who wish to help young people in their journey by having adults reflect on their personal values and beliefs and the impact they have on young people. This workshop is about being compassionate to young people and understanding where they are coming from. It is about developing and nurturing your skills as an ally to young people and exploring ways to create meaningful communication.

To ensure participants experience a workshop that is as meaningful as possible, we have organized each activity according to its overarching theme. We recommend you start each session with the vocabulary activity, and choose the rest of the workshop's activities from each of the remaining groupings. Doing this will assist in creating as beneficial a workshop as possible by ensuring a varied sampling of activities.

As far as was able, the writers of this manual have acknowledged any and all activities which have been borrowed and adapted. Errors and omissions are excepted, and all rights are reserved to their respective creators.

Facilitators should familiarize themselves with the vocabulary on the other side of this page.



Vocabulary³

YOUTH ENGAGEMENT

What it is: When a young person is given the opportunity to participate in a meaningful activity that has a focus outside of him or herself. This person grows in behavioural, affective and cognitive ways through meaningful interaction with others toward a common goal. This leads to empowerment.

What it is not: According to Roger Hart in Children's Participation: From Tokenism to Citizenship, UNICEF there are multiple levels of youth participation and involvement. These levels range from manipulation and tokenistic roles to youth-initiated activities and shared decision-making situations with adults. Youth engagement falls into the latter category. It is not manipulation, decoration, or tokenism. It is not youth management.

EMPOWERMENT

What it is: When youth become empowered, it is because the adult has begun to work with young people in a collaborative way based on a sharing of power. The young people gain decision-making power as well as responsibility for both positive and negative outcomes.

What it is not: True youth empowerment is not tokenism or decoration where youth are not consulted or valued for their input and ideas. It is not empowerment if young people are used to represent a statistic, or meet a requirement. Empowerment is not about the execution of a pre-determined, adult driven agenda, and it is certainly not about the surrendering of power to young people.

ADULT ALLY

What it is: Being an ally to young people involves a combination of attitude, skill and

awareness to help in the promotion of a youth leadership/empowerment agenda. Being a competent adult ally requires one to step out of the traditional 'adult-as-mentor' role and into an 'adult-as-partner' role. It is a partnership "in which young people and adults share learning and leadership allowing them to become co-creators of community."⁴

Adults who become allies "must be willing to take risks, learn to share power and accountability for success and failure. Benefits include challenge, leadership development, a new perspective on intergenerational affairs, and relationships with people of different ages and backgrounds."⁵

What it is not: It is not the traditional adult as teacher, preacher, or mentor role. It even deviates from the adult as staff advisor role. It is not a power struggle, nor is it a complete reversal of the traditional power structure. To be an ally, one does not need to surrender all power and responsibility to young people.

YOUNG PEOPLE

What they are: They are people with many skills, interests, abilities and experiences that are often an untapped resource in our communities. They have the ability to be leaders, yet in many instances lack the opportunity to fulfill this potential. Young people are beings with responsibilities as well as rights. They are the builders of our communities and each one of them has a voice and an expertise on the experiences they have lived that deserves to be heard.

What they are not: Young people are not problems that need to be fixed, or rampant troublemakers. They are not "unfinished adults"⁶ or mini-adults, and they are not empty vessels waiting to be filled.

Activity Summary

Theme 1: Setting the Scene: What is Youth Engagement?

Youth Engagement Vocabulary

15 Minutes

As an opening to the workshop, this activity will set the tone for the rest of the session. Participants will focus on the language of youth engagement as presented by the writers of this workshop, and examine their own personal definitions of some of the key terms involved in this work. We recommend you start each session with the vocabulary activity, and choose the rest of the workshop's activities from each of the remaining groupings.

Youth Engagement Word Association

20 Minutes

Using the 'free association' technique, participants explore their immediate responses to several thought-provoking words focused on adults. Through the use of uncensored reactions to the list of words provided, this activity is an excellent tool for self-reflection, and can often produce surprising results.

Theme 2: Looking Out: Examining What We Know About Young People

Emotional Noise

15 Minutes

This activity allows participants to consider their ideas about young people. Much like the Word Association activity, participants are asked to complete the exercise in an uncensored manner. This activity is an excellent tool for starting a dialogue between the facilitator(s) and participants.

First Impressions

30 Minutes

This activity helps participants recognize the impact of non-verbal communication by having them look at their own stereotypes and biases based on first impressions and appearance.

Myth Busting Balloons

20 Minutes

This activity is a fun and energizing way for participants to challenge some of the myths and negative messages about youth. Through the presentation of statistical information and the use of participant stories and experiences, this activity is designed to create a positive outlook on the young people in our communities.

Stereotyping In The Media

20 Minutes

This activity is designed to help participants recognize that the media portrays youth in a stereotypical manner. Whether positive or negative, stereotypes are limiting.

Theme 3: Looking In: Examining the Roots of Our Ideas

A Positive Person - A Negative Person

15 Minutes

This activity explores the impact adults had on participants when they were younger. It allows participants to examine the effect of such interactions and to consider the degree to which they are creating positive or negative experiences for youth.

Oppression And Empowerment

20 Minutes

In this activity, participants are asked to reflect on the impact of some of their childhood experiences. The exercise highlights diversity and creates energy by getting the participants moving.

What Was It Like Being 15 Years Old?

30 Minutes

This activity invites adults to recall their youth in preparation for a larger group discussion on how they participated in their communities. This is an excellent opportunity for participants to explore what would have helped them become more involved, and how they can utilize this knowledge in their future interactions with young people.

Live As You Dream

20 Minutes

This activity encourages participants to remember their own aspirations as youth and in turn look at how they can support the aspirations of the young people they are involved with.

Theme 4: Holding Back: What Gets in the Way of Healthy Communication?

Barriers To Communication

15 Minutes

Many of the barriers to communication found in youth-adult relationships are explored in this activity. The questions are designed to create some self-reflection on the part of the participants by having them explore what sort of barriers they may create and present to young people.

Environmental Barriers

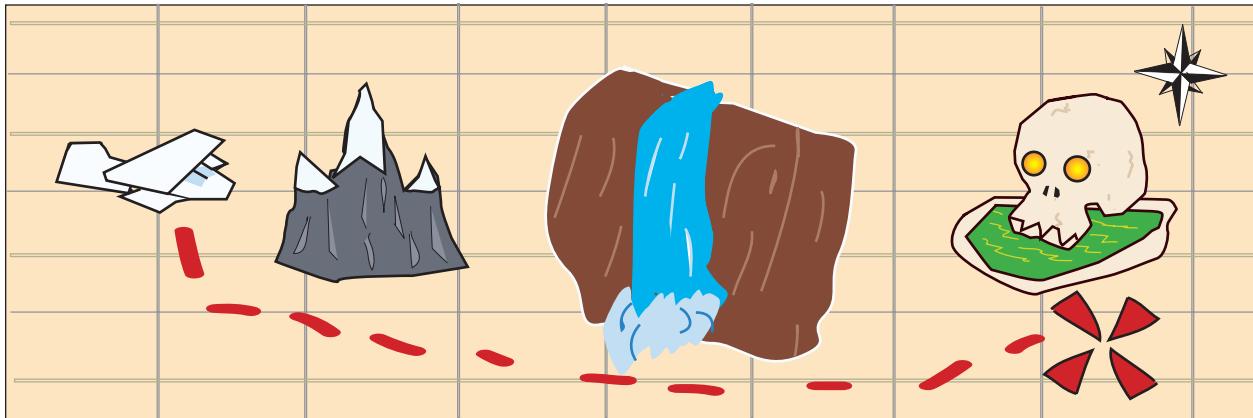
15 Minutes

This activity will allow participants the opportunity to brainstorm the environmental barriers that may exist in offices, classrooms, schools and other places youth may be. It also deals with the effects these barriers may have on creating meaningful, engaging opportunities for youth.

Adultism

30 Minutes

This activity is designed to help participants understand that what we say and how we say it may be oppressive to young people. This is an excellent companion activity to 'Barriers to Communication', as it deals with one of the greatest challenges to healthy youth-adult partnerships.



Theme 5: Moving On: Taking the Next Steps in Our Journey

Self-Perceptions Worksheet

15 Minutes

This activity will encourage personal insight by asking participants to examine their views on how they work with youth. The worksheet can be completed several times over a period of time in order to gauge progress in their youth-adult relationships.

Assessing Adults As Allies

15 Minutes

This is a self-assessment tool for participants to gauge their strengths and limitations that influence a successful partnership.

Pillars of Support

15 Minutes

This activity is designed to help participants evaluate themselves on their roles as a support to young people, while focusing on the outcomes and influences working with young people has had on themselves. By answering a number of simple questions surrounding how they feel, what they have learned, what they see their role as, and what their motivations for working with young people are, this activity is an excellent way to focus on both the strengths and weaknesses of the participants as allies to young people.

Take A Hike

25 Minutes

Participants get to experience nature the youth engagement way in this activity! Using a metaphorical story of a nature hike, participants are asked to focus on the tools they will use and the skills they bring to working with young people. This is an engaging activity designed to create some reflection on the strengths and weaknesses of participants' approaches to engaging and empowering young people.

Stoplights

20 Minutes

This activity offers participants the opportunity to create a plan of action for working with young people. This is done by exploring past engagement approaches that have not worked, present approaches that are working, and future opportunities that are worth exploring.

Activities

YOUTH ENGAGEMENT VOCABULARY

(15 MINUTES)

OBJECTIVE:

- * To set the tone for the workshop by having participants familiarize themselves with the language of youth engagement.

PREPARE:

- * Facilitators should familiarize themselves with the vocabulary and prepare handout sheets for participants.

PROCESS:

1. Distribute copies of the handout on page 24 and have discussions about the language.

YOUTH ENGAGEMENT WORD ASSOCIATION

(20 MINUTES)

OBJECTIVE:

- * To create discussion and reflection by using a word association activity.
- * To explore uncensored reactions to the list of words provided.

PREPARE:

- * Paper/pens for each participant.

PROCESS:

1. Read the list of words aloud (provided below) one at a time.
2. Have participants record their immediate reactions to the word. Leave only enough time between the words for participants to quickly write their answers.
3. Instruct participants to read over their list of reactions. Discuss anything that may arise from this. Is there anything there that surprises you? Where do you think you got these answers (for example, a particular event, childhood message)?

YOUTH ENGAGEMENT WORD ASSOCIATION

- | | | |
|---------------|-----------------|---------------|
| • Engagement | • Power Sharing | • Boredom |
| • Activity | • Relationships | • Age |
| • Involved | • Boy | • Opportunity |
| • Support | • Girl | |
| • Peers | • Adult | |
| • Self-Esteem | • Teacher | |
| • Token | • Mentor | |

OBJECTIVE:

- * To have participants examine their perceptions and ideas about youth.

PREPARE:

- * A copy of the *Emotional Noise Worksheet* for each participant.
- * Pens for each of the participants.

PROCESS:

1. Distribute the worksheets.
2. Read the sentence fragments aloud, pausing only long enough for participants to write a quick response.
3. Collect the papers and redistribute them so that each participant is reading another person's responses.
4. Have each person read the answers on the sheet aloud, one question at a time.
5. Discuss the responses. The facilitator may prompt the discussion by asking questions such as: Were there any responses that surprised you? Did your own responses surprise you?

HIGHLIGHT THE FOLLOWING:

Remind participants that this exercise is not about being right, wrong or politically correct. It is about writing your most immediate reaction without placing judgment on that reaction. Many of the answers will speak to assumptions that are made about youth and may be based on past experiences. It is important to become aware of our perceptions and how they may be affecting our interactions with youth.⁷



EMOTIONAL NOISE WORKSHEET

- The thing I like about (some) young people is...

- The thing I don't like about (some) young people is...

- The thing I like about being an adult is...

- The thing I don't like about being an adult is...

- The worst thing about (some) teenage boys is...

- The best thing about (some) teenage boys is...

- The worst thing about (some) teenage girls is...

- The best thing about (some) teenage girls is....

- The thing I wish I could do better with young people is...

- The thing I know I do well with young people is...

- One word to describe my approach to working with young people is...

- One word that was used to describe me as a young person is...

- One word to describe me now is...

OBJECTIVE:

- * To demonstrate the impact of non-verbal communication.
- * To examine participants pre-existing notions of appearance and explore their origin.

PREPARE:

- * Post ten pictures of various people around the room. These can be found in any magazine or catalogue, or pictures of people you know (provided you have their consent). Be as diverse as possible with age, race, gender and style.
- * Number these pictures from one to ten.
- * Provide each participant with a copy of the *First Impressions Worksheet*.

EXPLAIN THAT:

We are continually in the process of making judgments. How many times have you taken one look at a person and decided how you were going to interact with them? How often do we make assumptions of personality, values and morals solely based on what we see? When we meet someone for the first time, it is only natural that we begin to form an impression of them in our minds. As time passes, and we get to know these people further, we may alter our opinion of them, or confirm what we initially thought. It is with these opening opinions, these first impressions, that we make decisions about individuals. Non-verbal messages such as overall appearance, facial expressions, clothing, and body position are taken into account when forming our first opinions of a person. All of these have an enormous impact on how (if at all) we plan on interacting with the person in the future.

PROCESS:

- Have participants wander throughout the room and view the pictures.
- Have everyone complete their *First Impressions Worksheet*, by filling out what they believe the individual looks like, and is.
- Return to the large group format to share and discuss findings. Invite participants to take note of the following questions: How many of your reactions are based on a person's sexuality (both perceived orientation and gender) or race? When you first meet someone, do you make a mental note of his or her age and sexual orientation? Do you automatically think they are heterosexual?

Labeling someone and forming opinions based on non-verbal messages can be misleading, hurtful and unfair. This is especially significant when interactions between young people and adults occur. These first impressions, though not always negative, can be detrimental to creating resilient inter-generational partnerships, and may prohibit a person from engaging in relationships where everyone can grow and learn.



FIRST IMPRESSIONS

WORKSHEET

I Think She/He Looks...	I Think She/He Is...
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

OBJECTIVE:

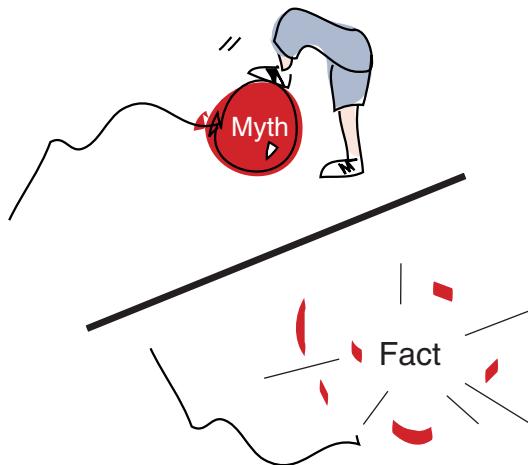
- * To explore, in an energizing manner, the truths behind various myths about young people.

PREPARE:

- * Have the *Myth Busting Balloons fact sheets* prepared prior to the start of the workshop.
- * Have a number of balloons blown up, each with a myth written on the outside.
- * Insert the corresponding fact into the balloon.
- * Feel free to modify the myths and facts to ensure that they are relevant for the particular group. Make sure you can say the source of the information in case one of the participants asks.

PROCESS:

1. Have each participant choose a balloon with a myth written on the outside.
2. In a circle, each participant reads aloud the myth on their balloon. You may wish to have a brief discussion on the myth's origins or have participants share stories or experiences they may have regarding this myth.
3. Have the participant pop the balloon ("explode the myth"), and read the true statement aloud. Encourage discussion.





Myth busting balloons fact sheets

Myth: Because drugs like marijuana are so readily available, all young people partake in them on a regular basis.

Fact: When asked the question: How often do you yourself smoke marijuana or hashish, 10% of Canadian teens surveyed do it 'once or twice a month' and 63% claim to 'never' do it.⁸

Myth: Young people have fewer morals, and values, have no respect and are running wild.

Fact: When questioned, Canadian young people answered that they found honesty, a comfortable life, and concern for others as the three most important values to themselves.⁹

Myth: Young people think that adults respect them and listen to them.

Fact: In fact, less than 30% of surveyed youth would agree that adults truly value and respect a young person's ideas and opinions.¹⁰

Myth: Young people have no sense of patriotism. They take the country they live in for granted.

Fact: Nationally, over 50% of young people stated they would prefer to live in Canada than any other country, while only 15% stated they would live in the U.S.¹¹

Myth: Young people today are becoming more sexually active.

Fact: In 1987, 59% of teenage males, and 51% of teenage females responded that they have been sexually involved. In 2000, 62% of teenage males, and only

48% of teenage females say they have been sexually active.¹²

Myth: Young people do not believe in anything outside of themselves, and disregard the concepts of spirituality.

Fact: Those surveyed in 2000 stated that 73% of young people believe God exists, and 60% of teens reported they felt that spirituality was 'important'.¹³

Myth: Young people feel that a 'good job' is one that pays well.

Fact: Teens reported that a good job was one that was 'interesting', held a 'feeling of accomplishment' and their co-workers were 'friendly and helpful'.¹⁴

Myth: Young people are not concerned by the same things as adults.

Fact: When asked of both young people and adults, young people were generally more concerned than adults. 57% of teens claim they 'never have enough time' while only 48% of adults say this. As well, money is a top concern for young people, with 53% of teens stating it bothers them 'a great deal' or quite a bit' where only 47% of adults are concerned with money.¹⁵

Myth: Working in partnership with young people only benefits the youth involved.

Fact: Current research is showing that adults and organizations working in partnership with young people reap the benefits of engagement. "Adults improve and organizations improve" by experiencing firsthand the "competence of youth".¹⁶

Myth: You've got the energy and the enthusiasm, now there's nothing stopping you from working with young people.

Fact: There are many challenges that create barriers to healthy, productive partnerships between adults and young people, and much groundwork must be done initially in order to avoid problems in the future. Support for both the adults and young people entering the partnership must be readily available. Clearly defined, structured roles for young people should be outlined, and the unique needs of youth must be acknowledged. Seemingly simple things like daytime scheduling (during school hours) and transportation may create breakdowns in the partnering process.¹⁷

Myth: Engaging young people keeps them busy and out of trouble.

Fact: Engaging young people does so much more than just keep kids 'out of trouble'. Young people who are meaningfully involved in an activity that is focused outside of the self often experience a "decrease in problem behaviour...increased academic performance and likelihood of going on to higher education...increased self-esteem...(and) enhanced life skills in areas such as public speaking". Engaging and involving young people does more than keep them out of trouble, it supports positive personal growth and development which has an impact on all aspects of their lives.¹⁸

Myth: We must focus on engaging 'at risk' youth and young people who exist in 'hazardous' situations.

Fact: We need to focus on engaging ALL young people, not only those considered to be in less than ideal situations. There is

a great number of young people who are not involved to their greatest benefit or capability, but are not seen as a target group for assistance and partnership due to their status as being 'not at-risk'. These young people will benefit and grow in the same ways as those in hazardous or unhealthy situations, and engaging these young people may even promote healthier decision-making in their lives. This will, in turn, help them to avoid making unhealthy decisions.

Myth: If we invest more money on program development, young people will get involved and the problems of disenfranchised young people will be solved.

Fact: "If we invest our time and resources in ways that improve the quality of life for vulnerable children, and help all children achieve their full potential, we will certainly realize returns in economic prosperity and reduce the burdens associated with crime, social welfare (and) health...we need to make other kinds of investments as well as we enter this new era of Canadian social policy...rethink our investment strategy so that families are better able to provide the love, care and support that are essential for healthy child development."¹⁹

Myth: Young people have no ambition and are not being active in their communities.

Fact: Young people are "doing many more good things than is commonly perceived".²⁰ Many young people have taken on the challenge of creating social change in their lives and communities, and are actively involved in positive activities that promote resilience and healthy decision-making.

Myth: Creating a sustainable partnership is not possible between young people and adults.

Fact: You do not need to be a member of their peer group in order to have a relationship with a young person. Age may be an intimidating factor for both parties entering the partnership, but it should not be used as an excuse or a barrier to the development of this partnership. Both the adult and the young person bring unique skill sets based on their knowledge and life experiences, and should be recognized as being equals in the relationship.

Myth: Young people are not engaged if they are not involved in student government-type activities, or athletics.

Fact: Engaging experiences for young people are "complex and vary widely in content and quality" and it should be remembered that meaningful engagement experiences consist of "sustained involvement... in an activity focusing outside the self." ²¹ (Centre of Excellence for Youth Engagement) This activity could be anything that the young person has an interest in, from social action and politics to music, dancing or volunteering.

Myth: Involvement does not have an affect on a young person's behaviour and lifestyle choices.

Fact: Truly involving and engaging young people in any positive activity does have

an effect on the decisions they make. "Individuals involved in prosocial activities such as volunteer work drank alcohol and got drunk at much lower rates than did those who did not engage in these kinds of activities." ²²

Myth: Engagement in extra-curricular activities interferes with academic success, as the young person's focus is taken off of their scholastic endeavors, and directed towards the activity they are involved in.

Fact: Current research is showing that this is not true. In fact, extra-curricular activities increase a student's commitment to school, creating a change in academic self-concept. ²³

Myth: Young people see adults as people who are not willing to work in partnership with them.

Fact: There are many adults who are more than ready and willing to work with young people on a collaborative, equal basis. The stereotype that adults would insist on controlling the situation is not always true. Many adults and adult-run organizations are calling for more youth voice, and more youth involvement. The demand is rising for authentic youth involvement, and many committed adults are clearing the path for this engagement to occur.

OBJECTIVE:

- * To reaffirm the knowledge that the media uses stereotypes about youth.
- * To demonstrate how limiting stereotypes can be.

PREPARE:

- * Have a variety of newspaper articles that include various stereotypes surrounding young people. Try to find both positive and negative headlines.
- * Flipchart paper and writing materials.
- * Post definition of stereotype.

EXPLAIN THAT:

Webster's Dictionary defines the term 'stereotype' as a "standardized mental picture held in common by members of a group representing an oversimplified opinion." This generalization creates recognizable categories of people, cultures and age sets that aid in the rapid transmission of information from one party to another. Though the stereotypes contained in these messages are convenient pre-packaged ways of labeling the subject, these classifications are often inaccurate or misleading.

PROCESS:

1. Have participants break into small groups (3-4) and hand out a stack of newspaper articles for participants to browse.
2. Have participants pick out and record the stereotypes of youth (both positive and negative) from the headlines or articles in the newspaper. Give the groups approximately ten minutes to read and discuss.
4. Return to the large group and have groups present their findings. Ask them to share how they feel about what they have read. In what other ways do they see the media stereotyping youth? Based on this information, what conclusions might they draw about young people? How does this affect their interactions with young people?
5. If not already identified through the previous discussion, highlight the impact of stereotypes (see below) and discuss how to acknowledge and challenge stereotypes in ourselves and others.

Society falls into using stereotypes when they want to quickly establish an identity or character trait for a person. Because stereotypes are a frequently used, easily recognizable representation of people, audiences feel they know the character and can make an immediate assumption of them. In turn, society may use these stereotypes to "transform assumptions about particular groups of people into 'realities', justify the position of those in power, and perpetuate social prejudice and inequality."²⁴



A POSITIVE PERSON - A NEGATIVE PERSON

(15 MINUTES)

OBJECTIVE:

- * To have participants identify the qualities of adults that were experienced as helpful or unhelpful when growing up.
- * To identify how adults influenced participants as young people.

PREPARE:

- * A flipchart and markers.

PROCESS:

1. Ask participants to think of an adult who had a negative impact on them and an adult who had a positive impact when they were young. Allow participants several minutes to work through the exercise.
2. Invite participants to share their experiences – both negative and positive – with the larger group.
3. After everyone has had the opportunity to share, ask participants to state the qualities that made those experiences either positive or negative. Record the information on a flipchart or whiteboard.

OBJECTIVE:

- * To demonstrate the impact of both oppressive and empowering experiences.
- * To recognize the diversity of the group's experiences.

PREPARE:

- * Have the *Oppression & Empowerment Activity Question Worksheet* available to read to the participants
- * A large space, free of obstacles
- * Blindfolds (optional)

PROCESS:

1. Have participants stand in a straight line. Request that they close their eyes (if they are comfortable doing so) or look down and refrain from speaking during the exercise.
2. Read aloud each statement from the question sheet and have the participants respond accordingly. The forward steps represent privileges and the backward steps represent disadvantages. Inform the group that if any statement makes them feel uncomfortable, they can ignore that statement – moving neither forward nor backward- and wait for the next question.
3. When all of the statements have been read, ask participants to remain where they are, open their eyes and look at their position in the room or space in relation to the positions of the other participants.
4. Ask participants to pair off with someone from an opposite or different position with which to process or debrief this exercise.
5. Have the participants discuss the following questions when they break off into pairs:
 - i. What are your thoughts and feelings about this exercise?
 - ii. Were you surprised at your position? Why or why not?
6. Return to the larger group and have the participants report any significant learning about themselves that they would like to share.

POINTERS:

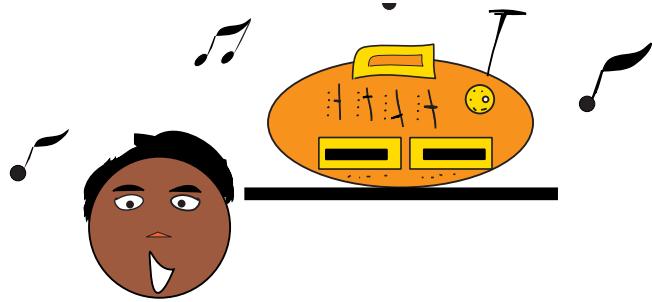
If you do not have enough space to enact this activity, it can be completed in something of a more passive manner. Simply create a 'game board' in the style of Snakes and Ladders, in advance of the workshop, ensuring there are enough playing tokens for each participant. Have the 'players' retreat or advance along the board as they are answering the questions. You may wish to create individual game cards, or have a single board for the entire group. This activity would also work well as a breakout group exercise.



Oppression & Empowerment Activity

Question Worksheet

- If you were told that you were beautiful, smart, and capable by your parents, or caregiver take one step forward.
- If you were ever encouraged to attend a college or other form of postsecondary education by your parents, take one step forward.
- If you were ever denied employment because of your age, take one step backwards.
- If you were ever paid less, or treated unfairly in the workplace because of your age, take one step backwards.
- If you were ever accused of cheating or lying because of your age take, one step backwards.
- If you were ever stopped or questioned by the police because of your age take, one step backwards.
- If you were ever afraid of violence because of your age, take one step backwards.
- If you ever felt uncomfortable about a joke related to your age, take one step backwards.
- If your parents or guardians told you that you could be anything you wanted to be, take one step forward.
- If you were involved in decision-making in your school, take one step forward.
- If you were included in part of decision making in your family, take one step forward.
- If you felt that you had one adult in your life that supported you, take one step forward.
- If you were encouraged to be part of your community, take one step forward.
- If you felt like your voice mattered growing up, take one step forward.
- If you were told statements such as, "What would you know, you are only a kid" take one step backwards.
- If you were ever hit by your teachers growing up, take two steps backwards.
- If you ever trusted an adult with personal issues growing up, take two steps forward.



WHAT WAS IT LIKE AT 15 YEARS OLD?

(30 MINUTES)

OBJECTIVE:

- * To invite participants to rescue their own youth with emphasis on how they did and did not participate in their communities.

PREPARE:

- * Make copies of the *What was it like at 15 years old? Question Sheet*.

EXPLAIN THAT:

The empowerment of young people requires the active, supportive participation of adults. A good starting place is to consider and understand how we were treated when we were youth, and how this has contributed to the manner in which we now interact with young people.

PROCESS:

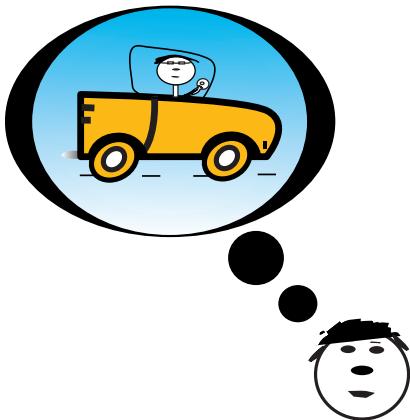
1. Ask participants to form pairs and hand out the question sheets.
2. Inform participants that they will participate in an exercise to get acquainted and recall their own experiences as a young person. The first person responds to the following questions on the worksheet. Once the speaker is done, the listener will paraphrase what was heard, and ask questions if clarification is needed. The speaker and listener will switch roles and repeat the process.
3. Bring everyone together to discuss what was heard and summarize the lessons learned for helping youth to participate more actively in the community.



What was it Like 15 Years Old?

Question Sheet

- What was it like being 15 years old?
- Where did you live?
- Who did you live with?
- What school did you go to?
- Did you have a job?
- What was on the walls of your bedroom?
- What did you look like?
- What made you different from your peers?
- What made you the same as your peers?
- What did you think about?
- What was your favourite song?
- Who was your favourite band?
- What kind of car did you want to drive?
- Did you count the days until you could get your license?
- What did you do for fun?
- Did you ever get in trouble while you were 'just having fun?'
- How did you feel?
- Who were the young people who participated actively in the community?
- What were they like?
- What did they do?
- Were you involved in your community? Were you involved in your school?
- What kept you from participating more actively in the community?
- What could you have done to participate more actively?
- Who were the adults who worked well with young people?
- What were their qualities or characteristics?
- What could adults have done to help you to participate?



LIVE AS YOU DREAM

(20 MINUTES)

OBJECTIVE:

- * To have participants reflect on what they dreamed of doing as young people.
- * To develop ways of supporting the aspirations of today's youth.

PREPARE:

- * Prepare enough copies of the *Live as You Dream Worksheet* for the group.

PROCESS:

1. Ask participants to fill out the worksheets. This can be done individually or in pairs.
2. Return to the large group, and discuss their answers.

POINTERS:

Doing this activity in pairs will promote further bonding between participants, however, some people may find it difficult to share their thoughts with others. Pay particular attention to group dynamics before deciding whether or not to do this activity in pairs.

Live As You Dream

Worksheet

Part One

1. When I was 17, more than anything I wanted to...(List 5 things)

2. Of these dreams, I have actually done...(List those from the first question you have completed)

3. I was able to do this because...(List reasons why you were able to complete these things)

4. I would have been able to do this if only...(For everything from question one left unfinished, list things that could have helped you complete these things)

Part Two

1. The young people I know (work with, am parenting, teach) want more than anything to....

2. I can support them by...

3. I will need these supports in place before I can assist them...

4. I can start doing this...(name a time)

OBJECTIVE:

- * To identify barriers to healthy communication and build strategies to overcome them.

PREPARE:

- * Flipchart paper and markers

EXPLAIN THAT:

In every relationship there are barriers to healthy and productive communication. It is essential to overcome these barriers, be they external physical barriers (i.e. location, accessibility) or internal psychological ones (i.e. self-esteem, beliefs) so that we may create healthy and positive experiences for the people we interact with.

The first step is to be aware of what may be perceived as a barrier by young people. Awareness of our own experiences with barriers to communication, both present and past, as well as remembering what it was like to be a young person can help us more easily understand and empathize with the intimidation a young person may feel. Additionally, adults need to be aware of their own internal barriers that may be limiting their ability to communicate with young people.

PROCESS:

1. Have the group form small groups of 3-4 people and brainstorm and record all the barriers to communication that they can think of. Allow 5-10 minutes for this process. Encourage participants to reflect on their own work and home environments as well as their personal experiences with youth.
2. Have each group present their barriers to the large group and record their answers on a flipchart. If they are having difficulty, you may wish to present them with some of the following examples:

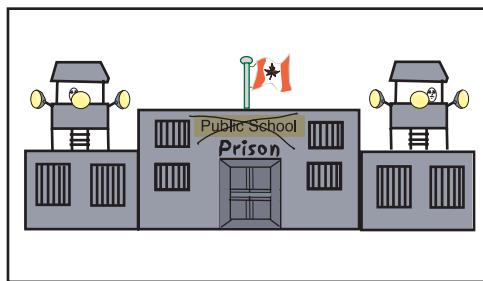
- | | |
|---|---|
| * tone of voice
* words or language used
* biases or prejudice
* body language | * eye contact
* background noise
* physical surroundings
* interest level in the topic at hand |
|---|---|

Highlight the following:

A number of informal focus groups consisting of several young people stated they felt that appearance (for example, clothing, and grooming), language used and the body language of the person they are attempting to communicate with are three of the largest barriers to effective communication, and youth-adult partnerships. Intimidation due to these, and many other barriers, such as power struggles, disinterested

listeners, large groups of adults, transportation issues and their own insecurities create enormous and damaging gaps between young people and adults. By asking ourselves and young people what would make a difference, we can start to close these gaps and become stronger allies.

3. Discuss ways of overcoming the barriers brainstormed by the group. For example, what can you do if someone is speaking to you in an angry tone of voice? What do you do if the person is using words you don't understand or you are using words they don't understand? How can you make communication easier between young people and adults if time, location, or interest in the topic is limited? What can you do to change this?



ENVIRONMENTAL BARRIERS

(15 MINUTES)

OBJECTIVE:

- * To encourage participants to consider the environmental barriers that may exist in offices, classrooms, schools and any other places that youth may frequent.
- * To examine the impact of these barriers on creating meaningful and engaging opportunities for youth.

PREPARE:

- * Pictures of typical business offices, schools and classrooms. These can be found in magazines or catalogues or photographs of frequently visited offices within the community.
- * Number the pictures and post them on the wall prior to the start of the workshop.
- * Ensure there is enough paper and pens for each participant.

EXPLAIN THAT:

The environments in which we live and work have a huge impact on the level of intimacy and comfort we have with other people. It is important to work within a space that creates warmth and acceptance. A space that is open and inviting is more likely to encourage a successful relationship with youth and therefore develop meaningful communication between young people and adults. Offices of community workers, outreach workers and counsellors, as well as schools and classrooms are some of the places where it is imperative that youth are made to feel welcome.

PROCESS:

1. Have the participants walk around the room and view the pictures.
2. Ask the group to write down two positive points and one negative point for each picture. Then ask them to choose the space in which they would feel most comfortable.
3. After everyone has seen the pictures and written down their responses, ask participants to share their reactions to the exercise in the larger group.

HIGHLIGHT THE FOLLOWING:

In order to be inclusive of young people, it is important to show that you support them. Symbols that reflect racial, cultural and sexual diversity (i.e., posters that depict people from a variety of backgrounds, a gay pride sticker) may serve as an indicator that a space is welcoming to young people. The seating arrangements of a space can influence perceptions of status, patterns of participation, and leadership roles. Many offices and classrooms have been designed in such a way that reinforces positions of power. For instance, a person sitting behind a desk or a speaker at the front of a classroom can be a physical barrier that impedes communication with the audience. Rearranging the furniture in a room is a simple act that may mean the difference to the degree of comfort that is created and the message of equality that is sent.

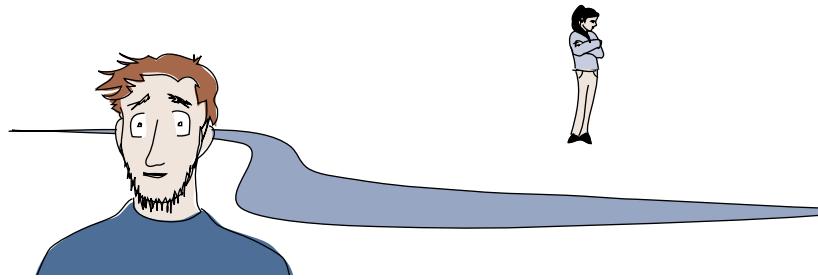
ALTERNATIVE PROCESS:

1. Cut out and randomly distribute the ‘barriers’ from the *Barriers Activity Worksheet* to participants. (See next page.)
2. In turn, ask each participant with a barrier to stand and read the statement aloud to the group. Participants who have dealt with the stated barrier in any relationship at any time in their lives should stand briefly. Continue this process until all the barriers have been read.
3. Have the group divide themselves into smaller breakout groups of two or three people. Allowing 10 to 15 minutes, have participants share with one another their experiences in communicating. What are some of their successes? What are some of the problems and how can they be addressed/avoided?
4. Call participants back to the larger group and ask them to report on some of their discussions. Focus particularly on solutions to communication problems. You may wish to record their answers on a flipchart.



Barriers Activity Worksheet

<p>Barrier:</p> <p>Use of inappropriate language (jargon/slang)</p>	<p>Barrier:</p> <p>Body language appears offensive or inappropriate</p>
<p>Barrier:</p> <p>Eye contact is lacking or overwhelming</p>	<p>Barrier:</p> <p>Physical surroundings are not appropriate or conducive to good communication</p>
<p>Barrier:</p> <p>Background noise is distracting</p>	<p>Barrier:</p> <p>Interest in or understanding of the topic is minimal</p>
<p>Barrier:</p> <p>Safety (physical or emotional) is a concern</p>	<p>Barrier:</p> <p>Commitment levels are sporadic or non-existent</p>
<p>Barrier:</p> <p>Transportation to and from events and meetings is not reliable or non-existent</p>	<p>Barrier:</p> <p>Overriding biases and prejudices exist between those attempting to communicate with one another</p>



ADULTISM

(15 MINUTES)

OBJECTIVE:

- * To explore the concept of adultism and how it can be oppressive to young people.

PREPARE:

- * Familiarize yourself with the information below.

EXPLAIN THAT:

It appears that today's young people are becoming more and more disconnected from much needed daily supportive contact with the adults in their lives. A gap has been created between youth and adult populations in our communities. This gap is supported by societally dictated values and beliefs, our educational structures and our current economic institutions.

Young people are spending less time with parents and other adults in their daily lives. As a result of this lack of inter-generational contact, young people may feel isolated and marginalized. This isolation has contributed to the creation of a social context where negative stereotypes of both young people and adults are allowed to flourish, resulting in fewer opportunities for both groups to share and grow collectively. Young people are an amazing resource of untapped knowledge, skills and talents. They have the capacity to be active, contributing members of society when encouraged to exercise the same freedoms granted to adults. Sadly, our society is structured in a way that limits and constrains both adults and young people.

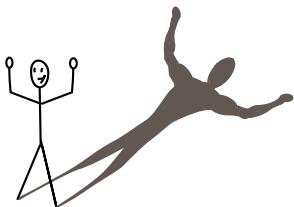
There are many types of oppression found in society. Some are based on race and religion, while other oppressive behaviour is based on income and education levels. Age is also significant in discrimination. Adultism is a term that encompasses all races, religions, and socio-economic levels. Adultism is about believing and living the values that an adult holds more strength, wisdom and power than a young person. It is about perpetuating the philosophy that young people are not yet capable of making important decisions, or having a voice.

Young people have much to contribute to all aspects of community life. Youth are the "now" as well as the future. Involving young people in shared leadership and decision

making roles creates positive growth, empowerment, and accountability, creating a climate that is grounded in honesty, reflection, and ongoing learning for young people and adults alike.

PROCESS:

1. Write key words on a flipchart or chalkboard. These include ADULTISM, POWER, OPPRESSION.
2. Provide some information from the "Explain That" section.
3. Discuss these ideas with the group.
 - Do they agree with these ideas? Why or why not?
 - Have they noticed themselves saying or thinking "When are you going to grow up?" or "What do you know? You're just a kid!"
 - Do they remember how they experienced adults when they were young? Who had the power? Who made decisions?
 - Encourage participants to share their personal experiences of adultism or examples they have observed.



SELF-PERCEPTIONS

(15 MINUTES)

OBJECTIVE:

- * To reflect on our perceptions of self when interacting with youth.

PREPARE:

- * Prepare enough copies of the *Self-Perceptions Worksheet* for the group.

PROCESS:

1. Invite participants to reflect on and complete the statements on the worksheet (10 minutes).
2. Ask participants to think about two or three young people that they have contact with. In what ways would these young people agree and disagree with your perception of yourself? Have participants take five minutes to reflect on this with emphasis on something they will plan to do different after the workshop is over.



SELF-PERCEPTIONS WORKSHEET

Most young people would describe me as...

The way I would like young people to view me is...

The way I view myself working with young people is... (role)

I do consider myself an ally to youth because...

I do not consider myself an ally to youth because...

What I would like to change about the way I work with youth is...

What I would like to keep the same about the way I work with youth is...

One or two things about me that may negatively affect my relationship with young people are...

One or two things about me that may positively affect my relationship with young people are...

I would consider my relationship with young people as mostly...



ASSESSING ADULTS AS ALLIES

(15 MINUTES)

OBJECTIVE:

- * To have participants assess the nature of their involvement with young people.

PREPARE:

- * *Assessing Adults as Allies Worksheet.*
- * Pens for each participant

PROCESS:

1. Have participants complete the *Assessing Adults as Allies Worksheet*.
2. Invite participants to share one statement that reflects something they do well in their interactions with youth.
3. At the end of the discussion remind participants to choose an action/behaviour that they can do that reflects a commitment to change and thereby strengthens their work with youth.



ASSESSING ADULTS AS ALLIES WORKSHEET²⁵

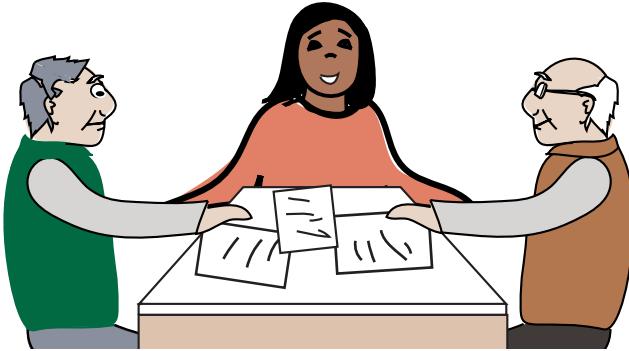
How would you assess your present way of working with young people?

Circle the appropriate number for each statement with 1 being "Not At All", and 4 being "I Do This Really Well."

I truly respect their ideas.	1	2	3	4
I continually give encouragement.	1	2	3	4
I provide resources for their activities.	1	2	3	4
I listen carefully to their ideas.	1	2	3	4
I promote active participation.	1	2	3	4
I model appropriate interactions with bureaucracies.	1	2	3	4
I am active in building community support.	1	2	3	4
I help youth get organized and empower them to get started.	1	2	3	4
I encourage critical thinking in young people.	1	2	3	4
I am open to alternative forms of communication and problem solving.	1	2	3	4
I include young people in all aspects of the decision-making process.	1	2	3	4
I share power with young people well.	1	2	3	4
I share responsibility for successes as well as failures.	1	2	3	4
My focus is on the process of engagement rather than the product.	1	2	3	4

Underline the items that need the most improvement.

Circle an item you could start changing today.



PILLARS OF SUPPORT

(15 MINUTES)

OBJECTIVE:

- * To have participants evaluate themselves on their role as a support to young people.

PREPARE:

- * Prepare enough copies of the *Pillars of Support Evaluation Worksheet* for the entire group.

PROCESS:

- 1) Ask participants to fill out the evaluations.
- 2) Have participants return to the large group and discuss both the strengths and weaknesses of their evaluation. How they feel working with young people; is their motivation to do this altruistic? Focus on what they can do to improve in their work supporting young people. What kinds of things are needed to change their weaknesses into strengths? Where do these things come from? What sort of outside support could this adult see as being beneficial to them? What have they learned being in a supportive role to young people that could help others? Do they have any experiences to share?

Pillars of Support Evaluation Worksheet



(Circle as many words as apply)

1. As an adult working with young people I feel...

- Pointless
- Powerful
- Effective
- Useful
- Like a partner
- Misunderstood

2. My role as an adult working with young people is mostly...

- Time consuming
- Fun
- Exhausting
- As a mentor
- A learning experience
- Expensive

3. I am working with young people because I...

- Love it!
- Am concerned for their health and our future
- Was told to
- Wanted to learn new skills
- Wanted to fix the ‘youth problem’
- Needed to find a young person’s opinion

4. Because of my involvement with young people, my attitude toward young people as a group has changed...

- For the better
- Not at all
- For the worse
- I don’t think of them as a group, but as individual people

5. Through my work with young people I have learned...

- About my capabilities as a person
- Why not to have children
- How to talk to young people
- That I am better off doing things on my own
- To share my experiences and power with young people

OBJECTIVE:

- * To have participants examine concrete examples of the skills they as adults can bring to an experience.

PREPARE:

- * Prepare enough copies of the *Take A Hike Story Worksheet* for the entire group.
- * Writing materials.

PROCESS:

1. Tell participants to take a hike! Invite participants to reflect on their current involvements with young people and read aloud the story, pausing in the appropriate places long enough for participants to record their ideas.
2. After the story has been completed, encourage willing participants to share their version of the story with the rest of the group. Did others think of the same skills? Do they have access to the same supports as the rest of the group? Were they surprised by anyone's ideas or examples? Can they think of anything else they would like to add to their stories after hearing the stories of others?



Take a Hike Worksheet

When planning a hike or a nature walk it is imperative you bring along the right equipment in order to enjoy the outdoors to the fullest possible extent. Do you have the right gear to help you on your journey? Like hiking, engaging and empowering young people takes strength, stamina, and the right gear. Do you have the tools you need?

Do you have a MAP to provide clarity in your path? Where do you want to go? What is the outcome you wish to achieve? Have you mapped out a route and created a plan to get there?

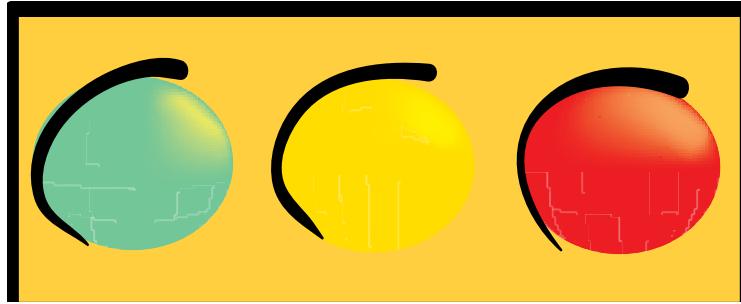
Do you carry a COMPASS to guide you on your journey? Are you moving in the right direction? What sort of evaluative materials do you have to ensure you are going where you want to be?

Are you wearing HIKING BOOTS and carrying a WALKING STICK to provide sturdy footing during times when travelling may get a little tough? What sort of supports are there for you to lean on when you need them? What is in place for the young people you are working with? Is more support needed? What would this look like?

Did you pack your CAMERA to document the journey? Sometimes the real learning happens along the way, and not only at the destination. How will you record and remember these moments?

What sort of FOOD did you bring with you? Do you have a healthy lunch packed to provide you with the energy needed for this work? What do you have that can bring new energy and ideas to this work?

Are there other PEOPLE travelling with you, or are you walking this trail alone? Who else do you need to invite on this journey?



STOPLIGHTS

(15 MINUTES)

OBJECTIVE:

- * To create a concrete plan of action for working with young people.

PREPARE:

- * *Stoplights* worksheet.
- * Something to write with.

EXPLAIN THAT:

This activity will provide participants with an opportunity to explore past, present and future approaches to engaging young people. For each colour of the stoplight, red, yellow, and green, there is a corresponding column for participants to record their ideas. The first column, red, is where participants are to record approaches or processes of engagement that have not succeeded for them and that participants would no longer like to pursue. The second column, yellow, is where participants will record their ideas on engaging processes they would like to begin. The cautionary colour is a reminder to participants to be sure their approach is suited for its intended audience prior to its implementation. The third and final column, green, is where participants will record ideas and approaches that are currently working for them. Items in this column are those that participants plan to continue with in the future.

PROCESS:

1. Distribute the Stoplights worksheet.
2. Depending on both group size and dynamic, you may wish to have participants fill out the worksheet in small breakout groups. Working in small groups may help stimulate new and innovative ideas and will help them learn more fully from the experiences of others.
3. Have participants discuss their findings with the larger group.



Stoplights Worksheet

RED (STOP)	YELLOW (START)	GREEN (CONTINUE)

5. The Sexuality Workshop

Exploring our ideas about sexuality for a better understanding of ourselves and the people around us.

Introduction

This workshop is not the key to developing healthy sexuality, rather it is a collection of ideas and tools designed to create personal reflection and evaluation. It is about exploring the values and emotions created by our sexuality and the impact these resulting ideas and actions have on ourselves and those around us. It has been developed using the goals and ideals of the Saskatoon Action Circle on Youth Sexuality to address the barriers that many people face when living and learning about sexuality in our society. This workshop is about being open to exploring new attitudes and regaining a sense of our own beliefs and values.

To ensure participants experience a workshop that is as meaningful as possible, we have organized each activity according to its overarching theme. We recommend you start each session with *Theme 1: Setting the Scene: What is Sexuality?* to introduce key terms and concepts that relate to the topic. Choose the rest of the workshop's activities from each of the remaining groupings. Doing this will assist in creating as beneficial a workshop as possible by ensuring a varied sampling of activities. We also suggest that you conclude the workshop with the Stoplights activity to assist participants in taking their learnings from the workshop out into their lives.

As this topic area may make participants uncomfortable, facilitators may want to use more individual and small group activities rather than large group activities.

As far as was able, the writers of this manual have acknowledged any and all activities which have been borrowed and adapted. Errors and omissions are excepted, and all rights are reserved to their respective creators.

Activity Summary

Theme 1: Setting the Scene: What is Sexuality?

Sexuality Word Association **20 Minutes**

Using word association, participants explore their immediate responses to several thought-provoking words associated with the concept of sexuality. Through the use of uncensored reactions to the list of words provided, this activity is an excellent tool for self-reflection, and can stimulate interesting discussion.

Theme 2: Looking Out: Examining What We Know About Sexuality

Attitudes on Sexuality **10 Minutes**

This activity explores the various attitudes on sexuality present in the group. Through the use of a set of carefully chosen questions relating to many of the facets of sexuality, participants are exposed to a range of questions and opinions, and asked to provide their reactions to the statements.

Myths and Misconceptions	15 Minutes
This activity provides a somewhat lighthearted look at some of the stereotypes and myths surrounding the concept of sexuality in today's society. It is an excellent tool designed to stimulate discussion while illustrating the importance of having access to correct information regarding sexuality.	

What A Girl (or Boy) Wants	30 Minutes
This activity is designed to create an awareness of the differences in every person's needs and wants in a relationship. Participants are encouraged to explore their desires in an interactive and uplifting way.	

Theme 3: Looking In: Examining the Roots of Our Ideas

How You Were Raised	30 Minutes
This activity is designed to help participants understand the connections between how they were raised, and how they perceive the world around them today, including how they see themselves raising their children. Participants will examine how their own experiences affect the ways in which they view their world.	

Sex Messages	40 Minutes
This activity is designed to further participant's awareness of how the media, and greater society influence our perceptions of sexuality, and perpetuate gender stereotypes, while challenging our own ideas and thoughts on this issue.	

Guided Journey	30 Minutes
This activity is a 'guided journey' into a scenario designed to facilitate a deeper understanding of what it can be like to grow up lesbian, gay or bisexual. It is an excellent opportunity to explore participants' reactions to the material and discuss where these reactions may stem from.	

Count Your Losses	20 Minutes
This activity illustrates what many gay, lesbian and bisexual people go through when they 'come out' in a non-threatening manner. Participants will discuss their thoughts and emotions on the subject while taking part in an eye-opening interactive activity.	

Theme 4: Moving On: Taking the Next Steps in Our Journey

Stoplights	20 Minutes
This activity offers participants the opportunity to create a plan of action for working with young people as it relates to sexuality. This is done by exploring approaches – attitudes that have not worked, are working, and future opportunities that are worth exploring.	

OBJECTIVE:

- * To help participants understand their ideas of sexuality and how it affects them.
- * To recognize that sexuality does not only deal with sex.

PREPARE:

- * Papers, pens, markers, flipchart paper

EXPLAIN THAT:

The word sexuality is frequently used in our society, but what is less clear is what it means. The word itself can evoke a number of reactions. There are some who are extraordinarily uncomfortable with the term, and have feelings grounded in fear and shame. Their experiences are ripe with negative feelings on the subject. Others are entirely comfortable and at ease with the ideology behind sexuality. That which we have learned through our collective life experiences contribute to our values on the topic.

PROCESS:

1. Have each participant brainstorm 10 words they feel relate to, or define sexuality (allow approximately five minutes for this). Depending on group size, you may wish to brainstorm this as a large group.
2. Record the groups' ideas on flipchart paper and discuss their observations about the list.
3. Discuss how their sexuality influences what they say and what they think and feel about themselves and others.

Highlight the following

Sexuality is more than 'just sex'; it is the expression of self and our very beings. It encompasses everything we do and is involved in how we act and portray ourselves to the world around us. It influences what we say and think about ourselves and others. Sexuality is how you feel in your own skin, and is a major part of one's self-image, and self-worth. It involves our mental, physical and spiritual health, and has very strong ties to our morals and values as individuals and families. Sexuality permeates the family structure, and helps to form many of the relationships found within. It encompasses our gender and, accordingly, affects the roles we play during our lifetime.

OBJECTIVE:

- * To create discussion and reflection by using a word association activity. Participants will explore their uncensored reactions to the list of words provided.

PREPARE:

- * Ensure each participant has paper and something to write with.

PROCESS:

1. Read the list of words aloud one at a time.
2. Have participants record their immediate reactions to the word. Leave only enough time between the words for participants to quickly write their answers.
3. Instruct participants to read over their list of reactions. Discuss anything that may arise from this. Is there anything there that surprises you? Where do you think you got these answers from? Can you relate these reactions to any particular event, or experience in your life?

Sexuality Word Association Game

1. Man	11. Father
2. Woman	12. Homosexuality
3. Masturbation	13. Pregnancy
4. Gender Roles	14. Clothing
5. Stereotypes	15. Ideas of Self
6. Pornography	16. Sexual Play
7. Safety	17. Age
8. Communication	18. Boy
9. Body Image	19. Girl
10. Mother	

OBJECTIVE:

- * To help clarify our position on key issues of sexuality.
- * To reveal and discuss the varying positions of the group on these issues relating to sexuality.

PREPARE:

- * Enough copies of the *Attitudes on Sexuality Worksheet* to be distributed to each participant in the group.

PROCESS:

1. It is important that the participants know they do not have to share their answers. This activity is merely a tool intended to stimulate thought around differing morals, judgements and attitudes surrounding sexuality.
2. Allow participants a maximum of ten minutes to complete the worksheet. Discuss their reactions to the worksheet, and if they are willing, their answers.
3. When question 18 (I think it is cute for females of all ages to wear bikinis, or provocative clothing) is discussed, be sure to stress that this includes young women and girls. Ask the group at what age the group will say it is no longer cute, but sexy, and what defines this language change.
4. You may notice that many of the answers will depend on age. Why is this? What creates the acceptable and unacceptable age barrier to these questions?

Highlight the Following:

Though mass media and cross-cultural interactions have broken down many communicative barriers between the members of our increasingly global society, the opinions and views of sexuality represented by many of those within the pop-culture regime account for only a small portion of the attitudes towards sexuality found in our society. There are, in fact, as many beliefs and attitudes on sex and sexuality within our society today as there are individuals.

These attitudes have been cultivated through one's own personal, cultural, societal, religious, and familial experiences, and have a resounding impact on our lives and the lives of our future generations. It is important to remember that there are no right or wrong attitudes and approaches to sexuality, no matter what our peers or the media may tell us. There is no correct formula for teaching and learning the ultimately complicated concept of sexuality, there is only the hope that people will continue to strive for open and honest communication surrounding the often difficult subject.



ATTITUDES ON SEXUALITY WORKSHEET

1. I think it is acceptable for elementary schools to have days to emulate current pop-culture stars such as Britney Spears.
Agree / Disagree
2. I think it is acceptable for my young children to see me nude.
Agree / Disagree
3. I think it is acceptable for all family members to bathe together.
Agree / Disagree
4. I think that preschoolers should be allowed to touch their genitals in private.
Agree / Disagree
5. I think that children should learn about sex from their peers.
Agree / Disagree
6. I think it is acceptable to nurse a child in public.
Agree / Disagree
7. I think it is acceptable to nurse a child beyond the age of two.
Agree / Disagree
8. I think children should not learn about sexuality until after they reach puberty.
Agree / Disagree
9. I think parents should be the ones to introduce the topic of sex and intercourse to children.
Agree / Disagree
10. I think it is acceptable to make up stories when my young children ask me where babies come from.
Agree / Disagree
11. I think it is important to seek out opportunities to talk with children about sexuality rather than wait for the "Big Talk" around adolescence.
Agree / Disagree
12. It is okay for preschoolers to be curious about each others bodies and should be allowed to engage in play that involves kissing, hugging and touching.
Agree / Disagree
13. I think equal recognition should be given to both partners in a relationship for their contributions to the family structure.
Agree / Disagree
14. I think that it is acceptable for the female partner in a relationship to do all the housework even though they are working full-time.
Agree / Disagree
15. I think it is acceptable for men and boys to show their emotions.
Agree / Disagree
16. I think it is acceptable for young children and pre-teens to view violent forms of entertainment such as wrestling.
Agree / Disagree
17. I think it is appropriate for preschoolers to play with guns and engage in games of war.
Agree / Disagree
18. I think it is cute for females of all ages to wear bikinis, or provocative clothing.
Agree/Disagree

OBJECTIVE:

- * To discuss some of the myths and misconceptions which exist in today's society.
- * To recognize societal myths pertaining to sexuality are strong and most people can recognize them regardless of age or gender.
- * To show that society has an impact on what we think and do.

PREPARE:

- * A large space for a number of smaller groups to meet in various corners of the room.
- * Several sheets of large paper and markers to be distributed to the brainstorming groups.

EXPLAIN THAT:

We all have ideas about sexuality. Do you recall when you first learned about the concept of sexuality? Where did this information come from? A book or magazine? A television show? Your friends or their older, 'wiser' siblings? Your brothers and sisters or your teachers and parents? Were you told that babies came from a factory in Cleveland, or were grown in the garden like cabbage? Did you think you were safe from sexually transmitted diseases and infections because you did not actually have sex, or that you would not get pregnant the first time you had sex? Often they are stories we tell our young children to avoid becoming too technical or too sexual in our language and concepts, or to avoid the entire concept altogether. These stories, stereotypes and jokes, though often humorous can become hurtful or harmful when this sort of misleading information is perpetuated.

This activity is designed to make you think of all the myths, misconceptions, and misinformation that you may have learned, and where you learned them. How many of them have you told your children, or your friends? How many of these stereotypes and jokes have you passed on to others? Are you passing on these myths, or are you teaching yourself and others the correct information?

PROCESS:

1. Form smaller groups based on age, grouping those of same or similar ages together. If the majority of the participants are of the same age bracket, divide them randomly.
2. Have the groups write down on their paper any sort of myth or misconception about sexuality they can think of. This can include any jokes, myths, stereotypes, information and rules they have heard. Have each group record where this information came from.

Examples:

- * You can go blind if you masturbate.
- * You cannot get pregnant the first time you have sex.
- * Your baby brother was left on the doorstep by a stork.

3. Have the groups return to the large group format after approximately 10 minutes of brainstorming and discuss their findings. If the groups have been divided according to age, make note of the differences and similarities between the age ranges.

POINTERS:

Having people form smaller groups should allow everyone to feel safe, comfortable and included in the group. Some of the information will be quite humorous and this activity is often an excellent way to break any tensions that may arise from the workshop.

SEXUAL IMAGES

(20 MINUTES)

OBJECTIVE:

- * To better understand how one responds when exposed to sexual images or music.
- * To challenge thoughts and views on sexual representation in the media.
- * To explore how cultural and life experiences have shaped our views of our sexuality.

PREPARE:

- * A collection of sexualized images from newspapers, internet sites, catalogues, teen and adult targeted magazines, and any other sources that may be available.
- * Depending on the group, you may want to play music by current popular artists or provide an opportunity to read through the lyrics.
- * Paper and pens.

EXPLAIN THAT:

We are surrounded by sexualised images on television, in magazines, books, newspapers and on the internet. Sexuality and sex appeal are used to sell even the most mundane of products. Therefore, it has become commonplace to see sexual images in all forms of advertising. This barrage of images in the media can influence how we think and feel about ourselves and the world in which we live.

PROCESS:

1. Have the participants write down their thoughts and feelings as they see and hear the images, lyrics or music that is presented. After the presentation, invite them to share their thoughts and feelings if they are comfortable doing so.
2. To generate discussion, ask the group to consider the following questions: "What impact do these images or lyrics have on our society? Women? Men? Children? Youth? Seniors? How do these images affect how you eat, dress, behave, feel about yourself or feel about other people?

Highlight the following:

The media projects a particular standard of physical beauty. This societal standard of flawlessness and perfection is not only unattainable, but detrimental to a person's mental, emotional, spiritual and cultural health. By becoming aware of the images and messages in the media, one is better equipped to face the onslaught of sexualised images in a way that promotes self-respecting and healthy sexuality. People who are able to value and respect themselves are more likely to extend that same value and respect for others regardless of factors such as age, racial or ethnic background, sexual orientation and or perception of physical beauty.

There is a need for tolerance as there is diversity in how each person chooses to express their sexuality. By perpetuating unhealthy attitudes and ideas, we are neglecting the power within ourselves to teach our children to accept themselves and others as they are, whether or not they fit the mold created by society.

PRIORITIES

(20 MINUTES)

OBJECTIVE:

- * To evaluate the priorities a person has in their life.
- * To make a connection between our everyday lives and our sexuality.

PREPARE:

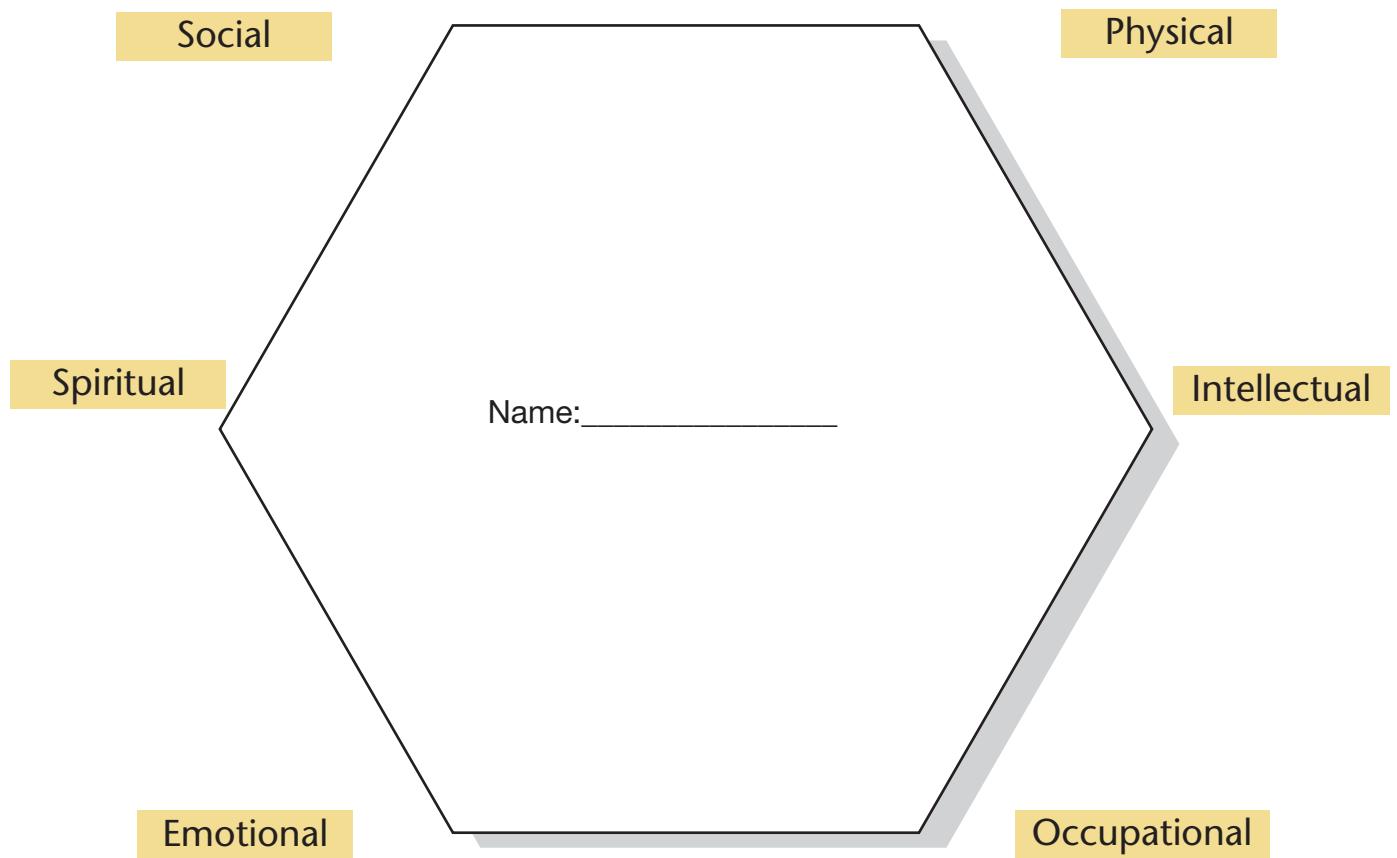
- * Enough worksheets for everyone in the group.
 - * Writing materials, paper.
1. Have each participant create a list of the six most important things in their lives.
 2. Distribute the *Priorities Worksheet* and have participants examine their hexagon and its six identified dimensions of wellness. Ask them to match their six chosen priorities with the six listed dimensions. It is acceptable to have one or more items under any given heading.
 3. After they have completed their priority lists, pull participants back to the larger group and begin some discussion around what they chose as their priorities. Have they ever thought of their priorities as fitting in with the six dimensions of wellness? How? Why? How do they see each dimension fit in with healthy sexuality? What does it mean to be female (or male) in the various dimensions of their lives?

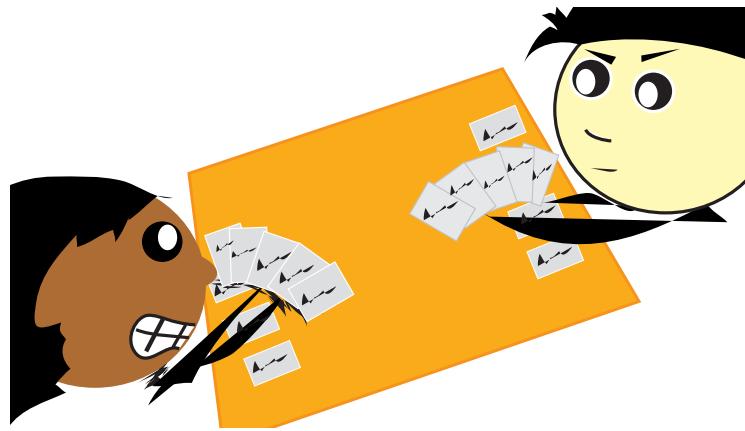
Highlight the following:

As sexuality encompasses everything we do and how we portray ourselves to the world around us it is important to be aware of just how we feel and act in the various dimensions of our lives.



Priorities Worksheet





WHAT A GIRL (OR BOY) WANTS

(30 MINUTES)

OBJECTIVE:

- * To explore the needs and wants a person has when becoming involved in a relationship.
- * To emphasize the unique combination of the desired characteristics that different people choose.

PREPARE:

- * The *What a Girl (or Boy) Wants Instruction sheet* and character cards.

PROCESS:

1. Divide the large group into smaller groups.
2. Distribute one deck of character cards to each group and either post the instructions on an overhead or ensure that each group has a copy of the instructions.
3. Once a group finishes playing ask that participants rank the traits that they have collected from the most desirable to the least desirable.

What a Girl (or Boy) Wants Character Cards

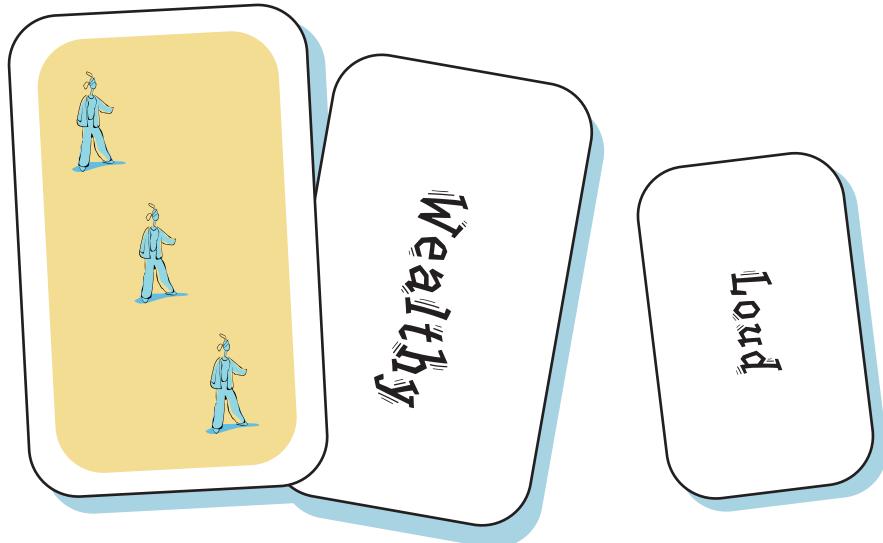
Note: To create one deck of character cards photocopy each card sheet twice, single-sided. (See pages 74 and 75.) Using the lines provided, cut out the four sheets so that there are two of every character trait. Each deck will have 98 cards.



What a Girl (or Boy) Wants

Instructions

1. Deal each member of the group five character cards. Ensure that all leftover cards have been placed face down in the middle.
2. The play is very similar to that of the card game Go Fish in that the object is to collect as many pairs of character traits as possible. The traits should be ones you find desirable in other people.
3. To begin play, the player to the left of the dealer asks another player for a desirable character that matches one already in their hand. If you do not like any of the character cards in your hand then go ‘fish’ from the pile in the middle until you get one you like. You may draw up to three cards before you have to pass. Remember you are trying to collect pairs that you really like.
4. Each time a player receives a pair of character traits that they honestly like (either from another player or by fishing), they may lay them down, face up, in front of them. Play continues to the left until all cards have been played.
5. At the end of play, rank the traits that you have collected from the most desirable to the least desirable.



Tall	Beautiful	Caring	Compassionate	Like Your Mother
Honest	Hygienic	Nice	Lovable	Like your Father
Comforting	Sexually Talented	Co-dependent	Loud	Passionate
Open	Similar Interests	Smart	Educated	Wealthy
Arrogant	Dedicated	Breathing	Likes Pets	Stylish
Short	Skinny	Athletic	Smells Nice	Brown Hair

What a Girl (or Boy) Wants Character Cards, 2 of 2

(Please copy and cut out cards before workshop begins)

Nice Teeth	Same Culture	Devoutly Religious	Demanding	Wants Kids
Has Kids	Loving	Ignorant	Healthy	Free Spirit
Confident	Resourceful	Loyal	Trustworthy	Defiant
Belligerent	Fat	Average Looking	Patient	

OBJECTIVE:

- * To understand that how we were raised can affect our perceptions of the outside world.
- * To make a connection between how we were raised and how we are raising or intend to raise our children.

PREPARE:

- * A large space for a number of smaller groups to meet in various corners of the room.
- * Flipchart or overhead of the question "How were you raised?" and some examples of questions to consider (see below).

PROCESS:

1. Break the large group into a number of smaller ones, if the numbers warrant it.
2. Pose the question to the group(s): "How were you raised?"
3. Have participants focus on the gender roles of their parents, types of toys in their play chests, chores they were assigned, how they were taught about sex and sexuality, etc. It may be useful to post some of these examples.
4. After approximately 10 minutes, have everyone come back to the large group, and discuss their stories and findings.

How Were You Raised? (Sample Questions)

- | | | |
|--|--|---|
| <input type="checkbox"/> What sort of family structure did you grow up in? | <input type="checkbox"/> Did you have a connection to any of your extended family? | <input type="checkbox"/> Who taught you about sex? |
| <input type="checkbox"/> Who ran the household? | <input type="checkbox"/> Were you close to your grandparents and cousins? | <input type="checkbox"/> Who supported you emotionally when you needed it? |
| <input type="checkbox"/> Who was the main 'breadwinner' of your family? | <input type="checkbox"/> Did your extended family have any say in how you were raised? | <input type="checkbox"/> Who did you spend the most of your time with before you went to school? |
| <input type="checkbox"/> Who disciplined you and your siblings? | <input type="checkbox"/> What kind of toys did you have in your toy chest? | <input type="checkbox"/> Who did you spend the most of your time with after you went to grade school? Secondary school? |
| <input type="checkbox"/> What sort of work did your parents or guardians do? | <input type="checkbox"/> What kind of games did you play? | <input type="checkbox"/> Who are you closest to in your family? Why? |
| <input type="checkbox"/> Were you close to any of your caretakers? | <input type="checkbox"/> What sort of games were you encouraged to play? | |
| | <input type="checkbox"/> What kind of clothes were you allowed to wear? | |

OBJECTIVE:

- * To think about the influence of sexual and gender images and stereotyping.

PREPARE:

- * A handout sheet for each small group that has the discussion questions on it.

EXPLAIN THAT:

Our education around sex and sexuality is influenced by a large number of people. Though there are some forces in our lives which are stronger than others, such as one's parents, extended family, religious or culture group, we all learn aspects of our sexuality on a more global scale. The society in which we reside has a great impact on our sexualization, our self-image, our morals and our values. Whether or not we agree with the images, values and attitudes we are bombarded with daily does not lessen the impact of the outside culture on our sexual identity.

This activity is designed to help you explore your thoughts on this subject. In what ways do you see society shaping our lives as men and women, girls and boys? What gender stereotypes do you see being presented to us through the media? What kind of images of sex and sexuality are being portrayed?

PROCESS:

1. Have the large group break into smaller groups. If possible, divide the groups based on gender. Have the small groups brainstorm and record their responses to the following questions:

In what ways has society shaped our lives as men and women, girls and boys?

What gender stereotypes do you see being presented to us through the media, our workplace and our peers?

How, as men and women, does this make you feel?

2. Have the breakout groups return to the larger group format and present their findings.

OBJECTIVE:

- * To facilitate a deeper awareness of the experience of growing up lesbian or gay.

PREPARE:

- * A copy of *A Guided Journey Worksheet*
- * Soothing music (optional).

EXPLAIN THAT:

This exercise is designed for heterosexuals and involves visualization.

PROCESS:

1. Have participants get into a comfortable position, close their eyes and breathe deeply.
2. Read *A Guided Journey* to the participants.
3. When the story is over, allow participants a few moments to reorient themselves. Ask them to share their feelings about the story. Encourage them to describe which part(s) of the journey affected them most. Can any of the group members relate to some, or all of the story? Is this believable? Have they ever felt this sort of fear and alienation in other aspects of their lives?

A GUIDED JOURNEY WORKSHEET

Imagine you are 13 years old, growing up heterosexual in a world where everyone else is lesbian or gay. Your schoolteacher is gay, your tennis coach is a lesbian, your guidance counsellor is gay, your grandmother is a lesbian, all your sisters are lesbians, and your brothers are gay.

Who could you turn to if you needed them? Who could you confide in? Who knows all your secrets?

You have been to the school and public library to try and get some information on 'straights'. You find one book, but wouldn't dare put your name on the card to take the book out in case someone saw you. What would they say?

Over the lunch break at school, you hear all the kids talk about 'straights' and how disgusting they are. When you are in the cafeteria someone of the same sex invites you to the school dance. What do you do? Do you make up some excuse to avoid becoming their date? Or do you go because you do not want people to think that you are strange, or different?

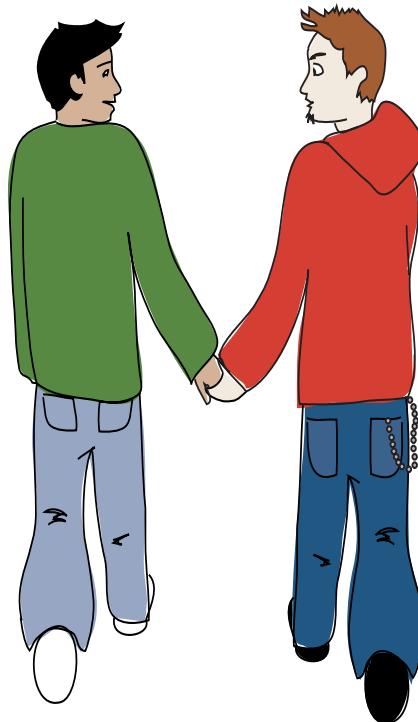
At the dance, girls are dancing with girls, boys with boys and holding hands. They are holding each other close.

What will you do if your date starts snuggling up to you and tries to kiss you? What if they find out about you? They might throw you out, or beat you up for a laugh. If they found out, how could you face going to school everyday?

You've heard many people say that it is a sin to be heterosexual. How do you feel when you hear people in your church talking like this?

You are now seventeen. You are walking downtown and you see a magazine in the bookshop titled 'Heterosexual News'. How are you going to get it home without anyone seeing?

Somehow you smuggle the magazine home and you read it cover to cover. In it, you read about a club for young heterosexuals like you. One night you decide to go to the club and as you walk towards the address, you are sure that everyone you pass can tell you are heterosexual. You reach the entrance to the club. It is hidden, unmarked in the alley behind the building. You take a deep breath and walk in. For the first time



ever, you see young men dancing with young women, talking, laughing and having fun. For the first time ever, you meet people like yourself. You meet someone there who you really like.

After dating for a while, you eventually decide to move in together. You get an apartment together, but you have to be careful. If your gay landlords ever found out that you were straight, you would be evicted and have no place to live.

One day, as your partner is crossing the street, he/she is struck down by a car. You go to visit him/her in the Intensive Care Unit, but are only allowed a glimpse of the bruised and broken body of the person you love through the window. There is a sign on the door that states 'Next of Kin Only' What would you do? Do you tell the lesbian and gay doctors and nurses that you are this person's partner and that if only the law would allow you, you would be their next of kin?

If you told them this, would it affect their level of care? How do you know that telling them you are heterosexual won't ultimately hurt your partner or yourself? These are the decisions you face. What do you do?

OBJECTIVE:

- * To gain an understanding of what it is like to identify as being gay, lesbian, or bisexual.
- * To recognize the strength and courage it takes to come out to people when you identify as being gay, lesbian or bisexual.

PREPARE:

- * Paper and pens for each participant.
- * A garbage bag or wastepaper basket.
- * An overhead or flipchart.

PROCESS:

1. Have the participants number their papers from one to five.
 - #1 The name of their best friend
 - #2 Their favourite place to hang out
 - #3 The name of their closest family member
 - #4 Their favourite possession
 - #5 Their dream for the future
2. Read the following story, or a variation if you would prefer.

You are standing outside your locker one afternoon at school and your best friend confronts you with the rumours that you are gay. You feel uncomfortable, but you do not want to lie to him or her, so you say that the rumours are true. Your best friend no longer wants to hang out with you and proceeds to tell others that you are gay. No one at school wants to hang out with you. Others harass and torment you about being gay.

At this point, you have just lost your best friend. Tear off the name of your best friend from the rest of the paper, and throw it away.

You decide to go to your favourite hangout. Those who you were friends with before tell you that you are no longer welcome there.

At this point, you have just lost your favourite place to hangout. Tear off the name of your favourite hangout, and throw it away.

You go home very upset and your favourite family member is there. He or she asks you why you are so upset. After you disclose the fact that you are gay, he or she

informs you that you must pack your bags and leave. You are no longer welcome in your home.

At this point, tear off the name of your closest family member, and throw it away.

As you are packing your bags, you realize you cannot take your favourite possession with you, as you do not know where you are going live.

At this point, you have just lost your favourite possession. Tear off this portion of the paper, and throw it away.

You have no friends, no family, no home, no money or means of financial support and no place to go. You realize that your world has just been destroyed and that you cannot accomplish your hopes and dreams alone. At this point, you have lost all of your hopes and dreams for the future.

Crumple up the paper, and throw it away.

3. After completing the exercise, ask participants the following questions to generate discussion;

- How did it feel to do this exercise?
- How did it feel to know that you were not accepted by the people you loved and trusted?
- How did it feel to lose favourite things and people? What was difficult to give up? What was easiest to give up?
- What would you do if you were faced with these decisions?
- Do you think you could make choices like these?
- What would you do if you were in a situation with no support or worldly possessions?
- What would you do if you were a young person in this position?

OBJECTIVE:

- * To create a concrete plan of action of how to engage with young people as it relates to sexuality.

PREPARE:

- * *Stoplights* worksheet.
- * Something to write with.

EXPLAIN THAT:

This activity will provide participants with an opportunity to explore past, present and future approaches to engaging with young people around sexuality. Reinforce the message that sexuality is more than just sex and that one's attitude toward sexuality influences how one approaches issues related to youth sexual health. For each colour of the stoplight, red, yellow, and green, there is a corresponding column for participants to record their ideas. The first column, red, is where participants are to record approaches and attitudes that have not succeeded for them and that participants would no longer like to pursue. The second column, yellow, is where participants will record their ideas on approaches and attitudes that they would like to foster. The cautionary colour is a reminder to participants to be sure their approach is suited for its intended audience prior to its implementation. The third and final column, green, is where participants will record approaches and attitudes that are currently working for them. Items in this column are those that participants plan to continue with in the future.

PROCESS:

1. Distribute the *Stoplights* worksheet.
2. Depending on both group size and dynamic, you may wish to have participants fill out the worksheet in small breakout groups. Working in small groups may help stimulate new and innovative ideas and will help them learn more fully from the experiences of others.
3. Have participants discuss their findings with the larger group.



STOPLIGHTS WORKSHEET

RED (STOP)	YELLOW (START)	GREEN (CONTINUE)

6. Evaluation

Why Evaluate

An evaluation provides feedback from the participants allowing you to improve or adapt your workshop. You want this feedback to be as concrete and practical as possible so you can understand the experiences of those who have attended and be able to incorporate some suggestions for improvement.



Everyone will have a different experience and opinion so it's best to try and make changes that reflect more than one person's perspective. Furthermore, many people have contradictory opinions; take each comment in context. For example, in some early workshops there was an exercise that involved breaking balloons. Some participants felt the exercise was great. A few others, however, were made very uncomfortable by the breaking balloons. If the exercise is effective, perhaps a solution would be to let participants know the activity will be noisy and involve balloon breaking and that they can abstain if they wish.

It's also important to have feedback documented so that others who may wish to provide the same workshop can work forward based on the feedback you've received. This information should be integrated on paper as well as in practice; otherwise the learnings will be lost.

Ok, so you do an evaluation to find out what components or activities were most effective, to be sure that your message was perceived by the participants, and to receive suggestions on how to improve the work. But evaluation does not need to be limited to benefiting those who develop and adapt the workshop. Everyone should benefit from evaluation. The evaluation might be a very effective method of helping participants think ahead and begin to integrate what they've learned.

Evaluation should be a component of the workshop itself

An important piece of work that is not addressed in the bulk of the workshop material is how 'participants will put what they have learned into practice'. We suggest that each workshop end with the "Stoplights" activity as it invites participants to start "action planning."

The evaluative piece can also serve as a method to help participants think about how they will implement what they have learned into their work, challenges they might face, and how they will address these challenges.

We would suggest allowing participants some time to think about these things at the end of the workshop. Allow at least 30 minutes for the evaluation. During this time encourage participants to reflect over the questions, then invite the group to share their reflections. The facilitators should compile these ideas and use the ideas in

subsequent workshops as suggestions for practice. Again we want to avoid losing valuable insights that arise from discussion.

Don't forget about follow-up. You may want to get permission from participants to contact them several months after the workshop to see how they are using and integrating the information and insights from the workshop. You may also want to pass around a sign-up sheet for participants who are willing to have their names and numbers distributed to group members who want to have an informal support network.

Some Tips on Evaluation

Although it seems quite easy to write a few questions for workshop feedback, it's pretty tough to develop questions that will get people thinking and help them provide you with practical input. A few things to keep in mind for your questions:

- ↳ Avoid closed ended questions.
- ↳ Keep the questions to as few as possible.
- ↳ Try to include questions that get participants to reflect on their own experience of the workshop. Try to keep this really specific, it is easier to remember.
- ↳ Avoid questions like "how satisfied were you?" Ask instead "what activity did you like best?"
- ↳ Encourage people to contact you later if they have more ideas, but don't get your hopes up. This rarely happens.
- ↳ Try to target questions when possible to something participants are passionate about- they are more likely to put some thought into it.

One of the things usually done to encourage people to feel they can be honest is to ensure that their responses are confidential. In other words, you cannot know who said what. This is simple to do, ask the participants not to write their names on the evaluation sheet. If you have a particularly talkative group who feel comfortable together they may be willing to evaluate the workshop in a discussion format. Be open to many options as it depends primarily on the group. If the evaluation is done in a group, be sure to document everyone's responses. Responding this way may increase participants' likelihood to agree with what someone else has said.

Let people know what you'll do with their responses and why you are asking the questions- to better the workshop. Encourage them to be honest, that all feedback is helpful be it positive or negative. Finally, let them know that answering your questions is voluntary and they can skip any questions they do not feel comfortable answering.

Evaluation Questions

The evaluation questions provided below should be used as a 'menu'. There are a few core questions that should be asked with each workshop regardless of content covered or to whom the workshop was presented. Please refer to the next page for the core questions (for participants) to include with each workshop. Additional questions should be geared towards the workshop content and participants.



Allies in Action – Workshop Evaluation

Questionnaire

Thank you for taking the time to give us your feedback. Your input is invaluable and will help us develop recommendations to make the workshop even better!

Date of Workshop: _____

REMEMBER:

- Please do not write your name on the questionnaire – your answers are kept confidential. If you wish your response to be completely anonymous we suggest you reply by ‘snail mail’ as email and fax are not anonymous.
- Replying is completely voluntary – although we would really appreciate your feedback, it is completely up to you!
- How to Reply:
Email responses to: _____
Fax responses to: _____
Snail Mail to: _____

1. Expectations of the workshop: Met Unmet
(check one)

_____	_____	_____
_____	_____	_____
_____	_____	_____

2. How can this workshop be more effective?

3. Describe an ‘aha’ moment from the workshop (an insight):

4. Based on the workshop, how will you do your work differently?

Additional Evaluation Questions – the Menu

Putting Theory into Practice:

- ⦿ In what ways am I already an effective adult ally? What should I continue to do?
- ⦿ How could I be a better adult ally? What should I start doing?
- ⦿ What do I do that may hinder my ability to be an adult ally? What should I stop doing?
- ⦿ What, from what you have learned today, will you integrate into how you work with youth?
- ⦿ What specific changes will you make in how you work with young people?/ How will you work with young people differently?
- ⦿ What challenges do you foresee in being an adult ally?
- ⦿ How can these challenges be addressed or overcome?

Sexuality workshop

- ❶ What misconceptions about youth sexuality did you hold before today's workshop?
- ❶ What did you find most surprising about youth sexuality?
- ❶ How comfortable were you discussing youth sexuality? Why did you feel this way? What could improve your comfort level?

Questions for Youth participants (many can also be used for adults)

Sexuality workshop:

- ❶ How has your view of sexuality changed?
- ❶ What were you most surprised to discover about yourself?
- ❶ What were you most surprised to discover about adults?

Youth Engagement workshop:

- ❶ What could have been done in the workshop to help you feel more comfortable?
- ❶ How effective were the icebreaker exercises in making you feel more comfortable?
- ❶ If you were to design a workshop to teach adults how to work with youth, how would you do it differently?
- ❶ What was the best thing about this workshop?
- ❶ What have you learned that will affect how you work with adults?

Facilitator Questions:

- ↳ Describe an “aha” moment 1) for you 2) for the participants
- ↳ How did the layout of the workbook help you? hinder you?
- ↳ Was the background information useful to you?
- ↳ Was Section 2 (setting up the workshop) helpful to you?:

Yes_____ describe how:

No_____ why not?:

- ↳ Was there anytime you felt uncomfortable? Please describe.
- ↳ What came up in the workshop that isn’t covered in the manual?
- ↳ Which activity seemed to be the most effective?
- ↳ Are there any recommendations you would make?
- ↳ What changes would you suggest for the workbook?

Activity Specific Questions

(can be used for either facilitators or participants)

For each of the activities in your workshop circle the response that best describes how you thought it went. Evaluate from “Very effective” to “Didn’t Work” for each of the activities used. **Facilitators! Only include the ones you used!*

ICEBREAKERS

Two Truths and One Lie

Very effective	Effective	Okay	Didn't Work
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The Story of Your Name

Very effective	Effective	Okay	Didn't Work
----------------	-----------	------	-------------

Candy Game

Very effective	Effective	Okay	Didn't Work
----------------	-----------	------	-------------

Picture Guessing Game

Very effective	Effective	Okay	Didn't Work
----------------	-----------	------	-------------

Wipes

Very effective	Effective	Okay	Didn't Work
----------------	-----------	------	-------------

Three Favourites

Very effective	Effective	Okay	Didn't Work
----------------	-----------	------	-------------

ENERGIZERS

Balloon Stomp

Very effective	Effective	Okay	Didn't Work
----------------	-----------	------	-------------

Meet Your Neighbour

Very effective	Effective	Okay	Didn't Work
----------------	-----------	------	-------------

The Line-Up Game

Very effective	Effective	Okay	Didn't Work
----------------	-----------	------	-------------

Clump

Very effective	Effective	Okay	Didn't Work
----------------	-----------	------	-------------

YOUTH ENGAGEMENT WORKSHOP

Youth Engagement Vocabulary

Very effective Effective Okay Didn't Work

Youth Engagement Word Association

Very effective Effective Okay Didn't Work

Emotional Noise

Very effective Effective Okay Didn't Work

First Impressions

Very effective Effective Okay Didn't Work

Myth Busting Balloons

Very effective Effective Okay Didn't Work

Stereotyping In The Media

Very effective Effective Okay Didn't Work

A Positive Person - A Negative Person

Very effective Effective Okay Didn't Work

Oppression And Empowerment

Very effective Effective Okay Didn't Work

What Was It Like Being 15 Years Old?

Very effective Effective Okay Didn't Work

Live As You Dream

Very effective Effective Okay Didn't Work

Barriers To Communication

Very effective Effective Okay Didn't Work

Environmental Barriers

Very effective Effective Okay Didn't Work

Adultism

Very effective Effective Okay Didn't Work

Self-Perceptions Worksheet

Very effective Effective Okay Didn't Work

Assessing Adults As Allies

Very effective Effective Okay Didn't Work

Pillars of Support

Very effective Effective Okay Didn't Work

Take A Hike

Very effective Effective Okay Didn't Work

Stoplights

Very effective Effective Okay Didn't Work

SEXUALITY WORKSHOP

What is Sexuality?	Very effective	Effective	Okay	Didn't Work
Sexuality Word Association	Very effective	Effective	Okay	Didn't Work
Attitudes on Sexuality	Very effective	Effective	Okay	Didn't Work
Myths and Misconceptions	Very effective	Effective	Okay	Didn't Work
Sexual Images	Very effective	Effective	Okay	Didn't Work
Priorities	Very effective	Effective	Okay	Didn't Work
What A Girl (or Boy) Wants	Very effective	Effective	Okay	Didn't Work
How You Were Raised	Very effective	Effective	Okay	Didn't Work
Sex Messages	Very effective	Effective	Okay	Didn't Work
Guided Journey	Very effective	Effective	Okay	Didn't Work
Count Your Losses	Very effective	Effective	Okay	Didn't Work
Stoplights	Very effective	Effective	Okay	Didn't Work

7. Sources

This manual contains information and activities borrowed and adapted from the following sources:

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- Centre of Excellence for Youth Engagement Literature Review, April 2003.
- Centre of Excellence for Youth Engagement, Youth Engagement – A Conceptual Model
- **CRU Teen Wellness Centre,** Saskatoon, Saskatchewan, Canada
- http://www.funattic.com/game_circle.htm
- <http://quiz.ivillage.com/cgi-bin/parentsoup/tests/sexuality.pl>
- <http://www.psychologyhelp.com/sextu154.htm>
- <http://www.ourcivilisation.com/whatis/chap13.htm>
- <http://www.stthomasu.ca/research/youth/myths.htm>
- **Information Development and Marketing Branch, Alberta Advanced Education and Career Development;** Life Smarts #1 Smarts Series for Counsellors. (1995)
- **Kenton et al;** Not Around Here; Affirming Diversity, Challenging Homophobia Rural Service Providers Training Manual. (2000)
- **Knowles, Louise;** PEER SUPPORT: A Practical Guide to Implementing a Program That Engages and Empowers Young People In a High School Setting (2002)
- **Lengermann, Patricia Madoo, and Wallance, Ruth A;** Gender in America: Social Control and Social Change (1985)
- **Murray, Glen;** A Summary of Key Points for Working With Youth in Community Development Projects
- **Woods, Terri et al;** Adult Allies in Action Proposal (2001)
- **Youth Facilitator Training Project Alumni Staff,** Saskatoon, Saskatchewan Canada
- **Youth for Youth Project,** AIDS Saskatoon

8. Footnotes

- 1 CEYE Lit Review: "Youth Engagement and Health Outcomes: Is There a Link?", Rose-Krasnor, Pancer, Busseri, 2003, www.tgmag.ca.
- 2 Commission for Children and Young People, New South Wales, Australia: www.kids.nsw.gove.au.
- 3 Adapted from Knowles, Louise. *PEER SUPPORT: A Practical Guide to Implementing a Program That Engages and Empowers Young People In a High School Setting.* (2002)
- 4 Desmarais et al. *Service-Learning Leadership Development for Youth.*
- 5 Desmarais et al. *Service-Learning Leadership Development for Youths.* Phi Delta Kappan
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