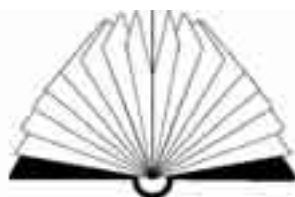


# How To Kit



## Facilitating a Workshop



N.W.T. LITERACY COUNCIL



This How To Kit was developed to help organizations celebrate National Family Literacy Day. This is one in a series of How to Kits available to download from the NWT Literacy Council website at [www.nwt.literacy.ca](http://www.nwt.literacy.ca).

### How To Kits developed to date:

- 1-2-3 Rhyme with Me
  - Community Book Swap
  - Family Reading Party
  - Games Night
  - Literacy Treasure Hunt
  - Pyjamas and Books Party
  - Reading Circles and Story Extenders
  - Scattergories
  - Storytime on the Radio
  - Family Literacy Activities Night
  - Book Making
  -
- Involving Families in Children's Learning
  - Literacy Games for Adults
  - Election
  - Environmental Print Games
  - Literacy Activities for Holidays – Thanksgiving, Halloween, Christmas, Valentine's Day, Spring
  - Puppet Making
  - Writing Contest
  - Culture and Tradition
  - Books in the Home

### Other activities:

- Literacy Bingos
  - Reading Bingo
  - Introduction Bingo
  - Picture Bingo
  - Word Bingo
  - Plain Language Word Bingo
- Memory Game
- Learning Activity Cards
- Baby Book Project
- My Family booklet
- On the Right Track

Please feel free to photocopy and use these activities in your programs and to adapt them to meet your needs.

### NWT Literacy Council

Box 761

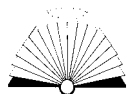
Yellowknife, NT X1A 2N6

Phone: 867-873-9262

Fax: 867-873-2176

Email: [info@nwtliteracy.ca](mailto:info@nwtliteracy.ca)

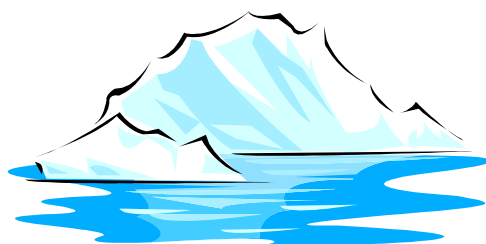
Website: [www.nwt.literacy.ca](http://www.nwt.literacy.ca)





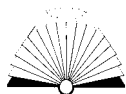
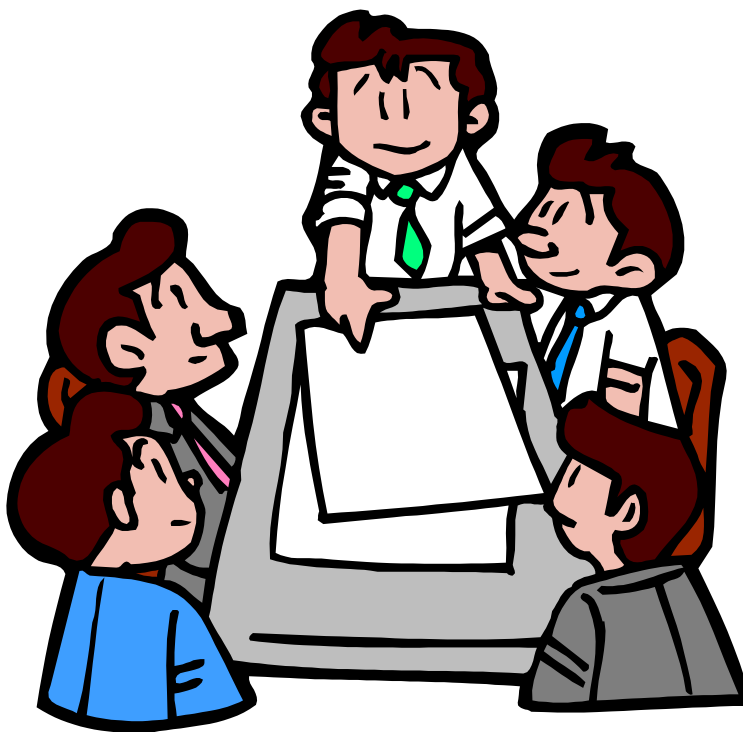
# Facilitating a Workshop

## How to Kit



Facilitating a workshop can be a little intimidating if you are new to doing it. Even for experienced facilitators, workshops require a lot of preparation and work even before you get to the workshop. Facilitating a workshop is usually just the tip of the iceberg. A lot of planning and organizing goes on before the workshop and behind the scenes that the participants don't even see. This *Facilitating a Workshop How to Kit* includes information, tips and suggestions to help you in planning and facilitating a workshop.

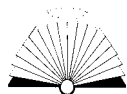
Have fun!





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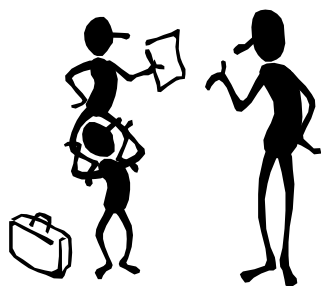
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# Setting Up A Workshop

## Building Community Partners



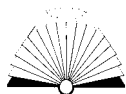
For your workshop to be successful it is important to build community partners with people and organizations that recognize the need for and share your interest in literacy. The following are possible community partners that may support your workshop by being on a planning or advisory committee, providing support, staff to help with facilitating, or space to run the workshop:

- Aboriginal Head Start program
- Child Development Centres
- Income Support workers
- Early intervention programs
- Pre-Natal Nutrition Program
- Child Care Centre
- Play groups
- District Education Council
- Local library/library services
- School–Community Counselors
- Teacher and/or Principal
- Adult Educator
- Elders
- Band, Hamlet, or Town Council
- Friendship Centre
- Women’s groups
- Youth groups
- Community Health Representative

## Finding a Location

The location of your workshop may play a big part in its success. It is important to find a place that is comfortable for everyone. As well, you may want to consider the following things:

- Friendly and inviting atmosphere
- Child-proofable
- Accessible –to strollers, people with disabilities
- Has a place to prepare and serve snacks
- Close to the participants

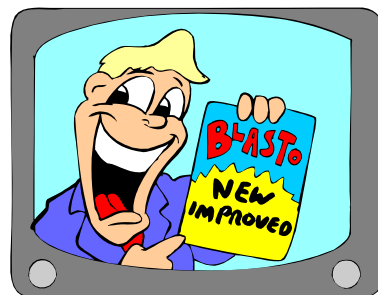




## Advertising the Program

Once you have found a sponsor and a location for your program, the next thing is to advertise the workshop and get participants. Here are some ways you can advertise your program:

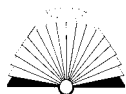
- Signs, posters
- Pamphlets
- Radio ads
- Public Service Announcements
- Personal Invitations and contacts
- TV/Cable Ads
- Signs and pamphlets can be distributed throughout your community to locations that your participants are likely to see



One important way to advertise your workshop is to talk to the agencies and people that are already dealing with your potential participants. Let local organizations and agencies know about the workshop. Due to confidentiality, most agencies cannot give you names of people to take part in the workshop, but they can tell their clients about it. Leave posters or invitations at organizations in the community and they can give them to clients they feel would benefit from the workshop.

Sometimes having direct contact with possible participants is the best way to get them out to the sessions. Make personalized invitations for and try to talk to them to personally invite them to the sessions and let them know that they can bring their partner or a friend with them. Home visits are another way to develop a relationship and trust with a parent so that they feel more comfortable coming to the workshop.

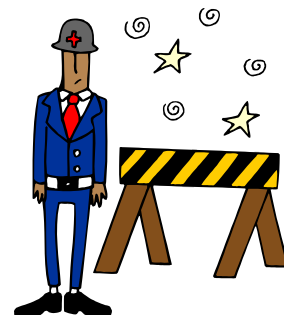
When advertising your workshop, don't forget to include information that helps reduce barriers – transportation to and from the workshop, snacks, crafts, free books, etc. These can be a big drawing card to the workshop.





## Overcoming Barriers to Participation

What if you hold your workshop and no one shows up? You're not alone – it has happened to almost every facilitator, but what can you do? Take some time to think about why people aren't coming and then make some changes to appeal to them. There are many barriers that stop people from coming to workshops, now try to reduce the barriers so that more people can participate.



Childcare is usually a big problem for parents. Think about the timing of your sessions so school-aged children are not affected:



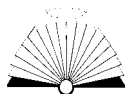
- Are the sessions timed so that parents can pick up their children from school?



- Are the sessions on the weekend or evening when parents will have their children with them? Will you provide childcare and activities for the children?

Transportation can be a challenge for participants, especially when dealing with preschoolers and the northern weather. Here are a few suggestions for dealing with transportation:

- If your agency has transportation, you could pick up the participants.
- If no transportation is available, you can arrange for taxis to pick up participants. The program can either pay for the taxis or provide vouchers. It is important to make sure you build this into your workshop budget.
- Use a buddy system so participants with vehicles can pick up another person who lives close by.

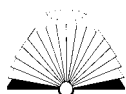
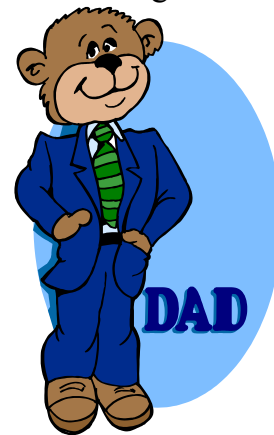




## Helping Fathers Feel Welcome

Many people struggle with attracting fathers to their workshops. Here are some things you may want to try to encourage fathers to attend:

1. Be yourself, and allow the fathers to be themselves.
2. Have a male co-facilitator.
3. Schedule sessions at a time when fathers are available (e.g. weekends, evenings).
4. Recruit more than one father to the group, so that they won't feel alone.
5. Encourage fathers to attend instead of merely *inviting* them.
6. Include topics of special interest to fathers.
7. Make "No male-bashing" part of your group agreements.
8. Provide a hearty snack.
9. Choose icebreakers that aren't too "touchy-feely".
10. Create a father-friendly environment: display books on fatherhood, put up posters showing fathers and children, etc.







## Your Role as Facilitator



Facilitating a group can be very rewarding and very challenging at the same time. It is important to know how a group works so you can facilitate the workshop. This section will give you some tips and ideas on your role as a facilitator and dealing with situations that may come up.

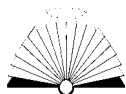
### Your Role as The Group Facilitator<sup>o</sup>

**As the group facilitator, your role is to:**

1. Encourage all group members to participate.
  - Appreciate everyone's contributions
  - Give positive feedback – try not to judge or criticize
  - Respect the right of each member to take part at his/her comfort level
  - Use a variety of open-ended questions to draw people out
  - Recognize that members take part simply by attending
2. Participate in the group yourself.
  - Share your own ideas and personal stories, but do not take over discussion
  - Use words like “we” and “us” instead of “you”
  - Let the group know that you learn from them too
  - Discuss appropriate and inappropriate disclosure
  - Model good listening techniques and expect that participants will listen to others in the group
3. Keep the group orderly.
  - Develop and stick to the group's agreements
  - Give everyone an equal chance for participation
  - Review the ideas for handling difficult people or situations
  - Review agreements every couple of weeks – ask if they want to add or delete anything

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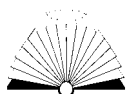
<sup>o</sup> Adapted from Literacy and Parenting Skills (LAPS) Program, Facilitator's Guide and Participant's Manual, p. 9-10, 1996. Used with the permission of Literacy and Parenting Skills: © Bow Valley College, Reprinted with permission, as adapted from Cramer, L. Parent Time Curriculum, Chicago: Family Resources Coalition.





4. Help the group set its own direction.
  - Ask the group for their ideas
  - Ask for feedback on activities or topics
5. Listen and respond to group members' concerns and interests.
  - Avoid judgmental comments
  - Be open-minded to differing opinions
  - Encourage and respect participants' ideas and input
6. Be aware of similarities and differences between participants' concerns and ideas.
  - Point out how concerns, ideas raised by participants are similar
  - Show respect for differing opinions
  - Show tolerance for different approaches
7. Encourage group members to take responsibility for their own learning.
  - Encourage their input and feedback
  - Encourage them to ask for and give information and opinions
  - Encourage cooperation and negotiation with others
  - Reinforce the use of literacy outside of the group – using rhymes and songs with their children, reading to their children, reading magazines, writing letters, etc.
8. Summarize ideas.
  - End each session by briefly reviewing ideas presented.
9. Encourage group discussion.
  - Be ready to rephrase questions if you sense you are not being understood
  - Ask for group members' ideas; avoid lecturing
  - Wait for group members to respond before you give your ideas
  - Avoid sounding like an "expert"
  - Talk in a slow, calm voice
  - Use words participants can understand or explain new words. Don't use jargon.
  - Talk slowly so that participants have time to process information without feeling they are being talked down to.
  - You will know from their reaction how quickly/slowly you can proceed with each session.
  - Parents will often say what they think we want to hear; how do we create an environment where people feel safe to freely respond?

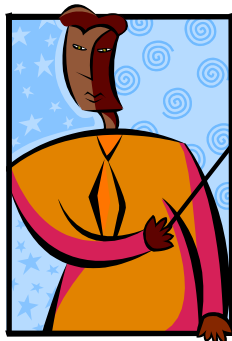
**Laugh And Have Fun. It Will Relax The Whole Group!**



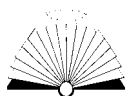


**Here are some tips for facilitation:**

- If the group is larger, divide them up into smaller groups for activities. Then have them come back to the big group to talk. (See the section at the back)
- Encourage the group to solve problems when they come up. That's how they can share ideas that work and help each other.



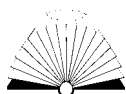
Remember that **you don't have to be an expert.**  
Let the group find the answers and solutions.





## **Guidelines for a Learner-Centred Approach**

- 1. Involve participants in deciding what they want to learn and how they want to learn it.**
  - Participants are equal partners with the facilitator in deciding what will be discussed, when and how.
  - People learn in different ways. Use a variety of learning activities (group discussions, videos, brainstorming, group learning, role playing).
- 2. Create a friendly, safe and non-judgmental atmosphere.**
  - Respect and value the participants' thoughts and opinions.
  - Encourage participants to speak about personal experiences.
  - Make participants feel safe talking about personal experiences by knowing that their discussion will be kept within the group.
- 3. Encourage discussion.**
  - Use small group discussions because they are less intimidating, informal and valuable for sharing personal experiences.
  - Make time for everyone to speak and recognize that all participants come with knowledge and skills that can be shared with the group.
  - Encourage the sharing of ideas.
- 4. Create learning activities that enable participants to understand their situation and solve some of their own problems.**
  - Make the learning activities practical and related to problem solving.
  - Allow participants to work with real issues in their lives by using role-playing.
- 5. Be prepared to change your session plan to suit the needs and interests of participants.**
  - Take your direction from the participants – if they seem to be getting off topic it may mean that they have found something that they are really interested in. Check with the participants to see what direction they want to take.
  - Be aware of the group and watch for signs of boredom or restlessness. It may be time for an icebreaker, warm-up, energizer, to have a break or change the topic. (See the section at the back.)
- 6. Encourage self-help and mutual support.**
  - Encourage the group to take responsibility for what happens. Let each member use their strengths, whatever they may be – summing up a discussion, keeping the group on track, involving shy participants.





## Creating a Healthy Learning Environment

### 1. Help participants feel comfortable

- Greet each person as they come in. Get them involved with setting up for the session and let them get to know you by talking about yourself.
- Be informal and relaxed in the sessions. If you are nervous, let them know.



### 2. Listen to what the participants say

- Take the time to listen to the participants. Don't get so caught up in what you have planned that you forget to listen. Let the participants know that you have heard them.

### 3. Look at participants when you speak to them and when they speak to you

- When you are speaking to a group, try to look at each person. It will help everyone feel included and that their contributions are important.



### 4. Make a point of using and repeating what participants say.

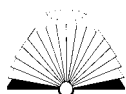
- Give participants positive reinforcement by repeating what they are saying and making each person feel included. "Mary Jane's comments about finding a babysitter made me remember..." or "You were saying how you handled that situation. Would you like to explain it further?"

### 5. Acknowledge what a participant says.

- Give a lot of positive reinforcement - "Andrew, you said something really important a few minutes ago..." or "Agnes, that's exactly what I find works best too."

### 6. Remember that learning can be fun!

- Have fun! Learning can be fun – use humour, cartoons, funny stories, etc.





## Values

Values are what are important to a person. As the facilitator of a workshop, there may be times when your own values will make you feel uncomfortable about something that is happening in the group (ex: parent tells about spanking their child, etc.) It is important to think about how you will deal with these situations before they happen. Try to prepare yourself by:

- Thinking about what issues may come up in the group
- Identifying what your values are about these issues
- Deciding how you will deal with these issues
- Deciding if you should express your values
- Thinking about how will this affect the group

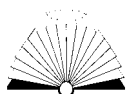
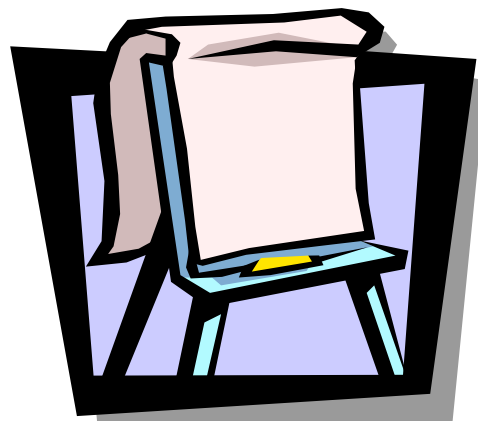
If the facilitator voices his/her opinion forcefully, then the participants or group may be intimidated and may not be as eager to participate.

If a participant has a strong belief in inappropriate behaviours you may want to meet with them one-to-one to discuss the issue in greater detail.

## Establishing Agreements

Making up agreements will help make your sessions run smoothly. During the first session, the facilitators and group should make up a list of agreements that everyone can agree on. It is a good idea to review the agreements every few weeks and ask participants if there are any agreements that need to be added or deleted. The list might have agreements such as:

- Start and end on time
- All opinions are honored
- Equal opportunity for all to participate
- Confidentiality
- The right to “pass” in discussion or reading
- Everyone is a learner
- Have fun!





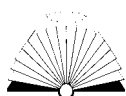
## Disclosure – Obligation to Report

If you are facilitating workshops, you may encounter a situation where someone tells you about abuse that is happening in their home, to them or to their children. Even though your group may have an group agreement about confidentiality, it is important to know that everyone who becomes aware of the possibility that child abuse is occurring is obligated under the law to tell the social services or the police. You should tell the participants this.



If you think that a child is being abused, you are legally responsible to report it to the appropriate agency or person in your community. Be prepared. Be sure to find out the proper way to report and deal with this situation before you have to.

You do not have to tell the participant that you have contacted services. Your identity will be kept confidential.





## Including Tradition and Culture

### Elders

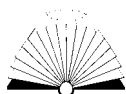
One way to show the important role that Elders play in the community and the workshop is to invite respected Elders from your community. Their knowledge of the past, traditional practices and how things have changed in their lifetime will be a valuable asset to the workshop. It is important to stress that in order to move forward we must have a strong understanding of our past and what values and skills we want to take forward.



### Storytelling



Storytelling is a very strong tradition in the Aboriginal communities in the North and we strongly recommend using storytelling in your workshop. Beginning each session with a story by an Elder or a reading from a book is a very powerful way to begin. Try to find local stories and legends that relate to the theme that you will be talking about during the session.







## Dealing with Difficult People or Situations<sup>°</sup>

As a group facilitator, you will be working with a wide range of people. There may be times when a group member will create a difficult situation. A group member may:

- Be angry with you or another participant
- Disagree strongly with an idea expressed
- Become disruptive
- Ask a difficult question
- Express something very personal



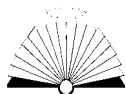
As facilitator, it is your job to deal with the situation in a calm and thoughtful manner that will help the entire group.

1. Diffuse the situation – “Opinions vary about that.” “Others feel that way sometimes.”
2. Ask questions – “Would you like to tell me more?”
3. Provide help – “Here’s something to try.”
4. Invite him/her to speak to you later – “I’d like to talk to you about this some more.” “Why don’t we do it after the session?”
5. Be honest about your feelings – “I don’t feel comfortable talking about this.”
6. Make a humorous remark. **CAUTION** – Remarks must never be at the participants’ expense.
7. Let the group decide whether discussion should go on – “This is taking us off our topic.” “What do the rest of you think?” “Would you like to continue this discussion or get back to our agenda?”
8. Use a non-verbal response to acknowledge the remark – look of concern, nod, etc.

Do not ignore a difficult situation – it must be dealt with in an effective non-judgmental manner. Remember that it is your responsibility to handle a difficult situation. While it is important to acknowledge the feelings of a disruptive group member, he/she cannot be permitted to ruin the entire group discussion. As facilitator, you must be prepared to adhere to the group rules and set limits to control difficult people.

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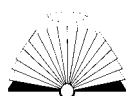
<sup>°</sup> (Adapted from Literacy and Parenting Skills (LAPS) Program, Facilitator’s Guide and Participant’s Manual, p. 12, 1996. Used with the permission of Literacy and Parenting Skills: © Bow Valley College, Reprinted with permission, as adapted from Cramer, L. PACE:Parent Time Guide)





## How to Deal with Certain Types of People

1. **Monopolizers** - People who take control of the conversation, blocking participation from others.
  - **Your response** – “Thanks for your thoughts on that. Would anyone like to add to or comment on what Mary has said?”
2. **“Been There, Done That”** - Participant has a negative response to any suggestion because “he tried it and it didn’t work.”
  - **Your response** – “I hear what you are saying and it is true that different strategies work with different people; perhaps some of the other ideas that come out of the group will work better for you.”
3. **Aggression** - Participant whose approach is very aggressive.
  - **Your response** – “I sense that this angers you but we need to remind ourselves of the agreements. Everyone is entitled to his/her opinion.” Or “Take a deep breath to slow down.” Or “Could you and I talk about that later?”
4. **Chronic Interruption** - Participant talks a lot and does not wait for others to finish talking.
  - **Your response** – “Remember our agreements – no interrupting.”
5. **Chronic Disagreement** - Participant disagrees with all ideas.
  - **Your response** – “Thank you for your opinion. Everyone is entitled to his/her opinion, as we agreed to in the agreements. As long as we listen to each other we are honoring that rule.”
6. **Passing Judgment** - Participant is judgmental of ideas.
  - **Your response** – “Everyone’s opinion counts.”
7. **Chronic Worriers** - Participant gets upset when group doesn’t go smoothly.
  - **Your response** – “It’s OK for us to disagree – we’re here to learn from each other.”
8. **Non-Involvement** - Participant does not take part in the discussion.
  - **Your response** – “Let’s get some more ideas. Tracy what do you think?” However, if Tracy doesn’t respond, reassure her that it is quite acceptable to “pass”, as we agreed upon.





## How to Run A Workshop

The atmosphere you create in your workshop is very important because you want the participants to feel welcome and comfortable so they will want to come back. Try to give the participants a good understanding of the workshop and what they can expect to gain from it.



### The Day Before The Session:

- Call each person that has signed up for the workshop and remind them about the session. While you are talking to them you can:
  - Get an idea of how many people will be at the workshop the next day
  - Ask participants if they need transportation to the workshop
  - Talk with the participants about the workshop or other issues

### Before the Session:

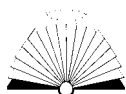
- If this is a series of workshops, encourage people who may not be coming regularly and call possible new members, if there is room in the group
- Staff should arrive about 45 minutes before the session to:
  - Set up the room and prepare for the workshop
  - Get equipment and supplies organized
  - Make coffee and prepare snacks

### Gathering the Group:

- Welcome participants as they come in
- Have each participant make a nametag for themselves and their children
- Ask each person to introduce themselves and their children and tell the age of their child

### How to start the first session:

- Introduce facilitators, participants and their children
- Provide an overview of workshops
- Discuss objectives
- Establish agreements for the group





## Learner-Centred Facilitation Methods<sup>o</sup>

There are many ways to facilitate your workshop with groups. No one method or approach is perfect. Use the methods listed below but adapt them to meet the needs of your group and the topic. When choosing activities and methods, make sure you choose a variety so that the sessions are interesting and keep the participants involved.

### Discussions

A discussion is an exchange of ideas and opinions. Discussions are one of the best ways for adults to learn. They let participants express their opinions and hear other points of view. When using the discussion format:

- Explain the topic that is going to be discussed and make sure everyone understands
- Get the discussion going by asking questions about the topic
- Use real life examples to get the discussion going
- Give people a chance to think and respond before you jump in and start talking
- If people are shy to talk in the larger group, break into small groups for the discussions
- Try to get everyone involved in the discussion. Do not force anyone to speak
- Summarize the main points



### Problem Solving

Problem solving is a practical activity that parents can do in the group and share and work together. Problem solving activities make it easier to understand and solve a problem by breaking it down into simple questions. Use a flipchart to record questions and answers to help with solving the problem.

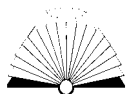
- What is happening here?
- Why is it happening?
- What can I do?
- What if this doesn't work?

### Brainstorming

Brainstorming is a way of coming up with lots of ideas and suggestions. The ideas and suggestions can be used in a discussion or they can be used to solve a problem.

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<sup>o</sup> Adapted from Nobody's Perfect - Leader's Guide. Health and Welfare Canada, 1992.





Participants are asked to come up with as many different ideas as possible. Here is how to do the brainstorming:

- Explain the topic and why you are doing the brainstorming
- Write down all ideas and suggestions. Do not evaluate the responses. Anything goes.
- Encourage everyone to speak and contribute their ideas
- Set a time limit and when done, discuss the advantages or disadvantages of each one. Organize the list into categories (similarities/differences, subject areas, etc.).

### Round

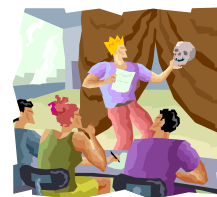
In a round, each person has a chance to respond to a question. Everyone has a chance to participate and it lets the shy or quiet people talk and the talkative participants listen.

- Each person speaks in turn. Nobody comments or interrupts while another person is talking
- Each person has about the same amount of time to speak

### Role Play

Role-plays give participants a chance to pretend to be someone else and practice new skills.

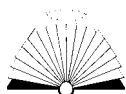
- Explain the problem or scenario
- Ask participants to play certain roles in the situation
- Have a discussion after the role-play and talk about what happened, their reactions, what worked, what didn't work, etc.



### Demonstrations

Demonstrations are real examples of how to do something. Demonstrations let people learn a new skill.

- Explain what you are going to show and give the main points as you are doing it
- Do the demonstration very slowly and repeat it
- Repeat the main points again and let participants practice

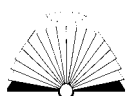
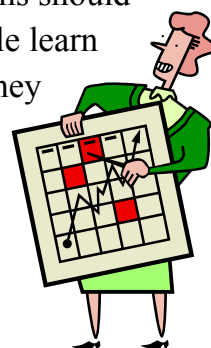




## **Presentation**

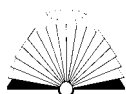
A presentation is a short talk or video to give out information. Presentations should be short because they do not actively involve the participants. Some people learn best by listening and this method gives them the facts/ideas they need so they can learn. One drawback of presentations is that parents may get used to the leader being the source of information.

- Keep presentations short and simple (5-8 minutes)
- Make a list of the main points you want to cover
- Use concrete examples to show your points
- Give a summary of your presentation at the end





## Icebreakers, Warm-ups and Energizers





## Icebreakers, Warmup and Energizers

Icebreakers, warm-ups and energizers are little activities and games designed to help people get to know and feel comfortable around one another or energize a group. Some are silly, others are a little embarrassing, and others are merely informative in a light-hearted way. If chosen correctly, icebreakers can be a very powerful tool that facilitates the success of your group.

### 1. Sock Toss

The group stands in a circle. The leader throws a sock to someone and calls her name. This person throws the sock to another and calls her name. This continues until the sock is back to the leader. She sends it around again, but begins to introduce additional socks, so there are lots of socks flying!



### 2. Exercise

Standing in a circle, one person begins a simple repetitive exercise (arm raises, knee bends, swinging leg, up on toes, toe touches, etc.) Group follows until someone else (anyone) decides to do a different exercise, then all follow this one until another is started.

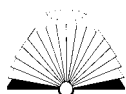


### 3. Touch Something

Leader calls out “touch something...green/with a shoe/electrical/horizontal, etc. Everyone moves to touch that item on someone else, or somewhere in the room. The leader quickly calls the next item. The leader can ask others to call out items.

### 4. I Love My Neighbor Who...

One person stands in the middle of a circle. Everyone else is seated in a circle on chairs. The person in the middle says, “I love my neighbor who...wears glasses.” Everyone wearing glasses stands up and changes places with someone else who wears glasses. The person in the middle must try to sit down on one of the just emptied seats. The person left without a seat becomes the next person in the middle and use something different to complete the statement “I love my neighbor who....”

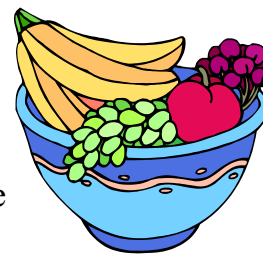






### 5. Fruit Basket

This energizer is similar to “I love my neighbor who....” described above. One person stands in the middle of a circle. Everyone else is seated in a circle on chairs. Go around the circle and give each participant a fruit name – apple, orange, banana, grapes. Repeat this until each participant has a name and there are several of each fruit. Now, the person in the middle calls ‘Banana’ and all the bananas change places and the person in the middle tries to get a seat before the others. The person left standing in the middle calls the next fruit. When someone calls ‘Fruit Basket’ all participants must change seat.



### 6. Zoom-Errk!

The group stands in a circle. The leader turns her head to one side and says “zoom” to the person next to them. That person turns her head in the same direction and says “zoom” to the next person. This continues until someone says “errrk!” This sends the “zoom” back around the group in the opposite direction until someone says “errk!” and the direction changes again.

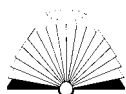
### 7. Introduce Yourself

Break people into small groups and give each person a penny. Ask them to introduce themselves to the group and talk about what they were doing during the year on the coin.



### 8. Balloon Bounce

Each person blows up a balloon, puts it on their chair and bounces up and down until it bursts. This one is a lot of laughs.





## 9. Man, Bear, Gun

This game is similar to Rock/Paper/Scissors. Divide the group into two equal lines of people facing each other. There are three possible “characters” the group can assume.

Bear – growl with claws barred

Man – a “he man” stance with grunt

Gun – hunter with gun – bang

Each group huddles together and decides (as a group) which of the three they will represent and then they form a line facing the other team. On the signal from the leader, the two groups face each other and assume their stance and sound like in /rock/paper /scissors:

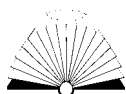
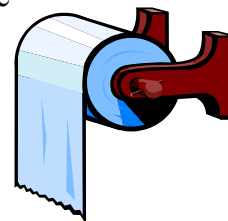
- Man wins over gun
- Gun wins over bear
- Bear wins over man

## 10. Do Nothing

The group stands in a circle. The leader gives instructions to “watch the third person to your left” as they do nothing. Whatever slight motion that person makes, you also do, but exaggerate it. Group becomes very lively. Call a stop when things get lively and give ourselves a hand for “doing nothing” so actively!

## 11. The Toilet Paper Activity

This requires a roll of toilet paper and a group that is waiting for introductions. The group leader begins by announcing that, unfortunately, there is only one roll of toilet paper here, so in fairness to all we will share now. Then instructions are given to pass the roll around the table/room and each person is to take what they think they will need. When everyone has some, the leader then apologizes to the group and says, “I’m sorry; I lied. There is actually lots of toilet paper available but this is a way we will determine how many facts are to be shared by you about yourself, with the group. ONE for each section of paper taken! ” NOTE: Facts can be basic...age, birthday, favorite movie, etc. - and a concern for those who took A LOT of paper.





## **12. Scrabble**

Divide the members of a group evenly if possible to have groups of 3 – 5 people.

Then each member donates the first and last letters of both their first and last name:

For example: MarY WhitE **MYWE** The group must create as many words as possible using the letters that they have in their pile and record them using pencil and paper. The group with the most words created is the winner.

NOTE: Make sure agreements are laid out before starting. Example: No doubling letters unless you have doubles in your pile of letters; no names, no foreign languages etc. Whatever the group decides.

## **13. Idiosyncrasies**

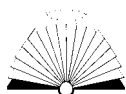
This icebreaker is for introducing within a group that knows each other already but may not know those little things about us that can be annoying to others. As you introduce yourselves around the room, decide if you will share one or two idiosyncrasies: For example: I don't do mornings well. I can listen and do two other things at the same time. If I'm quiet, leave me alone.

## **14. Two Truths and a Lie**

This icebreaker works best if you don't know the people in your group at all – a first time introduction, though it can be used with people who know each other only a little. Have participants introduce themselves and give THREE facts that are interesting TWO of which will be true, ONE will be a lie. The others will then decide as a group which one is a lie. Winners are those who fool the group!

## **15. "Do you know me?"**

Each person is given a nametag and an index card. The name tag has the name of another person in the group on it. Everyone is told to circulate, meet, mix and mingle to gather information, insights or stories about the person on their tag from group members. The opening line "Do you know me?" is used to help generate clues and conversation. The index card is to be used to write down the information collected. At the end of a designated time - about 15 minutes, each participant introduces their "name tag" and its person to the group.





### **16. Do you really want to know?**

Each participant is asked to give his/her middle name and tell how or why that particular name was chosen for them. The facilitator should begin the process and if appropriate, do it with a little bit of humor to encourage others to share.

### **17. Color Jacuzzi**

The object of this small group exercise is to get the group to quickly meet the other members. The facilitator calls out a color of the rainbow: - for example RED:

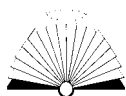
- Red typically is the stop/turn- off color - so each member of the group quickly tells what is the one thing (that they can disclose in public) that is really a turn off to them.
- Orange: is the motivation color - what motivates them
- Yellow: is the inspiration or creativity color - what was the best idea they've had
- Green: is the money color - what they plan to do for money, or the dumbest thing they ever did for money.
- Blue: is the sky's the limit color - what is their favorite fantasy about their future?
- Indigo: is an odd, or different color - what is the most daring thing they ever did.
- Purple: is the color of royalty - if you were ruler of the universe for a day - what is the first thing you would do?

### **18. Strings**

Select a group of tiny items that are related to children and parenting. Tie a string to each one and place it loosely in a large paper bag with the strings hanging out. Go around the group and have each person pick a string. After each one has their "prize," start at the first person (she's had longest time to think) and ask each person to briefly state a significant thought that the item brings to mind. You will be astounded at the wonderful answers you get from people who usually do not talk--and answers you never thought of. You can leave one or two strings empty. The people who draw the blanks gets to share anything they want or what the empty string signifies.

### **19. Non-Verbal Introduction**

Break into pairs and interview each other, with the understanding that you'll gather information so that you can introduce each other to the whole group. Oh yes, one





hitch. All communication must be non-verbal. I usually let people draw pictures, but not write.

## **20. Hum Dingers**

Each participant is given a small slip of paper with the name of a popular children's tune on it (i.e.: Mary Had a Little Lamb, Happy Birthday, We Wish You a Merry Xmas, etc.) Then ask participants to hide the slip and begin humming their tune. Because you have given 3-4 people the same tune to hum, they are to find their matching hummers. It is great fun!

## **21. The Magic Wand**

You have just found a magic wand that allows you to change three home/parenting related activities. You can change anything you want. How would you change yourself, your partner, your children, etc.? Have them discuss why it is important to make the change. This activity helps them to learn about others' desires and frustrations.

## **22. Marooned**

Divide the group into teams and tell them that they are marooned on an island. What five (you can use a different number, such as seven, depending upon the size of each team) items would you have brought with you if you knew there was a chance that you might be stranded. Note that they are only allowed five items per team, not per person. You can have them write their items on a flip chart and discuss and defend their choices with the whole group. This activity helps them to learn about other's values and problem solving styles and promotes teamwork.

## **23. Finish the Sentence**

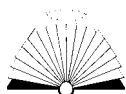
Go around the room and have each person complete one of these sentences (or something similar):

The best job I ever had was...

The worst project I ever worked on was...

The riskiest thing I ever did was...

This is a good technique for moving on to a new topic or subject. For example, when starting a session and you want everyone to introduce themselves, you can have them





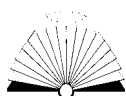
complete "I am in this group because..." You can also move on to a new subject by asking a leading question. For example if you are instructing time management, "The one time I felt most stressed because I did not have enough time was..."

## **24. Group Poem**

A group poem that grows as new lines/stanzas are added: In the following poem, the first line lists people who have been influential in each adult's life; the following lines list what each of these influential persons did. Learners in different classes or even those who are in tutoring situations can add their influential person and what that person did for them to the group poem.

### **Influences**

Mrs. Hooper, Old Sam, Mom, Lill  
They all made us who we are;  
Making us sit still and listen,  
Showing us not to be afraid of hard work  
Having faith that we could be somebody,  
Smiling even when times were bad;  
And now duty calls to us.



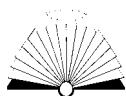


## Finders' Sheet



Find someone who...

1. Like going camping\_\_\_\_\_
2. Read to their children last night \_\_\_\_\_
3. Loves to go berry picking\_\_\_\_\_
4. Has lived in the north more than 10 years\_\_\_\_\_
5. Loves to go ice fishing\_\_\_\_\_
6. Wishes they had more time for themselves \_\_\_\_\_
7. Is happy to be at this workshop \_\_\_\_\_
8. Is a parent \_\_\_\_\_
9. Loves to learn new things\_\_\_\_\_
10. Wants to get a job in the future\_\_\_\_\_
11. Loves to cook\_\_\_\_\_
12. Likes to exercise and eat healthy foods \_\_\_\_\_
13. Knows the benefits of reading to children \_\_\_\_\_
14. Likes to read a good book \_\_\_\_\_





## Workshop Feedback

Name of Workshop: \_\_\_\_\_

By \_\_\_\_\_

Date: \_\_\_\_\_

**1. What did you think of the topic we talked about in this workshop?**



Excellent!



Pretty  
Good



Needs a little  
work.



Not so hot



Should be  
canned!

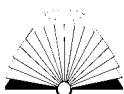
**2. What did you like most about the workshop?**

**3. What did you like least about the workshop?**

**4. What did you learn or rediscover today?**

**5. What could we do to improve this workshop for next time?**

**Is there anything else you'd like to say before we close?**





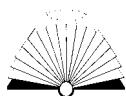


# How to Divide into Groups

## Why split into groups?

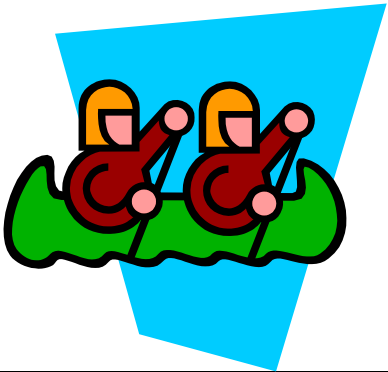
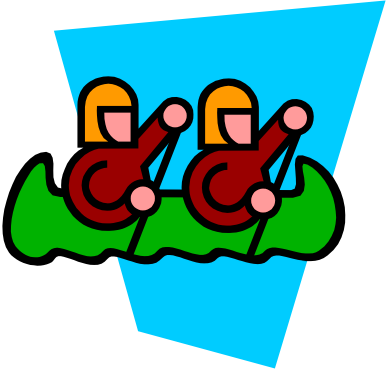
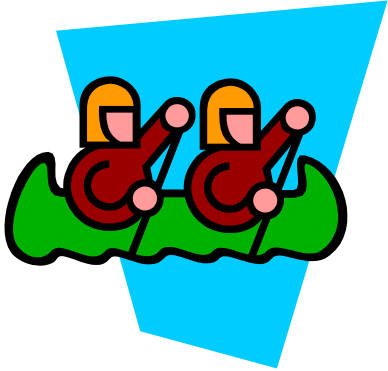
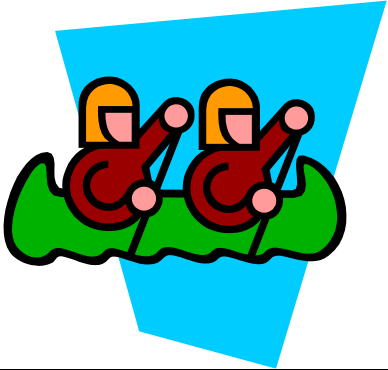
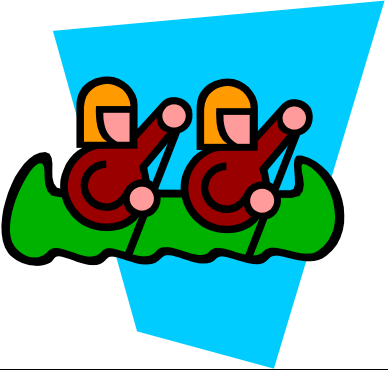
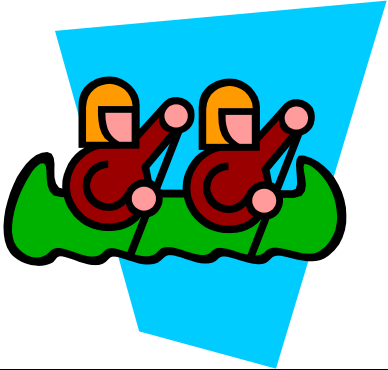
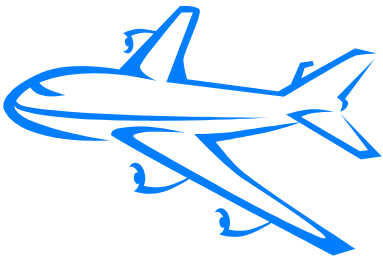
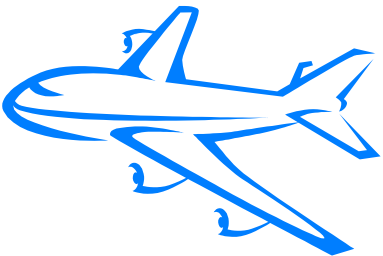
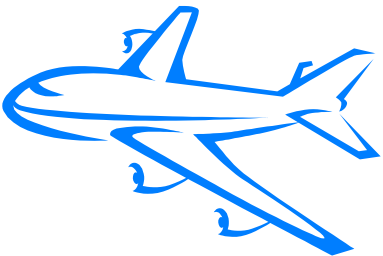
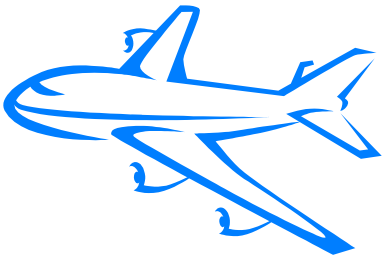
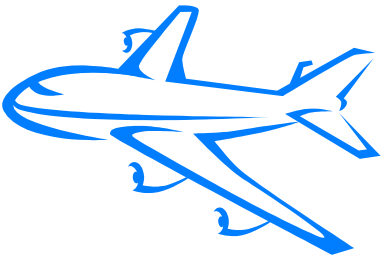
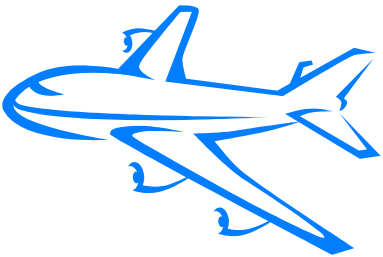
When you are working with large groups, it is a good idea to split them into smaller groups for activities and small group discussion. Here are some fun ways to divide a group.

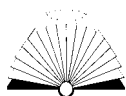
- **Candies** - Buy a bag of candies such as Smarties, M & Ms or wrapped hard candies. Decide how many people you want in each group and then sort the candies into colours with the same number of candies as the group size. Pass the candies around the room in a hat or bowl and have each participant take one. Then say that all the 'reds' get together, all the 'blues', etc. This also works well with coloured suckers.
- **Tea Bags - This** is very unique way to sort people. Before the workshop, purchase packages of herbal tea and tape one to the bottom of each chair. Ask the participant to check under their chair and then get together with their matching tea flavour. They can then enjoy a nice cup of herbal tea as they do their activity.
- **Animals** – Divide the group in to smaller groups using animals. Cut out the animal names on the attached sheets and pass a hat around and have each person pick an animal out of the hat. Once everyone has an animal, ask them to make the sound of their animal and find their group.
- **Songs/Rhymes** – Cut out the songs/rhymes at the back of the booklet and have each person sing their song until they find the rest of their group.
- **Transportation** – Use the cards with different mode of transportation and make the sound and act out their mode of transportation until they find the rest of their group.
- **Pennies** – Have a supply of pennies with various years. Make sure that you have enough of each year. If you want groups of four, you will need 4 pennies with the same year and so on. Have participants find the rest of the people with the same year and then in their groups talk about what they were doing in that year.

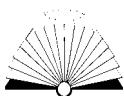
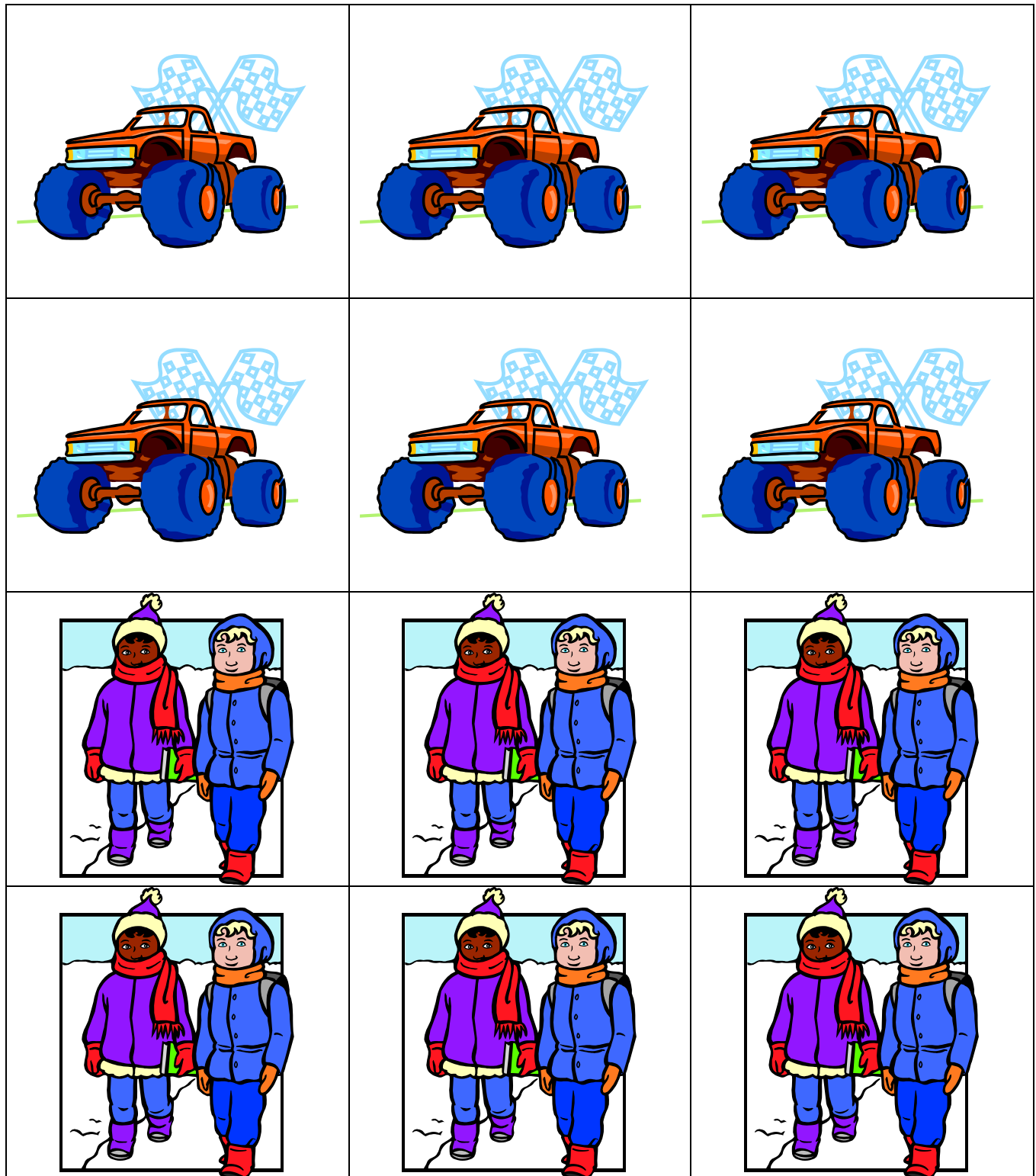


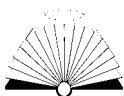


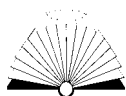
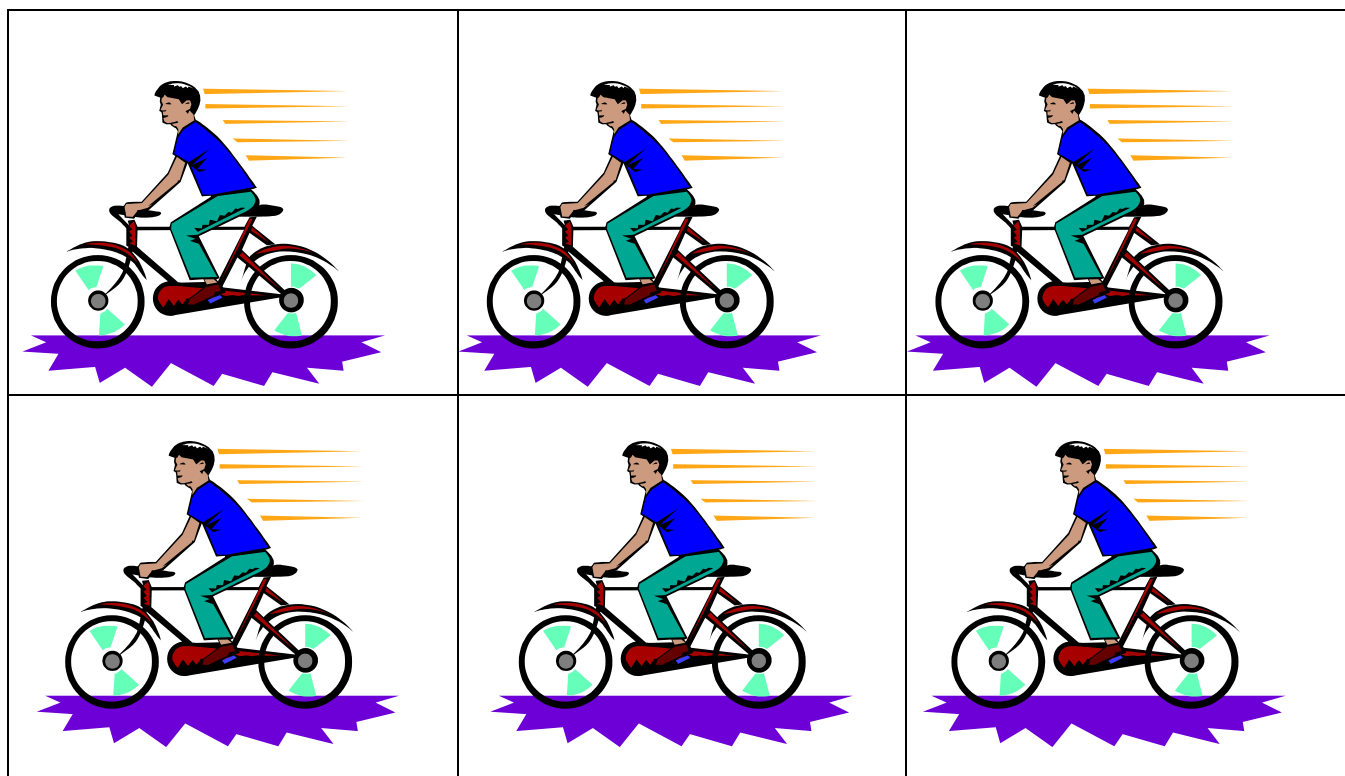
## Sort by Types of Transportation





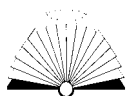






## Sort by Animals

Dog	Dog	Dog
Dog	Dog	Dog
Cat	Cat	Cat
Cat	Cat	Cat
Pig	Pig	Pig
Pig	Pig	Pig
Owl	Owl	Owl
Owl	Owl	Owl
Wolf	Wolf	Wolf
Wolf	Wolf	Wolf
Cow	Cow	Cow
Cow	Cow	Cow
Sheep	Sheep	Sheep
Sheep	Sheep	Sheep





## Sort by Songs



### I'm A Little Teapot

I'm a little teapot short and stout,  
Here is my handle, here is my spout.  
When I see the teacup hear me shout,  
Tip me over and pour me out.



### I'm A Little Teapot

I'm a little teapot short and stout,  
Here is my handle, here is my spout.  
When I see the teacup hear me shout,  
Tip me over and pour me out.



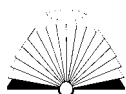
### I'm A Little Teapot

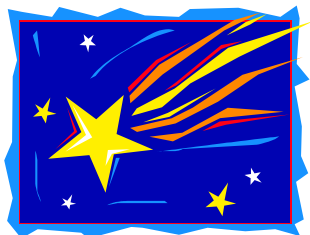
I'm a little teapot short and stout,  
Here is my handle, here is my spout.  
When I see the teacup hear me shout,  
Tip me over and pour me out.



### I'm A Little Teapot

I'm a little teapot short and stout,  
Here is my handle, here is my spout.  
When I see the teacup hear me shout,  
Tip me over and pour me out.





### Twinkle, Little Star

Twinkle, twinkle, little star,  
How I wonder what you are!  
Up above the world so high,  
Like a diamond in the sky.  
Twinkle, twinkle, little star,  
How I wonder what you are!



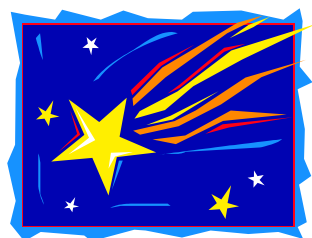
### Twinkle, Little Star

Twinkle, twinkle, little star,  
How I wonder what you are!  
Up above the world so high,  
Like a diamond in the sky.  
Twinkle, twinkle, little star,  
How I wonder what you are!



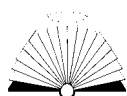
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### Rock-A-Bye Baby

Rock-a-bye, baby, On the tree top,  
When the wind blows the cradle will rock;  
When the bough breaks the cradle will fall,  
And down will come baby, cradle and all.



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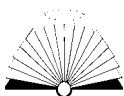
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### Hokey Pokey

You put your right foot in,  
You put your right foot out,  
You put your right foot in and you shake it all about.  
You do the hokey pokey and you shake it all about.  
That's what it's all about.



### Hokey Pokey

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You do the hokey pokey and you shake it all about.  
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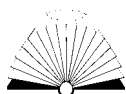
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That's what it's all about.





### **This Is The Way**

Here we go round the mulberry bush,  
The mulberry bush, the mulberry bush.  
Here we go round the mulberry bush  
So early in the morning.



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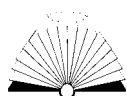
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The mulberry bush, the mulberry bush.  
Here we go round the mulberry bush  
So early in the morning.





### **Wheels on the Bus**



The wheels on the bus go round and round,  
round and round, round and round.  
The wheels on the bus go round and round  
all through the town.

### **Wheels on the Bus**



The wheels on the bus go round and round,  
round and round, round and round.  
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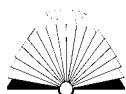


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all through the town.

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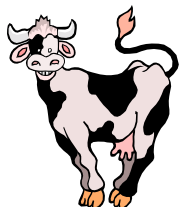


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all through the town.



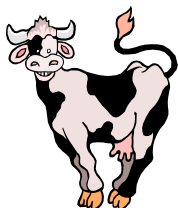


### Old Mac Donald



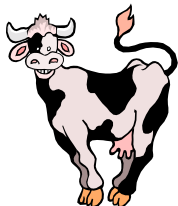
Old Mac Donald had a farm, E-i, E-i, O!  
And on that farm he had some cows, E-i, E-i, O!  
With a moo-moo here; And a moo-moo three,  
Here a moo, There a moo, Everywhere a moo-moo.  
Old Mac Donald had a farm, E-i, E-i, O!

### Old Mac Donald



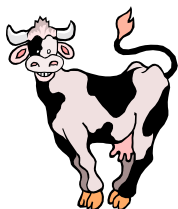
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