

MINDVZ

MIND OVER VIOLENCE EVERYWHERE



ASSOCIATION
CANADIENNE
DE SANTÉ
PUBLIQUE



CANADIAN
PUBLIC
HEALTH
ASSOCIATION

Acknowledgements



The Canadian Public Health Association's (CPHA) National Literacy and Health Program wants to thank the National Literacy Secretariat for funding the development of [Mind Over Violence Everywhere \(M.O.V.E.\)](#).

We also want to thank the following groups for their help in organizing focus groups of youth: Frontier College; the Students Commission; Central Eastern Literacy Outreach Office – Gander, NF; Newtown Learning Centre, Surrey, BC; YMCA of Moncton, NB; Regional Library of Halifax, NS; and the White Buffalo Youth Lodge of Saskatoon, SK..

CPHA thanks the National Literacy and Health Program partners, health providers and literacy practitioners who reviewed this resource and offered helpful suggestions.

And finally, thank you to the hundreds of youth who gave their opinions, shared their stories, inspired creativity and gave valuable feedback. You are heroes of an uncommon nature and inspire hope and compassion for all.

Canadian Public Health Association

The Canadian Public Health Association (CPHA) is a national, independent, not-for-profit voluntary association representing public health in Canada with links to the international public health community. CPHA's mission is to constitute a special national resource in Canada that advocates for the improvement and maintenance of personal and community health according to the public health principles of disease prevention, health promotion and protection, and healthy public policy.

National Literacy and Health Program

The National Literacy and Health Program (NLHP) is a partnership of 27 national health associations working to raise awareness among Canadian health professionals about the links between literacy and health. The NLHP provides health professionals with resources designed to help them serve people with low literacy skills more effectively. The NLHP's Plain Language Service supports improved health communication by offering plain language revisions, assessments and workshops to the public, not-for-profit and private sectors.

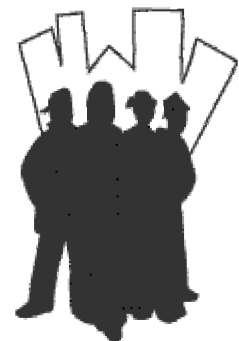
© July 2002 by the [Canadian Public Health Association](#)

Permission is granted for non-commercial reproduction only, provided there is clear acknowledgement of the source.

Advisory Committee

Viviane Antunes
Eric Costen, Sarah Dagg
Robert Davis
Marilena Schieda

[National Literacy Secretariat](#)
[The Students Commission](#)
[Frontier College](#)
[National Crime Prevention Centre](#)



The full learning material is available on the CPHA website <http://www.cpha.ca>

This project was funded by the National Literacy Secretariat.

TABLE OF CONTENTS

Background Information.....	5
Goals and Objectives.....	6
M.O.V.E Learning Modules.....	7
Overview of Learning Styles and Teaching Techniques.....	9
Get to Know Potential Participants in Advance	12
Keep Participants and Build Your Program.....	12
Thanks to the Youth who Helped Us	12

WORKSHOPS:



Module I - Learning and Thinking Styles

Day 1 – Learning Styles and Critical Thinking	13
Agenda.....	13
1. Awaken	14
2. Learning Styles	14
3. Circles of Violence	15
4. Impact of Violence.....	17
5. Transfer	18
Day 2 – Creative Thinking.....	19
Agenda.....	19
1. Awaken	20
2. Creative Thinking	20
3. Interviewing Techniques	22
4. Slogan for Social Action	23
5. Transfer	24

Module II – Communicating, Rights and Responsibilities

Day 3 – Communicating and Listening Skills	25
Agenda.....	25
1. Awaken	26
2. Communicating Skills	26
3. Listening Skills.....	28
4. Co-operative Games	28
5. Transfer	30
Day 4 – Rights and Responsibilities	31
Agenda.....	31
1. Awaken	32
2. Rights	32
3. Responsibility – Code of Honor.....	33
4. Social Responsibility.....	34
5. Transfer	36

Module III – Peer Mediation

Day 5 – Peer Mediation	37
Agenda.....	37
1. Awaken	38
2. Peer Mediation	38
3. Mock Peer Mediation	39
4. Work Plan Social Action Activity.....	40
5. Transfer	42
Day 6 - Stress and Conflict Management	43
Agenda.....	43
1. Awaken	44
2. Stress Management.....	44
3. Conflict Management.....	46
4. Tableaus	47
5. Transfer	48

Module IV –Resisting Peer Pressure

Day 7 – Assertiveness Training.....	49
Agenda.....	49
1. Awaken	50
2. Assertive Behavior	51
3. Masks	52
4. Dream Catchers	53
5. Transfer	54
Day 8 – Resisting Peer Pressure	55
Agenda.....	55
1. Awaken	56
2. Resisting Peer Pressure.....	56
3. Record and Produce	57
4. Media Literacy	59
5. Transfer	60

Module V – Social Action

Day 9 – Social Skills	61
Agenda	61
1. Awaken.....	62
2. Planning Social Action	62
3. Work Plan for Social Action.....	64
4. Transfer	66
Day 10 – Social Action.....	67
Agenda	67
1. Final Preparations.....	68
2. Awaken.....	68
3. Social Action – Peer Mediation	69
4. Evaluation.....	70
5. Transfer	71

APPENDIX

1. Smart Options	73
2. Sample Form – Informed Consent Form for M.O.V.E. Workshops.....	74
3. Forms of Violence Affecting Youth.....	75
4. Medicine Wheel	76
5. Circles of Violence	77
6. Scenarios.....	78
7. Social Responsibility.....	80
8. Examples of Co-operative Games	84
References	86

BACKGROUND INFORMATION



In May 2000, the Canadian Public Health Association's (CPHA) National Literacy and Health Program held the First Canadian Conference on Literacy and Health. *Charting a Course for Literacy and Health in the New Millennium* was funded by the National Literacy Secretariat (NLS), Health Canada and several other sponsors. The Ottawa conference attracted more than 300 people – health professionals, literacy practitioners, academics, lawyers, youth workers, seniors, government representatives, pharmaceutical manufacturers and learners.

The conference identified youth violence as a critical literacy and health issue. The term "violence" is broadly defined. It includes physical blows/wounds, neglect, sexual assault, verbal attacks and insults, and other psychological abuses, as well as threats and harassment. Canadian research has documented links between youth violence, low literacy and health. All participants at the conference agreed that youth violence must be addressed.

Youth violence also emerged as a significant issue in a previous project undertaken by CPHA's National Literacy and Health Program. In 1999, CPHA developed a literacy curriculum that addressed health issues for at-risk youth. The What the Health! project did not specifically talk about youth violence. However, the youth who participated in the project indicated that violence was an important concern for them. CPHA, health professional experts and youth services workers agreed that we need more information on youth violence, and that the issue should be integrated into youth literacy programs.

In response to this need, the National Literacy Secretariat provided funding to CPHA to create a literacy and health education program for out-of-school youth that focuses on violence prevention. The result is this resource, **Mind Over Violence Everywhere (M.O.V.E.)**. Young people played an important role in providing leadership and content for the program.



Mind Over Violence Everywhere (M.O.V.E.)

In June 2001, the Students Commission¹ worked with CPHA to organize workshops across Canada that explored how violence affects the lives of youth. Workshops were held in Gander, Halifax, Moncton, Ottawa, Toronto, Saskatoon and Surrey. A broad representation of youth from Anglo-Saxon, Francophone, Afro-Canadian, Indo-Canadian and Native communities, as well as rural areas and urban centres, shared thoughts on how the issues of violence affected them, their home, their community and the world. In addition, youth participants talked about how mental health issues such as Attention Deficit Disorder, depression and schizophrenia affected their learning skills. They shared personal experiences of abuse, bullying, racism, homophobia and gang violence – factors that often contributed to them leaving school.

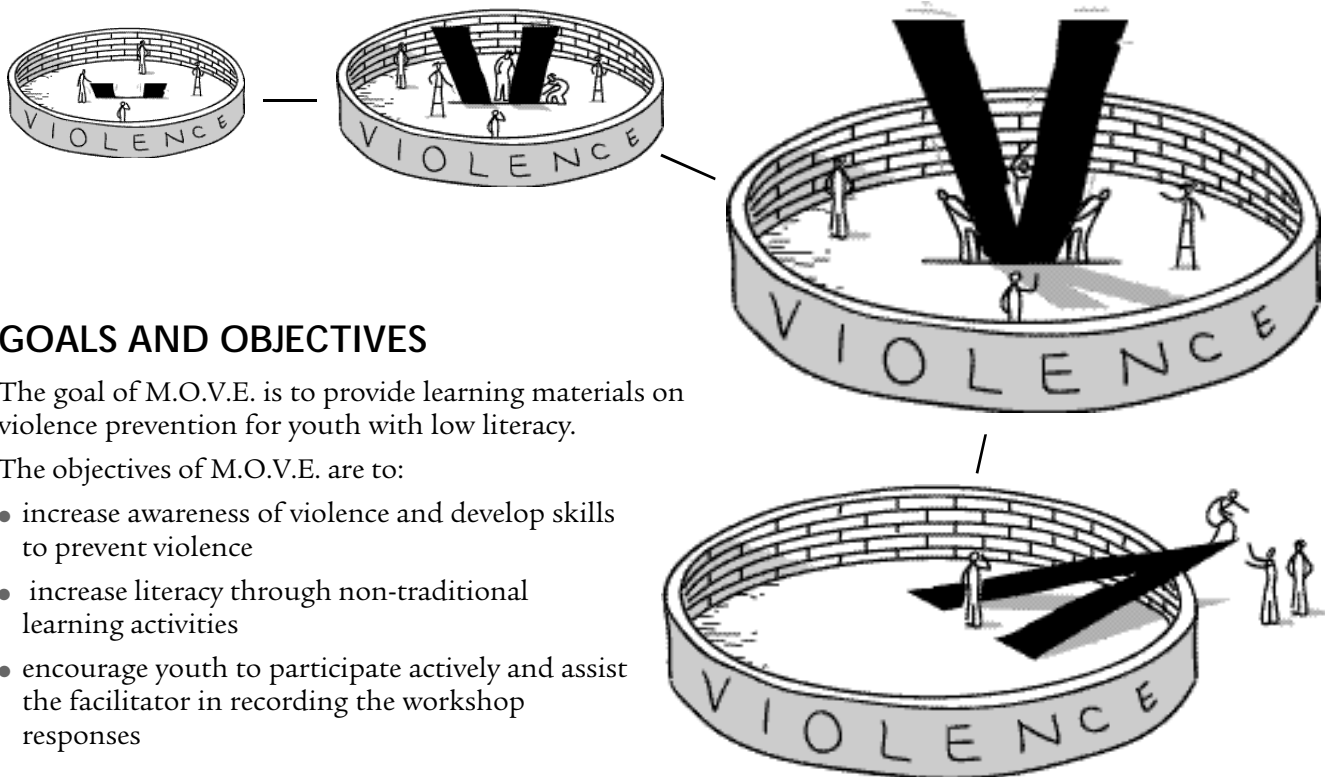


¹ The Students Commission (SC) is a national non-profit organization recognized as a Centre of Excellence for Youth Engagement.

The workshops provided insights into the needs of youth:

- Many youth want non-traditional teaching techniques to accommodate their learning and lifestyles. These include interactive and engaging approaches based on hands-on activities, discussions and peer support.
- Representatives from literacy programs and youth-serving agencies want flexible, youth-oriented activities that are affordable, available and sustainable.

CPHA took these views into account in developing this 10-day workshop. In addition, since youth-at-risk often have a challenging and transient lifestyle, CPHA organized the activities so that youth could do them – if necessary – according to their own schedule. All together, the activities form a comprehensive program on violence prevention.



GOALS AND OBJECTIVES

The goal of M.O.V.E. is to provide learning materials on violence prevention for youth with low literacy.

The objectives of M.O.V.E. are to:

- increase awareness of violence and develop skills to prevent violence
- increase literacy through non-traditional learning activities
- encourage youth to participate actively and assist the facilitator in recording the workshop responses

The non-traditional learning activities encourage youth to discover their strengths and build on them. Peer support is an important element in exploring the participants' experiences of violence. Recording responses and writing journal entries help to develop participants' literacy skills. Facilitators are encouraged to ask youth to help in the discussions and record responses on the flipchart whenever possible.

M.O.V.E. is both a practical tool and a social action model. It starts with a discussion among youth about their personal issues of violence. The participants work their way through five modules of activities, carried out over two days each. The last module focusses on social action, involving community members in activities to help youth find ways to resolve issues of violence.

The modules teach problem-solving skills. They help youth learn a step-by-step approach to interpersonal problems. Combining skills training and structured tasks, the activities help participants learn to express socially acceptable behavior. The skills reviewed in these modules help promote positive action against violence. Learning these new skills can also help to protect youth against violence.

The **M.O.V.E.** program is organized into five modules:

1. LEARNING AND THINKING STYLES

2. COMMUNICATING RIGHTS AND RESPONSIBILITIES

3. PEER MEDIATION

4. RESISTING PEER PRESSURE

5. SOCIAL ACTION



Module 1: Learning and Thinking Styles

During Day 1 and 2 youth learn about their individual strengths and develop critical and creative thinking skills. These skills help in decision-making and planning actions to prevent and deal with violence.

Module 2: Communicating, Rights and Responsibilities

On Day 3 and 4, youth are introduced to the United Nations Convention on the Rights of the Child.

Using this as a reference point, youth are guided through their rights and their responsibilities to uphold and protect the rights of others. Youth use co-operative games to learn which communicating and listening skills work best to promote a violence-free society.



Module 3: Peer Mediation

Up until this point, youth have been interacting together as a group. On Day 5, participants are encouraged to approach community members and discuss how to make their community safer. Day 6 will be a chance to learn a variety of techniques to control stress and conflict while celebrating youth culture.

Module 4: Resisting Peer Pressure

Both young women and men feel pressure to do things they would not do on their own. Days 7 and 8 introduce Assertiveness Training to help youth resist peer pressure and focus on achieving their dreams. Participants use improvisational theatre, art, music and video productions to address violence-related issues and to practise new skills.

Module 5: Social Action

On Days 9 and 10, youth will prepare for some form of social action, as well as an evaluation of the process. Participants have worked hard and hopefully have had fun. Now comes the chance to express their views about the process.

Figure I below gives an overview of the five modules in this 10-day program.

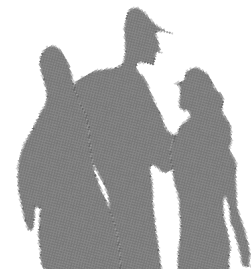
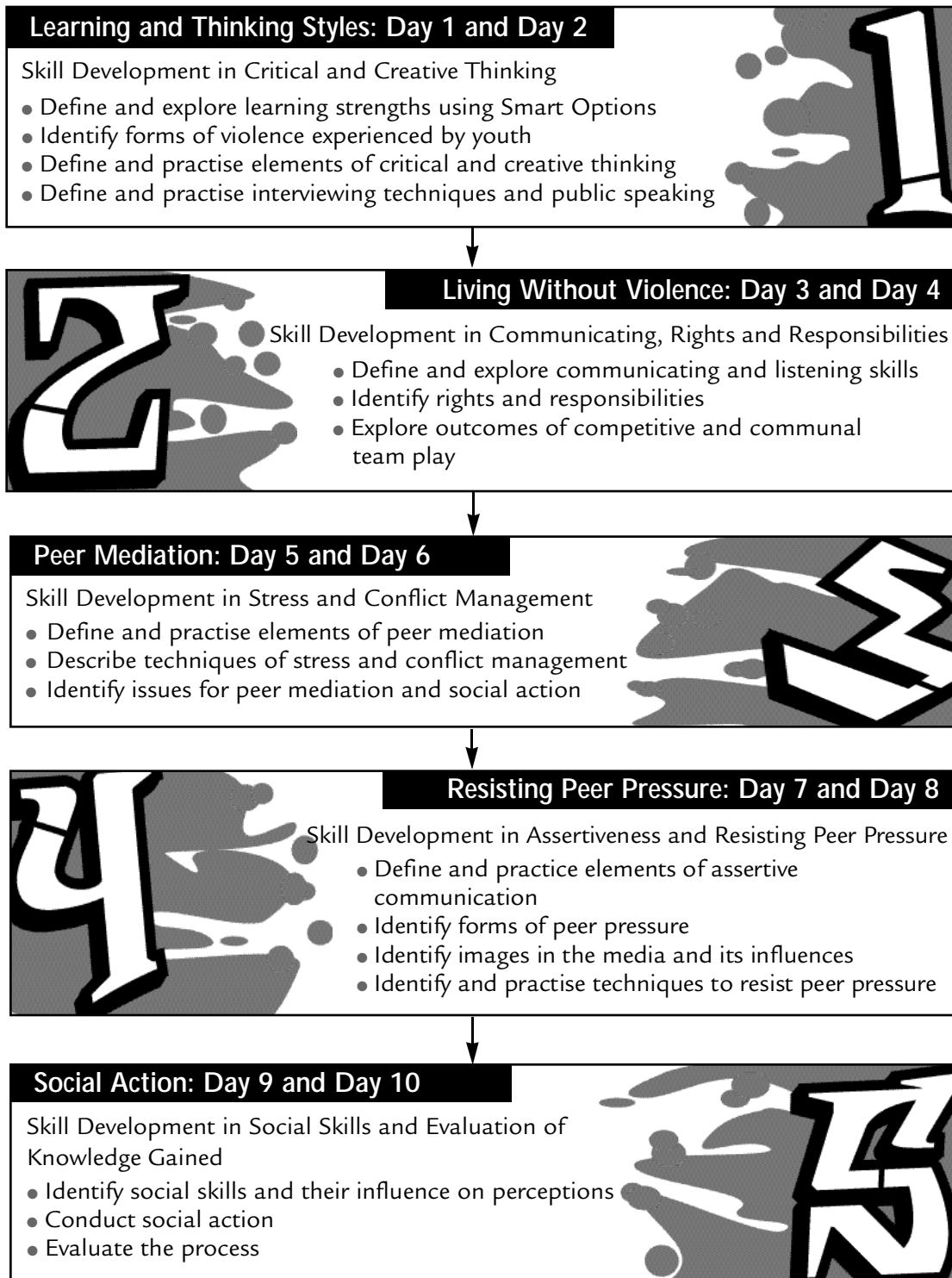


Figure I Mind Over Violence Everywhere (M.O.V.E.) Learning Modules

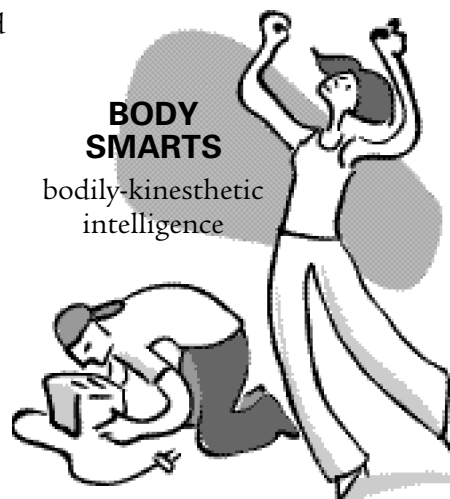
(All group activities are co-facilitated by trained youth and staff)



Overview of Learning Styles and Teaching Techniques

The development of M.O.V.E. integrates the needs of youth and literacy practitioners through the application of two theories: "Smart Options"² for learning styles, and Lazear's "Teaching Techniques" for program delivery.³

When these two approaches were used, youth participants were interactive, responsive and open in discussing the issues of violence. They participated eagerly in activities and spoke of how empowering the experience was for them. They felt their strengths were recognized and that they were in control of identifying the ways and means of making things better for themselves. At the end of each workshop, participants commented that they had more insight about other people's perspectives. They felt they learned more skills in one day than they had for a very long time.



Smart Options



PEOPLE SMARTS

interpersonal intelligence

The Multiple Intelligences theory, developed by Howard Gardner, states that people have many cognitive strengths and contrasting cognitive styles which are called "Intelligences." With their "Smart Options," Baran and Baran apply Gardner's theory, renaming the Intelligences as *Smarts*, and showing how —with practise — people can develop their smarts. The terminology of the two approaches is shown below. (See Appendix 1 for definitions).

Gardner's Terms	Baran and Baran's Terms
- bodily-kinesthetic intelligence	- body smarts
- interpersonal intelligence	- people smarts
- intrapersonal intelligence	- self smarts
- linguistic intelligence	- word smarts
- logical-mathematical intelligence	- logic smarts
- musical intelligence	- music smarts
- naturalist intelligence	- nature smarts
- spatial intelligence	- image smarts

SELF SMARTS

intrapersonal intelligence



² Baran, Dan and Philippa Cranston-Baran. *Smart Options: Intelligent Career Exploration*. National Life/Work Centre. Memramcook, New Brunswick. 2000.

³ Lazear, David. *Seven ways of teaching: The Artistry of Teaching with Multiple Intelligences*. 2nd edition. IRI/Skylight Training and Publishing Inc. Palantine, Illinois. 1991.

Through this program, youth are reassured that they have many *smarts* that may not have been developed in the traditional school system. At the beginning of the program, facilitators help participants complete a checklist to identify their *smarts*. As they learn skills for violence prevention during the program, participants will practise and apply the different *smarts*. The *smarts* are incorporated into each lesson plan, reflected on the agenda and listed according to the activities.



LOGIC SMARTS

logical-mathematical intelligence



MUSIC SMARTS

musical intelligence



WORD SMARTS

linguistic intelligence



NATURE SMARTS

naturalist intelligence



IMAGE SMARTS

spatial intelligence

Teaching Techniques

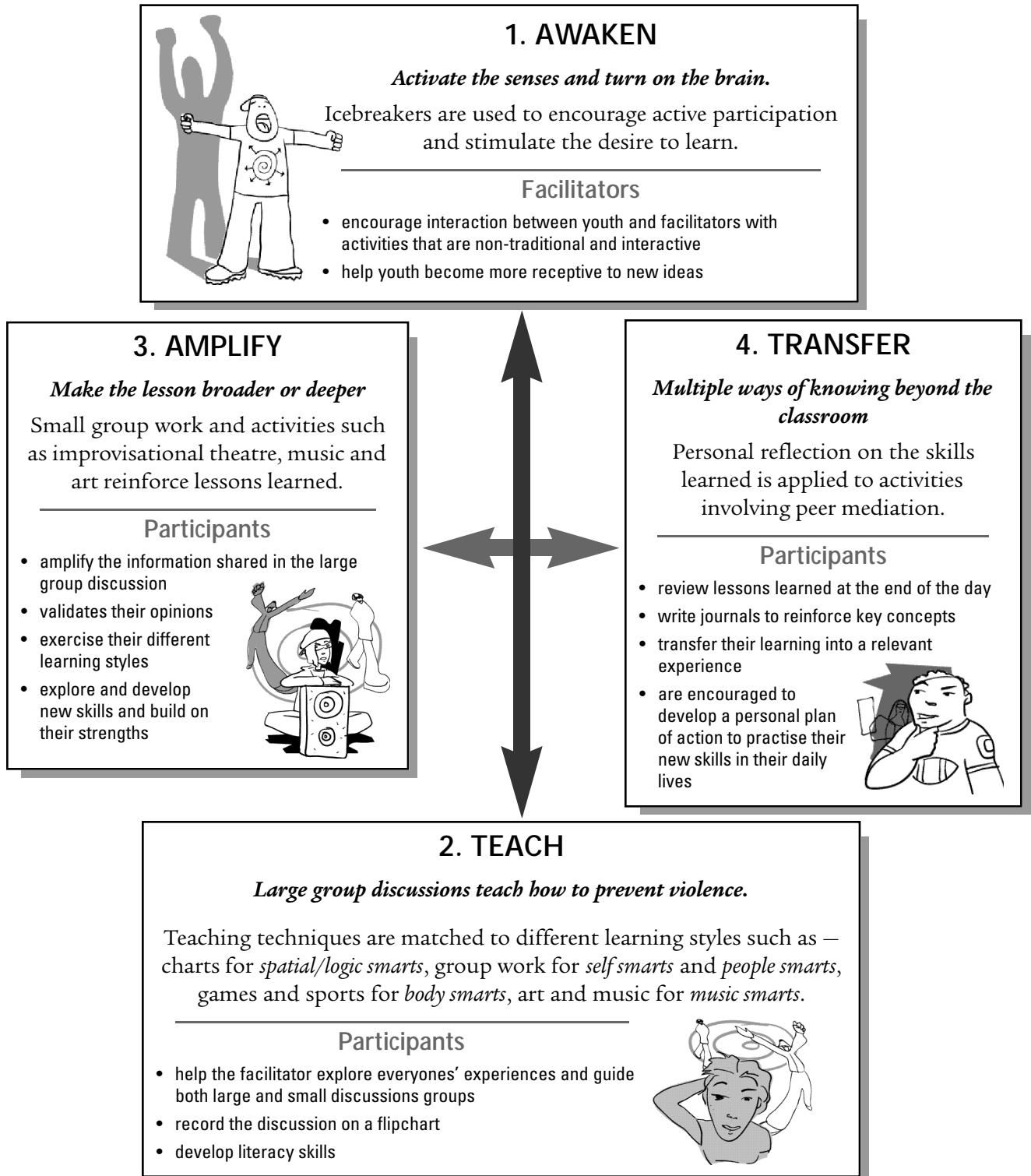
Since youth wanted more interactive and participatory teaching techniques, M.O.V.E. uses David Lazear's four-stage teaching process:

- Awaken the senses and turn on the brain.
- Teach structured lessons for "Smart Options."
- Amplify the exercise (make the lesson deeper and/or broader) and strengthen awakened capacities.
- Transfer the learning beyond the classroom.

Figure II outlines how Lazear's four stages of teaching are applied to the modules.

Figure II Teaching Techniques ⁴

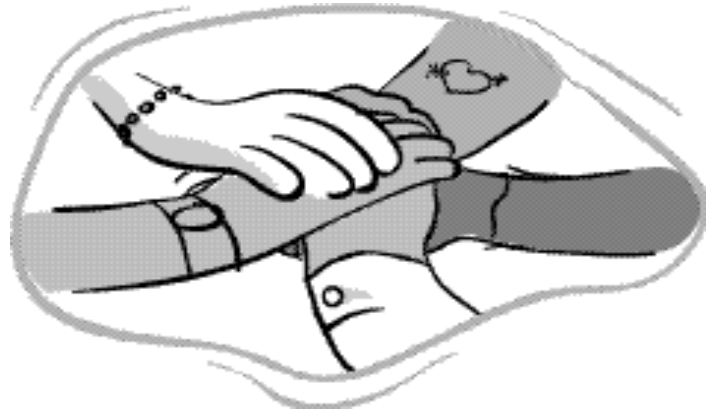
Since youth wanted more interactive and participatory teaching techniques, M.O.V.E. uses David Lazear's four-stage teaching process: Awaken, Teach, Amplify and Transfer



⁴ Adapted , with permission, from Skylight Professional Development, www.skylightedu.com

Get to Know Potential Participants in Advance

We recommend that you interview potential participants before the beginning of the 10-day program, especially with respect to their experiences with internalized and externalized violence. By the end of the program's first or second day, you will understand a lot about the participants' experiences in school, since leaving school, and with violence. However, the interviews will help to guide your work with each participant.⁵



It's also important that potential candidates understand that they will participate in discussions about youth violence. The *Informed Consent Form for M.O.V.E. workshops* MUST be reviewed with all candidates (See Appendix 2 for a sample form). Discussing the form is a useful way to inform high-risk youth about the limitations to confidentiality and to gain their informed consent to participate. All participants should review and sign the form before they start the program.

Keep Participants and Build Your Program

To keep participants and build the program we suggest the following:

- Keep the modules self-contained in content but cumulative in skill development. This approach accommodates participants who don't come every day.
- Allow participants to earn credit for each component they complete. For each full day attended, participants will earn vouchers or coupons from local businesses such as theatres, coffee shops, video rental stores or pizza places. This approach encourages community participation and promotes youth-friendly services.
- Ensure that youth who complete the two-week program are eligible to help in an upcoming program or get a letter of reference for Leadership Development.

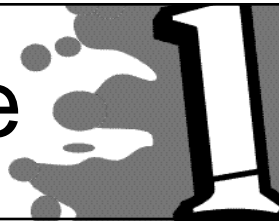
Thanks to the Youth who Helped Us

These workshops were successful because youth were so open about their experiences, their sense of hope that things can get better and their incredible courage in the face of tremendous life challenges. They were an inspiration for us.

We hope that we have captured what we learned from the participants in these learning materials. We believe there is great potential for facilitators and youth to work together towards violence prevention. Whether you give one or 10 of these workshops, we wish you success.

⁵ We suggest that organizations offering youth literacy programs collect basic demographic data on their clients/participants, and some information about school and learning experiences to better understand the participants and document their progress.

Module



Day 1 – Learning Styles and Critical Thinking

Agenda

Time	Activity	Minutes	Smart Options	Techniques
09:00	1. Awaken a) Icebreaker	15	<i>People</i>	<i>Awaken</i>
09:15	2. Learning Styles a) Large Group Discussion b) Small Group Work	60 30	<i>Assessment</i>	<i>Teach</i> <i>Amplify</i>
10:45	Break	15		
11:00	c) Regroup - Feedback	60		<i>Teach</i>
12:00	Lunch	30		
12:30	3. Circles of Violence and Critical Thinking a) Large Group Discussion b) Small Group Work c) Large Group Discussion	45 15 30	<i>Word and People</i>	<i>Teach</i> <i>Amplify</i>
02:00	Break	15		
02:15	4. Impact of Violence a) Small Group Work b) Large Group Discussion	45 15	<i>Self</i>	<i>Teach</i> <i>Amplify</i>
03:15	5. Transfer a) Journal Writing b) Closure	10 10	<i>Word</i> <i>Self</i>	<i>Transfer</i>

Skill Development: Learning Styles and Critical Thinking



Objectives:

- Define and explore learning strengths using Smart Options.
- Identify forms of violence experienced by youth.
- Describe elements of critical thinking.
- Use journal writing as a literacy tool and for writing about thoughts and plans.

Resources/Materials for Activities:

Flip chart, markers, tape, roll of toilet paper, Baron and Baron's Smart Options Checklist (one for each participant) and facilitator's guide, Circles of Violence diagram, video camera and tapes (optional), audio tape recorder and tapes.

1. AWAKEN

a) Icebreaker

Toilet Paper Game:

Facilitator has everyone sit in a circle and says: "I'm going to give each of you some toilet paper. Take as much or as little as you want. Remember, it could be a long day."

After each participant takes his/her paper, facilitator says: "Now gently tear the pieces apart on the perforated lines."

After this is done, facilitator says: "I'll begin. For each piece of paper you have, tell us one thing about yourself."

2. LEARNING STYLES

a) Large Group Discussion

The objective of this activity is to help youth identify their strengths in different learning styles.

Facilitator instructions:

- Review Smart Options Facilitator Guide before Day 1.
- List the eight Smart Options with examples on separate flipchart sheets.
- Explain to participants the concept of Multiple Intelligences using the Facilitator Guide.
- Demonstrate how to use Smart Options checklists and the rating scale of sometimes/a lot/never.
- Complete the Smart Options checklist.

Time: 15 min.

Materials:

- roll of toilet paper

Time: 60 min.

Materials:

- flip chart
- markers
- tape
- pens
- Smart Options guide

b) Small Group Work

- Ask participants to pair up with someone they do not know.
- Ask participants to interview his/her partner, using the following set of questions and to write down their answers. Each participant will report back to the larger group on his/her partner's answers:
 - "When were you in school? What did you like about it? What didn't you like?"
 - "Why did you leave school?"
 - "How has life been since you left school?"

Break

c) Regroup - Feedback

Facilitator Instructions:

- Write the questions as headings on separate flipchart pages.
- Record participants' responses for each question.
- Ask if participants can see any similar learning styles.
- Explain that the group will come back to look at these learning styles most days in the program (i.e. for variety show or Social Action).
- Discuss the "smarts" and how skills in these areas can be developed and linked to jobs.
- Explain that different *smarts* can be developed with practise.
- Explain that over the next 10 days there will be opportunities to practise different *smarts* while learning about violence prevention.

Lunch

3. CIRCLES OF VIOLENCE

Elements of critical thinking are used to discuss the Circles of Violence.

a) Large Group Discussion

Identify the problem of Violence.

Facilitator Instructions:

- Ensure that all participants have the opportunity to participate.
- Invite participants who don't participate orally to write on the flipchart.
- Write on flipchart "Circles of Violence" and draw the three circles, labelling the outer circle "World," middle circle "Community," and inside circle "Home/family."
- Point out that violence takes many forms (actions, weapons, words) in all three circles: for example, verbal, physical, sexual, economic.
- Ask participants to identify issues of violence in the world and Canada and provide examples (e.g. war).
- Write responses in outer circle on flipchart.

Time: 15 min.

Materials:

- paper
- pen

Break: 15 min.

Time: 60 min.

Materials:

- flip chart
- markers
- tape

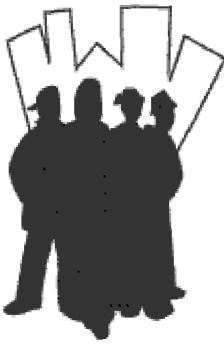
Lunch: 30 min.

Time: 45 min.

Materials:

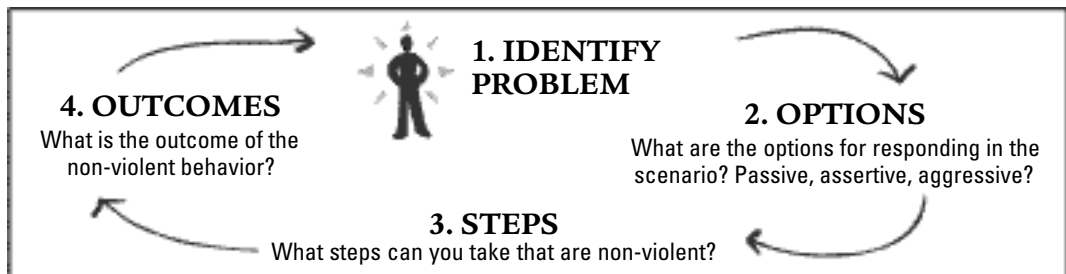
- Circles of Violence chart
- flipchart paper
- markers
- tape

home
COMMUNITY
world



- Ask participants to identify issues of violence in their own community and provide examples (e.g. gangs).
- Write responses in middle circle on flipchart.
- Raise issues related to homophobia, racism and sexism.
- Explain that racism, sexism and homophobia are negative behaviors, conditions or attitudes directed at someone because of their race, gender or sexual orientation.
- Ask group if young men and women have different experiences of violence.
- Ask participants to identify issues of violence in their family or home and provide examples (e.g. child abuse).
- Write responses in inside circle on flipchart.
- Point out connections between global, community and family forms of violence.
- Ask participants to focus on the community circle for critical thinking.
- Write three headings – "Homophobia," "Racism," "Sexism" – on flipcharts.
- Introduce **Elements of Critical Thinking** and list them under each heading of Homophobia, Racism, Sexism.

ELEMENTS OF CRITICAL THINKING



**RACISM SEXISM
HOMOPHOBIA**

Time: 15 min.

b) Small Group Work

Break into three groups, one for each heading of Homophobia, Racism, Sexism.

- Provide a scenario for each heading.
- Ask participants to take 15 minutes to ask questions using the Elements of Critical Thinking.
 - Three youth are walking through a park. They meet a middle-aged woman walking her dog. She changes directions when she sees them.
 - Two youth enter a corner store. One goes off to the back, one goes to the counter to buy cigarettes. The cashier is Indo-Canadian.
 - One youth is having a party with some friends. The neighbors complain about the noise after 9 p.m. and call the police.

c) Regroup – Feedback

Facilitator Instructions:

- Ensure that female participants have equal, uninterrupted time to speak in the discussion, as the males tend to dominate.
- Ask each group to give examples of non-violent behavior for their scenario.
- Ask, "Are there any differences between guys' and girls' experiences with violence?"

Break

4. IMPACT OF VIOLENCE

The objective of this activity is to create self-awareness and develop *self smarts*.

a) Small Group Work

Male and Female groups - Sundial or Medicine Wheel Activity.

A great deal of research and clinical work supports the fact that boys' and girls' experiences with violence are very different. The forms and contexts of their use of violence also vary. Girls and boys are more likely to express their experiences on this topic in gender-segregated groups. Girls in particular report feeling much safer talking about these issues in the company of other girls.

Facilitator Instructions:

- Split participants into male and female groups to explore their experiences of violence, health and safety.
- Ask participants to refer to "home" on the Circles of Violence.
- Provide each group with a scenario of homophobia, abuse and neglect.
- Draw circle with lines extending

or

- Draw circle with four quarters, write heading in each quarter – Physical, Emotional, Spiritual and Intellectual.
- Ask the following set of questions and record the responses on the chart:
 - "How does violence affect your physical, emotional, spiritual and intellectual health?"
 - "What does it mean to you to be 'safe'?"
 - "What does it mean to you to be healthy? Do you think you are healthy?"
 - "What would help to make your future violence-free?"

Time: 30 min.

Break: 15 min.

Time: 45 min.

Materials:

- Circles of Violence chart
- Sundial/ Medicine Wheel
- markers
- tape
- scenario



Time: 15 min.

b) Large Group Discussion

Facilitator Instructions:

- Ensure that female participants have equal, uninterrupted time to speak in the discussion, as the males tend to dominate.
- Ask, "Are there any differences between guys' and girls' experiences with violence?"
- "What can you do to make home safer?"

5. TRANSFER

Time: 10 min.

a) Journal Writing

The objective of journal writing is to increase literacy and reflect on the day's events.

Facilitator Instructions:

- Hand out journal/page to each participant.
- Review Smart Options headings.
- Review Elements of Critical Thinking.
- Ask participants to draw three diagrams under today's date: Head/ Heart/Feet.
- Tell them:

Materials:

- journal page
- pens
- heading of Smart Options
- facts

HEAD means,
"What did you learn?"



HEART means,
"How did you feel?"



FEET means,
"What steps will you take?"



Ask participants to write two sentences under each heading related to the day. For example:

Head – "I learned that when I play violent video games, I sometimes act aggressively. I never thought there was a link between what games I play and how I act."

Heart – "I felt sorry for gay people who get beat up. I hope that never happens to me."

Feet – "I'm going to talk to my teacher who puts me down. I don't deserve that."

Time: 10 min.

b) Closure

Facilitator Instructions:

- Ask participants, "What are your impressions of today?"
- Ask participants, "What did you like/didn't you like?"
- Thank everyone for his or her participation.
- Give quote for the day.
- Distribute vouchers.

Quote for the day:

I hear and I forget.

I see and I remember.

I do and I understand.



Module

Day 2 – Creative Thinking

Agenda

Time	Activity	Minutes	Smart Options	Techniques
09:00	1. Awaken a) Icebreaker	15	<i>People</i>	<i>Awaken</i>
09:15	2. Creative Thinking a) Large Group Discussion b) Small Group Work c) Regroup - Feedback	30 30 30	<i>Word</i>	<i>Teach</i>
10:45	Break	15		
11:00	3. Interviewing Techniques a) Large Group Discussion b) Small Group Work Open Mike Activity	40 20	<i>Word, People</i>	<i>Teach</i> <i>Amplify</i>
12:00	Lunch	30		
12:30	c) Regroup – Feedback	30		
01:00	4. Slogan for Social Action a) Large Group Discussion b) Small Group Work c) Large Group Presentation	15 45 30	<i>Image, People, Self</i>	<i>Amplify</i> <i>Teach</i> <i>Amplify</i>
02:30	5. Transfer a) Journal Writing b) Closure	10 10	<i>Word, Self</i>	<i>Transfer</i>

Skill Development – Creative Thinking



Objectives:

- Define and practise interviewing techniques and public speaking.
- Explore world, community and family violence issues using a talk show format.
- Describe elements of creative thinking.
- Identify and practise *people smarts*, *picture smarts* and *word smarts*.

Resources/Materials for Activities:

Flipchart, markers, tape, ball of wool, tape recorder and microphone (two of both if possible), audio-tapes, video camera and tapes (optional), bristol board, paints, markers, magazines, scissors, tape, glue.

1. AWAKEN

a) Icebreaker

Web Game:

Facilitator gets everyone to stand in a circle an arm's length apart. (Participants should stretch their arms out until their fingertips touch the next person on either side. After they have created their own space, participants put their arms down).

Facilitator throws a ball of wool to someone across the circle, hanging onto the end piece.

Facilitator identifies one thing s/he can do to stop violence in the community (for example, intervene when bullying occurs) as s/he is throwing the wool.

The participants repeat the process until everyone is holding a piece of the wool.

Facilitator then asks someone to walk in, walk back, and get tangled up in the wool.

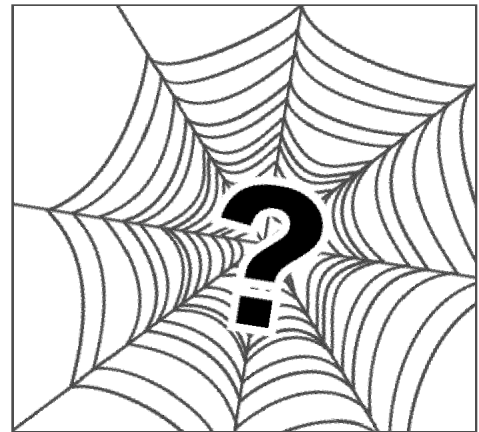
Facilitator asks: "What does this web represent?"

The goal of the game is to reflect the interconnected lives of the participants and how everyone has a role to play in stopping violence.

2. CREATIVE THINKING - How Do We Make Things Better?

The activities and discussions today prepare for the social action activities on Days 5 and 10.

The imaginary outcomes and brainstorming exercise are based on the Circles of Violence diagram. Both use creative thinking.



Time: 15 min.

Materials:

- ball of wool

a) Large Group Discussion

Imaginary Outcomes and
Brainstorming Exercise

The facilitator will explain and
model Imaginary Outcomes and the
Elements of Brainstorming that
include:

Sharing ideas.

Not criticizing ideas.

Adding to ideas.

**Creating categories of
similar ideas.**

- Review Circles of Violence diagram.
- Ask participants to choose a topic related to racism, sexism or homophobia. Afterwards, ask them to explain an imaginary outcome of how the situation would be if people got along.

b) Small Group Work

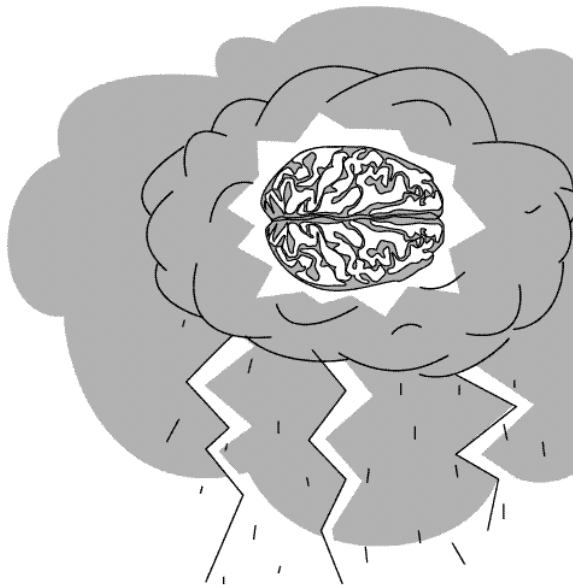
Facilitator Instructions:

- List on separate flipchart pages: "Racism," "Homophobia," "Sexism."
- Provide examples, such as:
 - Racism: Cashier does not give black youth correct change.
 - Homophobia: Bus driver does not accept your transfer ticket from "gay village".
 - Sexism: Men crowd a young woman at the park.
- Ask group to come up with ideas on how to make things better in their community, and/or home.
- Write all the responses on the flipchart.
- Ask participants not to criticize or eliminate any suggestions.
- Ask participants to build on someone else's idea.
- Ask participants to put similar ideas together to make a category.

c) Regroup – Feedback

- Ask group to state its scenario.
- Ask participants to give suggestions on how to make things better.
- Add additional comments from other groups.

Break



Time: 30 min.

Materials:

- Circles of Violence chart

Time: 30 min.

Materials:

- flipchart paper
- markers
- tape

Time: 30 min.

Break: 15 min.

3. INTERVIEWING TECHNIQUES

Time: 40 min.

a) Large Group Discussion

Open Microphone Activity.

The talk show format prepares participants for Social Action. Role-playing encourages empathy. The exercise gives participants a chance to practise public speaking, review questioning techniques, and clarify rules for negotiating their position/interest.

Facilitator Instructions:

Materials:

- tape recorder
- blank tapes
- microphone
- camera
- film

ACTIVITY: CREATE A DOCUMENTARY/TALK SHOW TO EXPLORE THE IMPACT OF VIOLENCE.

Describe the basic skills:

- Identify topics of violence to address.
- Identify people to be interviewed on the panel discussion (peers, staff, survivor, victim, parent).
- Choose participants to play those roles.

Ask the following questions:

Who is the aggressor?
Why?

Who is being victimized?
Why?

Who are your allies?
Why?

Explain the Elements of Power:

someone who states facts and is unwilling to change versus someone who has an opinion and is willing to change.

Use Open-ended questions

to help participants explore whose position can change and to help increase creative thinking.

Avoid closed questions

that only provide yes/no answers.

Use the five W's of who, what, when, where, why:

What was your experience of violence?

Have you experienced violence?

Yes

When did it happen?

Ask questions to clarify statements.

Can you give an example of what you meant by...?

Learn how to end an interview.

Express appreciation to interviewees for sharing their insight and experiences.

b) Small Group Work

- Facilitator acts as host and demonstrates open-ended questions using the five W's.
- Provide simple and relevant scenarios for talk shows (for example, youth hanging out and urinating in front of a business).
- Choose participants for talk show panel: youth, youth worker, business owner, city councillor, parent.
- Prepare roles for participants.
- Identify all actors and ask them to state their opinion or interest in the conflict.
- Act out talk show for 20 minutes using open-ended questions, 5 W's.
- At the end of the role-playing, remind participants that their roles are finished and the scenario is over.

Lunch

c) Regroup - Feedback

Facilitator Instructions:

- Ask group to present scenario.
- Ask, "What was the outcome of scenario?"
- Ask, "Who was the ally?"
- Ask, "Who was strongly opposed?"
- Ask, "Did anyone change opinions?"
- Ask, "What are other ways to change people's opinions?"
- Ask for any other comments from the group.

4. SLOGAN FOR SOCIAL ACTION

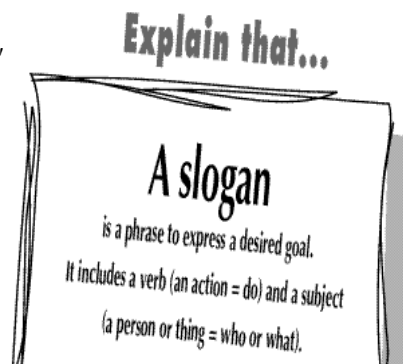
The objective for creating a poster is:

- to use *picture* and *word smarts*
- to use creative thinking for solving problems

a) Large Group Discussion

Facilitator Instructions:

- Ask participants these questions:
 - "If a miracle happened overnight, what would tomorrow morning be like for you?"
 - "How would tomorrow be free from violence?"
 - "How would you feel?"
 - "What steps would you take to make things better?"
- Direct participants to use bristol board or the flipchart to create a slogan or symbol related to preventing violence.



Time: 20 min.

Materials:

- scenario

Lunch: 30 min.

Time: 30 min.

Time: 15 min.

Materials:

- bristol board
- paints
- markers
- magazines
- scissors
- tape
- glue

Time: 45 min.

b) Small Group Work

- Divide participants into three groups of pairs.
- Ask each group to use materials to create a poster or slogan for violence prevention on the following topics: racism, sexism or homophobia.

Time: 30 min.

c) Regroup - Feedback

Facilitator Instructions:

- Ask each group to explain its slogan or symbol for racism, sexism or homophobia.
- Ask each group how it used creative thinking to make its poster.

5. TRANSFER

Time: 10 min.

a) Journal Writing

Facilitator Instructions:

Materials:

- journal/page
- pen

- Review Elements of Creative Thinking: imaginary exercises, brainstorming.
- Use journal writing to increase literacy and reflect on the day's events.
- Hand out journal/page to each participant.
- Ask participants to draw three diagrams under today's date: Head / Heart / Feet.
- Tell them:

HEAD means,
"What did you learn?"



HEART means,
"How did you feel?"



FEET means,
"What steps will you take?"



Ask participants to write two sentences under each heading related to the day. For example:

Head – "I learned that I have *picture smarts*. I think I'll get a job in advertising."

Heart – "I felt good when I discovered that I am smart. I was always told I'm stupid."

Feet – "I'm going to take my slogan and put it on my wall. It makes me feel like I have choices."

Time: 10 min.

b) Closure

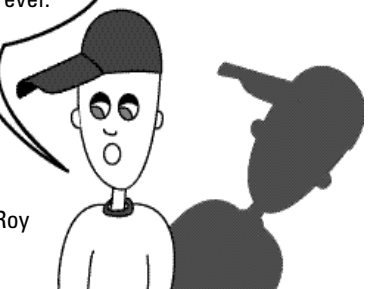
Facilitator Instructions:

- Ask participants, "What are your impressions of today?"
- Ask participants, "What did you like/didn't you like?"
- Thank everyone for his or her participation.
- Read the quote for the day.
- Distribute vouchers.

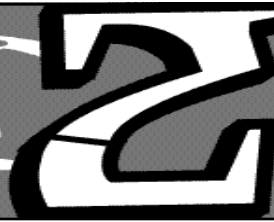
Quote for the day:

Ideas often last a day; feelings, dreams, almost forever.

- Gabrielle Roy



Module



Day 3 – Communicating and Listening Skills

Agenda

Time	Activity	Minutes	Smart Options	Techniques
09:00	1. Awaken a) Icebreaker	15	<i>People</i>	<i>Awaken</i>
09:15	2. Communicating Skills a) Large Group Discussion b) Small Group Work c) Regroup - Feedback	30 30 30	<i>Body, Self, People</i>	<i>Teach</i> <i>Amplify</i>
10:45	Break	15		
11:00	3. Listening Skills a) Large Group Discussion b) Small Group Work c) Regroup - Feedback	20 20 20	<i>Body, Self, People</i>	<i>Teach</i> <i>Amplify</i>
12:00	Lunch – Walk to Pool Hall/Park	30		
12:30	4. Cooperative Games a) Large Group Discussion b) Large Group Activity c) Regroup - Feedback d) Large Group Activity	15 15 15 15	<i>Body</i>	<i>Amplify</i>
01:30	5. Transfer a) Journal Writing b) Closure	10 10	<i>Word, Self</i>	<i>Transfer</i>

Skill Development: Communicating and Listening



Objectives:

- Define and explore communicating and listening styles.
- Practise and develop communication skills by playing co-operative games.
- Describe elements of rights and respect.
- Develop *body smarts*.

Resources/Materials for Activities:

Flipchart, markers, tape, gym facility/outside field/large room, sports equipment (basketball, volleyball, Frisbee, etc.) video camera/tape recorder (optional).

Time: 15 min.

1. AWAKEN

a) Icebreaker

Back-To-Back Game:

- Facilitator instructs participants to pair off with someone they do not know, standing back-to-back.
- Pairs change partners for each scenario.
- One minute is allowed for each scenario.
- Pairs face each other when acting out a scene.

Sample scenes:

- You are meeting your best friend, whom you have not seen for 10 years.
- You bump into an opposing gang member on your turf.
- You greet your Mom at her birthday party.
- Your favorite teacher in Primary School comes to your High School graduation.

2. COMMUNICATING SKILLS

a) Large Group Discussion

The objective of this exercise is to define the basic elements of communication and link them to *body smarts*. Use the icebreaker scenarios as examples.

Facilitator Instructions:

- Write participants' answers on flipchart.
- Tape chart papers around the room.

Time: 30 min.

Materials:

- flipchart
- pen
- tape
- scissors

List scenarios from icebreakers on separate flipcharts:

- Ask participants to identify the speaking style and level of eye contact they used in icebreakers.

ELEMENTS OF EFFECTIVE COMMUNICATION SKILLS

VERBAL COMMUNICATION (Verbal)

	PASSIVE	CONFIDENT	AGGRESSIVE
Vocal tone: →	• passive tone (quiet)	• confident tone (good volume)	• aggressive tone (loud)
Response: →	• passive response (no answer)	• response (clear, appropriate language)	• response (abusive language)

BODY LANGUAGE (Non-Verbal)

Eye contact: → → →

Calm pose: → → →

Personal space: → → →

- Describe the elements of an effective "I" message that include:

I hate it

when you hit me

because it hurts.

A description of your feelings.

The behavior of concern.

The impact of the behavior and body language.

- Ask participants to identify non-verbal and verbal indications of listening for different cultures and groups.
- Ask participants to:
 - Choose a behavior in the scenarios.
 - Share their feelings about this behavior.
 - Offer a reason for their feelings.

For example: In our scenario we met a rival gang member in our neighborhood. We were both mad and reacted by pushing and yelling. We felt that we owned that street corner and he had no right to be there.

b) Small Group Work

- Ask participants to take turns practising "I" messages and body language to match the message.
- Give each pair a scenario.
- Ask for volunteers who are willing to repeat their scenario in front of the group using "I" messages and assertive body language.



Time: 30 min.

Materials:

- scenarios

Time: 30 min.

c) Regroup - Feedback

- Ask each group to present its scenario.
- Review if comment had elements of "I" messages and assertive body language.
- Reframe if necessary.
- Comment on good effort.



Break: 15 min.

Break

3. LISTENING SKILLS

Time: 20 min.

a) Large Group Discussion

- Explain the Elements of Effective Listening: listen, paraphrase, ask questions to clarify including 5 W's of who, what, when, where, why.
- Explain barriers to Effective Listening:
- Types of language (e.g. abusive language).
- Stereotypes (e.g. "They're all alike.").
- Body language – tone, posture, personal space, eye contact.
- Preparedness, inattentiveness and unwillingness to listen.
- Ask for a volunteer to participate in a scenario with the facilitator to demonstrate passive or aggressive communication.
- Act out the scenario.
- Ask the group to suggest confident body language to replace passive or aggressive body language used by the facilitator and participant.

Time: 20 min.

b) Small Group Work

- Divide into three groups.
 - Present one scenario of racism, homophobia and sexism to each group.
- Ask each participant to take turns practising Effective Communicating and Listening Skills.

Time: 20 min.

c) Regroup - Feedback

- Ask participants to explain what worked, and to identify any barriers.

Lunch: 30 min.

Lunch – Walk to Pool Hall/Park

4. CO-OPERATIVE GAMES

This activity draws upon *body smarts*, *people smarts*, *self smarts*, and *word smarts*.

The objective of co-operative games is to encourage participants to work together to overcome challenges using verbal communication and body language. Participants are guided and encouraged to work together for a common goal through repeated attempts at setting rules, playing and revising rules, if needed. During the process, they learn to become more considerate of one another, more aware of how other people are feeling, and more willing to operate in one another's best interests.



a) Large Group Discussion

- Explain the activity, saying: "We are going to turn a competition into a co-operative game."
- Read out loud the principles of a co-operative game:
 - There are no officials. Self-control and peer-control regulate the game.
 - There are only a few rules, which are flexible and agreed upon at the beginning of the game.
 - There are no awards.
 - Keeping score is optional.
 - Teams can have any number on a side as long as they have equal numbers.
 - All participate – every team member is involved, for equal time, in all roles.
 - All are chosen – count players in numerical sequence. Team 1 – even numbers; Team 2 – odd numbers.
- Ask group for some ideas for games to play.
- Review the rules and adapt them into a co-operative game.
- Ask questions to clarify reasons for rules.
- Ask participants to describe the list of rules in their own words.
- Demonstrate the game.

b) Large Group Activity

Facilitator Instructions:

- Guide team selection.
- Post rules for game (developed in 4a) on wall.
- Start the game and observe or play on a team.
- Stop the game at regular intervals to review with participants what is happening.
- Ask participants if they are following their rules. Do they want to change any rules? Is anyone feeling excluded?

c) Regroup - Feedback

Facilitator Instructions:

- Ask the groups the following questions:
 - "How did you decide on the rules of the game: consensus or majority vote?"
 - "Was the verbal communication passive, assertive or aggressive?"
 - "Was the body language passive, assertive or aggressive?"
 - "Which had a stronger message - verbal or body language?"
 - "How did the communication style affect the game?"
 - "What lessons in communication did you learn?"
- Make sure each group has the same amount of time to speak.

Time: 15 min.

Materials:

- examples of co-operative games

Time: 15 min.

Materials:

- flipchart,
- equipment based on game

Time: 15 min.

Time: 15 min.

d) Large Group Activity

Repeat 4b.

5. TRANSFER

Time: 10 min.

Materials:

- journal paper
- pen

a) Journal Writing

Facilitator Instructions:

- Review Elements of Effective "I" messages.
- Review Elements of Effective Listening Skills.
- Use journal writing to increase literacy and reflect on the day's events.
- Hand out journal/page to each participant.
- Ask participants to draw three diagrams under today's date: Head/Heart/Feet.
- Tell them:

HEAD means,
"What did you learn?"



HEART means,
"How did you feel?"



FEET means,
"What steps will you take?"



Ask participants to write two sentences under each heading related to the day. For example:

Head – "I learned that when I play basketball to win, I forget about guys on my team who aren't as good. I'll remember to pass to them more."

Heart – "I felt bad when I couldn't score. I now realize that it's not that important to win."

Feet – "I'm going to talk with the girls about spreading rumours that aren't true. It hurts some of my other friends."

Time: 10 min.

b) Closure

Facilitator Instructions:

- Ask participants, "What are your impressions of today?"
- Ask participants, "What did you like/didn't you like?"
- Thank everyone for his or her participation.
- Read quote for the day.
- Distribute vouchers.

Quote for the day:

The medium is the message.

- Marshall McLuhan



Module



Day 4 –Rights and Responsibilities

Agenda

Time	Activity	Minutes	Smart Options	Techniques
09:00	1. Awaken a) Icebreaker	10	<i>Logic</i>	<i>Awaken</i>
09:10	2. Rights a) Large Group Discussion b) Small Group Work c) Regroup – Feedback	30 30 20	<i>Self, Word</i>	<i>Teach Amplify</i>
10:30	Break	15		
10:45	3. Responsibilities – Code of Honor a) Large Group Discussion b) Small Group Work c) Regroup – Feedback	30 30 15	<i>Self, Word, Image</i>	<i>Teach Amplify</i>
12:00	Lunch	30		
12:30	4. Social Responsibility a) Large Group Discussion b) Large Group Activity c) Large Group Discussion d) Rights and Responsibilities	15 30 15 30	<i>People, Word</i>	<i>Amplify</i>
02:00	5. Transfer a) Journal Writing b) Closure	15 15	<i>Self, Word</i>	<i>Transfer</i>

Skill Development – Rights and Responsibilities



Objectives:

- Identify rights and responsibilities at home, in the community and in the world.
- Explore outcomes of competitive and communal team play in Social Responsibility.
- Define how violence can result when rights are lost.
- Identify and practise *self smarts* and *word smarts*.

Resources/Materials for Activities:

Flipchart, markers, tape, Social Responsibility instructions, white or chalk board with Social Responsibility scoring chart prepared, video camera/tape recorder (optional).

1. AWAKEN

a) Icebreaker

Silent Birthday Line Game:

Facilitator explains to group that the goal is to get all participants in a straight line, starting with the youngest. A person's placement in the line is based upon the participant's day, month and year of birth.

No one can speak or write – they must find other ways to communicate.

When the line is done, the facilitator has everyone say his or her birthdate while still in line.

The facilitator then breaks the line into three or four groups (depending on size). These groups will be used for the first Social Responsibility game.

2. RIGHTS

a) Large Group Discussion

Facilitator discusses the United Nations (UN) Convention on the Rights of the Child.

- Refer to "Say It Right" text or www.rightsofchildren.ca/sir/part.htm
- Before unit begins, list four headings and sub-headings from "Say It Right" on separate flipchart pages:
 - Playing a Part.
 - Reaching our Potential.
 - Living Well.
 - Being Free from Harm.
- List Articles on Rights under each category.

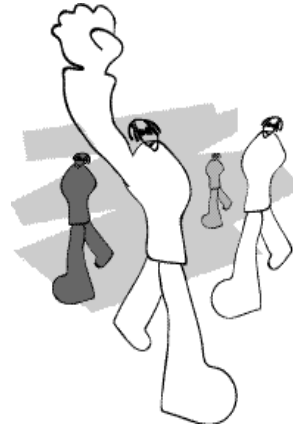
Time: 10 min.

Time: 30 min.

Materials:

- "Say It Right"
- flipchart paper
- markers
- tape

- Explain that the United Nations General Assembly adopted the Convention on the Rights of the Child in 1989.
- Explain that a child is defined as any person up to the age of 18.
- Explain that rights are a guide for action and a foundation for law.
- Explain that rights become an individual's responsibilities at the age of 18.



b) Small Group Work

- Divide into three groups. Each group should address one of the following issues: racism, sexism or homophobia.
- Ask participants to identify examples of barriers or violations to rights to use as headings. Examples may be from their community or home.
- Write responses on chart using three circles. Label the outside circle "World," the middle circle "Community" and the inside circle "Home."

Time: 30 min.

c) Regroup – Feedback

- Ask each group to present its list of barriers.
- Ask groups if any barriers can be added.

Time: 20 min.

Break

Break: 15 min.

3. RESPONSIBILITY – CODE OF HONOR

a) Large Group Discussion – Taking Responsibility

The objective of a) and b) is to use *self smarts* and *word smarts* to learn about responsibilities. Rights come with responsibilities. When people respect others' rights, it means they can exercise their responsibilities independently with minimal supervision or control.

- Facilitator discusses how it is everyone's responsibility to protect rights.
- Facilitator explains that responsibilities exist in the home, community and in the world.
- There are expressions such as "It takes a village to raise a child" and "All for one and one for all." These statements suggest people have social responsibility. Traits that contribute to social responsibility include honesty, compassion, self-discipline, loyalty, courage, tolerance, reliability, being trustworthy and having a positive work ethic.
- Ask the group to help you define the traits of responsibility.
- Write the descriptions/definitions for each of these traits on a flipchart.

Time: 30 min.

Materials:

- flipchart paper
- markers
- tape

b) Small Group Work

Facilitator Instructions:

- Break participants into three groups to address racism, sexism or homophobia.
- Ask participants to identify a right the group wants to address.

Time: 30 min.

- Ask participants to choose a trait of responsibility that respects and protects an individual's right.
- Ask participants to develop a Code of Honor using traits of responsibility as action words. These action words should protect the specific rights.

Time: 30 min.

c) Regroup – Feedback

- Ask each group to present its Code of Honor to the large group.
- Ask each group:
 - "What trait of responsibility is used?"
 - "What right will it protect?"

Lunch: 30 min.

Lunch

4. SOCIAL RESPONSIBILITY



Time: 15 min

a) Large Group Discussion:

The objective is to use *logic smarts*, *people smarts* and *word smarts* to practise taking responsibility to gain/maintain rights in society.

Facilitator Instructions:

Facilitator will need to review this activity before Day 4. This could take up to 30 minutes.

Materials:

- white or chalk board or flipchart paper
- markers
- tape
- "Social Responsibility" game

- Prepare a score chart for the game ahead of time.
- Use chalk board/white board/flipchart for scoring.
- Explain the activity to the group.
- Describe the different outcome possibilities: win/win, win/lose, all for one and one for all.
- Discuss the meaning of communal responsibility. Provide examples: "What would happen if we didn't pick up after ourselves at the end of the day?"
- "What would happen if we didn't help out our friends when they were in need?"
- Ask the group: "What rights are violated when responsibilities are not carried through?"

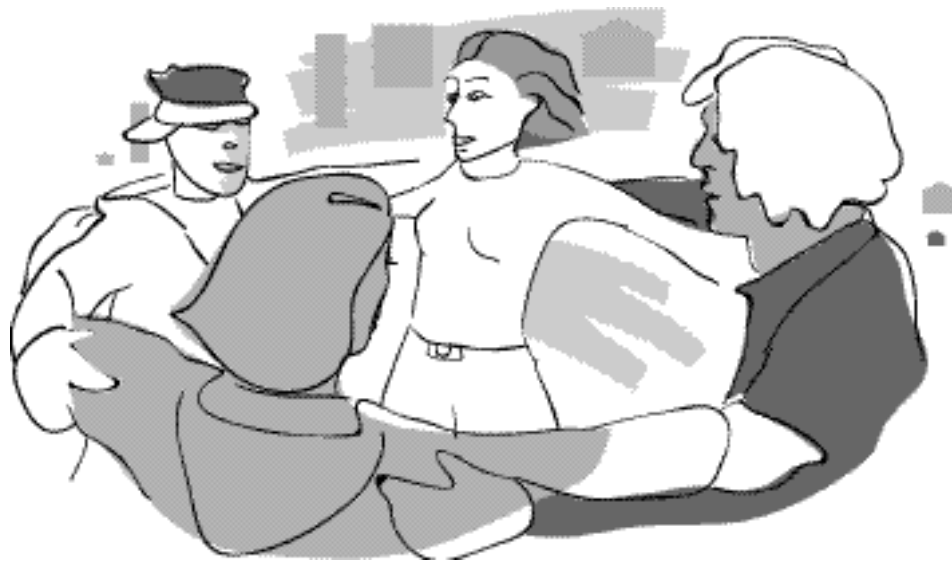
Time: 30 min.

b) Large Group Activity

Materials:

- paper
- markers

- Divide participants into teams of two or more. There must be at least four teams.
- Give "X" and "Y" papers to each team.
- Facilitate the game and keep score. Remember to get team leaders to meet, when necessary, to discuss strategy.
- Provide feedback to groups on their progress.
- The game takes about 15 minutes to complete.



c) Large Group Discussion

Develop new strategies for Social Responsibility.
Break into different teams.

Facilitator Instructions:

- Review definitions of responsibility with the group.
- Ask participants:
 - "What are the rights you expect in this game?"
 - "What responsibility does your team have to protect those rights?"
 - "What will you do in the next game to protect those rights?"
- Suggest teams develop some new strategies for Social Responsibility.
- Ask group if there is a different way to play the game.
- Divide into new teams.
- Play the game.

d) Regroup - Rights and Responsibilities Reviewed

Facilitator Instructions:

- Use two flipchart pages, one for Rights and another for Responsibilities.
- Under each heading, draw two sets of three circles.
- Label the outer circle "World," label the middle circle "Community," and label the inside circle "Home."
- Ask group:
 - "What rights and responsibilities exist among your friends, your family, our community and your home?"
- Write the responses under the appropriate heading.

Time: 15 min.

Time: 30 min.

Materials:

- flipchart paper
- markers
- tape

5. TRANSFER

Time: 15 min.

a) Journal Writing

Facilitator Instructions:

- Review skills learned today –Rights and Responsibilities.
- Use journal writing to increase literacy and reflect on the day's events.
- Hand out journal/page to each participant.
- Ask participants to draw three diagrams under today's date: Head/Heart/Feet.
- Tell them:

HEAD means,
"What did you learn?"



HEART means,
"How did you feel?"



FEET means,
"What steps will you take?"



Ask participants to write two sentences under each heading related to the day. For example:

Head – "I learned that it's going to take time for people to trust me and for me to trust others."

Heart – "I was angry when the other teams didn't follow through with our deal. I don't trust them."

Feet – "I'm going to get the crews to sit down and talk it out. We're getting too old to be fighting all the time."

Time: 15 min.

b) Closure

Facilitator Instructions:

- Ask participants, "What are your impressions of today?"
- Ask participants, "What did you like/didn't you like?"
- Thank everyone for his or her participation.
- Read quote for the day.
- Distribute vouchers.

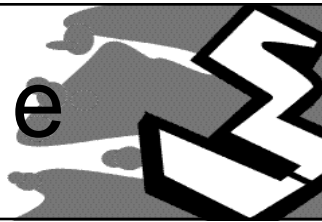
Quote for the day:

We are all interdependent.
Do things for others – tribe, family,
community – rather than just for
yourself.

- Chief Wilma Mankiller



Module



Day 5 – Peer Mediation

Agenda

Time	Activity	Minutes	Smart Options	Techniques
09:00	1. Awaken a) Icebreaker	15		<i>Awaken</i>
09:15	2. Peer Mediation a) Large Group Discussion b) Small Group Work c) Regroup - Feedback	15 30 30	<i>People</i>	<i>Teach</i>
10:30	Break	15		
10:45	3. Mock Peer Mediation a) Large Group Activity b) Regroup - Feedback	45 30	<i>People</i>	<i>Amplify</i>
12:00	Lunch	30		
12:30	4. Work Plan Social Action Activity a) Large Group Discussion b) Small Group Work -Brainstorming c) Large Group -Work plan	30 30 30	<i>Logic</i>	<i>Amplify</i>
02:00	5. Transfer a) Journal Writing b) Closure	15 15	<i>Self, Word</i>	<i>Transfer</i>

Skill Development: Peer Mediation



Objectives:

- Practise *self smarts* and *people smarts*.
- Identify the benefits and relationships between co-operating at home, in the community and in the world.
- Describe elements of peer mediation.
- Identify issue for Social Action on Day 10.

Resources/Materials for Activities:

Flipchart, markers, tape, five rubber chickens or stuffed animals, three names of community professionals (educator, mediator or lawyer) for afternoon Peer Mediation Session, video camera and tapes/tape recorder and tapes (optional).

1. AWAKEN

Time: 15 min.

Materials:

- five rubber chickens or stuffed animals

a) Icebreaker

Name that Chicken/Stuffed Animal Game:

Facilitator gets all participants standing in a circle, and brings out one chicken/animal (without letting on that there are others). S/he throws it to a participant across the circle, calling out her/his name. The participant throws it to someone else, calling out that person's name, and so on. The facilitator takes out another chicken/animal while this is going on, but the throwing and naming must be exactly as with the first chicken/animal. The facilitator continues to pull out more chickens/animals and repeats the process. Game ends with everyone howling with laughter amidst the chaos.



2. PEER MEDIATION

Time: 15 min.

Materials:

- flipchart
- markers
- tape

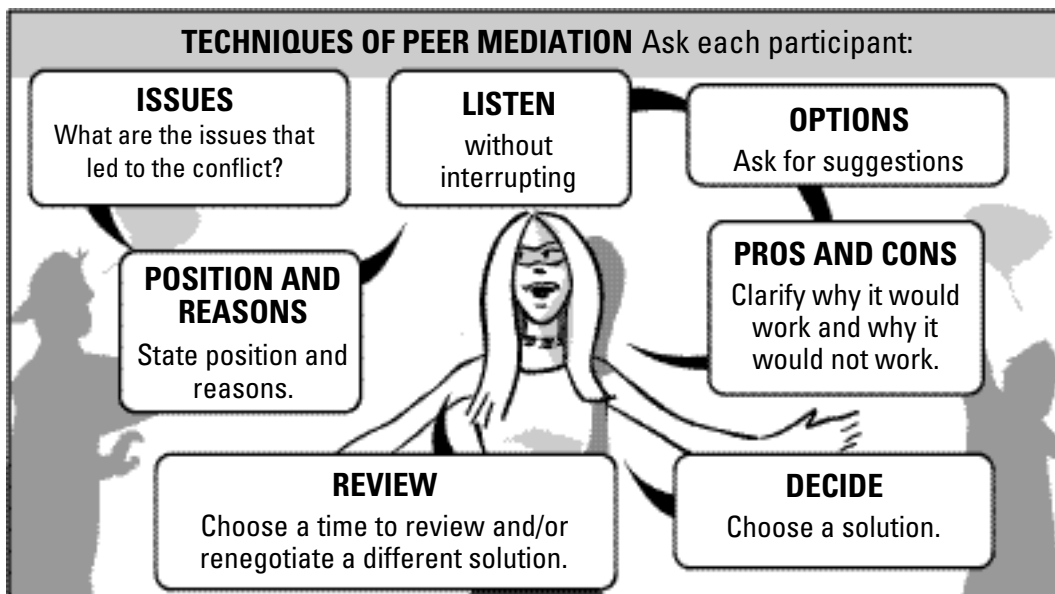
a) Large Group Discussion

The objective is to use *self smarts* and *people smarts* to learn and practise peer mediation skills.

Techniques of Peer Mediation

Facilitator Instructions:

- Define peer mediation as "a set of techniques that uses a neutral party (trained young person) to assist other young people who are having a conflict."
- Write on a flipchart page the heading "Techniques of Peer Mediation."
- List the Techniques of Peer Mediation in one word while the mediator explains:
 - Issues: - Pros and Cons
 - Position & Reasons - Decide
 - Listen - Review
 - Options



b) Small Group Work

- Divide participants into groups of three people: in each group two people act out a conflict and the third is the mediator.
- Ask each participant to take turns in role as peer mediator.
- Present a scenario for each group on racism, sexism and homophobia.
- Ask each group to follow through on peer mediation exercise.
- Ask one person to report back on the conflict and the solution to the large group.

c) Regroup - Feedback

- Ask each group to present scenario to large group using Techniques of Peer Mediation.
- Ask large group for any additional suggestions.

Break

3. MOCK PEER MEDIATION

a) Large Group Activity

Facilitator Instructions:

- This activity addresses issues of violence prevention to prepare for social action activity in Module 10.
- If, after a couple of minutes, there is no clear scenario or consensus, provide participants with one of the following scenarios:

Jane and Helen (both 12 years of age) have been bullying 10-year-old Johnny at school over the past six months. He has just told his single-parent Dad about it, who has demanded a meeting with the school principal and the two girls. The Principal, Mrs. Jimmet, has asked Jonathan, a trained mediator who is in grade 8 at the same school, to run the session with her. Also in attendance will be Jane's mother and Helen's aunt.

Time: 30 min.

Materials:

- scenarios

Time: 30 min.

Break: 15 min.

Time: 45 min.

Materials:

- video camera
- tape recorder
- tapes

Resources:

- names of three community professionals

17-year-old Cassandra has just been caught stealing \$40 from Annie's purse by their teacher, Mr. Andrews. Cassandra is afraid if the police get involved and charge her again, she will go to jail (she is already on probation). Annie has agreed not to lay a complaint with the police, but she wants her money back and wants Cassandra to experience some meaningful consequences for her stealing. She suggests that her good friend, Anita, act as a mediator with Mr. Andrews. Neither girl wants their parents involved.

- Suggest community professionals who could be invited to participate (educator, lawyer, mediator).
- Explain to participants which roles need to be filled for the mediation session.
- Identify which participants will play the various roles.
- Ask participants who are not directly participating in the session to write down questions they might ask the mediation participants, following the session.
- Repeat questions under 2a.
- Use a separate flipchart page with each question used as a heading.
- List answers to questions under each heading.
- Record/video tape meeting.

Time: 30 min.

b) Regroup - Feedback

Large Group Discussion and Review Tape of Peer Mediation.

Facilitator Instructions:

- Review a section of the tape (approximately 5-10 minutes). Talk about some of the common themes that came up.
- Ask the following questions:
 - "What was it like to be an audience member? What was it like to be a member of the mediation team?"
 - "Of the techniques you practised this morning, which ones were helpful during the session?"
 - "What techniques were difficult?"
 - "Do you have any questions or suggestions about peer mediation?"

Lunch: 30 min.

Lunch

4. WORK PLAN FOR SOCIAL ACTION

The objective of a), b), c) is to identify issues of violence for Social Action on Day 10.



Time: 30 min.

a) Large Group - Visualization and Brainstorming Exercise

- Break into three groups.
- Ask each group to prepare a scenario to deal with racism, homophobia or sexism.



- Ask each group to identify a conflict.
- Ask each group to identify character roles and community members to be invited for Day 10.
- Ask each group to identify information needed about each character or his/her position.
- List all ideas on flipchart.
- Remind participants not to criticize or eliminate any suggestions.
- Ask participants to build on ideas brought forward.

b) Large Group – Work Plan for Social Action

- List on separate flipchart pages, each issue of violence.
- Write as a sub-heading under each issue:
 - Materials needed for Social Action/Peer Mediation or Skit
 - Skills (Smart options) needed for Social Action
 - Resources/Contacts needed for Social Action
- Ask participants to identify the materials, skills, resources needed for Social Action or skit.
- Plan scenarios for Social Action on Day 10.
- Develop work plan with headings for each scenario:
 - Who (will do each activity)?
 - When (date/time of when the activity is to be ready)?
 - What (equipment needed and materials to prepare)?
- Ask for help to plan the activities/skit for the event. These activities may include:
 - Physical Arrangements – location, equipment and transportation
 - Publicity – posters, advertising, announcements, programs, name tags
 - Participants – invitations to panel/participants, emcee/facilitator, audience, contact person
- Record these activities on flipchart and post on the wall.
- Ask participants to start planning activities/skit for event using the work plan as a guide.

Time: 30 min.

Materials:

- flipchart pages
- markers
- tape

5. TRANSFER

Time: 15 min.

a) Journal Writing

Facilitator Instructions:

- Review skills and knowledge learned today.
- Use journal writing to increase literacy and to reflect on the day's events.
- Hand out journal/page to each participant.
- Ask participants to draw three diagrams under today's date: Head/Heart/Feet.
- Tell them:

Materials:

- journal/page

HEAD means,
"What did you learn?"



HEART means,
"How did you feel?"



FEET means,
"What steps will you take?"



Ask each participant to write two sentences under each heading related to the day. For example:

Head – "I learned that I have *people smarts* and *self smarts*. I was never taught this in school."

Heart – "I have been fighting with my boyfriend a lot lately. I'm hopeful that some of this peer mediation stuff will work."

Feet – "I'm going to continue journal writing after this group ends. It's a good way for me to get my emotions out."

Time: 15 min.

b) Closure

Facilitator Instructions:

- Ask participants, "What are your impressions of today?"
- Ask participants, "What did you like/didn't you like?"
- Thank everyone for his or her participation.
- Read quote for the day.
- Distribute vouchers.

Materials:

- vouchers

**Quote for
the day:**

Courage, my friend, 'tis not too late to make the world a better place.

- T.C. Douglas



Module

Day 6 –Stress and Conflict Management

Agenda

Time	Activity	Minutes	Smart Options	Techniques
09:00	1. Awaken a) Icebreaker	15	<i>Body</i>	<i>Awaken</i>
09:15	2. Stress Management a) Large Group Discussion b) Large Group Activity	30 30	<i>Self</i> <i>Body</i>	<i>Teach</i>
10:15	Break	15		
10:30	3. Conflict Management a) Large Group Discussion b) Small Group Work c) Regroup - Feedback	30 30 30	<i>People</i> <i>Self</i>	<i>Teach</i>
12:00	Lunch	30		
12:30	4. Tableaus a) Large Group Activity b) Small Group Work c) Regroup - Feedback	15 45 30	<i>Body, People</i>	<i>Amplify</i>
02:00	5. Transfer a) Journal Writing b) Closure	15 15	<i>Word, Self</i>	<i>Transfer</i>

Skill Development: Stress and Conflict Management



Objectives:

- Expand understanding of *people smarts* and *self smarts*.
- Identify forms of anger and conflict.
- Describe techniques of stress and conflict management.
- Use journal writing as tool for literacy and reflective thinking.

Resources/Materials for Activities:

Flipchart, markers, tape, Aboriginal Elder or adult/youth to lead smudge ceremony in morning and afternoon, two additional rooms for improv theatre, video camera (optional) and tapes/tape recorder for improv theatre.

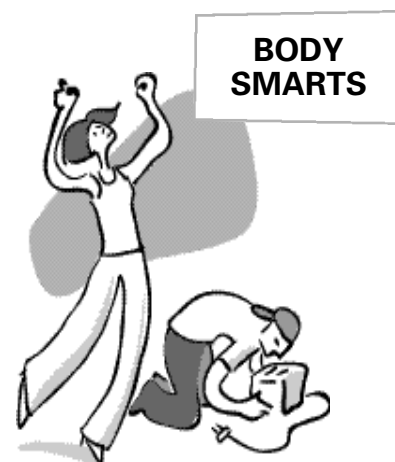
1. AWAKEN

Time: 15 min.

a) Icebreaker

Facilitator Instructions:

- Lead participants in series of stretches: toe touches, side bends, shadow boxing etc.
- Jog on spot with participants for two minutes.
- Stop and ask participants to:
 - Count their heart rate.
 - Check their breathing (fast/slow).
 - Identify their body temperature (hot/cold).
 - Check their hydration (thirsty/not thirsty).
- Repeat stretches with the group.



2. STRESS MANAGEMENT

The objective is to learn about stress and coping strategies.

Time: 30 mins

a) Large Group Discussion

- Draw a Medicine Wheel on a flipchart. Draw a circle with four quarters: each quarter is labeled Physical, Emotional, Spiritual, Intellectual.

or

- Draw a Sundial on a flipchart. Draw a circle with straight lines extending outward; the centre of the circle has the heading Stress.
- Discuss with group, and chart on Medicine Wheel or Sundial, the signs of stress such as fast heart beat, feeling hot or cold, dry throat, depression, fatigue, loss of appetite, loss of sexual interest.
- Ask participants to identify other signs of stress. Facilitator can add drugs, alcohol and violence to the list.
- Discuss and record strategies on the flipchart to prevent and deal with stress and anger:

Materials:

- Medicine Wheel chart
- flipchart paper
- markers
- tape

- Time-outs.
- Walk away.
- Relaxation exercises: deep breathing.
- Self-talk, talking to someone you trust.
- Counselling.
- Aerobic activity: pick-up hockey, basketball, swimming, running, dancing.

b) Large Group Activity

Facilitator Instructions:

- For Aboriginal participants - Smudge Ceremony.
- Burn sweet grass and fan the ashes until it smolders.
- Walk up to each participant, who fans the smoke over self and reflects on being calm.



Time: 30 min.

Materials:

- sweet grass
- incense
- container
- matches

PROGRESSIVE RELAXATION

(For non-native youth)

Explain progressive relaxation to participants as an exercise to release tension from muscles and regulate breathing.

Describe guided imagery for participants.



- Turn lights off and ask participants to lie on their backs on the floor, eyes closed, allowing enough personal space so they cannot touch each other.
- Ask them to imagine that they are lying on an isolated beach on an island, with the ocean gently lapping at the shore.
- Direct them to take 10 deep breaths, inhaling through their nostrils and exhaling through their mouths.



Facilitator counts out loud and makes following suggestions:

- ONE:** Feel the muscles in your feet and ankles. Tense them tight and hold for 10 seconds. Relax them and hold for 10 seconds. Repeat pattern twice.
- TWO:** Feel the muscles in your calves. Repeat pattern as above.
- THREE:** Feel the muscles in your thighs and buttocks. Repeat pattern as above.
- FOUR:** Feel the muscles in your abdomen. Repeat pattern as above.
- FIVE:** Feel the muscles in your shoulders and neck. Repeat pattern as above.

GUIDED IMAGERY

- Take 10 deep breaths, inhaling through the nose and exhaling through the mouth.
- Say, "Now picture yourself on the Social Action Day. This is how good it will feel when you have successfully completed this project."
- Ask participants to visualize a successful outcome to their project. For example, they remember all their lines or the audience claps loudly.
- Bring the participants back to the island, tell them that it is now time to get on with the activities, and turn on the lights.

Break: 15 min.

Break

Time: 30 min.

Materials:

- flipchart paper
- markers
- tape

Time: 30 min.

3. CONFLICT MANAGEMENT

a) Large Group Discussion

The objective is to recognize situations that have high risk for conflict.

- Ask participants to give examples of the vulnerable populations in their community: children, seniors, visible minorities, people with disabilities, girls and women, gay/lesbian/bisexual/transgendered people.
- Ask participants to give examples of racism, sexism and homophobia.
- Write the responses on separate flipchart pages for each form of conflict.

b) Small Group Work

Practise Conflict Management using peer mediation techniques from Day 5.

Facilitator Instructions:

- Divide participants into groups of three or four.
- Instruct them to use peer mediation to resolve one of the scenarios below.
- Each group chooses which member will play each role: mediator, victim, aggressor, teacher/parent/friend.
- Describe the following scenarios to the group:

Gender Violence: Jim, a 17-year-old student, has slapped his girlfriend Kathy in the face at school. John, a friend of Jim's and a peer mediator at school, has witnessed the event with a teacher. They decide to try mediation.

Racism: Jane, a black 18-year-old part-time worker at a recreation centre, has just been called a number of racist names by 16-year-old Jinny, an Asian youth participant in the centre programs. Jane's boss Chelsea saw the event. They agree to mediation.

Homophobia: Johnny, a gay 16-year-old has just been pushed and called "faggot" by Andrew, another group home resident. Sonya, a staff member, witnessed the event. Johnny is crying, and Andrew thinks it is all very funny. Sonya's boss suggests peer mediation.



Time: 30 min.

c) Regroup - Feedback

Each group chooses one member to present its scenario in 10 minutes to the larger group.

- Ask the small group to describe the stress signals leading up to the conflict.
- Ask the small group to describe the outcome of the peer mediation.
- Ask the large group, "Are there any other suggestions on how to prevent the conflict?"

Lunch: 30 min.

Lunch

4. TABLEAUS

a) Large Group Activity

The objective is to use *body smarts* and *people smarts* to practise experiences of conflict.

Facilitator Instructions:

- Explain the activity, saying: "We are going to create a tableau to express the impact of violence."
- Practise basic tableau skills with group.
- Direct participants to stand back-to-back with a partner during the instructions.
- Describe a scenario where one person will act as a street person, the other will be a pedestrian. There are six scenarios, and participants will switch roles for each scenario. In each situation, participants turn and greet their partners.
- Identify in each pair which participant will play street person or pedestrian.
- Tell participants that they have one minute to act out each scenario. Afterwards, they turn back-to-back again and await your instructions for next scenario.
- Describe first scenario: a pedestrian meeting a street person.
- Describe second scenario: a street person asks pedestrian for change.
- Continue with remaining four scenarios:
 - Pedestrian refuses and tries to walk by.
 - The street person follows and continues to ask in a different way for change.
 - Pedestrian/street person each try different masks/expressions for the exercise: smiling, ignoring, anger.



Time: 15 min.

b) Small Group Work

- Divide participants into groups of three, having them count off (e.g. 1, 2, 3, 1, 2, 3, ...)
- Tell them to remember their numbers!
- Tell them that you are now going to make a tableau, and each group will have the chance to show a tableau to the larger group.
- Ask participants #1 to think of a stressful situation and keep a mental picture of this scene, as well as the scene that happens immediately before, and the scene that takes place immediately after.
- Instruct participants #1 to put participants #2 and #3 into a pose that demonstrates the mental picture of the most stressful scene.
- Instruct participants #2 and #3 to interpret the scene.
- Instruct participants to switch roles and repeat the previous steps for a different scene.
- Instruct participants to switch roles for the final scene.

Time: 45 min.

Materials:

- three rooms or work spaces

c) Regroup - Feedback

- Ask each group to present their three scenes to the large group.
- Ask the large group to interpret the scene.

Time: 30 min.

- Instruct each group to act out the scenes before, during and after to provide a full story.
- Ask the large group to identify the conflict, the signs of stress, the victim, and the aggressor.
- Direct the large group to suggest strategies to the actors to:
 - Prevent the most stressful incident.
 - React differently to the most stressful scene.
- Ask participants these questions:
 - "Did any hot topics come up (i.e. issues of racism, homophobia, sexism)?"
 - "How did your group deal with them?"
 - "Did anyone use any anger or conflict management techniques to deal with problems?"

5. TRANSFER

a) Journal Writing

Facilitator Instructions:

- Review skills and knowledge learned today on Stress and Conflict Management.
- Use journal writing to increase literacy and reflect on the day's events.
- Hand out journal/paper to each participant.
- Ask participants to draw three diagrams under today's date: Head/Heart /Feet.
- Tell them:

HEAD means, "What did you learn?"



HEART means, "How did you feel?"



FEET means, "What steps will you take?"



Ask participants to write two sentences under each heading related to the day. For example:

Head – "I learned that I do have choices to control my anger. Progressive relaxation is better than any high I've ever had – and it's all natural."

Heart – "I know that I can be racist. My parents always taught me not to trust those people but now that I know more about minorities, I realize that we have more in common with each other than differences."

Feet – "I'm going to start smudging every day and get to know my elders. This medicine wheel stuff might be just what I need to get through the day."

Time: 15 min.

b) Closure

Facilitator Instructions:

- Ask participants, "What are your impressions of today?"
- Ask participants, "What did you like/didn't you like?"
- Smudge ceremony can be used again.
- Thank everyone for his or her participation.
- End with quote for the day.

Quote for the day:

You cannot shake hands with a clenched fist.

- Indira Gandhi



Module 4

Day 7 - Assertiveness Training

Agenda

Time	Activity	Minutes	Smart Options	Techniques
09:00	1. Awaken a) Icebreaker	15		<i>Awaken</i>
09:15	2. Assertive Behavior a) Large Group Discussion b) Small Group Work c) Regroup - Feedback	15 30 30	<i>Word, Self, People</i>	<i>Teach</i>
10:30	Break	15		
10:45	3. Masks a) Small Group Work b) Regroup - Feedback	45 30	<i>Image, Self, People</i>	<i>Amplify</i>
12:00	Lunch	30		
12:30	4. Dream Catchers a) Small Group Work b) Regroup Feedback c) Large Group Activity	45 30 25	<i>Nature, Self</i>	<i>Amplify</i>
02:10	5. Transfer a) Journal Writing b) Closure	10 10		<i>Transfer</i>

Skill Development: Assertiveness Training



Objectives:

- Practise *people smarts, image smarts and self smarts*.
- identify assertive, passive and aggressive styles of communication.
- Make masks and/or dream catchers and use them to learn assertiveness skills when dealing with violence.
- Use journal writing as tool for literacy and reflective thinking.

Resources/Materials for Activities:

Flipchart, markers, tape, mask making supplies (Plaster of Paris, water, vaseline, cloth, sheet, shirt or paper towels, colored cardboard paper, scissors, glue, pencils, paints and brushes), Dream Catcher supplies (beads, hoops, feathers, rawhide or string), video camera/tape recorder (optional).

1. AWAKEN

a) Icebreaker

Fighting for the Objective:

Facilitator Instructions:

- "Fighting for the Objective" is a dramatic term used in improv theatre. This exercise gets participants to explore aggressive, assertive and passive behavior using verbal and non-verbal communication.
- Divide the group into pairs.
- Tell participants that each partner will have a different task to try and get his or her teammate to accomplish.
- However, they cannot tell their partners to do the tasks (verbal communication). Instead, they have to figure out a way to get them to do it using non-verbal communication. Therefore, they are fighting for their objectives.
- Send one person from each pair into another room. They must not be able to hear any conversation going on in the main room. Give the first partner the task of trying to get the teammate to dance.
- Ask the second teammates to come back into the main room, and direct their partners into the second room. Give the second teammate the task of acting like a young child at a theme park who wants the partner to give him or her a boost up on to a ride.

Provide other pairs these scenarios

Queen Elizabeth	On a first date
Hiking on a mountain	Old person
On a cold day	Telephoning a friend
A cowboy (cowgirl)	Chased by a mugger
Sad, dejected person	Telling someone off
On a windy day	Aerobics instructor
On a hot day	Chased by a bee

A dance instructor	Smelling flowers
Walking a dog	Having a sneezing fit
Miss America	Wrestler
Telling gossip	A clumsy person
Playing volleyball	A baseball player
Jumping rope	A very shy person
An ice skater	A bored person
A toddler	A seductive person ⁶

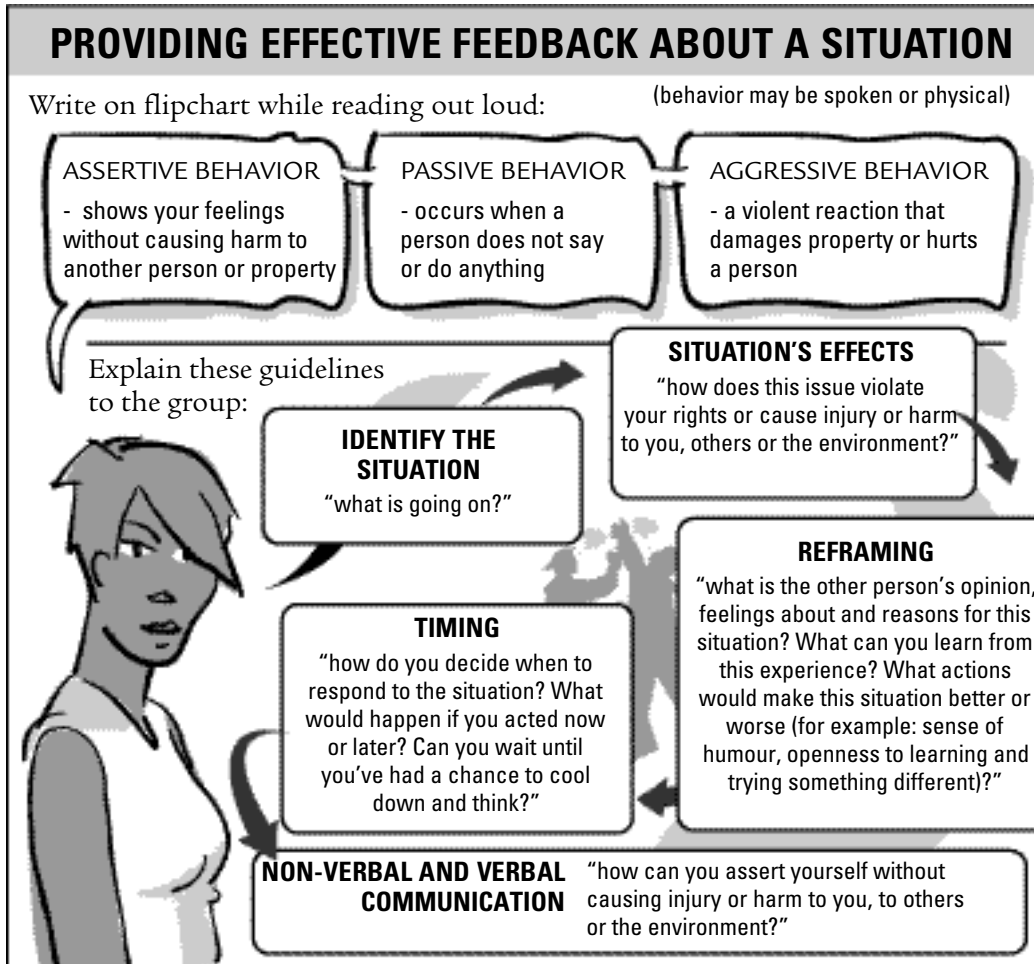
⁶ Oliver, Dorothy (1970). *Literacy Theatre*. Concord, N.H.: New Hampshire State Department of Education

2. ASSERTIVE BEHAVIOR

a) Large Group Discussion

Facilitator Instructions:

- Discuss the differences between assertive, passive and aggressive behavior.



Time: 15 min.

Materials:

- flipchart paper
- markers
- tape

b) Small Group Work

- Arrange participants into groups of three.
- Provide each group with a scenario of violence related to sexism, racism or homophobia.
- Ask the participants to describe a response using the Guidelines for Effective Feedback.
- Ask each person to try acting assertively using the "I" messages suggested on Day 2.

Time: 30 min.

Materials:

- scenarios
- video camera (optional)
- video tape

c) Regroup - Feedback

Facilitator Instructions:

- Ask each group to present its scenario.
- Ask participants, "How was the experience?"

Time: 30 min.

Time: 15 min.

- Instruct each small group to describe how it used "I" messages in its assertive scenarios.
- Review scene using Guidelines for Providing Effective Feedback.● Review response and ask large group for suggestions of assertive reaction.
- Comment on good effort.

Break

3. MASKS

Girls' and Guys' Masks

The objective is to use *image smarts* to learn assertiveness skills.



Time: 45 min.
each

Materials:

- Plaster of Paris
 - call 1-800-463-7439 for distributor nearest to you
 - water, vaseline
 - cloth sheet
 - paper towels
 - paints, brushes
- or**
- water color paper
 - paints, brushes
 - water
 - scenario

a) Small Group Work

Facilitator Instructions:

- Explain that masks are a metaphor for facial expressions – they can reflect assertive, passive and aggressive facial expressions.
- Discuss how facial expressions are sometimes a mask for the intended message.
- Divide group into pairs. In each pair, one person assists and the other is a model for the mask. Switch and repeat.
- Encourage pairs of different racial backgrounds/sexual orientation/gender to work together.
- If participants are not comfortable with masks, make casts of hands.
- If participants are resistant to entering their partner's personal space, discretely ask why and build on what the participant is comfortable doing.
- Pull back hair from face.
- Cover front or body with paper or cloth to protect clothing.
- Apply vaseline petroleum jelly to face.
- Cover eyes with plastic wrap.
- Dampen and apply Plaster of Paris strips to face; apply two coats.
- Allow 10 minutes to dry.
- Move jaw line to release mask.
- Paint as desired.
- Provide scenario for racism, sexism, homophobia.
- Ask participants the following questions throughout activity:
 - "Identify a frightening situation for you. How do you feel?"
 - "What facial expression would you use in this situation? Does this reflect the emotions you are feeling?"
 - "What other facial expressions can be used in this situation? Practise different expressions for the situation (e.g. anger, fear, surprise)."
 - "Why prevent violence?"
 - "How has conflict been handled in the past in your life?"
 - "Is violence ever necessary?"

b) Regroup – Feedback

- Present scenarios of racism, sexism and homophobia to large group.
- Divide large group into groups of three participants for each scenario.
- Ask each group to use masks to create a tableau of the critical scene using guidelines from Day 6.
- Ask large group to provide an interpretation of the scene.

Lunch

4. DREAM CATCHERS

a) Individual Work

- The Dream Catcher is a metaphor for personal goals in assertiveness. This activity ties into the day's objectives by using actual conflicts the participants are experiencing as the centre of the Dream Catcher.

Facilitator Instructions:

- Ask participants to choose a conflict situation at home or in the community, one in which they would like to become more assertive.
- Remind participants of definitions discussed earlier in day: assertive, passive, aggressive responses.
- Tell participants to imagine the response they would like to have in the situation.
- Ask them to choose a large object of personal interest (from the supplies) to represent their conflict situation.
- Explain that they should choose smaller objects of personal interest (from the supplies) to represent their assertive responses to the situation.
- Tell the group to shape twigs or vine into a circle.
- Demonstrate how to wrap the meeting point with string or thread and tie into a knot.
- Show group how to extend string to another place on its circle, wrap over the circle, make a knot, and thread a large object and repeat.
- Demonstrate how to extend string to inside of circle, add an object of personal interest, wrap over a string, and make a knot.
- Tell group to repeat previous step, adding smaller objects of interest as they please.
- Continue work until string forms a web to the centre.

b) Regroup - Feedback

Facilitator Instructions:

- Ask girls first to describe their activity/experience. Did they learn anything?
- Ask the guys to describe their activity/experience. Did they learn anything?

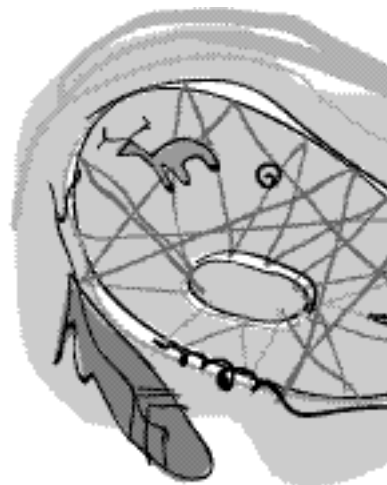
Time: 30 min.

Time: 30 min.

Time: 45 min.

Materials:

- twigs or small hoops
- beads, large and small
- feathers
- string
- personal trinkets



Time: 30 min.

Time: 25 min.

c) Large Group Activity: Masks, Dreams and Violence.

Facilitator Instructions:

- Ask the group the following questions:
 - "What are your goals for the Social Action related to racism, sexism or homophobia?"
 - "What types of assertive behaviors are needed?"

5. TRANSFER

Time: 10 min.

a) Journal Writing

Facilitator Instructions:

Materials:

- journal page
- pen

- Review skills and knowledge learned today: Guidelines for Effective Feedback.
- Use journal writing to increase literacy and reflect on the day's events.
- Hand out journal/page to each participant.
- Ask participants to draw three diagrams under today's date: Head/Heart /Feet.
- Tell them:

HEAD means,
"What did you learn?"



HEART means,
"How did you feel?"



FEET means,
"What steps will you take?"



Ask each participant to write two sentences under each heading related to the day. For example:

Head – "I learned that I wear masks to cover up my fears. I need to figure out my fears and unmask them."

Heart – "I have so many dreams that I have hidden. My dream catcher will remind me that I can accomplish some of them, if I go about it in the right way."

Feet – "I'm going to put my mask on at home every time my parents fight, and take it off a minute later. This will remind me that I don't need to pretend or cover up their problems. I can be me, and feel the way I want to feel."

Time: 10 min.

b) Closure

Facilitator Instructions:

- Ask participants: "What are your impressions of today?"
- Ask participants: "What did you like/didn't you like?"
- Thank everyone for his or her participation. End with quote for the day.
- Distribute vouchers.

Quote for the day:

Power without love is tyranny. Power in love is charity in action.

- Jean Vanier



Module

Day 8 – Resisting Peer Pressure

Agenda

Time	Activity	Minutes	Smart Options	Techniques
09:00	1. Awaken a) Icebreaker	15		<i>Awaken</i>
09:15	2. Resisting Peer Pressure a) Large Group Discussion b) Small Group Work c) Regroup – Feedback	30 30 30	<i>Body, Self</i>	<i>Teach</i> <i>Amplify</i>
10:45	Break	15		
11:00	3. Record and Produce a) Small Group Work b) Regroup - Feedback	30 30	<i>Word, Music,</i> <i>Image, Self</i>	<i>Amplify</i>
12:00	Lunch	30		
12:30	4. Media Literacy a) Large Group Discussion b) Small Group Work c) Regroup -Feedback	45 30 30	<i>Image, Self</i>	<i>Teach</i>
02:15	5. Transfer a) Journal Writing b) Closure	15 15	<i>Word, Self</i>	<i>Transfer</i>

Skill Development: Resisting Peer Pressure



Objectives:

- Explore *music smarts, people smarts and image smarts*.
- Identify forms of peer pressure and techniques to resist them.
- Describe positive and negative images in the media.
- Use journal writing as tool for literacy and reflective thinking.

Resources/Materials for Activities:

Video production (video camera and tapes, microphone, television, VCR), rap recording (audio recorder, tapes, microphone)

1. AWAKEN

a) Icebreaker

Each person tells a truth and a lie about themselves. The audience is to guess which is true/false.

2. RESISTING PEER PRESSURE

The objective is to identify behaviors associated with peer pressure and practise techniques to deal with them.



Time: 15 min.

Time: 30 min.

a) Large Group Discussion

- Explanation:

Ask participants to identify the peer pressures to take part in violent behavior such as pressuring people for sex and drugs, and swarming (attacking and stealing clothes).

Facilitator asks the following questions:

- "What are the forms of peer pressure used by guys and girls?"
 - "Why is it hard to resist peer pressure?" Define peer pressure as : decisions and actions dependant upon keeping the affections and membership among a desired group of friends. Facilitator can add experiences such as: shaming, ostracizing, name calling, physical abuse.
 - "What happened to the victim?"
 - "How did the victim/bully feel?"
 - "What are the alternatives when faced with that situation?"
- Share information on how to resist peer pressure: give an excuse, walk away, avoid the situation or say "No" assertively (e.g. using eye contact, standing tall, head up, shoulders and back straight).

b) Small Group Work

Arrange into groups of three and choose a situation/issue where they have/might experience peer pressure. Encourage youth to take turns using the strategies discussed earlier to resist peer pressure.

c) Regroup - Feedback

- Ask each group of three participants to demonstrate its scenario for resisting peer pressure.
- Using guidelines for body language from Day 3, assist youth in strengthening their response.
- Give encouragement for good effort.

Break

3. RECORD AND PRODUCE

Divide participants into two small groups for the following activities. The objective is to use *music smarts*, *word smarts* and *image smarts* to learn how to deal with peer pressure.

a) Small Group Work:

Video Production

Facilitator Instructions:

- Explain the activity to the group. Say, "We are going to learn about:
- -"Techniques for taping and in-camera editing."
- -"Something called 'Campfire.'"
- -"The media and what it portrays."
- Identify participants who are comfortable video taping or taking photos of the scene. Ensure that they all get to use the video/camera during the session.
- Explain important terms (e.g. zoom, medium shot, close-up, pan) and how to use the equipment, demonstrating focus, how to keep it steady, etc.
- Explain the Campfire – a story based on five sentences with an introduction, climax and conclusion.
- Ask each participant to start a story related to an experience of peer pressure for sex, drugs, swarming or any other situation.
- Ask them to include responses and outcomes when someone assists or resists peer pressure.
- Ask each person to add to story line once it has started.
- Ask participants to repeat the story and change the action taken and the results for the victim and the aggressor.
- Choose someone to describe the activity to the whole group.



Time: 30 min.

Materials:

- scenario

Time: 30 min.

Time: 15 min.

Time: 30 min.
each

Materials:

- camera and film
or
- video camera

or

Rap/Music Recording

Materials:

- flipchart
- markers
- tape
- tape recorder
- tape

- Explain to participants that they will record a song, using an existing song or rhythm.
- Ask them to identify the beat or rhythm.
- Instruct participants to pick a topic for a new song, and identify three themes:
 - Situation leading to an event.
 - The main event.
 - After the event.
- Ask for key words important to the topic, and record on flipchart.
- Help participants to create a paragraph for each theme and record on chart.
 - Sentence #1 ending with the key word.
 - Identify the number of beats in the sentence.
 - Sentence #2 with the same number of beats ending with a different key word.
 - Sentence #3 ending with a key word that rhymes with #1.
 - Sentence #4 ending with a key word that rhymes with #2.
- Ask group to create a message with two lines and the same beat expressing a key point related to each topic. This is to be added after themes 1, 2, 3.
- Help participants add sound effects, vocal, beat.
- Perform song.



Time: 30 min.

b) Regroup - Feedback

Feedback to Large Group (verbal, acting, playing recording)

Facilitator Instructions:

- Ask each group to present an aspect of its production: "You can tell us about your activity, show us an audio or video clip, or act out a scene for us."
- Ask large group to identify the forms of peer pressure exerted.
- Ask large group to identify the most effective ways to resist peer pressure.
- Ask large group to summarize the common forms of peer pressure exerted on males.
- Ask large group to summarize the common forms of peer pressure exerted on females.
- Ask large group to identify the common issues and the differences.

Materials:

- tape recorder
- tape

Lunch: 30 min.

Lunch

4. MEDIA LITERACY

a) Large Group Discussion

The objective is to develop media literacy skills and link them to skills in dealing with peer pressure.

Facilitator Instructions:

- Say to participants, "Let's talk about peer pressure and the media. We are trying to practise our critical thinking skills."
- Ask group to list the different forms of media.
- Write responses on flipchart.
- On separate flipchart pages write headings: "Images," "Language," "Values."

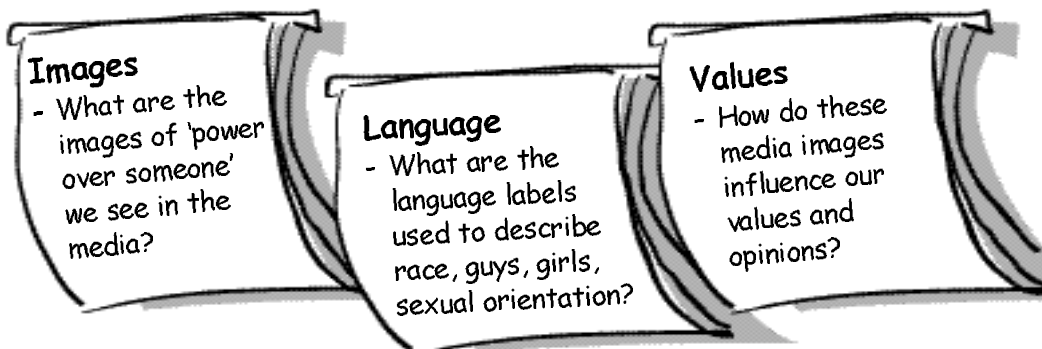


Time: 45 min.

Materials:

- flipchart
- markers
- tape

ASK PARTICIPANTS



WORD SMARTS

- Record answers under headings.
- Post papers around room.
- Ask "What is the media selling (i.e. products)?"

For example, beauty or clothing ads glorify an image for you to compare with yourself; you want to look like the image so you buy their products. Magazines glorify an image of body shape for you to compare yourself. To look like the image, you buy the sports equipment or the weight loss program. For some individuals these images contribute to the risks of developing eating disorders.

- Discuss the media's use of body language that reduces women's power, expresses violent images, portrays death, anorexia, being overpowered, etc.
- Record responses.
- Direct participants' attention to their ideas posted on the walls. Ask, "What questions can we ask ourselves to decide if the media image is fact or fiction?"

b) Small Group Work

- Divide into three groups.
- Ask each group to create two collages from magazines. One represents stereotypes and the second represents positive images of race, gender and sexual orientation.

Time: 30 min.

Materials:

- magazines
- scissors, glue
- cardboard/paper backing

Time: 30 min.

c) Regroup – Feedback

- Display collages.
- Ask each group to describe the stereotype and the positive image.

5. TRANSFER

Time: 15 min.

a) Journal Writing

Facilitator Instructions:

Materials:

- journal/page
- pen

- Review skills and knowledge learned today.
- Use journal writing to increase literacy and reflect on the day's events.
- Hand out journal/page to each participant.
- Ask participants to draw three diagrams under today's date: Head/Heart /Feet.
- Tell them:

HEAD means,
"What did you learn?"



HEART means,
"How did you feel?"



FEET means,
"What steps will you take?"



Ask participants to write two sentences under each heading related to the day. For example:

Head – "I learned that I love working the video camera. I want to enroll in a course to find out more about this."

Heart – "I never thought about the way girls were made out to be in movies and on TV. I have to admit that I like looking at their bodies, but I guess the media encourages men to look at women as sex objects."

Feet – "I'm going to stand up to my friends next time they tell me to drink with them. I never really enjoyed it, and until now couldn't figure out a way to say 'no' to them."

Time: 15 min.

b) Closure

Facilitator Instructions:

- Ask participants, "What are your impressions of today?"
- Ask participants, "What did you like/didn't you like?"
- Thank everyone for his or her participation.
- End with quote for the day.
- Distribute vouchers.

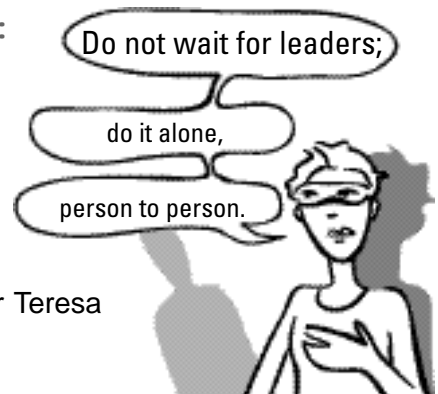
Quote for the day:

Do not wait for leaders;

do it alone,

person to person.

- Mother Teresa



Module

Day 9 – Social Skills

Agenda

Time	Activity	Minutes	Smart Options	Techniques
09:00	1. Awaken a) Icebreaker	15		<i>Awaken</i>
09:15	2. Planning Social Action a) Large Group Discussion b) Small Group Work	60 30	<i>Image, Self</i>	<i>Teach Amplify</i>
10:45	Break c) Regroup – Feedback	15 30		
11:30	3. Work Plan for Social action		<i>Word, Logic</i>	<i>Amplify</i>
12:30	Lunch b) Small Group Work	30 90		<i>Amplify</i>
02:30	4. Transfer a) Journal Writing b) Closure	15 15	<i>Word, Self</i>	<i>Transfer</i>

Skill Development: Social Skills



Objectives:

- Enhance *word smarts*, *music smarts*, *people smarts* and *self smarts*.
- Identify types of social skills at home and in the community.
- Practise social skills and *smarts* through event planning activities.
- Use journal writing as tool for literacy and reflective thinking.

Resources/Materials for Activities:

Flipchart, markers, tape.

1. AWAKEN

a) Icebreaker

Facilitator Instructions:

- Ask two participants to stand back-to-back to each other and pretend they are having a phone conversation. While the participants are doing this, send in others to complicate the scenario.
- Quietly tell one participant at a time to go into the scene as mother, neighbor, girlfriend, cousin, friend, plumber, etc.
- When the scene becomes too chaotic, start again with another person. Examples of people that could be on the other end of the telephone line include:
 - The landlord.
 - The old girlfriend or boyfriend.
 - Your doctor with bad news.
 - The bill collector.
 - Your child's principal.
 - Your 16-year-old calling from the towing garage.
 - Your ex-spouse.
 - The animal pound.

2. PLANNING SOCIAL ACTION

The objective is to use *word smarts*, *self smarts* and *people smarts* to link social skills to Social Action.

a) Large Group Discussion

Social Skills: conventions of time, dress and appearance, language, conflict.

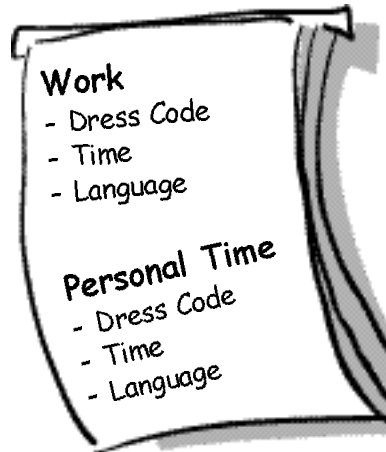
Time: 15 min.

Time: 60 min.

Materials:

- flipchart
- markers
- tape

- On flipchart paper write headings: "Work," "Personal Time."
- Use sub-titles under each heading: "Dress Code," "Time," "Language."
- Record participants' responses on each page.



Facilitator Instructions:

Dress Code:

- Ask participants to identify the colors, styles and tags used by gangs, rappers, ravers and preps.
- Ask, "How do clothes affect our impressions of the person wearing them?"
- Ask, "What are the factors that affect the style of clothes someone wears? (Examples may include poverty, access to laundry facilities, etc.)"
- Help participants identify how these styles compare with the styles worn at a work place.
- Ask, "Why is a dress code used?"
- Ask, "How can you fit into different environments with your own style?"

Timetable:

- Create awareness of the conventions of time. Ask participants for situations where timing is important.
- Record responses on flipchart.
- Ask participants, "What effect does being late/early/on time have on you and others?"
- Record responses on flipchart.
- Ask participants, "What are the factors (such as transportation, poverty) that affect someone's ability to arrive on time? What/who can help this?"
- Record responses.

Language:

- Discuss with participants how language can affect others (for example name calling, swearing).
- Record ideas on flipchart.
- Ask participants the following questions, again recording all ideas:
 - "When does language affect somebody else's rights?"
 - "How can language lead to conflict?"
 - "How can language be used to reduce conflict?"

b) Small Group Work

Facilitator Instructions:



**SELF
SMARTS**

Time: 30 min.

- Arrange participants into groups of three or more and provide each group with a scenario:
For example:
 - A group of 10 black youth hanging out on a street corner.
 - A person speaks so quickly it is hard to understand him.
 - Teacher walks into class 20 minutes late with no explanation.
- Ask participants to create a skit for each scenario with an introduction, climax and conclusion.
- Ask participants to include elements of social skills such as dress, time and language into the skit.
- Ask participants to create an outcome that results in conflict.

Break: 15 min.

Break

Time: 30 min.

c) Regroup - Feedback

- Ask one person from each group to present the scenario and outcomes.
- Ask group to identify ways to change appearance, language and timeliness that can improve the situation and prevent or reduce conflict. For example: 10 black youth hang out at basketball court; parent helps child learn how to slow down speech; teacher calls ahead to school and lets class know she will be late.

Summary

- Review the conventions of time, appearance and language related to the Site Visit/Social Action.
- Review with participants individually who may need help with transportation, dress, etc. for Social Action activity on Day 10.



3. WORKPLAN FOR SOCIAL ACTION

a) Large Group Discussion

Planning Dress Rehearsal/Community Site Visits.

Facilitator Instructions:

- These activities tie together all the "smarts" with social skill development. This is the time for participants to practise, through action, all they have learned.
- Review and confirm the activities of event planning from Day 5. These activities include: registration of community members attending; audience; equipment; emcee/facilitator; programs listing performers, guests in order of appearance; name tags; posters; advertising; announcements; contact information.

Time: 60 min.

Materials:

- flipchart
- markers
- tape

- Record these activities on flipchart and post on wall.
- Work plan for each Activity with headings:
 - Who (will do each activity)?
 - When (date/time of when the activity is to be ready)?
 - What (equipment needed and materials to prepare)?
- The peer mediation session was a precursor to these visits. Ask the professionals identified on Day 5 to assist in the peer mediation session for Day 10.

Lunch

Lunch: 30 min.

b) Small Group Work

Rehearsal.

Skit Development for Peer Mediation Session.

Divide into three groups to enact skits on racism, sexism and homophobia.

- Groups review their conflict scenarios from Day 5.

or

- Group creates a new conflict scenario.
- Review: Ask each group to identify a conflict.
- Ask each group to identify character roles.
- Ask each group to identify point of view for each character.
- Ask each group to prepare a script for each character involved in the conflict that results in a negative outcome.
- Rehearse and adjust the above elements as needed.



PEOPLE SMARTS

interpersonal
intelligence

Time: 90 min.

Review Techniques of Peer Mediation

Facilitator Instructions:

Ask member of a different group to assist as peer mediator.



WORD SMARTS

linguistic intelligence

Peer Mediator Instructions:

- Ask each person to describe the issues that led to the conflict.
- Ask each person to state a position/opinion & reasons.
- Encourage the other person to listen without interrupting.

- Ask individuals for suggestions on solutions.
 - Ask each person to clarify the pros and cons of the suggestions.
 - Ask the pair to select a suggestion they will use to deal with the conflict.
- Encourage each person to identify and express something they appreciated about the process/person.
- Identify a time to review and/or renegotiate a different solution.

4. TRANSFER

a) Journal Writing

Facilitator Instructions:

- Review information about Social Skills and Work Plan learned today.
- Use journal writing to increase literacy and reflect on the day's events.
- Hand out journal/page to each participant.
- Ask participants to draw three diagrams under today's date: Head/Heart /Feet.
- Tell them:

HEAD means,
"What did you learn?"



HEART means,
"How did you feel?"



FEET means,
"What steps will you take?"



Ask participants to write two sentences under each heading related to the day. For example:

Head – "I learned that when I'm late for class, it's disrespectful to my friends who get there early. I guess I need to go to bed earlier so I won't be so late getting up in the morning."

Heart – "I have been judged a lot because of my stutter. People have no right to do this and it makes me feel bad."

Feet – "I'm going to pay more attention to the way I look. Next time I go for an interview, I will cover up my tattoos."

Time: 15 min.

b) Closure

Facilitator Instructions:

- Ask participants, "What are your impressions of today?"
- Ask participants, "What did you like/didn't you like?"
- Thank everyone for his or her participation.
- End with quote for the day.
- Distribute vouchers.

Quote for
the day:

The Path to success

is paved with good intentions

that were carried out.

- Bob Edwards



Module

Day 10 – Social Action

Agenda

Time	Activity	Minutes	Smart Options	Techniques
08:30	1. Final Preparations	30		
09:00	2. Awaken a) Icebreaker	30		<i>Awaken</i>
09:30	3. Social Action – Peer Mediation a) Racism - Conflict Scenario - Peer Mediates Conflict	15 45	<i>Body, Self</i>	<i>Amplify</i>
10:30	Break	15		
10:45	b) Sexism - Conflict Scenario - Peer Mediates Conflict	15 45	<i>All</i>	<i>Amplify</i>
11:45	c) Homophobia - Improv. Conflict Scenario - Peer Mediates Conflict	15 45		
12:45	Lunch	30		
01:15	4. Evaluation a) Large Group Discussion	60	<i>Logic</i>	
02:15	5. Transfer a) Journal b) Cards c) Certificates	10 10 10	<i>Word, Self</i>	<i>Transfer</i>

Skill Development: Skills and Knowledge



Objectives:

- Perform in the variety show or engage in community action activities.
- Apply all of "smarts" in group activities.
- Celebrate individual and group success.
- Evaluate the project and youth's participation in it.
- Use journal writing as tool for literacy and reflective thinking.

Resources/Materials for Activities:

Flipchart, markers, tape, video camera/tape recorder, chairs for audience, celebration supplies (e.g. drinks, pizza, cake, napkins, cups, plates)

1. FINAL PREPARATIONS

Facilitator Instructions:

- Review the activities on the work plan to ensure all materials needed are available and all necessary preparations have been completed.

2. AWAKEN

a) Icebreaker

- Guided imagery and relaxation exercises are the focus for this last day. The objective with these activities is to get participants in a positive frame of mind and reduce any anxiety.
- Make use of the exercises learned on Day 6.
- Turn lights off and ask participants to lie on their backs on the floor, eyes closed, allowing enough personal space so they cannot touch each other.
- Ask them to imagine that they are lying on an isolated beach on an island, with the ocean gently lapping at the shore.
- Direct them to take 10 deep breaths, inhaling through their nostrils and exhaling through their mouths.

Facilitator counts out loud and makes following suggestions:

One: Feel the muscles in your feet and ankles.
Tense them tight and hold for 10 seconds.
Relax them and hold for 10 seconds.
Repeat pattern twice.

Two: Feel the muscles in your calves.
Repeat pattern as above.

Time: 30 min.

Time: 30 min.

Three: Feel the muscles in your thighs and buttocks.

Repeat pattern as above.

Four: Feel the muscles in your abdomen.

Repeat pattern as above.

Five: Feel the muscles in your shoulders and neck.

Repeat pattern as above.

GUIDED IMAGERY



- Take 10 deep breaths, inhaling through the nose and exhaling through the mouth.
- Say, "Now picture yourself at the peer mediation session/community activity. This is how good it will feel when you have successfully completed this project."
- Ask participants to visualize a successful outcome to their project. For example, they remember all their lines or the audience claps loudly.
- Bring the participants back to the island, tell them that it is now time to get on with the activities, and turn on the lights.

3. SOCIAL ACTION - PEER MEDIATION

Facilitator Instructions:

Make sure participants understand that you are available to help if needed. Encourage best efforts.

a) Racism – Conflict Scenario

- Group presents scenario of conflict prepared on Day 5 or Day 9.
- Community member participates as either a character in scenario or as observer.



Racism – Peer Mediates Conflict

- Using the techniques of Peer Mediation, the mediator:
 - Asks each person to identify the issues that led to the conflict.
 - Asks each person to state a "positions & reasons."
 - Encourages the other person to listen without interrupting.
 - Asks individuals for suggestions on solutions.
 - Asks each person to clarify the pros and cons of the suggestions.
 - Chooses a solution.
 - Identifies a time to review and/or renegotiate a different solution.

Break

Time: 15 min.

Resources:

- community member

Time: 45 min.

Break: 15 min.

Time: 15 min.

b) Sexism – Conflict Scenario

Same as 3a.

Time: 45 min.

Sexism – Peer Mediates Conflict

Same as 3b.

Time: 15 min.

c) Homophobia –Conflict Scenario

Same as 3a.

Time: 45 min.

Homophobia –Peer Mediates Conflict

Same as 3b.

Time: 30 min.

Lunch



4. EVALUATION

Skills and knowledge.

Involving participants in the evaluation of the project and their own progress gets them to practise reflective and critical thinking. Using an evaluation scale also allows them to practise *math smarts* and *word smarts*.

Time: 60 min.

a) Large Group Discussion

Facilitator Instructions:

- Evaluation

- Post flipchart pages summarizing work from previous days around the room. This will take participants outside of the day's activity and place the whole project into context.
- Explain to participants that they are being asked to evaluate five things: the curriculum, the activities, the facilities, their change in attitudes and the new knowledge they have gained.
- Write on flipchart these five categories.
- Describe how the evaluation scale works, and record the ratings on the flipchart: 1 = the worst; 2 = poor; 3 = average; 4 = good; 5 = excellent.
- Provide a sheet of paper that lists the 10 days and the five categories being evaluated.
- Ask participants to write down their rating for each category.
- Collect all responses and record them on flipchart.
- Ask participants these additional questions:
 - "What did you like best about the program?"
 - "What could make it better?"
 - "How do you feel about yourselves compared to when you started, using the 1 – 5 scale?"
- Record answers on flipchart.

Materials:

- flipchart
- markers
- tape

5. TRANSFER

a) Journal Writing

Facilitator Instructions:

- Use journal writing to increase literacy and reflect on the day's events.
- Hand out journal/page to each participant.
- Ask participants to draw three diagrams under today's date: Head/Heart /Feet.
- Tell them:

Time: 10 min.

Materials:

- blank stationary cards

HEAD means,
"What did you learn?"



HEART means,
"How did you feel?"



FEET means,
"What steps will you take?"



Ask participants to write two sentences under each heading related to the day. For example:

Head – "I learned that I am smart and can perform in front of an audience. I never thought I could do that."

Heart – "I was so happy that I completed this literacy project. I feel more confident in myself and think I am ready to go back to high school."

Feet – "I'm going to continue acting. There is a company in my neighborhood which I can join."

b) Cards

- The objective is to get each participant to write something positive about the other participants in the project, and deliver the message personally.
- Hand out blank cards to each person and keep enough for yourself.
- Tell participants that they have one card for each person in the room.
- Ask each person to write on the card his/her answer to this question: "Name one thing you really enjoyed about your friend in the group."
- Tell participants that they have to complete this for each person in the room.
- When everyone is done, ask them to deliver the cards and message to the person for whom it was intended.
- End with quote for the day.

Time: 10 min.

Materials:

- blank stationary cards

c) Certificates

Quote for the day:

Never doubt that a small group of thoughtful, committed citizens can change the world.

Indeed, it is the only thing that ever has.

- Margaret Mead



Time: 10 min.

Notes

You are BODY SMART if you use your body effectively. Signs are:

- You know your body, its capacities and its limits.
- You can control both big and small movements.
- You're able to use your hands and fingers to do really delicate things.
- You handle objects around you with great skill.

You are IMAGE SMART if you are able to work with images and pictures. Signs are:

- You notice objects in the world.
- You notice color, shape and form.
- You are able to get around easily.
- You can work with objects in three dimensions.
- You can use materials like clay, wood and paints to represent your ideas.

You are LOGIC SMART if you approach events in a logical manner. Signs are:

- You recognize patterns.
- You look at things systematically.
- You make conclusions based on observations.
- You count things.
- You see links between events.
- You see events in terms of numbers that you can play with.
- You look for relations among things.
- You look for explanations of events.

You are MUSIC SMART if you are able to work with melodies, rhythms and sounds. Signs are:

- You like different kinds of music.
- You know about different instruments.
- You are aware of how complicated music can be.
- You hear music in different sounds in your environment.
- You make up melodies.
- You sing or play an instrument.

You are NATURE SMART if you are aware of the world around you. Signs are:

- You like being outdoors.
- You notice changes in the environment.
- You like animals and plants.
- You are aware that our environment deserves respect.
- You seek out information about our planet.
- You are sensitive to the needs of wild and domesticated animals and plants.

You are PEOPLE SMART if you are able to deal effectively with other people. Signs are:

- You like being with people.
- You get along with people.
- You are sensitive to what people are feeling.
- You have a good sense of what people are thinking.
- You are looked up to by others.

You are SELF SMART if you are able to manage yourself effectively. Signs are:

- You know what you are feeling.
- You think about what is going on around you.
- You have a good sense of who you are and the kind of person you want to be.
- You can keep yourself motivated.
- You are able to control your emotions.

You are WORD SMART if you use language effectively. Signs are:

- You know many words.
- You know the meanings of words.
- You know how to put words together in proper order.
- You use words to pass on confirmation.
- The language you use is interesting to others.
- You know how words and language can affect other people.

⁷ Baran, Dan and Philippa Cranston-Baran (2000). *Smart Options: Intelligent Career Exploration* Memramcook, New Brunswick: National Life/Work Centre, Tel: 1-888-533-5683; Fax: (506) 758-0353; E-mail: lifework@nbnet.nb.ca

I, _____ (initials), understand that I am taking part in a M.O.V.E. workshop. There is no harm or risk to myself in doing this. I am free to withdraw at any time. All information given by me will remain private. My name will not be used or revealed in any way.

If I tell M.O.V.E. facilitators:

- that a child under the age of 16 years is at risk of being abused, they must report this, by law, to the local child welfare agency,
- that I am suicidal, they will get me the support I need, or
- that I have committed or will commit harm that threatens someone's life, they will have to take action to ensure safety.

I am aware that the M.O.V.E. workshop will be taped or photographed. The tape will be destroyed six months after the workshop.

Participant's Initials

Date

Facilitator

Date

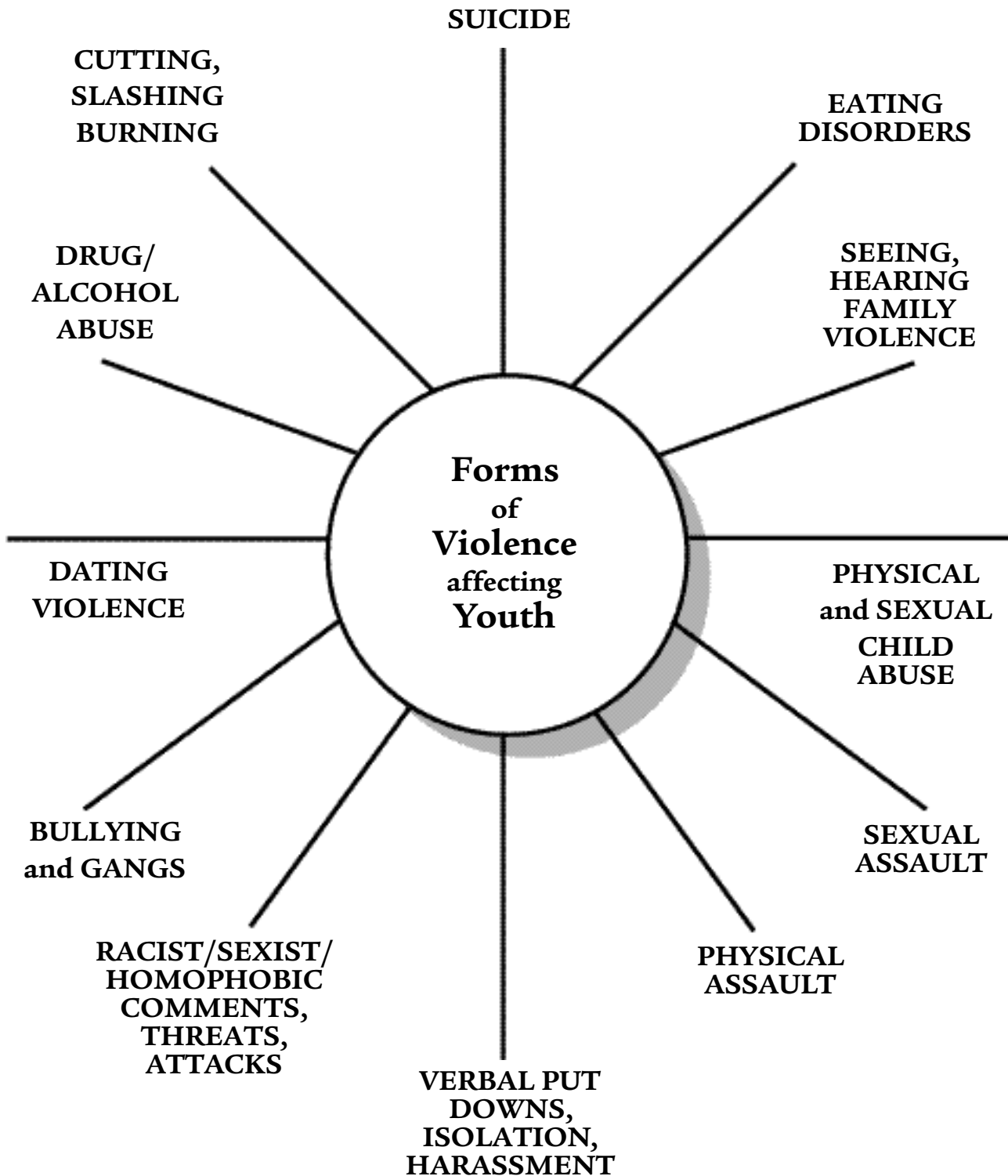
I agree to being:

- video-taped _____
Participant's Initials
- photographed _____
Participant's Initials

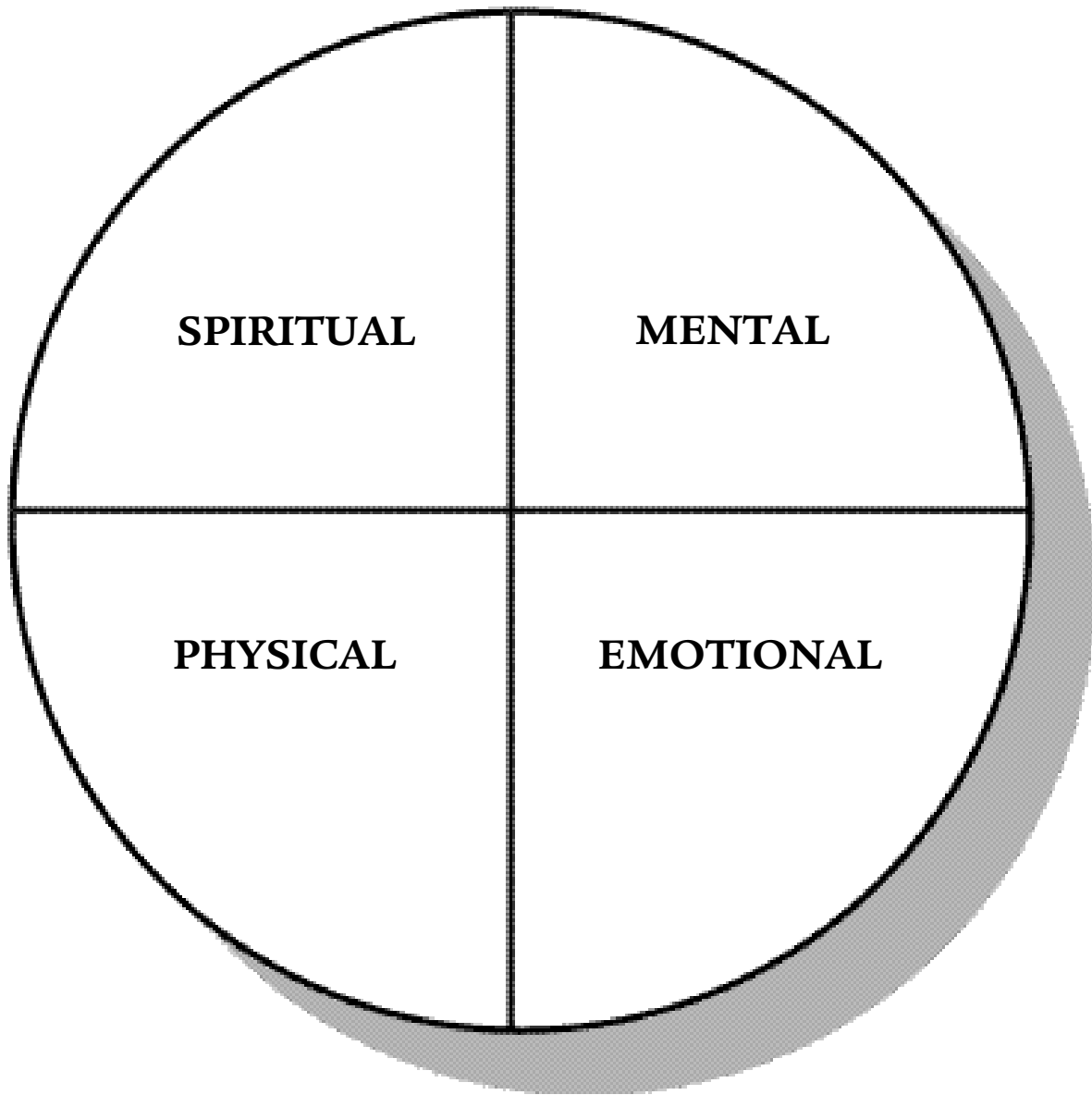
I do not agree to being:

- video-taped _____
Participant's Initials
- photographed _____
Participant's Initials

Keep completed consent form on file with other workshop materials.

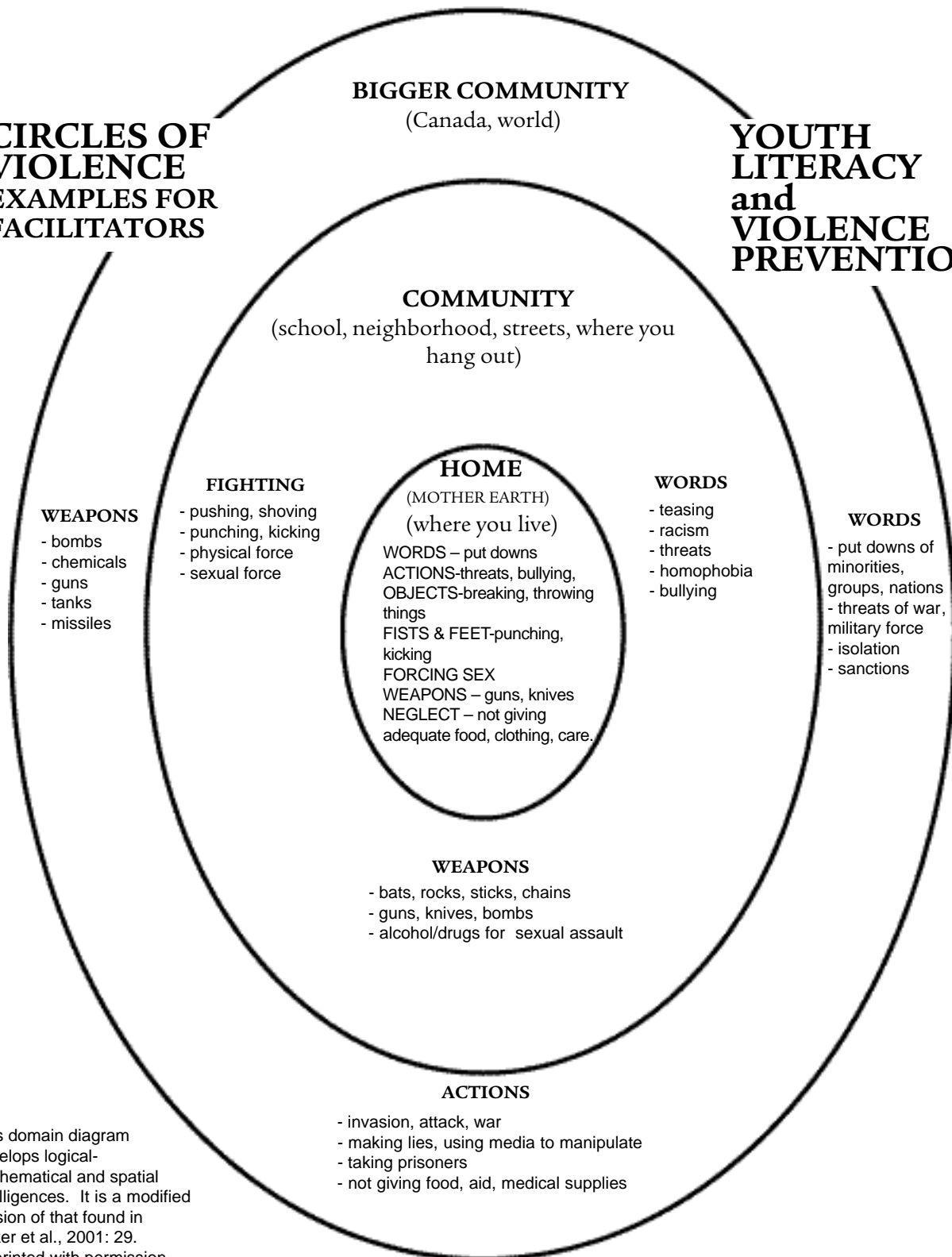


This attribute web develops logical-mathematical and spatial intelligences.



**CIRCLES OF VIOLENCE
EXAMPLES FOR
FACILITATORS**

**YOUTH
LITERACY
and
VIOLENCE
PREVENTION**



This domain diagram develops logical-mathematical and spatial intelligences. It is a modified version of that found in Baker et al., 2001: 29. Reprinted with permission.

Homophobia

Team members socially ignore a team player who is gay.

Group of youth talk about "those disgusting fags."

Gang members assault a gay guy and steal his jacket and wallet.

Girls call an athletic neighbor who plays football "lizzy."

An artistic guy is called queer or queen.

A gay couple in the park are holding hands. Passersby shout out abusive names at them.

A kid is being bullied for being gay. He defends himself and is arrested for assault.

Racism

A bus driver refuses to accept an Afro-Canadian's transfer slip and asks the person to get off the bus.

An Oriental participant is teased in class. The teacher gives the Oriental youth a detention for swearing at the classmates.

Cashier refuses to serve the customer.

A pedestrian's hijab or turban is pulled off the head.

A pedestrian gives the wrong directions to a native passerby.

Driver of a car pool drops off a native passenger in an isolated location.

Black youth is refused team membership.

Two youths, black and white, are found in the vicinity of a robbery. The black youth is frisked by the police officer.

No one responds to the cry for help from a Muslim boy.

Sexism

You take a ride from a friend. You are taken to a different location – his place.

A girl threatens to kill herself if the boyfriend ends the relationship.

Staff at the Food Bank will only give you food if you agree to go out on a date.

Male team players make sexual comments to a female coach.

You are home alone. A friend of the family insists a member of the family expects him. He wants to come into the house.

A girl is sitting on a seat in the middle of the bus. A guy sits on the same seat even when others are empty.

A male staff at the drop-in centre has his zipper open.

A drunk man is rubbing up against you while standing in the aisle on the bus.

A girl is accused of flirting with a friend. The boyfriend punches the wall.

A girl is at a movie. The guy in the next seat is masturbating.

A girl is yelling at a guy. People ignore and walk by.

Objective

Participants will understand that people compete, rather than co-operate, even when co-operation benefits everyone more. The game takes about 45 minutes to complete.

What you need:

- Flipchart (or blackboard), markers (or chalk), tokens (bingo chips, pennies, etc.). At the end of the game, participants can trade tokens for prizes.
- Enough Participant’s Sheets for everyone.
- Two pieces of paper for each group: one marked "X," the other marked "Y."

What to do:

- Divide participants into four teams (two youth minimum/team).
- Give each participant a copy of the Participant’s Sheet and directions.
- Tell the groups:
 1. "The game is called ‘Win as many tokens as you can.’"
 2. "For 10 rounds you and your team will choose either an "X" or "Y." The "pay-off" for each round depends on the pattern of choices your team makes.

Pattern of Choices

4 X's : Lose 1 token each	2 Y's : Lose 2 tokens each
3 X's : Win 1 token each 1 Y : Lose 3 tokens each	1 X : Win 3 tokens each 3 Y's : Lose 1 token each
4 X's : Lose 1 token each	4 Y's : Win 1 token each

3. Talk with your teammates on each round and decide as a team if you will hold up an "X" or a "Y."
 4. Your team has to elect a speaker before rounds 5, 8 and 10 begin. Your speaker gets two minutes to speak with the speakers from the other teams. The meeting gives the teams a chance to co-operate. Each speaker goes back to his/her team to help decide whether to hold up an "X" or a "Y."
 5. Speakers have one minute to talk with their teammate(s) on every round. They also have two minutes to talk with the representatives from other teams before rounds 5, 8 and 10. Tell the teams before those rounds.
 6. On round 5 multiply the score by 3.
On round 8 multiply the score by 5.
On round 10 multiply the score by 10.
- Call the teams A, B, C and D. Write these letters across the top of a flipchart twice.
Write Round 1 - 10 down the side.

⁸ Social Responsibility, originally called The Prisoner’s Dilemma, was first published by Human Awareness Program in Challenge to Change: A Manual of Interactive Techniques for Exploring Racism and Discrimination (Johannesburg: HAP, 1983, 105-108). It has been revised for the purposes of our youth literacy and violence prevention manual.

	Teams					Score				Total
	A	B	C	D		A	B	C	D	
Round 1										
2										
3										
4										
Talk										
5										Bonus x 3
6										
7										
Talk										
8										Bonus x 5
9										
Talk 10										Bonus x 10
Scores										

- Write down the team letter choice and the team score after each round. Remember the time limit for each round and for each time the speakers meet and talk.

	Teams					Score				Total	
	A	B	C	D		A	B	C	D		
Round 1	X	Y	Y	Y		3	-1	-1	-1	0	
2	X	X	Y	Y		2	2	-2	-2	0	
3	X	X	X	X		-1	-1	-1	-1	-4	
4	X	Y	X	X		1	-3	1	1	0	
Talk											
5	Y	Y	Y	Y		3	3	3	3	Bonus x 3	
6	Y	Y	Y	Y		1	1	1	1		
7	X	Y	Y	Y		3	-1	-1	-1		
Talk											
8	Y	X	Y	Y		-5	15	-5	-5	0	Bonus x 5
9	X	X	X	X		-1	-1	-1	-1	-4	
Talk 10	Y	Y	Y	Y		10	10	10	10	40	Bonus x 10
Scores						16	24	4	4		48

- Do the adding after the game is done. Use the sample above as an example if you get confused.
- Explain that if there had been complete trust between teams throughout the game, the individual teams would have done better. If the teams had all picked Y, the overall total for the group would have been 100 tokens.

Discussion

- Discuss what prevented the group from scoring 100 tokens. Raise issues such as:
 - Is co-operation possible in a competitive society?
 - Is trust possible? Were people surprised by their behavior? By other's behavior?
 - What did teams do when other teams were cheating?
 - Is this game like any issues in your life now? (e.g. gangs, groups, family)
 - Is this game like any conflicts you experience in your school/community?

PARTICIPANT'S SHEET

Directions: You and your teammates will choose either an "X" or a "Y" for 10 rounds. The "pay-off" for each round depends on the choices the teams make.

Team Choices
4 X's : Lose 1 token each
3 X's : Win 1 token each 1 Y : Lose 3 tokens each
2 Y's : Lose 2 token each 2 Y's : Lose 2 tokens each
1 X : Win 3 tokens each 3 Y's : Lose 1 token each
4 Y's : Win 1 token each

What to Do						
Round	Time Allowed	Talk With	Choice	Tokens Won	Tokens Lost	Tokens Balance
1	1 min.					
2	1 min.					
3	1 min.					
4	1 min.					
5	2 mins. + 1 min.					Bonus round; payoff is x 3
6	1 min.					
7	1 min.					
8	2 mins. + 1 min.					Bonus round; payoff is x 5
9	1 min.					
10	2 mins. + 1 min.					Bonus round; payoff is x 10

What to Do: Talk with your teammate(s) each round and make a team decision. Your team will elect a speaker before rounds 5, 8 and 10. Your speaker talks with the other teams. On round 5 your score will be multiplied by 3, on round 8 by 5, and on round 10 by 10. At the end, your score will be totalled.

The following activities can be used by men, women and mixed teams.

- **Indoor Soccer:** No offsides; floating goaltender; walls in play; no body contact; keep ball below the shoulders; unlimited players on each team; equal numbers.
- **Volleyball:** Equal numbers; play until time expires; if mixed, suggest that both sexes should hit the ball before it goes over, if hit more than once; could try unlimited hits on each side.
- **Touch Football:** One-handed touch; defensive team makes the call "touch;" ball is dead if it hits the ground; no blocking; unlimited forward passing; everyone is an eligible receiver.
- **Ball Hockey:** Suggested number depends on facility or desire of teams; no offsides; walls in play; keep sticks below waist, no one allowed in creases; no bodychecking in walls; no cross-checking; free substitution; cannot score from own half of floor.
- **Basketball:** Suggest three-on-three for men's or women's but six for mixed basketball; mixed basketball rules: no men can handle the basketball in either key – that is, no passing, checking, rebounding, driving, or shooting in the key; free substitution; no jump balls, only possession and start play over; scoring; men – two points; women – four points for "clean" baskets, three points if ball hits rim, two points if ball hits backboard.
- **Slow-Pitch Softball:** Pitch to your own team, pitch until batter hits; 10 to 12 per side (equal numbers) unlimited substitution; each inning, total side hits once around the order; side out when the ball from last batter gets to home plate; if mixed, two women should play in the infield.
- **Hockey:** Equal numbers; unlimited substitution; no slap shots; no bodychecking; some play no goalie; no face-offs- just possession; no offsides, or centre line only for offsides; suggest no raising puck (or sponge puck); minimal equipment needed –helmets, shin guards, and athletic support (last item men only); if goalies are used, they use full equipment; after a goal the other team gets possession.
- **Broomball:** Equal numbers; unlimited substitution; no offsides; goalies cannot pass ball over the centre line; roof, walls are in play; after a goal, other team's rush; no bodychecking; no high brooms (not over waist); helmets necessary; turnovers for possession; if mixed, suggest three men out, three women out, and one of either in goal; if broomball shoes are permitted, have a league with shoes and a league without shoes, for equal play.

● **The Game Ultimate in Ten Simple Rules:**

- **The field** - A rectangular shape with endzones at each end. A regulation field is 70 yards by 40 yards with endzones 25 yards deep.
- **Initiate Play** - Each point begins with both teams lining up on the front of their perspective endzone line. The defense throws ("pulls") the disc to the offense. A regulation game has seven players per team.
- **Scoring** - Each time the offense completes a pass in the defense's endzone, the offense scores a point. Play is initiated after each score.
- **Movement of the Disc** - The disc may be advanced in any direction by completing a pass to a teammate. Players may not run with the disc. The person with the disc ("thrower") has 10 seconds to throw the disc. The defender guarding the thrower ("marker") counts out the stall count.
- **Change of Possession** - When a pass is not completed (e.g. out of bounds, drop, block, interception), the defense immediately takes possession of the disc and becomes the offense.
- **Substitutions** - Players not in the game may replace players in the game after a score and during an injury timeout.
- **Non-contact** - No physical contact is allowed between players. Picks and screens are also prohibited. A foul occurs when contact is made.
- **Fouls** - When a player initiates contact on another player a foul occurs. When a foul disrupts possession, the play resumes as if the possession was retained. If the player committing the foul disagrees with the foul call, the play is redone.
- **Self-Refereeing** - Players are responsible for their own foul and line calls. Players resolve their own disputes.
- **Spirit of the Game** - Ultimate stresses sportsmanship and fair play. Competitive play is encouraged but never at the expense of respect between players, adherence to the rules, and the basic joy of play.

REFERENCES

- Armstrong, Thomas (2000). Multiple Intelligences in the Classroom. Alexandria, VA: Association for Supervision and Curriculum Development.
- Armstrong, Thomas (1999). 7 Kinds of Smart: Identifying and Developing Your Multiple Intelligences. New York: Plume.
- Baker, Linda et al. (2001). Eyes Wide Open: Seeing How Violence Affects Us All. A Manual for Group Work With Teens. London, ON: Centre for Children and Families in the Justice System of the London Family Court Clinic.
- Baran, Dan and Philippa Cranston-Baran (2000). Smart Options: Intelligent Career Exploration. Memramcook, New Brunswick: National Life/Work Centre.
- Canadian Coalition for the Rights of Children. Say It Right! Ottawa, Ontario: Canadian Institute of Child Health.
- Colombo, John Robert (1987). New Canadian Quotations. Edmonton, Alberta: Hurtig Publishers Ltd.
- Courlang, Steve and Neal Dambra (1993). Ultimate In Ten Simple Rules. Colorado Springs, CO: Ultimate Players Association.
- Gardner, Howard (1993a). Frames of Mind: The Theory of Multiple Intelligences. New York: Basic Books.
- Gardner, Howard (1993b). Multiple Intelligences: The Theory in Practice. New York: Basic Books.
- Kelly, Katharine and Mark Totten (2002). When Children Kill: Youth Homicide in Canada. Peterborough: Broadview Press.
- Kirschenbaum, Howard (1995). 100 Ways to Enhance Values and Morality in Schools and Youth Settings. Needham Heights, Massachusetts: Allyn & Bacon.
- Lazear, David (1991). Seven Ways of Teaching: The Artistry of Teaching with Multiple Intelligences, 2nd Edition. Palatine, Ill: IRI/Skylight Training and Publishing Inc.
- Oliver, Dorothy (1970). Literacy Theatre. Concord, N.H: New Hampshire State Department of Education.
- Orlick, Terry (1982). The Second Cooperative Sports and Games Book, Pantheon Books, New York.
- Shamsie, Jalal; Nicholl, Sorrel; Madsen, Kristen C. Editors (1999) Antisocial and Violent Youth. Toronto, Ontario: Lugus Publications.
- Totten, Mark (2000). Guys, Gangs and Girlfriend Abuse. Peterborough: Broadview Press.

Totten, M., K. Kelly and T. Caputo (2002). Alternative Responses in Communities: Restorative Justice with Youth. Paper presented at the Academy of Criminal Justice Sciences Annual Meetings, Anaheim, CA, March 5 - 8, 2002.

Warner, Carolyn. The Last Word: A Treasury of Women's Quotes. Englewood Cliffs, NJ: Prentice Hall; Professional Publishing.

NOTES