



Youth as Facilitative Leaders

ToP[®] Group Facilitation Methods

Instructor's Manual

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Instructor's Manual**

Table of Contents

Opening

| | |
|---------------------------|-----|
| 2 Day Course Agenda..... | 2 |
| 3 Day Course Agenda | |
| Opening Conversation..... | 3 |
| Course Overview..... | 4-6 |

Focused Conversation Method

| | |
|--|-------|
| Demonstration Conversation: El Puente..... | 7 |
| Demonstration Conversation: Art Form..... | 8 |
| Focused Conversation Theory Walkthrough..... | 9-12 |
| Scramble Exercise..... | 13 |
| Discussion Design..... | 14-20 |

Consensus Workshop Method

| | |
|---------------------------------------|-------|
| Demonstration Consensus Workshop..... | 21-22 |
| Consensus Workshop Walkthrough..... | 23 |

Action Planning Method

| | |
|------------------------------------|-------|
| Action Planning Demonstration..... | 24 |
| Action Planning Script..... | 25-28 |
| Action Planning Walkthrough..... | 29 |

Practice/Closing

| | |
|---|----|
| Consensus Workshop Practice Overview..... | 30 |
| Focus Questions for Group Practice..... | 31 |
| Small Group Practice..... | 32 |
| Applications Exercise..... | 33 |
| Closing Reflection on the Course..... | 34 |

Resources

| | |
|---------------------------------------|----|
| Ice-Breakers..... | 35 |
| List of YFL Handouts & Materials..... | 36 |

2-Day Course Agenda

Day One

Day Two

Focused Conversation Method

Consensus Workshop Method

Action Planning Method

Consensus Workshop Practice

Opening

Introductions
Facilitation Overview

Participant-Led Focused Conversation

Reflection

Participant-Led Focused Conversation

Reflection

Small Group Practice Sessions

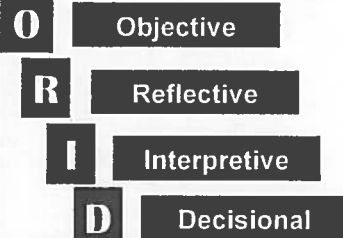
Preparation

Participant-Led Workshops

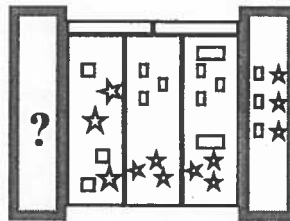


Individual & Group Feedback

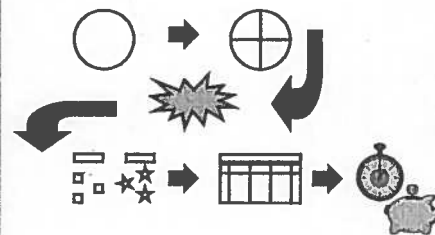
Focused Conversation Demonstration (ORID)



Consensus Workshop Demonstration



Action Planning Demonstration



Focused Conversation Method Walkthrough

Scramble Exercise

Consensus Workshop Method Walkthrough

Action Planning Method Walkthrough

Reflection

Applications Exercises

Creating Focused Conversations

Participant-Led Reflection

Evaluation

Closing Reflection

3-Day Course Agenda

Day One

Day Two

Day Three

Focused Conversation Method

Opening
Introductions
Facilitation Overview

Focused Conversation Demonstration (ORID)



Focused Conversation Method Walkthrough

Scramble Exercise

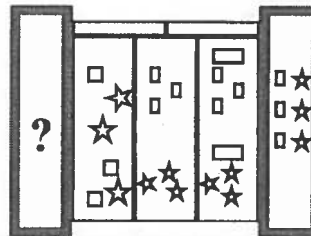
Focused Conversation Practice
Exercises & Drills
Facilitating Focused Conversations
Designing Your Own Applications

Reflection

Consensus Workshop Method

Participant-Led Focused Conversation

Consensus Workshop Demonstration



Consensus Workshop Method Walkthrough

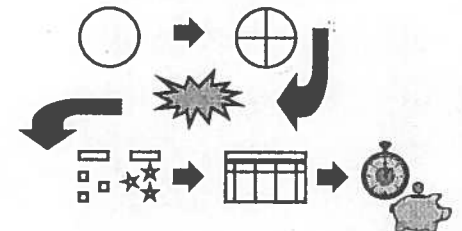
Consensus Workshop Practice
Individual Practice
Group Practice

Reflection

Action Planning Method

Participant-Led Focused Conversation

Action Planning Demonstration



Action Planning Method Walkthrough

Designing Methods Applications

Closing Reflection & Evaluation

OPTION 1 TOPIC: OPENING CONVERSATION (GROUPS)

Rational Aim

To learn names and find out who's in the group

Experiential Aim

I'm delighted to be here with this group of people

Opening

Welcome

Introduce yourself & other trainers

* Have group fill out introductions sheet (see pg. 7) if time/size allows

Closing

Thank you

Move into course overview

Objective

What is your name, group & something unique about you

What groups are you a part of? Family, school, organizations, community, church

What discussions do those groups have?

What do those groups try to accomplish together?

When do these groups need to come to agreement?

Reflective

When have you ever tried to plan something together with a group?

What frustrates you about these experiences?

What happened in a group that made you feel excited or hopeful?

Interpretive

What makes these experiences more productive?

What can we learn about group leadership?

Decisional

What is a time you can see a group you are part of benefiting from facilitation?

OPTION 2 TOPIC: OPENING CONVERSATION (LEADERSHIP)

Rational Aim

To learn names and find out who's in the group

Experiential Aim

I'm delighted to be here with this group of people

Opening

Welcome
Introduce yourself & other
trainers
* Have group fill out
introductions sheet (see pg.
7) if time/size allows

Closing

Thank you
Move into course
overview

Objective

What is your name, group &
something unique about you

Who is a leader that you
look up to?

What is a time when you've
stepped up and taken on a
leadership role?

What are some different
leadership styles that you've
noticed?

Reflective

What are qualities you re-
spect in a leader?

What is an experience you've
had with bad leadership?

Who are positive leaders in
your life?

Who are some negative lead-
ers?

Interpretive

What qualities make leaders
positive or negative?

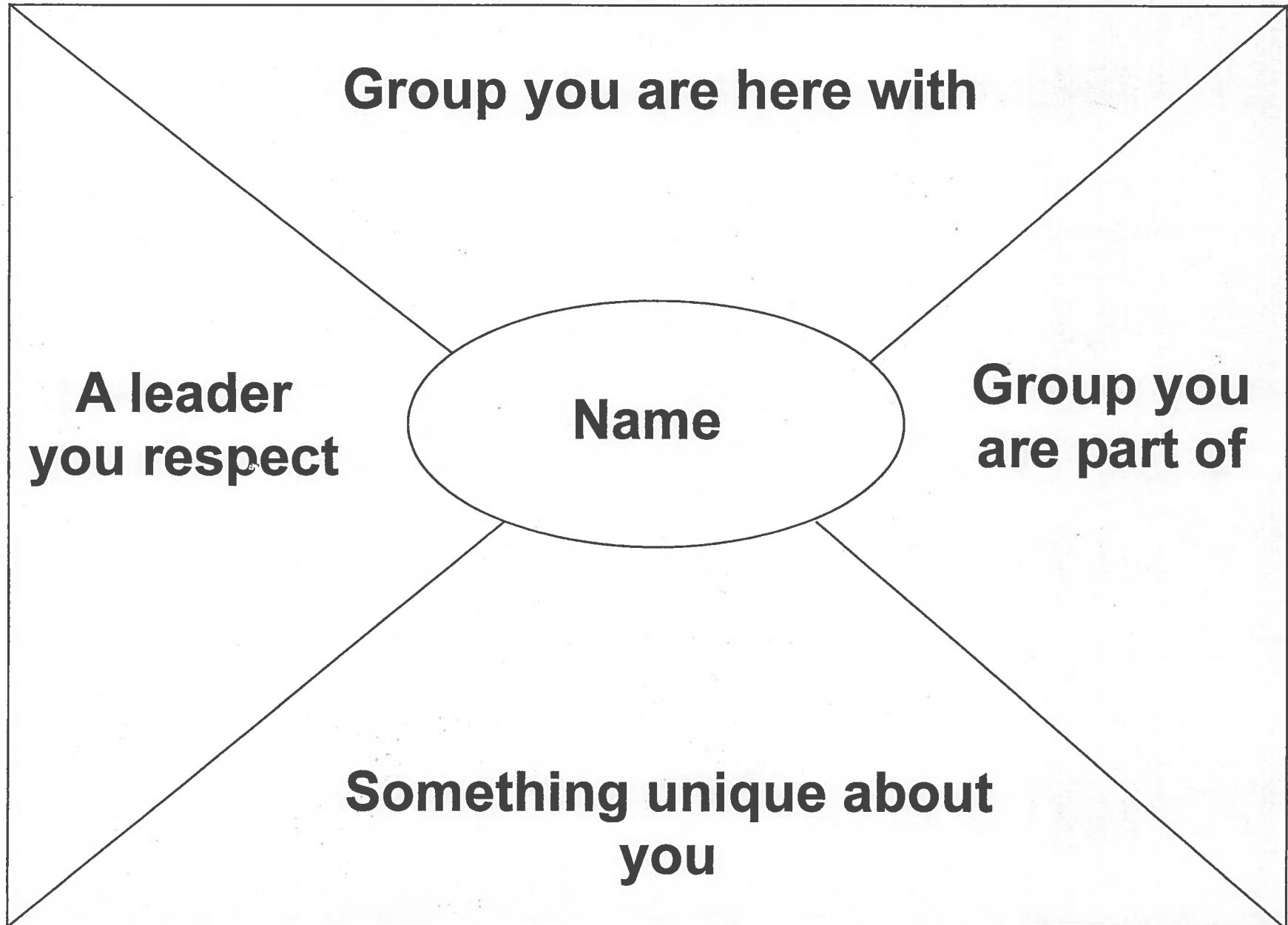
What contributes to people
feeling they can be leaders?

What do you want to learn
about leadership?

Decisional

What do you personally need
to support your leadership
skills?

INTRODUCTIONS SHEET



Group you are here with

A leader you respect

Name

Group you are part of

Something unique about you

Facilitation Overview

NOTE: There are two options to set up this overview. Decide based on your group's needs.

Who knows what the word jargon means? Define. Facilitation is a field like any other (doctor, lawyer etc.) that has it's own jargon—words that we will use frequently over the course of the next 2-3 days. We want to build a common understanding of what these words mean, using the experience in the room.

Pass around a bag with 5 colors of M&M's and ask everyone to take one M&M and remember their color; you can also just "color off" if you don't have M&M's.

Option 1: Carousel Brainstorm Activity (less playful)

We will now each go to the flip chart with our assigned color and look at the term written on it. Introduce yourselves again. Take a few minutes and define the word as your group understands it and give examples of where you see this term in your own life.

After a few minutes tell the groups to rotate clock-wise. Keep rotating the groups until they have all had a chance to write at each flip chart. Give the groups increasingly less time as they move around the flip charts. Have the groups take their original flip chart and go back to their seats.

One at a time have one person per group put the flip chart on the wall and read out what was written.

Option 2: Charades Activity (more playful)

Prepare 5 sheets of paper with an M&M color on 1 side and 1 jargon word on the other: Leadership, Hierarchical, Facilitator, Participatory and Consensus. Put up sheets of paper around the room.

Who has played charades before? Tell them about the game. We are going to use charades as a way to get familiar with facilitation jargon words. Go to the sheet that has your M&M color on it. On the flip side of your sheet is the word your group is to act out

Rules: EVERYONE in your group must participate in the charade, no talking during the acting.

Facilitation Overview

Board Images

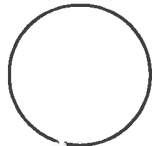
CYD Definition:

Young people & adults working in partnership to build safe, just & healthy communities.

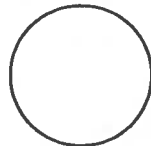
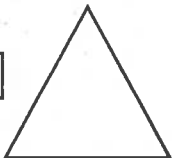
Hierarchical Leader

Facilitative Leader

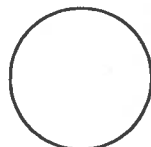
ASSUMES



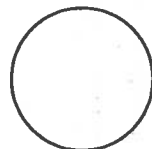
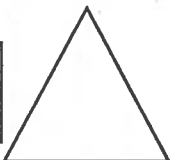
KNOWS



SEEKS



RELIES ON



For both options interject talking points between each report or charade.

Reports/Charades MUST be presented in the following order:

- Leadership Style
- Hierarchical
- Facilitator
- Participatory
- Consensus

Talking points after each report:

Leadership Style: This is a course about leadership. There are many types of leadership, all of which have their own value and place, but we will explore more deeply one type of leadership style during the next few days. To explain why we do YFL and where we are coming from....we are part of the Community Youth Development movement. Read out the Community Youth Development (CYD) definition.

Use chart below to fill in your own examples for each card.

| | Hierarchical Leader | Facilitative Leader |
|-----------|---------------------|---------------------|
| Assumes | | |
| Knows | | |
| Seeks | | |
| Relies On | | |

Hierarchical: Hierarchical leader cards

Facilitator: Facilitative leader cards

Participatory: A big part of your job as a facilitator is to engage your participants & get them to participate. There are lots of strategies to help you do this. One way is to address all the different learning styles in a group For example.... Another is to create safety & common expectations for the group using participation guidelines. Fill in Participation Guidelines flip chart.

Participation Guidelines

-
-
-
-

Facilitation Overview

Board Images

Focused
Conversation
Method Visual

Focused Conversation
Movie
Tough issue/conflict
Relationship

Consensus
Workshop Method
Visual

Consensus Workshop
Vision for future
Key challenges we're facing
Improve team dynamics

Action Planning
Method Visual

Action Planning
Vacation
Celebration
Clean-up day



Consensus: When you're working with groups many times you are trying to get them to come to consensus. By consensus we don't mean unanimous or majority vote - you are looking for a decision the group will own and implement. The methods you will learn in the next 2-3 days will move you toward that group decision. The three methods are:

Focused Conversation Method is a method of facilitating group conversations and discussions which allows a group to move from a surface level to a deeper understanding of the topic. It encourages people to share their different perspectives and reveals the level of consensus that exists already in a group. Put up examples cards.

Consensus Workshop Method is a way of facilitating a group's think around a question to come up with agreed-upon answers or solutions. It is the primary tool for building consensus in a group. Put up example cards.

Action Planning Method uses both of the methods to help a group form a concrete plan of action for a short-term project. It results in a timeline with tasks and assigned work groups. Put up example cards.

Cautions

"Participation is Easier." How many of you have worked in groups when you've had to get something accomplished together? We all know then that participation is certainly not always easier. People don't show up for group meetings or they don't do the work they were supposed to...etc.etc. But there is a time and place when participation is necessary and gets you better results than you could have gotten on your own.

"Methods Are Magic." Yes, this sticky wall is great. Yes, participation is great. But these methods are not magic and they will not work for every situation. There is a saying that "when all you carry is a hammer, everything looks like a nail." There are a variety of different ways to lead a group. And it is up to you to decide what tools are best to use in any given situation. Sometimes you will need an immediate decision and the hierarchical leader is the right person to make the decision. That's fine. But if you have a topic where you need the group's input and ownership for it to work then these methods will get you there.

Facilitation Overview



"Facilitation Does Not Equal Presenting." How many of you have ever given a presentation? Like when you are training, when you are presenting you have information to share with the group. You are standing in a place of authority on *content*. This may take the form of a lecture, a question & answer session, a demonstration, or many other forms...but it is still not facilitation.

"Facilitation Does Not Equal Training." When you are facilitating a group you are neutral, ideally, you have no opinion about the content the group is coming up with. You are simply there to help along *their* process and help them come up with solutions on their own. As a trainer you are standing in front of the group with information and opinions to share. You have an agenda and your role is to make sure the group "gets it". These are not the same role at all.

Go over two or three day agenda

Describe the way we train the course.

First we *model* the method and allow you all to just participate so you can see what it will be like for your group when you are facilitating them. Then we *take it apart*—we walk through the steps of what we did and answer any questions you might have about the method. Then we build in opportunities for you all to *practice* the methods (for Focused Conversation & Consensus Workshop). The best way for you to become comfortable with a new method is for you to try it out and use it.

We will try to be clear about when each of us are in a trainer role versus a facilitator role.

Anticipations

Have participants write 1 of their personal expectations on the inside of their name tent (Optional).

Flip chart answers to "What do we want to walk away with at the end of the next two days?"

Walk Away With:

-
-
-
-
-
-

DEMO CONVERSATION: EL PUENTE

Rational Aim

Demonstrate youth and adults working together to improve their community

Experiential Aim

True youth/adult partnerships are possible and they really can make a difference

Opening

Let's spend about 20 minutes together talking about what we saw

Closing

I've seen this movie several times and yet it's always different due to the wisdom in the group.

Objective

What scenes, snapshots do you remember?

What characters, faces?

Lines of dialogue, words, phrases?

What emotions did you observe?

Reflective

What emotions or feelings did you experience?

Where would you have liked to climb in & be a part of a scene?

What put you off?

Where did you find yourself thinking of other communities or groups?

Interpretive

What was left out of the video?

What do you think was the producer's message?

How is what's happening in this community important for our time?

Decisional

What's one group you would like to show this video to and why?

What's something new or different you would like to do in your own life because of this film?

DEMO CONVERSATION: CREATIVE SPIRIT VIDEO

Rational Aim

Demonstrate the ORID method and get people to start to think about creativity.

Experiential Aim

Hear what creativity means to each of us.

Opening

Let's spend about 20 minutes together talking about what we saw

Closing

I've seen this movie several times and yet it's always different due to the wisdom in the group.

Objective

What images from the video are still with you?

What words or phrases caught your attention?

What colors did you see?
What sounds?

What were some of the faces, characters that were real grabbers?

Reflective

Where did you have an emotional reaction in the video?

Where did you get pulled in?

Where did you laugh?

Where were you uneasy?

What other events or experiences did you associate with any part of this video?

Interpretive

What were some of the key points made in this video?

What came through to you as very important?

What did you learn that you didn't know before?

Decisional

How, specifically, did you find this video helpful?

What one idea from the video that you would like to take away for future use?

This video is called The Creative Spirit, what new title would you give it?

DEMO CONVERSATION: USING AN ART FORM

Rational Aim

Demonstrate the ORID method and engage people's creativity

Experiential Aim

Experience a guided conversation and the creativity of the group

Opening

Let's spend about 20 minutes together talking about this (art form).

Closing

Thank you for your participation. We are all looking at the same thing but we all see it differently.

Objective

What do you notice?

- Colors
- Shapes
- Textures
- Placement
- Spacing
- Relationship of objects

Reflective

What emotions or feelings are you experiencing as you look at this art form?

What draws you in?

Where do you feel yourself drawing back?

What are you reminded of?

If you could enter into this centerpiece, where would you put yourself? For what reason?

Interpretive

How does this art form speak to you?

Someone tell a story about this art form.

Decisional

What would you call/name this art form?

What suggestions for the next time would you like to make to the person who set this up?

Focused Conversation Walk-Through

Have you noticed it's hard to talk about things in a group today? You frequently feel the conversation is going in all directions but finally nowhere. You ask the question "What do you think about _____?" in a group and you hear people talk about all sorts of things that don't seem to answer your question at all. It's not really surprising. It's a time of complexity, diversity of perspectives. Nothing's simple and often it seems no one listens to each other's opinions or even cares about them. So many of us end up keeping quiet or just talking louder and faster.

The Focused Conversation Method is designed to help groups talk together. It's designed to journey a group so it can move from a surface level—dealing with data or facts—to a depth understanding or resolve.

It's a method based on a life process we all experience. (Put up diagrams as you speak. Leave space on the left to brainstorm demo questions used.) Use real stories, examples, and visual images to demonstrate the ORID process (i.e. *Alarm Clock, Caller ID, Cinnabon, Throw Markers or Toys*)

Use the chart below to fill in your own examples/stories.

| Alarm Clock | Caller ID | Throw Markers or Toys | Slam Door | | | |
|-------------|-----------|-----------------------|-----------|--|--|--|
| | | | | | | |

People take in life through their senses

Read out the cards as you place them up. After each series of cards are up give an example.

SENSES We stand here bombarded by data. We hear, see, smell, taste, touch. Life just throws data or stimuli at us all the time.

An "auto" response occurs

HEART What do we do? We respond to it. We like it or don't. We get angry, happy, reflective, excited etc. It sparks memories or associations for us.

We think about what's going on...

HEAD Because we're conscious beings, we can stand back from the data or stimuli and our responses to it and look at the meaning of what's happening—the values or significance. We can interpret.

We consider actions, choices...

ACTION And beyond that, we can take a relationship to all of this process. We can form an opinion or resolve something. We may decide on a course of action out of this process.

Focused Conversation Walk-Through

For those of you who like pictures better than words.... (put up person diagrams). This first level is about the data coming in. Then it stirs up things inside us: emotions, feelings, memories, associations with past experiences. Next we are able to think about what's going on with us and form ideas and insights around that. Finally, we come to decisions and decide how we will relate to what's happened.

These levels are called **Objective, Reflective, Interpretive, Decisonal**. (Put names to the right of diagrams. See diagram of final board images on page 12) NOTE: **Observations, Reactions, Ideas/Importance, Decisions** can be used.

In other words the Objective level is the "What?", the Reflective level is the "Gut?", the Interpretive level is the "So What?", and the Decisonal level is the "Now What?".

What the Focused Conversation Method does is use these four levels to journey a group from surface understanding to depth resolve. It does this through a sequence of questions asked that bring the group through each level together.

Now let's walk-through the conversation that _____ just led.

Ask the group to recall the questions and put them up (have questions pre-written on cards) at the right level even though they may have stated them out of order. Does this format look like something you just learned?

This method intentionally journeys a group into a depth relationship with an issue, a concern, an event or an encounter and then moves through it with a new resolve and courage. Some examples of times you might use the Focused Conversation Method is.....(put up/point to Focused Conversation Method sample card). It's a methodology used to raise an issue for group exploration but not necessarily for group consensus. It is used more to reveal the consensus that already exists in a group. The workshop method will be used for group consensus. The discussion method is also an effective tool for collecting data and ideas, talking through a tough issue or reviewing a novel or movie.

Conversation Gone Wrong

[OPTIONAL: Some trainers do a model conversation gone wrong—if you see another trainer do it and it works for you, copy it]

Many time we are part of conversations that go something like this...

Put up topic of the conversation (conversation by a team about last week's game). Put up statements cards randomly around the left margin of the board [see final board images diagram] and read them out. The conversation goes all over the pace and in the end no one feels heard and it ends no where. But if we just the ORID format it might go more like this....put up the questions in ORID flow and place respective answers underneath.

Rational Aim

Have participants read out the definition on page .

Sense of the journey that is needed in two ways

It is important to decide before the discussion what you want to happen to the group. What would you like the group to know or take away from this conversation? We call this the Rational Aim.

Experiential Aim

Have participants read out the definition on page .

Sense of the journey that is needed in two ways

It is also important to decide how you want the group to be changed after having this discussion. What do we want the participants to experience or to feel during the conversation?

In creating these questions there are some things to keep in mind:

Avoid yes/no

Avoid "why" questions

- people may become defensive

- gives most verbal people the chance to philosophize about the topic

Encourage the entire range of questions (like/dislike)

Start easy and build to more complex

Make sure you can answer them yourself

Have several questions prepared at each level

Style of beckoning and affirmation

- affirm people's participation, not the content of the responses

- stay neutral (don't say "That's a good one!" to a few answers)

- open body language

- sit down if possible and appropriate









- nodding and eye contact

In our western culture the Objective and Reflective levels are trained out of us so groups may struggle with these. After an English class reads a poem what is the first thing the teacher asks? *What does this poem mean?* Society rewards us for being insightful, conclusive and interpretive—but often times we don't even have all the facts

So now let's practice this method. Turn to Scramble Exercise.

Final Board Images

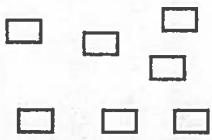
(Order can be adjusted according to individual style)

| | | | | |
|--|--------|---|--------------|---|
| People take in life through their senses | Senses |  | Objective |  |
| An "auto" response occurs... | Heart |  | Reflective |  |
| We think about what's going on... | Head |  | Interpretive |  |
| We consider actions, choices... | Action |  | Decisional |  |

Questions from demo

Conversation gone wrong

Focused Conversation Method



Topical examples for explaining the levels: Alarm Clock, Caller ID, Cinnabon, Throw Markers or Toys

Applications Parade

Have everyone write a **Topic** they can use the Focused Conversation Method for and the **Group** they will use it with on a post-it. Everyone stands up and marches around in a circle, placing their post-it on the flip chart and calling it out loud.

DO THIS AFTER EVERY WALKTHROUGH!

SCRAMBLE EXERCISE

Rational Aim

To understand the function of each level

Experiential Aim

To get "hands on" experience with the ORID steps and have fun applying their learning

Opening

Now, in small groups we're going to unscramble some questions

Unscramble Questions

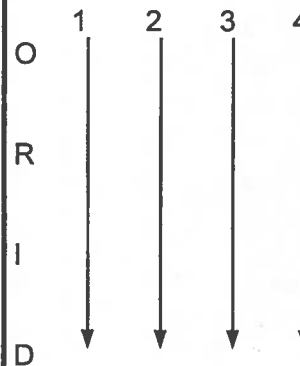
Hand out question sets written in different colors to groups of 2 or 3 people. State aloud each set's focus:

- Conversation after a movie
- Conversation after a fight on the playground
- Group discussion of a novel
- Conversation about a tough issue/conflict
- Talking about a relationship with friends, family, boy/girl friend
- Reviewing the progress of a club, team or group

Give groups 10 minutes to decide which ?'s are O-R-I-D and what order they want them in. Put up title cards

Reports

Teams put up cards in vertical order:



Each team reads the questions in the order they proposed

Depth Look

After each report ask: "Does anyone see another order?"

If there's a question ask "What answer might you get with this question?" or "Why would you ask it in that order?" or "What would be the effect if they were asked in another order?"

Reflect

Ask:

What would happen if you left out this level?

- Point to Objective level cards
- Point to Reflective level cards
- Point to Interpretive level cards
- Point to Decisional level cards

If left out:

O - no grounded facts, not related to reality
 R - no relation to it, will come out anyway in different ways
 I - Has no meaning, empty, shallow, decisions based in emotional response
 D - Why bother?, no closure

Scramble Cheat Sheet

| Conversation After A Fight on the Playground | Group Discussion of a Novel | Conversation After a Movie | Conversation About a Tough Issue/ Conflict | Talking About a Relationship with Friends, Family, Girl/ boyfriend | Reviewing the Progress of a Club, Team or Group |
|---|--|---|---|--|--|
| Jackie, exactly what happened? Suzanne, now you tell me what happened. | What words or phrases do you remember? | What scenes do you remember? | What facts do we know about the situation? | What has happened in this relationship? | What major projects have we worked on? |
| How did you feel when she hit you? | What pictures or images come to mind? | Who were some of the characters? | What did each person say? | How have we had to handle something like this before? | What other events do you remember ? |
| How do you think she felt when you pushed her? | Where were you caught up in the story? | Where did you see emotion during the film? | When did you feel yourself getting 'stirred up'? | What has been going well? What has been a struggle for us? | When were you most excited ? Discouraged? |
| Why do you think this fight happened? | What was the author's message? | Where did you experience a connection with your own life? | What options do we have? | How are outside forces affecting our relationship? | Describe the dynamics of this year—was it more like a toy or tool? |
| What can we do now so we can all return to what we were doing before the fight? | How is this an important message for our time? | What was this movie really about? | What are the pros and cons of each option? | What are the long-term issues that need to be considered? | What have we accomplished this year? |
| What could you do differently if this happens again? | Who, if anyone, will you recommend this book to? | What will you take from this movie for your own life? | What shall we do to "get over it" – bring this to resolution? | When should we talk again? | How will this year affect/ alter what we do next year? |

DISCUSSION DESIGN

Rational Aim

To create a discussion using the ORID method.

Experiential Aim

To experience the "flow" of questions from one level to another.

Context

In our small group we are going to design a discussion using the ORID method.

We will have the discussion with the whole group later.

Discussion design options for Participant Led Discussions:

- Facilitator Role
- Bingo Game
- End of Day Reflection
- Group Chooses Own

Assign first three among trainers beforehand, if a group doesn't want the assigned one then let them choose their own.

Brainstorm

Turn to page ____ in your manual for a blank ORID form.

Share the Rational Aim and Experiential Aim for your discussion topic. Offer the first question as an example of an Objective level question they might use.

Each person brainstorm 1 or 2 ?'s at each level. Pages & can help.

Prepare flip chart:

RA:
EA:

Opening:

O
R
I
D

Closing:

Talk Through

Go around, getting "O" from each person then "R", "I", "D". Ask: "who would add other questions?"

Read through each level of questions.

Review RA and EA. Select two or three questions at each level in light of the RA and EA.

Decide on Questions

Review RA and EA. Change if group consensus shifts. Select one or two questions per level in light of RA and EA.

Work on sequence and flow. How long to spend on each question? What do they want to emphasize? The questions need to build on each other.

What would be an appropriate opening and closing for this conversation? (Write on flip chart)

Reflect

What are some ideas that the facilitator can use to get onstage? Offstage?

Who is going to guide the discussion for the group (say when it will be)? Give them the page for their use.

Special Note:

After participant's facilitate this discussion for the group, reflect on their performance. (To facilitator) What was your experience leading the group? (To the group) What were her/his gifts? What are hints or clues for next time?

TOPIC: FACILITATOR'S ROLE

Rational Aim

To share our insights on our past experiences as facilitators or being part of a facilitation

Experiential Aim

To experience that being a facilitator is a long & exciting journey

Opening

Turn to page ____ in
your manuals

Closing

Objective

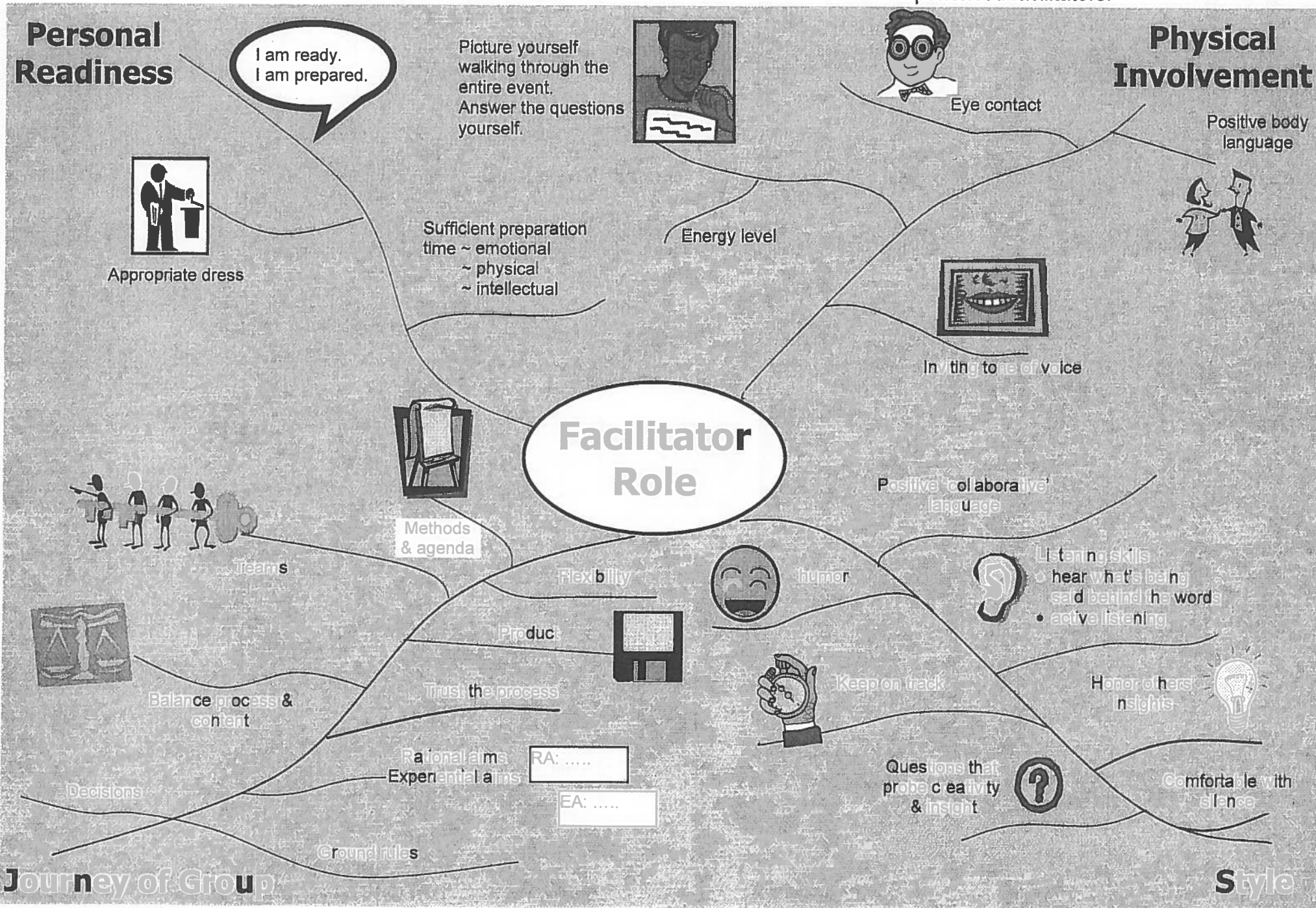
What images or phrases
catch your attention?

Reflective

Interpretive

Decisional

The Facilitator Role: This mind map is a way to educate a group and new facilitators on the complexity of the role of the facilitator. It can also be used as a checklist or reminder to experienced facilitators.



TOPIC: BINGO

Rational Aim

To hear what we learned about each other during the game & practice facilitating.

Experiential Aim

To bond with different people and discover the commonalities and uniqueness in the group

Opening

Hand out *Bingo* sheet

Closing

Objective

What do you remember hearing during the game?

Reflective

Interpretive

Decisional

BINGO!

Find someone who...

| | | | | |
|---|--|---|---|---|
| Can describe a "Facilitative Leader" | Owens a Garth Brooks album | Owens a pet | Has visited the state of California | Serves in a leadership position in a club, committee or organization |
| Knows what ICA stands for | Has lived in another state | Has experienced the "Workshop" method | Has a parent who is or was a veteran | Knows what ORID is |
| Is part of a youth/adult partnership | Is bi-lingual | Is excited about being in this training! | Has facilitated a group of 3 people or more | Has their own web site |
| Has lived outside of the United States for 6 consecutive months or more | Has ridden on a tractor | Can sing the <i>Brady Bunch</i> theme song | Has a home computer | Has watched more than three episodes of a "Reality TV" show like <i>Survivor</i> or <i>MTV's the Real World</i> |
| Has won a sports trophy | Has attended a community event or clean-up | Has more than two brothers or sisters | Knows the name of this state's Governor | Knows what a "Sticky Wall" is made out of |

TOPIC: END OF DAY REFLECTION

Rational Aim

To reflect back on the happenings of the day and prepare ourselves for tomorrow.

Experiential Aim

To find the meaning & value of the day.

Opening

Let's think back on all that's happened today.

Closing

Objective

Reflective

Interpretive

Decisional

TOPIC: GROUP CHOOSES THEIR OWN

Rational Aim

Experiential Aim

Opening

We are going to have a conversation about _____

Closing

Objective

Reflective

Interpretive

Decisional

DEMONSTRATION CONSENSUS WORKSHOP

FOCUS QUESTION: A) What are wild & creative ways to engage young people & adults together in community building?

Rational Aim

To discover ways to engage youth in community building & experience an effective workshop in it's most common form.

Experiential Aim

To experience ourselves participating in a new, face-paced, lively process.

Context

We all live in some form of community and can play a role in building community. (Write focus question & agenda on a flip chart.)

The workshop steps will be:

- Brainstorm individually
- Work in small teams
- Share ideas in whole group
- Organize our ideas
- Name the data to come to a common understanding
- Reflect back on our work
- We will take about 1.5 hours to do this

(O)-What communities are represented here?

Where do you see young people engaged?

(R)-What attracts young people to these activities? What distracts?

(I)-What could we accomplish if we found creative ways to engage youth in community building?

10 Minutes

Brainstorm Generating New Ideas

Individual brainstorm: write brainstorm items in answer to the focus question on page 14. List as many as you can.

Star: Everyone star 4-5 of your best ideas. Meet in teams and discuss. Each team decide (6) key ideas. Write on cards in big block letters. (Need 35-40 pieces of data total)

Pass up your (2) clearest cards

Ask for questions of clarity after each round of cards comes up.

20 Minutes

Cluster Connecting The Ideas

"We are looking for 4-6 new insights."
Match pairs that obviously go together. When cards come together, they expand the insight of each other. New insights will be created.

Send up 2 cards which are most different from what's already up here.

Let clusters develop.

Give QUICK 1-2 word tag names to the clusters that point to their focus.

Ask teams to put the symbol on the remaining cards and send them up.

20 Minutes

Name Discerning the Consensus

Process for each cluster:
Start with the largest cluster. Work to smallest.

Review 1 word tag name

Read all cards

Ask: What is our insight that these cards are pointing to?

How shall we name this (issue, strategy etc.)?

20 Minutes

Resolve

Read Question & the answers.

(R)-Which title for you is most:

- Exciting?
- Troublesome?
- Important?

(I)-If these things happen, how they make a difference in your community?

(D)-What would you like to do to get started in your community?

(D)-How could we use this product we just created?

Special Note:

If possible, make a written chart of the product and hand it out to participants at the end of the course.

20 Minutes

DEMONSTRATION CONSENSUS WORKSHOP

FOCUS QUESTION: A) What are the critical issues facing young people in our community?

Rational Aim

To discover the critical issues facing youth & experience an effective workshop in it's most common form.

Experiential Aim

To experience ourselves participating in a new, face-paced, lively process.

Context

(Write focus question & agenda on a flip chart.)

The workshop steps will be:

- Brainstorm individually
- Work in small teams
- Share ideas in the larger group
- Organize our ideas
- Name the data to come to a common understanding
- Reflect back on our work
- This will take about 1.5 hours

(O)-Where do you see youth? What are they doing? What's happening in their community?

(R)-How do these things positively influence youth? How do these things negatively influence youth?

(I)-What changes do you see happening that might impact the future of youth here?

10 Minutes

Brainstorm Generating New Ideas

Individual brainstorm: write brainstorm items in answer to the focus question on a sheet. List as many as you can.

Star: Everyone star 4-5 of your best ideas. Meet in teams and discuss. Each team decide (6) key ideas. Write on cards in big block letters. (Need 35-40 pieces of data total)

Pass up your (2) clearest cards

Ask for questions of clarity after each round of cards comes up.

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Process for each cluster:
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Work to smallest.

Review 1 word tag name

Read all cards

Ask: What is our insight that these cards are pointing to?

How shall we name this (issue, strategy etc.)?

20 Minutes

Resolve

Read Question & the answers.

(R)-Which title for you is most:

- Exciting?
- Troublesome?
- Important?

(I)-Which of these issues seems to be a root cause?

(D)-Which of these issues would you personally like to tackle?

(D)-How could we use this product we just created?

Special Note:

If possible, make a written chart of the product and hand it out to participants at the end of the course.

20 Minutes

Consensus Workshop Walk-Through

Instructions

Place 8.5x11 sheets with CBCNR on them on the wall randomly.

Refer participants to page _____ in the manual.

As them to call out the correct order for workshop stages. Place at the top of the wall.

Hand out feet randomly with steps written on them - instruct participants to order themselves according to the stages CBCNR. Put steps in order and place on the wall under the correct stage. Get a volunteer from each stage to read out the steps.

After each stage ask for questions of clarity, steps that are missing from this stage, steps that should be taken away from this stage.

On a 1/4 flip chart ask for keys to facilitating.

Learning Points

NOTE: * = crucial, needs to be on the flip chart; other more for depth conversation

Context:

- *Warm-up questions in ORI format
- Warm-up gets people from their "worlds" into the workshop question
- Focus question on a flip chart

Brainstorm (Generating New Ideas):

- *Instruction cards
- *Do the math
- Clearest cards first
- Both individual & small group time important to spark creativity
- Accept all ideas equally

Cluster (Connecting The Ideas):

- Only pairs first round
- *Questions of clarity after each round
- Different cards next
- *Tag cards with symbols already on them
- See where there is agreement in the group and where there isn't
- Ask people to talk about the connections they see
- Not prioritizing but synthesizing or weaving the ideas together

Name (Discerning The Consensus):

- Start with largest cluster
- Have partner write for you
- Don't move on until you see agreement in the group
- Repeating what you hear the group saying
- Each title is an answer to the focus question
- Always working with different learning styles-some people love this part & some people hate it
- *Have title cards ready
- *Point of consensus

Resolve:

- Read all the titles as an answer to the focus question (O)
- *Questions in RID format
- Connect the workshop product back to their real worlds

Consensus Workshop Walk-Through

Steps

1. State the purpose
2. Outline process & timeline
3. Clarify the workshop question
4. Do short focused conversation for context
5. Individually brainstorm answers to the workshop question
6. Star 3 most important ideas
7. Share starred ideas in small group
8. Put up instruction cards
9. Write ____ number of ideas on cards
10. Pass up 1st round of cards (clearest)
11. Ask for questions of clarity
12. Form 4-6 pairs that clearly go together
13. Ask for cards that are different
14. Ask for questions of clarity for new cards
15. Develop clusters
16. Quickly give each cluster a 1-2 word tag
17. Mark remaining cards with symbol and pass up
18. Talk through largest cluster first
19. Read out all cards in cluster
20. Give the cluster a 3-5 word name that answers the workshop question
21. Repeat naming for the other clusters
22. Read out all the title cards
23. Use RID to discuss the significance of the consensus
24. Discuss next steps & implications
25. Create a chart or visual image (optional)
26. Thank the group

Board Image

| | | | | |
|----------------------|----------------------|----------------------|----------------------|----------------------|
| Context | Brainstorm | Cluster | Name | Resolve |
| Steps | Steps | Steps | Steps | Steps |
| Steps | Steps | Steps | Steps | Steps |
| Steps | Steps | Steps | Steps | Steps |
| Keys to Facilitating | Keys to Facilitating | Keys to Facilitating | Keys to Facilitating | Keys to Facilitating |

How to modify the activity to group size

If up to 18 people: remove less necessary steps (questions of clarity, duplicates, thank group etc.)

If need a few more people: bring in trainers, observers etc. to participate

If less than 15 people: give each participant 2 or 3 feet and send whole group to the wall to figure out the order like a puzzle.

Action Planning Demo

Rational Aim:

To develop a coordinated project workplan

Experiential Aim:

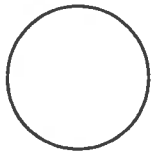
To feel ownership & responsibility to implement the plan

Context

Review the Givens

1. Introduce the planning activity
2. Review background & previously made decisions
3. Briefly outline the time-frame for this meeting & the 8 parts of the Action Planning process.

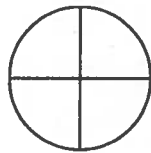
Victory



Envision the Future

4. Ask the group to imagine the day after completion. What do you see/feel/hear? (you can do a visualization)
- Put responses inside a large circle drawn on flip chart paper.

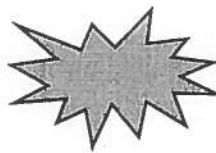
Current Reality



Acknowledge the Situation

5. List the strengths & weaknesses of the group.
6. Talk through potential benefits & dangers that would result from succeeding with this action plan. Make notes on a flip chart & post.

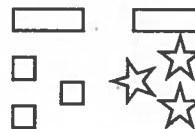
Commitment



Ensure Commitment

7. Develop a clear, compelling & concise statement or list of components that everyone is committed to. Write on a flip chart & post.

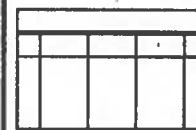
Key Actions



Identify the Tasks

8. Brainstorm actions that will accomplish the commitments.
9. Cluster actions by those that could be done by the same subgroup or task force
10. Divide into self-selected subgroups to finalize actions.

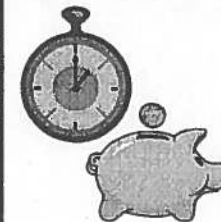
Calendar



Establish Timeframes

11. Each subgroup plans its activities & puts their actions on cards
12. Each subgroup places its cards on a large calendar & reports its plan to the whole group.

Coordination



Finalize Details

13. The large group adjusts the calendar to reflect the coordination required among the subgroups
14. The whole group decides on details of coordinating leadership, budget & follow-through mechanisms.

Application Resolve

Affirm & Celebrate

15. Facilitate a celebrative Focused Conversation to confirm the group resolve.
16. Create a catchy title, campaign slogan. Or visual image of the task.
17. Decide next steps.

← 30 → 32 45 min ← 30 → 5 min

Action Planning Script

This script is for building a park/workday/celebration. It has been an effective topic for a mixed group in a public course. "Since we all live in neighborhood, perhaps we can talk about a park...". You may find other topics more helpful but the criteria for selection should include:

- Can be accomplished in the next 4-6 months.
- Has a clear end point (I.e. an event with a date, a limited campaign)
- All participants have the capacity to be involved (I.e. have some expertise about the topic)

Some YFL examples include:

- Unity Festival
- Opening of a Rec Center
- Fundraiser (I.e. talent show)
- International Youth Conference

Context

Facilitator Notes: Ahead of time, the facilitator for this session prepares 4 flip chart pages for recording the preparatory discussions by the simulated planning group: 1) the "Givens" for the action planning (those items already agreed on by the simulated planning group at an earlier meeting I.e. the event, the date, the allotted budget, etc. 2) a large empty circle for the Victory Circle 3) a large circle divided into four quadrants for the Strengths, Weaknesses, Benefits, Dangers 4) a large empty square for the Commitment. As each of these is completed, it is posted in front of the group.

For our simulation this morning I would like to offer a suggestion.

Suppose we are all members of the _____ Neighborhood Association. Actually we are all the active members of the Association. At an earlier meeting, we decided to build a park on _____ (date) [chosen by facilitator in advance] on the corner lot between _____'s and _____'s houses. [Use participant's names for these locations.] We have been donated the lot by the city and have received a \$5000 grant from the _____ Community Foundation.

In advance list on a flip chart:

_____ Neighborhood Association

Build a park workday and celebration on (date approximately 4-6 months ahead).

City donated lot

Victory

Well, let's turn now to our victory. I want you to imagine that it is now the day after our event. Our event has been accomplished and we are sitting around telling stories about what happened, we are describing the victory. What happened yesterday? What did you see going on? What did you hear? Who was there? [Put up Sights, Sounds, Smells, Tastes call-out cards]

Facilitator Notes: The purpose of this step in Action Planning is to help the planners release creativity by imagining the accomplishment. The tone of the facilitator is encouraging, "upbeat". As the participants describe the accomplishments the facilitator writes them in the Victory Circle using different colored markers to do so. The facilitator continues to ask for accomplishments until the circle is filled. When it is completed the sheet is moved to the side in front of the group. As usual in this brainstorming step all answers are received even if they appear contradictory.

Current Reality

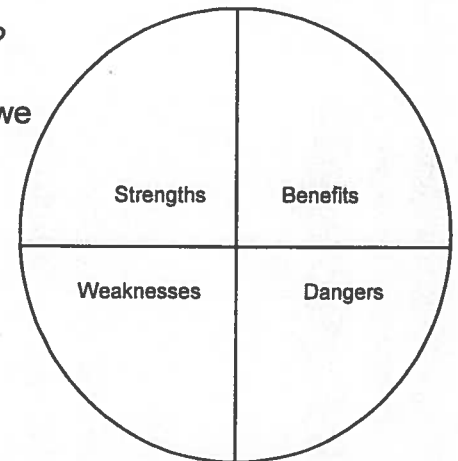
Now, shifting back to today (date), let's look at our present situation. As we think ahead to our victory, let's consider what we see as the **STRENGTHS** of our group for accomplishing it. What are our strengths as a group, what do we have going for us?

Our group is full of enthusiasm and has many strengths to bring to this project, but we know that we also have some **WEAKNESSES**. What are some of our weaknesses that we want to take into account in our planning?

Now, assuming we succeed in our project, what would be the **BENEFITS**? What would we gain?

It's always a good idea to think about what the 'shadow side' of our success may be. What can we think of that might be the **DANGERS** related to our success in accomplishing this project? What might be cautions to take into account while being successful?

Facilitator Notes: As participants respond the facilitator uses a colored marker to record responses in the respective quadrants of the circle that was prepared earlier. [See Diagram] Use a different colored marker for each quadrant, be sure not to use red.



This section is *not* a traditional SWOT process or analysis.

Commitment

Our question now is what do we really intend to do. Close your eyes and relax. Let the data wash over you as I read it. Let's take a look back at our victory and the strengths, weaknesses, benefits, and dangers we have recorded. We see that on (date) we (read content of Victory Circle). We are aware that these are our strengths as a group for pulling this off: (read the content of the "strengths" quadrant). And we also know that we have some weaknesses: (read content of the "weaknesses" quadrant). But if we accomplish what we hope to, the benefits we foresee are: (read the content of the "benefits" quadrant). We are also aware that every silver lining has a cloud, so we are alert to some of the dangers that might accompany our success: (read the content of the "dangers" quadrant).

So, thinking about what we'd like to see, and considering its benefits and dangers as well as the strengths and weaknesses in our current situation, what can we actually say we are committed to? What can we agree on as the scope and outcome of this project?

Facilitator Notes: The facilitator helps the group to determine what the extent of the commitment will be. What, from all the possibilities in our victory, do we intend to make a reality? As the groups select these elements, the facilitator writes them on the sheet titled "Commitment". The commitment may be one sentence outlining intent or several components highlighted by bullets. Be sure each bullet represents a consensus.

Key Actions (Workshop)

Personal Brainstorm: Now I'd like to invite each of you to take a few minutes to think about this project we have committed to. Think about as many things as you can, things that will need to be done to accomplish our project by (date). As you ponder, just do a personal brainstorm list on your scratch paper.

Small Group Brainstorm: In each team, share the results of your personal brainstorms and develop a joint list of items. Write each item on a separate half-sheet. Remember, use big print, and limit your ideas to 3-5 words. Since we are doing this planning in order to form work teams or committees, I ask you not to write "form a committee" as one of your ideas. [Write "form a committee" on a card and draw a line through it like a no parking sign and post it on the wall.]

The facilitator organizes the data with the group by clustering tasks which could be done by the same task force or committee. The naming of each cluster is a quick process of looking for a simple functional description of a task force for the project.

After the clusters are named the facilitator ask the group to consider the number of task forces it has devised in light of the actual numbers in the planning group. "How many work teams can we realistically manage?" (If necessary, because of the size of the group: "Since we are the group taking responsibility for this project, is there a way to redistribute tasks or bring clusters together so that we can have a reasonable number of teams?")

After negotiating the number of task forces the facilitator asks the participants to volunteer for the teams they prefer, keeping in mind the need to balance the numbers assigned to each task.

Calendar/Assignments

After the team members are noted the facilitator gives them instructions:

- Take all the cards for your team and sort them out. What is your team's chunk of the action?
- Determine what the victory will be for your team. How will you know you have succeeded? Write that on a card.
- Decide what will launch your work. What will be the first accomplishment of your team? When will it occur? If that task is not already written on one of the cards, prepare one.
- Sort out the task cards according to when they will need to be accomplished between the launch and the victory
- When you complete this task, bring your cards and attach them to the timeline according to the columns "Launch", "Victory", and the calendar modules that will be marked. We will take about 15 minutes for this task.

Facilitator Notes: While the teams work the facilitator prepares the wall by placing the names of the work teams along the left margin of the wall. The words "Launch" and "Victory" are printed on cards and placed in the column after the team names and at the end of the wall, respectively. Then the names of the months that intervene between the planning date and the victory date are printed on cards and placed at intervals along the top of the chart.

After the teams have posted the task cards the facilitator invites a representative of each team to read the "Victory", the "Launch" and at least 2 key activities for the team during the intervening months.

✎ After all teams have reported briefly say "Now the simulation has ended, but these are the questions you would need to ask in a "real" action plan. [Hand out Action Planning Calendar Completion Questions and have the group read the questions out loud].

The facilitator does not try to work through any of these questions in a simulation because it seems unhelpful to "pretend" this much commitment. If you are doing an in-house course with a "real" topic, you will likely want to go all the way through to the end.

ACTION PLANNING WALK-THROUGH

Rational Aim

To recall all the steps in the Action Planning process

Experiential Aim

To have the group see how each step in the process is crucial

Context

Again we want to get clear on the steps involved and to understand the purpose of each step

Small Group Work

- Divide into 5 groups
- Context/Victory
 - Current Reality
 - Commitment
 - Key Actions
 - Calendar/Assignments

Assignment for teams:

- What were the steps?
- What was the feel as a participant?
- What is the importance of doing this part?
- What are keys to facilitating this part?

Fill out on 5 flip charts.

Sharing

Ask each group to report out

Anyone else want to add to that?

Learning Points:

Context/Victory—rehearse the Givens; set the stage by asking questions (ORID); takes place in the future; write with different colored markers

Current Reality—takes place in the present; write with 4 different colored markers

Commitment—point of consensus; don't move on unless group agrees

Key Actions—task force names, not titles; concrete actions; no form a committee, coordination etc.

Calendar/Assignments—have calendar ready; calendar completion questions

Integration of Methods

Where did you experience the ORID method? The workshop method?

Are there any questions about this method?

Resolve

How many of you have participated in some type of action planning before?

How is this process different from other Planning processes you've been through?

Any questions?

Applications parade

WORKSHOP PRACTICE OVERVIEW

Rational Aim

To practice the Consensus Workshop Method.

Experiential Aim

I can use these methods in many situations.

Context

Workshop practice context:

- All get on feet
- Will split the group once into 2 or 3 groups
- Those 2 or 3 groups will then split again and do two workshops lasting 30 minutes each
- You **will not** have to facilitate this whole group in a workshop
- One trainer will go with each group

15 Minutes

Workshop Practice

Divide into 2 groups

Participants choose specific workshop questions

Explain CBGMR roles for practice

Team preparation time

Workshop A

Evaluation of each facilitator:

1. How did it feel facilitating your section?
2. Gifts?
3. Hints/clues for next time?

75 minutes

Break

Workshop B

Evaluation of each facilitator

45 minutes

Applications/ Evaluation

Individual applications
See "When to use what we've learned" handout

Small group sharing and group applications

Written evaluation

40 minutes

Reflection

Announcements:

Information about ICA, YFL, CYD etc.

Remind them of hour of free coaching - post trainers names, emails, phone numbers

Books and resources

Closing reflection on the course: Modes of Transportation

20 minutes

15 min.
break

Previously Used Focus Questions for the Group Practice Sessions

What are the essential elements of a good job?
What are the essential elements of a youth-friendly neighborhood?
What are critical issues facing youth in our community?
What are creative ways to positively influence the media's portrayal of youth?
How can youth regain a positive image in the media?
What are creative strategies to building youth-adult partnerships?
What can we do to build trust and honesty in youth-adult relationships?
How can we build more effective teamwork into our work?
What can our communities do to help youth reach their potential?
What are concrete things youth can do to improve their communities?
What are the qualities of a good youth mentor?
What qualities do young leaders bring to their community?
What are creative ways to get more young people involved in our communities?
How do we stimulate recognition, visibility & participation in our events?

Lighter Topics

What are creative ways to flirt?
What are new & different ways to spend your vacation?
What are keys to a winning sports team?
What are creative ways to celebrate a birthday?
What are (adjective) ways to meet people and make friends?
What facilities for young people would you like to see in your community?

SMALL GROUP PRACTICE

Rational Aim

To get each participant "on their feet" facilitating

Experiential Aim

This method is fun to use when I let it work by asking questions & guiding the group

Context

"In this session you will each get a chance to do one or two steps of the Consensus Workshop Method. As a small practice group we will have a chance to practice leading a workshop of 4-6 people. We can workshop through to 2 products.

Layout flow of the afternoon on a flip chart.

Context: 15 minutes
Choose focus ?'s & workshop teams

| | |
|------------|---------|
| Prep time | 15 min. |
| Practice A | 30 min. |
| Evaluation | 15 min. |
| Break | 15 min. |
| Practice B | 30 min. |
| Evaluation | 15 min. |

We'll be wearing "participant" and "facilitator" hats.

Assignment & Preparation

1. Choose workshop questions
2. Participants volunteer to facilitate one of the topics
3. Assign steps using CBCNR
4. Give small facilitation teams 15 minutes to prepare. Refer them to manual pages.
5. Keep time

Practice Workshop A

30 minutes

Context
Brainstorm
Cluster
Name
Resolve

Evaluation - 15 minutes

Ask for each facilitator:

1. Your experience as facilitator?
2. Gifts of each facilitator
3. What would you have them think about or spend prep time on?
4. What are your questions on the process?

Break - 15 minutes

Practice Workshop B

30 minutes

Context
Brainstorm
Cluster
Name
Resolve

Evaluation - 15 minutes

Ask for each facilitator:

1. Your experience as facilitator?
2. Gifts of each facilitator
3. What would you have them think about or spend prep time on?
4. What are your questions on the process?

Reflection

Gather back with other small groups to do final applications and reflect on the course as a whole.

Note:

If the other groups are not ready to gather, this is a good time to give tips/ reinforce steps/etc.

APPLICATIONS EXERCISE

Rational Aim

To work out any blocks hindering the ability to try out the methods.

Experiential Aim

To experience the confidence that I can use these methods.

Context

It's time to draw our course to a close. We want to take a few minutes to decide occasions when we will use these methods in our work in the future.

As they say, you either use it or you lose it.

Hand out Applications sheets

Individual Assignment

Pull your post-its down from the wall charts

Select one that you can do in the next 2 weeks

Decide the

- Method you will use
- When it will happen
- Group to use it with
- Topic
- Who will organize
- Who will facilitate
- Time needed
- Participants
- Permission needed
- Things to prepare and consider
- Date to start prep

Team Planning

Meet in small groups or by delegation
Share individual plans
Assist one another in working through any blocks

What is a chance this group has to facilitate coming up?
How can we work together to plan it?

Whole Group Reflection

Would anyone share their plan? (hear several before asking next question)

What blocks do you anticipate?

How will you overcome them?

Evaluation

Pass out written evaluation form. While people complete form....

Pass out:

- Documentation of demo workshop
- Participant list
- Certificate of completion
- Materials from ICA

Resolve

Announcements:

Information about ICA, YFL, CYD etc.

Remind them of hour of free coaching - post trainers names, emails, phone numbers

Books and resources

Closing reflection on the course: Modes of Transportation

TOPIC: REFLECTION ON THE COURSE

Instructions

- 1) Put up "Modes of Transportation" cards around the room.
- 2) Have participants go stand under the mode that most clearly expresses what the two days of training has been like for them.
- 3) Give them a few minutes to talk about why they chose that mode.
- 4) Have one or two people from each group report out why their group chose that mode.
- 5) Thank them and close the course.

ICE-BREAKERS

It is always good to insert ice-breakers to liven the group up, get them interacting, help them to get to know each other or simply to fill up time. A good time to use one is the morning of the second day in the course, and intersperse as needed.

Here are a few examples of ice-breakers that have worked in the past:

CATCH ME IF YOU CAN:

Players should be paired up. All players divide into two lines (facing in) shoulder to shoulder, with partners facing each other. Participants should be given approximately 30 seconds to look at their partners, taking in all details about the individual.

The leader then instructs the two lines to turn and face away from the center. One or both lines has 15-20 seconds to change something about their appearance (i.e. change a watch to different wrist, unbutton a button, remove a belt, etc.). The change must be discrete, but visible to the partner. The players again turn in to face each other and have 30 seconds to discover the physical changes that have been made. Players get to interact with each other and have fun!

MAILBOX:

Each participant takes a half sheet and goes to an open space and stands in a circle. One trainer gets in the middle, not on a half sheet, and explains the directions.

Person in the middle will say something about his/her self that is **TRUE** in the form of "I have mail for anyone who.....(was born in October)". If that is true for anyone else in the circle then they must run across the circle and jump on a vacant half sheet. You *cannot* move to the next half sheet over—you must cross the circle if possible. Whoever is left with out a half sheet is the next person to ask the question. Continue for a few minutes, a trainer should arrange to be caught in the middle when she/he wants to end the game.

THIS OR THAT:

Have the group come to an open space. Indicate that one side of the room is "This" and one side of the room is "That". Tell the group you are going to say two words/concepts (i.e. Beach or Mountains, Sandals or Boots, Facilitation or Presentation) and they are to move to the side of the room with the word/concept they feel most drawn to. There they will take a few seconds to discuss why they went towards that word/concept. Have each side report out. Continue calling out words and repeat process until ready to quit.

SNOWBALL FIGHT:

Each person takes a half sheet and writes one fact about his/her self that no one else here knows and that they don't mind sharing with the rest of the group. Ball up the half sheet and have participants use them as "snowballs" throwing them at one another for a few moments. Call time and have everyone pick up a snowball (make sure no one has their own). Go around the room and have everyone read out the fact written on their half sheet and the group tries to guess whose it is.

DEAD ANT:

Very cute and fun, but too long to explain here—watch another trainer lead it.

YFL HANDOUTS & AUDIOVISUAL MATERIALS

Video

Visual Aids for Course Overview

Hierarchical (triangles)
Facilitative (circles)

M&M's

Methods Cards

Sample Methods Topics Cards

Cautions Cards

Visual Aids for ORID Walkthrough

"Conversation Gone Wrong" Cards

YFL Scramble Cards

Bingo Sheet

Workshop Walk-Through Cut-outs

- Footprints

CBCNR Cards

Action Planning Victory Call-outs

- Sights
- Sounds
- Tastes
- Smells

Action Planning Calendar Completion Questions (In manual)

Applications Sheets

- Individual
- Group

YFL Course Evaluation

Certificate

"Modes of Transportation" Cards