

CCII – 5/12/2007

## Workshop Outline

### Objectives:

- Participants will review the concerns brought up during the interviews and in the last workshop
- Participants will get a chance to explore how different issues affect youth and what are some ways that they can address those issues
- Participants will be able to identify safe spaces and places of concern in the community through doing a neighborhood blueprint

### Materials:

- Chart Paper
- Markers

11:00am – 11:15am – Registration and Introduction

Erica and Jahmala will welcome the workshop participants and then present the information they gathered from the interviews for all new participants. Erica will go over the community guidelines for today's workshop and get all students to agree on them.

11:15 am – 11:25 am – Name Game

1. Have all participants stand in a circle shoulder to shoulder.
2. Tell participants that we are going to take a moment to learn more about each other, including our names and a motion that represents how we are feeling. In the end we will be putting all of these motions together and making a collective dance piece that represents how we're doing.

3. Ask for a volunteer to begin the game. Tell the students that once the volunteer has said her name and done her motion, everyone will repeat what she has done. She will then send the game to either her left or her right. The next person in line will say their name and perform their motion. The group altogether will then repeat the first persons name and motion and then the second persons name and motion.

4. Tell students that we will continue around the circle in this way until everyone has gone.

5. Next, the group will do all the motions one after another without saying anyone's name. We have just created a dance!

11:25 – 12:00: Human Knot

1. If the group is larger than 10 people, split the group into two groups of 6 – 10 people each.

2. Tell the students that we are going to play a game that enables us to get more comfortable with each other, and also learn a little bit about teamwork.

3. Have all the students stand in a circle, shoulder to shoulder. Instruct participants to extend their arms out in front of them and grab hands with two other people in the circle. The only rules are that they can not grab hands with the same person, and that they cannot grab hands with someone standing on either side of them.

4. Once everyone has grabbed hands, tell the students that they are now in what is called a 'Human Knot'. Tell them that their goal is to try and get out of this human knot and form a circle where they are all facing each other. They are going to have to work together, be patient, really listen to one another and be creative in order to do this.

5. Tell students that once you say 'ACTION' they can begin to get out of the human knot.

6. Say 3 – 2– 1 ACTION and then have the group start to untangle themselves.

7. Once the groups have finished, and if there is enough time, have the students try to beat their time and untangle themselves even faster. You can also have the two groups compete against one another and see who can get out of the knot first.

Processing Questions:

1. What did you think about this activity?

2. What was easy about this activity? What was challenging about it?

3. Are there things in your life that are hard to do on your own that you need help from others in order to accomplish?
4. What did it take for your group to untangle your knot?
5. What elements of teamwork did you use in this human knot?
6. Was there ever a time when you thought it wouldn't be successful? Why? What made you change your mind?
  
7. What lessons can we learn from the Human Knot game?

12:00pm – 12:45pm – Walking Brainstorm

1. Tell students that our last activity today will be a walking brainstorm.
  
2. Point out to students that there are several sheets of paper hanging in different areas of the rooms. On the top of the sheets of papers are the different concerns that students shared during their interviews and that we heard about at the beginning of the workshop.
  
3. Give each student a marker and instruct them to walk around the room and write an example of how this issue affects young people specifically and also what they themselves can do to make this issue better for youth. For example, if the issue is poverty-- this may affect young people because they cannot afford to buy supplies for school. One practical way of solving this issue is asking schools to offer free supplies for students who cannot afford them.
  
4. Give students 10 minutes to walk around the room and record their thoughts.
  
5. Bring the group back together and share out about the information that has been collected on each of the sheets.

Processing

- What did you learn from this activity?

– How did it feel to come up with possible solutions to your own concerns?

– Which of these suggestions is something you can do yourself?  
Which of these suggestions is something you can get someone else to help you do?

– What do you need to learn about in order to make a change in some of these concerns?

12:45 pm – 2:00 pm – Neighborhood Blueprints

1. Divide participants up into groups of 3 – 4 people.
2. Before students go into their groups, give everyone the instructions for the activity
3. Tell all the participants that what they will be doing in their groups is making Neighborhood Blueprints. Ask someone to identify/define what a blueprint is. ( detailed plan or design)
4. Ask students to ask where blueprints are used. ( to build buildings, to plan neighborhoods). Tell participants that architects use blueprints as a way to plan a building or structure. Their goal is to outline where everything will be placed in the space.
5. Ask participants to think about what it would mean to make a neighborhood blueprint. Ask them also, what someone might use a neighborhood blueprint for.
6. Tell students that a neighborhood blueprint is a way for us to tell what is in our neighborhood, and where those things are. Tell students that we will be making blueprints so that we can identify safe spaces and not safe spaces in our community.
7. Tell students that they will be creating a detailed map/blueprint of the neighborhood-- ask them what types of things might be included in that plan. (parks, schools, bus stops, streets, buildings, etc.) They can include where they live, where they go to school, where they take the train and other places as well.

8. After they make this 'map' of the neighborhood, tell participants that the next thing that they should do is take a green marker and put a dot next to the areas that they think are safe spaces in the neighborhood. Then they should take a red marker and put a dot next to the areas that they think are not safe or dangerous for kids.

9. Give participants 30 minutes to do their blueprints.

10. Once everyone has finished have students come back together and share their blueprints with the entire group.

Processing:

1. What was it like to do this activity?

2. Did you learn anything new about the community you live in?

3. What are some of the safe spaces you all identified? Do you all spend much time there?

4. Why are these safe spaces for kids?