

I'M YOUNG

AND MY VOICE WILL BE HEARD

I'M YOUNG

AND I WILL SWING THE VOTE

I'M YOUNG

AND MY VOTE WILL BE COUNTED

HRC Youth College
Facilitation + Icebreakers Booklet



WELCOME TO THE WORLD OF CAMPAIGNS

Campaigns and Ballot Measures are fast paced, serious and full of highs and lows. More importantly, political campaigns have their own set of cultural norms—so it is best to envision this as an anthropologic exploration. You may be placed in any, and/or, all of the Campaign Departments during your field experience.

The key to success will be determining how you can best support the Campaign Staff while at the same time building and sharpening your skills. It is a rare occasion when a first time staffer will move directly into a Director position. Therefore, in order to maximize your success and effectiveness on the campaign, stay focused in the training on picking up key skills, cultural questions/lessons from campaign veterans and areas your talents and personality best fit. This combination will make you a significant asset to the campaign.

ABOUT YOUTH COLLEGE

Every election cycle, the Human Right Campaign conducts the Youth College Campaign Training. Twenty energetic participants, ages 18 to 24, come to Washington, D.C., for an intensive week of hands-on training on how to run and be a key staff member in a winning campaign. After mastering the basic skills, participants spend two and a half months in staff positions in targeted political campaigns around the country.

ABOUT THE HUMAN RIGHTS CAMPAIGN

As America's largest gay and lesbian organization, the Human Rights Campaign (HRC) provides a national voice on gay and lesbian issues. The Human Rights Campaign effectively lobbies Congress; mobilizes grassroots action in diverse communities; invests strategically to elect a fair-minded Congress; and increases public understanding through innovative education and communication strategies.

Founded in 1980, HRC is a bipartisan organization that works to advance equality based on sexual orientation and gender expression and identity, to ensure that gay, lesbian, bisexual and transgender Americans can be open, honest and safe at home, at work and in the community. HRC has close to 600,000 members — all committed to making this vision of equality a reality.

ABOUT THE BOOKLET

The Facilitation + Icebreakers Booklet was compiled by a team of trainers and campaign veterans. HRC would like to acknowledge Scott+Yandura for their expertise, Jane Fleming for taking the lead with the Booklet, Colin O'Dea for reviewing and adding his campaign eye and HRC staff members Mark Perriello, Julie Trute, Bo Shuff, Barbara Menard and Mike Mings for serving as the touchstone and bedrock for the Booklets and Youth College Program.

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Facilitation 101

You may have been asked before to “facilitate” a meeting, a workshop or a training session. Facilitation is both an art and a science—this booklet is meant to serve as a guide for the science part; as for the art part, it comes through practice and observing folks you think do a great job facilitating.

In a campaign, you may be asked to facilitate training sessions for volunteers or meetings for interns. It is important that you take these tasks seriously, knowing that the volunteers and interns will look to you for leadership and guidance.

★ Definition of Facilitation

The process of helping participants learn from an activity. The literal meaning of facilitator is “one who makes things easy.” Sometimes a facilitator is called a trainer.

As a facilitator, you serve as a coordinator and organizer of groups, and ensure everyone is participating and staying on task. A facilitator never imposes a solution on to the group. They clarify issues, focus discussions, bring out viewpoints, synthesize differences, and look for underlying agreements.

As a facilitator, you are responsible for preparing for and implementing all aspects of a meeting or training, from the content, the activities, reflection and evaluation.

It is critical for the facilitator to develop mutual respect among the group in order to maximize the learning. You must be willing to take risks and work hard.

Always keep in mind that you are a guide and ought to listen to the group. People will view you as an expert. Make sure you are knowledgeable about the topic, feel comfortable with people asking questions, and of course, having answers, or having the ability to seek the answers, needed.

General Responsibilities of Facilitators

- ★ **Facilitators are the standard-setters for the discussion.**
Facilitators must stay focused, alert, and interested in the discussion and the learning that is taking place. They create the standards of communication, by looking around the room at all participants, listening closely, and encouraging all participants to contribute.
- ★ **Facilitators make the workshop environment a priority.**
The facilitator ought to be conscientious of everything, including how the chairs are set-up, candy, quotes on the wall, location of restrooms, and many other logistical items. The facilitator is responsible for gauging the physical environment of the training or meeting.
- ★ **Facilitators are mindful of timing issues.**
It is easy to over-schedule activities and to not incorporate enough down-time for the participants. Always plan for activities to take longer than you think they will last. Facilitators need to constantly check in with the group to gauge their energy level.
- ★ **Facilitators are responsible for articulating the purpose of the discussion and its significance to the group.**
It is important to clearly state the goal and purpose of each activity and section of the training. Also, let the group know the expected time that will be spent on each activity.
- ★ **Facilitators make use of various techniques/tools to keep the discussion moving when tension arises or discussions come to a halt.**
The facilitator must be prepared with tools to keep the group moving forward and focused on the task at hand.
- ★ **Facilitators stand ready in a moments notice.**
Always keep an icebreaker you know well for times that you are asked to facilitate a volunteer training session with ten minutes notice.
- ★ **Facilitators are responsible for paying attention to group behaviors.**
You need to be observant of verbal and non-verbal cues from the group. Address any problems immediately in the group or one-on-one.
- ★ **Facilitators should be relaxed and have a sense of humor that ensures meetings and trainings are enjoyable as well as educational.**
Group meetings can sometimes take a very serious turn and become intense. It is important to remember we do not have to be fired-up nor uptight in order to have effective discussions. Laughter and a relaxed environment can be the greatest methods for a good meeting.

Basic Tips for Facilitators

Before the Meeting or Training

- ★ Prepare an agenda. This helps guide the meeting and training.
- ★ Determine needed supplies, room requirements and chair set-up.
- ★ Survey the training location and room before the training to ensure there is adequate lighting, parking spaces, elevators, wheelchair ramps, etc. Notify the participants ahead of the training if there are things they need to be aware of to make access more available. Make sure break necessities (bathrooms, water fountains and pay phones) are in working order. If you do have participants with wheelchairs, take away some chairs so they have a place at the table.
- ★ No one learns or retains information the same way. Therefore you need to have several different ways to demonstrate and to teach the methods in the training. According to the National Training Laboratory, research shows the following average retention rates for different training methods:
 - 5% Lecture
 - 10% Reading
 - 20% Audio-Visual
 - 30% Demonstration
 - 50% Discussion Group
 - 75% Practice by Doing
 - 90% Teaching Others
- ★ Remember you are training adults. Adult learners focus on how they can use what they learned in real life situations. Their life experiences serve as a resource during the workshop and they react best to active- not passive- training methods. They will want to know how they can immediately apply what they learn to their task at hand.
- ★ Have a number of visually appealing handouts and flip charts. This helps with visual learners.
- ★ Select an appropriate activity to start out the meeting or training that will meet the needs of your group. Have many fun energizers/icebreakers on hand.
- ★ Think through the activity/icebreaker and visualize potential pitfalls. One of the biggest problems is not allotting enough time for activities.

During the Meeting or Training

- ★ Exude confidence. Be clear about direction. Speak loudly. Be enthusiastic. Breathe often!
- ★ Relax. The participants in the room want you to succeed.
- ★ Start your presentation on time and end on time. It shows the audience that you respect their schedule.
- ★ Use humor, stories and examples that directly relate to the task at hand.
- ★ Plan to welcome everyone to your training or meeting by telling them about yourself and other facilitators. Say your name, your role, your experience on the topic, fun stuff about yourself and any mistakes you may have made in the past on the topic that will bring smiles or learning for the group.
- ★ Review the agenda and expectations of the meeting and training.
- ★ Plan a fun icebreaker or activity. Clearly explain activity directions and be prepared for questions. Allow enough time for the processing of the activity.
- ★ Observe individual participation and involvement during exercises. Be aware of individuals that may be experiencing discomfort or are not participating.
- ★ Follow up the exercise with discussion that relates the activity to the task you are asking folks to accomplish- whether that is door knocking or envelope stuffing.
- ★ Make eye contact and move around. Move towards the participants when they are speaking to indicate your interest in and respect for what they are saying. Make sure you have good eye contact at all time. Look around the room and make eye contact with each person for at least five seconds while you are talking.
- ★ Take cues from the participants. If they look bored, take a break. Be willing to alter your presentation slightly if your group is responding better to one part of the presentation than to another.
- ★ It is inevitable that you will face demanding people in the group that challenge you or are blocking what others are saying. In general, you need to address the behavior, not the person. Try to memorize some reliable responses you can utilize when people are being difficult. NEVER seem negative or that you are treating someone unjustly. This will affect the entire learning environment and make the participants feel uncomfortable. Some quick responses are:
 - Would you see me at the break to discuss this point further?
 - That is an interesting dilemma; perhaps we can discuss this over lunch.

- You are very knowledgeable about this topic. Thank you for sharing another perspective.
- Actually, for this presentation I pulled resources from...
- I hear three questions. Let's deal with one question at a time. (then repeat the questions you heard them ask to check for clarity)
- Thank you for asking. I must not have been clear before. Let me try to explain the concept in a different way.

After the Meeting or Training

- ★ Summarize any key points on flip chart paper.
- ★ Evaluate the needs of the group, especially at the end of the day to see what you can change for the next day. Consider using the +/- Δ method.
- ★ Evaluate the experience and write down notes for future trainings.
- ★ Make yourself available for participants to ask questions after the meeting or training.

Behaviors for Facilitators to Avoid

- ★ Using filler words, such as "umm" and "aahh".
- ★ Reading from a script.
- ★ Standing in one place during the entire training.
- ★ Downplaying people's ideas.
- ★ Pushing personal agendas and opinions as the "right" answer.
- ★ Dominating the group or allowing people to bully others in the group.
- ★ Assuming the demographics of your group or telling inappropriate or offensive stories.
- ★ Making up an answer: you never know who is in the room.
- ★ Taking a stance with one section of the group.
- ★ Telling too much about your personal experiences and life. Keep a healthy balance: you are seen as the leader in the room.

Facilitator Tools

There are certain steps you will want to take when you are facilitating a meeting or training. As you become more comfortable facilitating, you will add your own personality to your facilitation style.

Stages of Group Development

Staff members, volunteers and interns will experience a “life cycle” of group development during the campaign. This cycle of group development happens in stages and happens everywhere—in work places, activist groups, retreats/trainings and campaigns. The explanation of the stages is meant to serve as a tool to help you prepare for certain ups and downs. In addition, the stages will help you plan activities that are most appropriate for the volunteers and where they might be in their group development cycle. Each stage has its own characteristics and builds upon the previous. We included tips for volunteers and staff for each stage. We also organized the Icebreakers in this Booklet by the stages of group development as a tool for training and managing volunteers.

Stage One: Forming “Trying to find my place.”

Volunteers are excited and filled with optimism. Encourage the volunteers to keep an open mind and learn from other volunteers and staff members. The staff is also developing a group identity, establishing ground rules and a common mission (winning the election). Volunteers are looking for the basics, such as clear direction on how they can help, where materials are stored in the office, etc. Volunteers are also trying to determine how they fit in and can best use their talents. Share basic information about the campaign with the volunteers (e.g. one pager on the candidate, public papers on issue platforms, etc.).

Stage Two: Storming “Hey! I’ve got something to say here!”

Volunteers are frustrated with systems they do not understand or do not agree with, and may even have better ideas for certain systems. Reality sets in and they may be dissatisfied with their experience. Encourage volunteers to give suggestions on how to change things and to challenge themselves to stick with the project. Staff should keep a positive tone, spend time with volunteers on an individual basis, and work on conflict resolution and communication skills. It is important to keep an open mind and not to get defensive when volunteers offer suggestions.

Stage Three: Norming “We’re all in this together!”

Volunteers begin to share goals, accept one another and establish clear team cohesion. Encourage the volunteers to collaborate with one another on projects to accomplish their common goal (winning the election). Volunteers are developing relationships with other volunteers and with staff members. They might attend additional political rallies or other social activities with other volunteers. Staff should recognize the volunteers and incorporate some more awareness activities (e.g. share polling numbers, give talking points to the volunteers) and make them feel part of the campaign team.

Stage Four: Performing “Getting things done!”

Volunteers are feeling strong cohesiveness and may have taken on leadership roles within the campaign. Encourage the volunteers to think about their experience through reflection activities (see Icebreaker section). Staff should stay attentive to the volunteers’ needs and do goal-setting for the next stage of the project (e.g. GOTV plans). Get the volunteers’ feedback on other things the campaign should do, since they are often on the front lines (i.e. they are the ones going door to door and hearing feedback from citizens). Volunteers are looking to be recognized and valued for their work from staff during this stage (see Gifts and Tokens section for ideas).

Stage Five: Adjourning “Now What?”

Volunteers begin to feel anxiety about the campaign ending and may begin to feel negative towards other volunteers or the overall campaign because they have formed bonds with other campaign participants. Encourage the volunteers to reflect on their role and to consider how they can support the candidate once elected. Staff should plan a recognition event and take the volunteers through at least one group reflection activity for closure on the campaign.

Prepare Handouts and Flip Charts

Before a training session, prepare many flip charts and have all of your handouts copied.

- ★ First and foremost, remember this rule for the color of markers you choose for your flip charts: When writing your main text use earth colors (brown, black, dark green, dark blue) and when drawing symbols use more of the air and fire colors (red, yellow, pink, light blue, light orange). The air and fire colors are hard to read from the back rows.
- ★ The best flip chart stands have clamps on the top of them to hold the pad in place. If you plan on tearing off the chart and taping it on the wall during your class, be sure to get the perforated chart pads. The best flip charts are the ones that come pre-sticky like post-it notes.
- ★ If want to make sure that your text is aligned, you may want to use the pads which have grids on them. You can use a fine pencil to draw lines that you will see, but are invisible to your audience. You can lightly pencil in notes on the pad that only you can see. This way, your speaker’s notes are “hidden” but can still serve as a guide during the training.
- ★ Plan your visual aids on normal paper before you move to the charts. This gives you an idea of where you are heading and saves a lot of paper. If you make a small mistake, use white out correction fluid to cover. For larger errors, you may want to cover the mistake with a stick on label.
- ★ Use the right markers. Instead of normal magic markers which may bleed through the page, try markers that are specially designed for flip charts.
- ★ Take care of your flip charts. Put them away when you are done with them; store them in cardboard boxes if you can.

- ★ Print your text and titles neatly and clearly. If you have less than perfect penmanship, you may consider asking someone else to make the charts.
- ★ Don't use all capital letters. A combination of upper/lower case letters is easier for your class to read.
- ★ Don't put more than six lines on a flip chart, and try to keep the words to less than six on each line. It's called the 6 X 6 rule and forces you to keep your topic concise.
- ★ Remember that a flip chart is a training tool. If its use doesn't enhance your performance, it could become a hindrance. Use the training tools that are best suited for your presentation.

Meeting-Specific Facilitation Tools

Meetings are a primary tool for planning. They are a time to develop, revise and communicate plans and accomplishments. Good meetings involve three phases: preparing, facilitating, and follow-up.

Meeting Preparation

As you know, when we prepare for meetings, they run smoother. Follow the steps below to prepare for the meeting.

- ★ Clarify the purpose of the meeting. What is the goal for meeting? If there is no clear purpose, consider not meeting and simply sending around notices and/or any simple updates.
- ★ Prepare an agenda. Agendas provide structure for the meeting and give group members knowledge of what to expect. Get suggestions from group members. Send the agenda out at least one week before the meeting. It is a good idea to have an icebreaker to start the meeting. List the goal of meeting, agenda items and times, and the location of the meeting. Consider having cooperative learning roles for the group members. In the Cheat Sheet Booklet, there is a sample agenda.

Facilitating the Meeting

Facilitating meetings can be done in various ways. Always start the meeting on time. Present the agenda and ask the group if there are any changes. Before adjourning, review the action items that were generated and thank participants for coming. You will develop your own style of running a meeting; this handbook is full of quick and easy tools you can incorporate to run an effective, fun, and efficient meeting.

Meeting Follow-Up

Keeping the group informed continues to build trust among the group members and keeps them involved in the campaign and/or project.

- ★ Send minutes to all group members. One idea is to send out the items discussed at the meeting on the back of the next meeting agenda. An example is in the Cheat Sheet Booklet.
- ★ Contact people who missed the meeting. This is critical for volunteers. Contact them to make sure they are updated on what happened at the meeting and the action steps. You can designate someone at the meeting to inform those who were not in attendance. This keeps people informed and invested in the campaign and/or project.

Working Agreements/ Group Rules

Developing ground rules or working agreements helps frame the training or meeting and gets everyone on the same page regarding group norms and expectations. You can start out by asking the group, “What agreements would we like to have to ensure a positive learning environment?”

Have people list ideas on flip chart paper. Ensure everyone is comfortable with the agreements/rules that are written. Then have everyone sign their name to the paper. The facilitator closes by stating, “This is our agreement for our time together. We may need to add agreements as the training progresses.”

Keep the agreements/rules in a highly visible place, especially if the groups will meet regularly. Going back to the agreements is a great technique to use if the group is not on track. For example, if one of the agreements was to “start on time,” and after meals the majority of the group returns five minutes late, the facilitator can then remind the group that they all agreed to start on time, and that when people are late, it breaks one of the working agreements. If you are short on time, you can also develop the list of agreements/rules and simply review with group and ask if they would like to add anything.

Sample Ground Rules

- ★ Arrive on time.
- ★ Be open and honest with the group.
- ★ Listen to others, honor their experiences and empower all members.
- ★ Communicate needs.
- ★ Judge the message, not the messenger.
- ★ Listen to constructive criticism and make necessary changes.

Group Expectations of the Training/Meeting

After ground rules are established and before you begin the meeting or training, ask the participants why they came to the meeting or training, what they would like to learn, etc. Write their responses on flip chart paper. Go through the list and indicate whether or not each expectation will be covered. Be honest: if an expectation will not be covered, clearly outline why not and where one can get the information that was expected.

Cooperative Learning Roles

The roles are helpful ways to share the responsibility and leadership of the meeting. For trainings, cooperative learning roles should be posted on flip chart paper in the room and explained to the group before the training begins. Explain that the participants should use the cooperative roles when they are broken into small groups to perform an activity (not an icebreaker). Make sure the participants rotate roles. A handout you can copy for volunteers/training participants is in the Handout section of this Booklet.

- ★ **Facilitator** - the person responsible for organizing the work of the group and being sure the group stays on task.
- ★ **Recorder** - the person who takes notes and writes on newsprint as the group brainstorms.
- ★ **Reporter** - the person who shares the work or conclusions of the team with the other teams.
- ★ **Timekeeper** - the person who assures that the team is able to devote appropriate time to each assigned task and to complete all its tasks within the allotted time. This role is especially useful when the team has a tight deadline.
- ★ **Observer**- the person who watches the interaction of the group members and reports on difficulties or successes in group interaction.

Parking Garage

Items and questions will come up during the meeting or training that may not be relevant at that particular moment. Therefore, in order to listen and keep everyone engaged, place a piece of flip chart paper on the wall that says "Parking Garage." In the beginning of the training, explain that if a question comes up during the training that you cannot manage at that time, you will place it in the garage so that the group does not forget about the question and so that you can designate time to discuss the question or idea.

Prioritizing Your Group's Ideas

Choose one of the following techniques when you need to have your group make a decision based on several options.

- ★ **N/3**- each participant gets as many votes as the total number of proposal items OR the number of people divided by three. People cannot stack their points (i.e. they cannot use all of their votes on one proposal).
- ★ **Assigned Points**- Each participant gets an assigned number of votes and can stack points.

Ouch Rule

Before you get started, perhaps at the same time you introduce the ground rules or parking lot, explain to the group that you have an “ouch rule” in effect. If at anytime during the training, you or a group participant says or does something that is offensive, one can raise her/his hand and say- “ouch, that hurt” and explain what happened. This practice will resolve the issue immediately and will not allow hurt feelings to linger.

Stacking

When your group is in a discussion and many people have their hands raised, use the technique of stacking. Write the people's names in the order that they raised their hands so that they do not have to keep their hands up, and you do not have to remember who is next.

Hand Signals

Create some hand signals that everyone agrees on before the training. For example, if you need the room to quiet down, you would put bunny ears over your head. If you need the person to close their point, you would roll you hands in a circle.

Stress Relief

At times, discussions can be heated. When this happens have the group sing a funny song, tell some jokes, give back rubs in big circle, take a moment to sit in silence to reflect on other's comments, or breath deeply to get focused.

Talking Stick

You can avoid people speaking over one another by having a symbolic talking stick. You can use a Koosh ball, rain stick, etc.

Fist to Five Consensus Building

When a group comes to consensus on a matter, it means that everyone in the group can support the decision. They don't all have to think it's the best decision, but they all agree they can live with it. To use this technique, the facilitator restates the proposal/idea and asks everyone to show their level of support. Each person responds by showing a fist or a number of fingers that corresponds to their opinion. It is a good idea to post what each finger means so everyone knows exactly what they are representing.

If anyone shows fewer than three fingers, he or she should be given the opportunity to state objections and the team should address the concerns. Teams continue the Fist-to-Five process until they have achieved consensus, a minimum of three fingers or higher, from all group members. A copy of the process for training participants is in the Handout section.

- ★ **Fist-** "I do not like the majority of the proposal and **require** changes before it passes."
- ★ **1 Finger-** "I still need to discuss certain issues and suggest changes that should be made."
- ★ **2 Fingers-** "I am comfortable with the proposal but would like to discuss some minor issues."
- ★ **3 Fingers-** "I am not in total agreement, but feel comfortable to let this decision or proposal pass without further discussion."
- ★ **4 Fingers-** "I think it's a good idea/decision and will support it."
- ★ **5 Fingers-** "It's a great idea and I will be one of the leaders to implement."

Getting the Groups Attention

When you are attempting to get the group's attention and to get the participants focused, try one of the following techniques.

- ★ **Clapping:** The facilitator says "If you can hear my voice clap once." If that does not work then continue, "If you can hear my voice clap two times." If that does not work, then go on to three times. The group typically catches on after three claps.
- ★ **Lights Out:** Turning off the lights or flicking them on and off is rather grade schoolish, however it does get the group's attention.
- ★ **Silence:** The facilitator can simply stand in the front or middle of the room in silence until the group realizes what is happening.
- ★ **Raising Your Hand:** The facilitator can simply raise their hand and stand in silence until everyone else raises their hands and is silent.

Subdividing Groups

It is inevitable that in some part of a meeting or training you will need to break a large group into smaller groups (e.g. for canvassing, for sending teams to post signs, etc.). There are many ways you can subdivide a group, below are a few examples.

- ★ Ask people to group themselves based on birthdays, astrological signs, color of their shoes, etc.
- ★ Place pieces of paper with different animals on them in a bowl. The animals should all have equal representation in the bowl (i.e., if you have 5 cows, you must have 5 pigs). Each participant selects a piece of paper out of the bowl and when the facilitator says “go” everyone should then start imitating their animal’s sound (e.g., cow = person saying moo). Tell the group to find their fellow animal friends and this is the group they will work with for the activity.
- ★ Place portions/lines of nursery rhymes lyrics on index cards. Then give one index card to each person and tell the group that they need to find the other parts of their song. Once everyone has found their group, then you can have each of the groups sing their song together. A sheet of prepared nursery rhymes are in the Handout section.
- ★ The facilitator prepares index cards of famous families (Flintstones, Simpsons, Brady Bunch, Cosby, etc.), with one family member name on each index card. Give an index card to each participant as s/he comes into the room. Once everyone has a card, they are to find their family. Once they find their family, they are to sing a song for the entire group, say famous lines, or do an action that is affiliated with that family group. Sample family names are in the Handout section of this Booklet.

Random Ravings

Set aside time at the end of the meeting or training to allow 5-10 minutes for the group to discuss anything that came up during the meeting or items that were not on the agenda. This serves as a reassurance to people that there will be time where they can bring up a point, rather than interrupting the flow of the meeting.

Temperature Reading

Prepare a flipchart drawing of a thermometer, with increments ranging from 0- “I don’t feel comfortable working on a campaign” to 100%- “I feel comfortable working on a campaign and helping train volunteers and interns.” Have participants write their name on a post-it note and place where they currently feel on the thermometer. Throughout the training, do a “temperature reading” and ask participants to move their post-it note up or down. The reading gives trainers a sense of the amount of learning that is taking place, and gives the participants a good indicator that they are learning more and getting prepared for the task at hand.

Plus/Delta

Closure is an important part of the meeting. The plus/delta format gives people an opportunity to give suggestions on what worked and what needs to be changed for the next meeting or training. At the end of a meeting or as a check-in during a long training, the facilitator asks the group to discuss the training from the room set-up, atmosphere, content, flow, etc. The facilitator first asks for the pluses, then the deltas (Greek word for change). It is critical to explain that this is not what is good and what is bad. This is a method for highlighting what went well/what worked and what needs to change, so the groups can accomplish the task at hand (e.g. winning the election, knocking on 200 doors, etc.).

+	Δ
The things that worked	The things that need to change
Handout on door knocking tips	Room is too cold
Fun icebreaker	More water and drinks
Facilitator's humor	Clearer directions before activity

Gifts/Tokens

It is fun for trainers to have “chum” to give the participants of the workshop. Some facilitators have candy. Others choose to have food and drinks. Here are a few creative (and yes, a little cheesy) ideas:

- ★ Place a label over a bag of M&Ms that reads “You are Marvelous and Motivational.”
- ★ At the end of the training, place party blowers around the room with notes attached that read, “Let’s Party.”
- ★ Bring a basket of apples and place notes around the room saying “The participants of this training are the apple of our eye.”
- ★ Ask participants if they want a kiss or a hug, then give them the CANDY kiss or hug!
- ★ Bring in cinnamon buns and have notes around everyone’s seats saying “Thanks for working you buns off during the training.”

Icebreakers + Activities

Icebreakers and activities help build positive group dynamics, foster mutual respect and open discussion. These activities often help set the tone of the training and help release tension during difficult moments.

People often ask, “Why are we playing these silly games?” and, “When are we going to get to the real content of the training?” While these are common and valid questions to ask, it is important that you remind the group that icebreakers can help facilitate learning, reinforce the message of a workshop and foster relationships with group members.

The biggest mistake people make when choosing an icebreaker for a workshop is not making the icebreaker relevant to the workshop topic. For example, if you are facilitating a communications training, choose an icebreaker that reinforces the content of the training. Do not choose an icebreaker that teaches the participants to manage their time effectively.

Reasons to Use Icebreakers

- ★ Helps build a sense of team.
- ★ Creates an opportunity to have fun and laugh with each other.
- ★ Creates an opportunity to learn about and with each other.
- ★ Energizes people and helps them stay alert (especially after meals).
- ★ Allows the trainer to get a feel for the group norms.
- ★ Helps establish the trainer as a facilitator, not a lecturer.
- ★ Reinforces learning.

Tips for Facilitating Icebreakers

- ★ Focus on building the group, not just for the sake of the good group dynamics, but to develop an atmosphere in which the group can work and learn together. The stronger the group, the better chance the group has in taking on difficult tasks during the campaign.
- ★ When planning an icebreaker, give yourself plenty of time to describe the activity and debrief the activity.
- ★ Some icebreakers make people feel uncomfortable. You can use the discomfort as a topic for discussion. However, you need to respect and be aware when a person discomfort level is placing them in an unhealthy and unproductive situation. Be aware of participant’s physical ability (i.e. some participants may have wheel chairs that place boundaries on their mobility).

Getting to Know You/ Forming Phase

All About Me

Before the training, send directions to the group. Explain that their All About Me folder will be shared with all group members during the first few days of the training. You can create a template or have people use their creativity. You should give people topics they must answer.

An alternative is to have art supplies on hand as people are checking in and for participants to create the folders on site. An example of the All About Me folder is in the Handout section of this Booklet.

For a large group you may want to post the All About Me folders around the training room so people can look at them during breaks. Since going through all the folders at once can become boring for some groups members, you may want to spread the presentations throughout the training and have them do about three each time.

Name Tags

Give each person a half piece of card stock paper (you can also use file folders cut in half). The paper must be thick enough to stand up when you fold it in half. Explain that the group will use them throughout the week to help everyone learn everyone else's names. Have each person write their first name or the name they go by on the front of the name tag.

On the back, the side that will face them when placed on a table, they must draw three symbols of significant things in their life (e.g. I like nature, so I might draw some trees). They can use symbols only, no words, no letters. Explain to the group that they will share what their symbols mean with the person next to them.

Each person says their partner's name and selects one symbol the other person described. Ask the group, would these things be visible to someone meeting you for the first time? How can we avoid judging a book by its cover or from being judged? This is an important lesson to remember when on a campaign and managing many volunteers and diverse people.

Brown Baggin' It

Give each volunteer or training participant a brown bag and ask them to write their name on it and decorate the bag. Explain that the bags will be posted throughout the training or campaign and will be used to place positive messages for everyone. The bags are great reminders of participants' friendships when they have returned home from working on a campaign. Make sure there is always scrap paper and markers around the bags so people have materials at their finger tips to place notes in others' bags. You could even take pictures of the volunteers to place on or near their bag so staff members can also get to know the volunteers.

M&Ms

Everyone sits in a circle. Pass a bag of M&Ms around and invite people to help themselves. If people have dietary restrictions, you may choose to pass marbles or playing cards or simply have sugar-free candy or pretzels available. Once the bag is passed, participants tell their name and for each M&M in their hand, one thing about themselves.

A variation is to have set questions for the colors of the M&Ms. For example, Everyone with a red M&M answers what was the last book they read, everyone with a blue M&M answers their favorite movie, everyone with a brown M&M answers who their favorite politician of all time is/was, etc.

Postcards from the Heart

Give everyone a postcard and instruct them to write their name in the middle of the card and write 4 adjectives that describe them around their name. Then on the right-hand side have them write a fear or concern for the upcoming few months while they will be at their placement. On the left-hand side have them write a hope about their placement. On the bottom of the card, have them write something people would not know about them by simply looking at them or knowing them for a little bit. Then have them share their card with one other participant.

Now ask the group to flip their cards over and write down two personal goals and two campaign-related goals for the next few months. Have four or five people volunteer to share their cards with the entire group. Explain to the group that you will mail their postcards to them at their sites as a reminder of their goals as well as their hopes for their upcoming experience.

Guess Who?

At the beginning of the training, have all the members write three important facts about themselves on one side of a blank sheet of paper and their name in pencil on the back. Have them turn in the sheets.

The trainer then numbers each sheet, makes a list of what number corresponds to what name and erases the names from the sheets. The trainer posts the sheets around the main room. Tell the members they have until after lunch (or some other convenient time) to read all the sheets and try to figure out who is described on each sheet and that they should record their guesses.

At the designated time, the trainer goes around the room and writes the person's name on each sheet. The group then can look around the room and see how many they had correct. Whoever gets the most right wins a prize.

Show and Tell

Before the meeting or training ask each participant to bring an item from home and to be prepared to speak about the object in front of the group. An alternative is to ask them to take something out of their pockets, bags, etc. and explain the object to the group. They must share the significance and any other tidbits about the object to the group.

Koosh Ball Introductions

Explain to the group that when a fellow participant throws them the Koosh ball they must say their name and answer a question. You can tailor the question to the workshop topic (e.g. for a workshop on working on a campaign, a question could be, “say your name and tell us your favorite candidate of all time”).

We are Alike + We are Different

Have everyone stand in the center of the room. Explain that this exercise will show that we all belong to many groups. Tell the members that you will start by saying, “We are alike -- we all _____” and you will list a characteristic. All the people who share that characteristic are to stay in the center of the room, and those who don't share that characteristic should go to the edges of the room.

Then you will call a member's name and it will be that person's turn to list a characteristic s/he has. The member you select will state a characteristic, people will move, and then that member will call another member's name to take over. An alternative is to do this sitting in a circle and when the statement is true for the person they stand up and run to a different seat, the one that is left standing has to go in the middle and make the next statement.

Sample Characteristics/Statements:

- ★ We all are going on a candidate's campaign.

- ★ We all have volunteered for a campaign before.

- ★ We all have attended a Pride Day.

- ★ We all have more than one brother or sister.

People Scavenger Hunt

Develop a list of statements that are likely to be true for at least several of the members in your group. Then give members ten minutes to find someone, other than themselves, for whom that statement is true and have that person initial the sheet. Whoever completes all the statements first wins a prize.

Start the scavenger hunt by saying, “the hunt has begun.” Explain to the group they should say, “the hunt is over” when they have complete their sheet. There is an example in the Handout section for this Booklet.

Hot Seat

Have one person sit in a chair in front of the room. The other participants ask the person one question at a time. No discussion back and forth is allowed. No yes or no questions are allowed. Some example questions are, “If you could have dinner with anyone living or deceased, who would it be?” “What do you want to be doing five years from now?” This is a great activity to do if a group member joins the group late and has missed some earlier team building.

Name Game

Everyone sits in a circle. Each person introduces themselves one after another, saying their name and one word that describes the reason they became involved in the HRC Youth College Program (or you can have the adjective be about their personality and require it to have the same first letter of their name—jane, jovial). The second person repeats the first person's name and the word/adjective and adds their own. The third person repeats the previous two, adding their own. And so on. The last person has the hardest job because they must remember all of the names and words/adjectives. After you go around the circle, you can go around the circle again and ask each person to explain why they chose their word/adjective.

Shake All Hands

At the count of three, everyone in the room has to try to shake everyone else's hand within a strict limit of one minute. A variation is to have everyone sit in a circle and each person says their name quickly immediately after the one before. Keep the time to see how long it takes the group to go around the circle. Challenge the group to beat their time. Both of these games gets energy up, and obliges each participant to acknowledge everyone else.

Fortune Cookie

In the Handout section of this Booklet, you will find a list of questions. Photocopy those pages and cut them into strips so that each statement is its own strip of paper. Put the strips of paper into a paper bag or bowl. Pass the bag/bowl around. Explain to each participant that they should reach in and pull out a fortune. The participant must answer the question on the fortune. Each person is allowed one chance to return the fortune for a new one. Once someone answers their question, they should keep their fortune, and pass the bag/bowl to the next person.

Concentric Circles

Have the large group break into two equal-sized groups. Have one group form an inner circle and the other group form a circle outside. Have the inner circle face the outer circle. Next ask a series of questions such as, "Why are you volunteering with the campaign?" and "What attracts you to the candidate?" Each person in the inner circle answers the question to the person they are facing in the outer circle and vice versa. Once each pair has answered the question, you tell participants in the inner circle to take one step to the left and you repeat with another question.

Diffusing Tension/ Storming Phase

Hold Your Breath

Have participants sit in a circle. Everyone looks at the person directly across from them. At the same moment, everyone holds their breath and sees who can hold it longer, without taking their eyes off their partner's face. By the time everyone runs out of breath, people are laughing at the absurdity of the situation. This activity is good for diffusing tension.

The Magic Wand

Bring or make a magic wand. Tell the group you just found a magic wand that allows you to change three work related activities. You can change anything you want. How would you change something about yourself, your job, your boss, coworkers, an important project, etc.? Have the participants discuss why it is important to make the change. Another variation is to have them discuss what they would change if they became the boss for a month.

Boop

Break the group into teams of 3-4 people. Have the small groups join hands to form a circle. Give each group an inflated balloon. Make sure the groups have space in between them so they can safely move around. The object is to keep your balloon up in the air and off the ground. The groups must keep their hands jointed throughout the game- if they break their hands they are out of the game.

Give the groups about a minute to practice keeping the balloon in the air. Now it's time to play the game. As the facilitator, you call out certain body parts the group must use to keep the balloon in the air. For example, start off by calling "hands", and then move onto "elbows" or "knees." You can then use combinations, "head-elbow." What this means is that a head shot must follow an elbow shot, or the group is out of the game. Have fun with making up your own body combinations. This is an excellent game to do after a meal. You keep doing this until one group is left.

A fun way to end the game is to say "fire in the hole." This means all the groups must use their body to pop the balloon. If there were a tense problem the group was working through, you could use this activity as a fun way to get the team working together, and instead of "fire in the hole" you could explain that when they pop the balloon they should think of it as a symbol of popping the problem at hand.

Getting Concerns Off Our Chests

Have the groups sit in a circle and hand a blank index card to each participant. Ask each participant to write down their primary concern about the training, campaign or whatever topic that is causing concern (names should be withheld). Request that participants pass the card clockwise around the circle. Each time a participant receives a card, they should read it and place a check mark on the card if they also share that concern. When the participants receive their original card back, the facilitator collects the cards. Tabulate the concerns with the most check marks. These concerns should be read aloud. At this point the facilitator should ask for suggestions/brainstorm ways to solve the concern or problem.

Straight Up Fun/ Norming Phase

Board Games

Board Games (Trivia Pursuit, Pictionary, Scattagories, Taboo, Twister) are fun ways to revive the group after a long day of canvassing or training. You can break the groups into teams and play against each other, or you can simply ask a few trivia questions before each segment of the workshop. You do not have to play by the rules written in the game. Make your own to fit the needs and time constraints of the group.

Art Charades/Pictionary

Develop lists of popular movie titles, song titles, restaurants or other pop cultural references. Place each title on an index card. Divide the large groups into groups of about 5-8 people. The purpose of the game is for each team to try to guess as many titles in the pre-determined time slot. The method used is similar to charades, except instead of using pantomime, a representative from each group must use drawings to represent the title. You need newsprint and an easel, a large chalk board, or large white board.

Explain to the group that each team will have six minutes to get as many of the drawings correct as they can. Each team will have an opportunity to draw. No other team besides the one whose turn it is can shout out/guess the answer. When a person is drawing, they can only use symbols (including numbers). They cannot write words and cannot speak.

A representative from the team goes to the facilitator in the center of the room. The facilitator announces to the entire group the category of the phrase (e.g. movie title) and then shows the representatives the index card. The representative then begins to draw sketches depicting the entire phrase, title, or each word separately. (For example, for the song *Blue Moon*, the representative might draw a moon in blue marker. For the movie *Breakfast at Tiffany's*, the representative might draw a picture of a plate of bacon and eggs and a picture of a jewelry store window). This is a fun activity to use throughout the training and to keep a running score. This is especially great after meals to get people up and moving.

Mime the Lie

Ask the participants to stand in a circle. Ask a volunteer to go into the middle and mime an action, e.g. pouring a drink of water. The person who was standing next to them asks them what they are doing. They lie, and say for example, "I am running in place." The person who asked now goes into the circle and mimes whatever the previous person said that they were doing. When asked what they are doing, they lie and the game continues.

Famous People

As participants enter the room, tape or pin a name of a famous person (rock stars, movie stars, politicians, leaders) on their backs. Tell them they can not look at their own back. For approximately ten minutes have people mingle around the room asking others yes/no questions about their identity. People can also treat the other participants as if they truly were the famous person that is on their back. After people mingle, ask the group to come back and guess who they are.

Personality of a Pig

Have everyone take out a piece of paper. Tell them to draw a pig. Give no further directions that that. After everyone is finished, describe what they drew:

- ★ If you drew the pig on the left side, you are a risk taker.
- ★ If you drew the pig on the right side, you like to follow rules and guidelines.
- ★ If you drew the pig on the top of the paper, you have lofty goals and see your self doing big and great things.
- ★ If the pig is in the center of the paper your life is lived in balance and harmony.
- ★ If the pig was drawn on the bottom, you are still searching for yourself.
- ★ If the pig was drawn as a profile image, you are results-oriented.
- ★ If the pig is 3-D, you seek to see and find the truth.
- ★ If you only drew facial features for your pig, you focus on service and humanity.
- ★ Lastly, the longer the pig's tail, the better your sex life.

Music Choice

The facilitator puts up signs of various music categories: rock, punk, folk, country, opera, show tunes, oldies, new age, reggae, classical, gospel, heavy metal, jazz, alternative, hip hop, etc. Everyone stands under the sign with their favorite music category. After they are under a sign, the group must come up with one song to hum or sing for 30 seconds. Allow the groups five minutes to plan and practice.

Human Sculptures

In this activity, members serve as the human "clay" to be formed by the member serving as sculptor. The sculptors should be asked to provide an interpretation of some category of events or other topic chosen by the trainers. For example, you might ask for interpretations in "human clay" of any of the following:

- ★ A campaign tool to get out more voters.
- ★ A movie scene.
- ★ An event from a book.
- ★ A scene or line from a song.

The trainer may want to serve as the sculptor first, to demonstrate the process and reduce member inhibitions. The sculptor should move members around without speaking, until the human sculpture is complete. The sculptor then explains to the group while everyone maintains their positions. One variation is to have small groups create human sculptures and then to have the larger group guess what the sculpture represents. Another variation is use this as a reflection tool where small groups decided on one keyword from the previous day that summarizes their learning and then depicts this through their sculpture.

Be sure the room is big and open enough for the groups to move around. You may want to provide some furniture or other items such as chairs, tables, or books to be incorporated into the sculptures.

Fortune Teller

Ask the participants to take out a piece of paper and pen. Tell them you will ask a series of questions and they should write down their first instinct for the answers.

Questions

- ★ First write the numbers 1-11 down the left side of your paper.
- ★ Beside numbers 1 and 2, write down any two numbers.
- ★ By numbers 3 and 7 write down the names of people you know of the opposite or same gender depending on your sexual orientation.
- ★ Next to 4, 5, and 6 write down the names of any person you know.
- ★ Write down four song titles in lines 8, 9, 10, and 11.
- ★ Now make a wish.

Fortune Teller Says...

- ★ You must tell the number of people you placed in space 2 about this game in order for it to come true.
- ★ Your lucky number is in space number 1.
- ★ The person in space 3 is the one you love.
- ★ The person in space 7 is the one you want, but can never work it out with.
- ★ You care most about the person in space 4.
- ★ The person in space 5 knows you very well.
- ★ The person you name in space 6 is your lucky star.
- ★ The song in space 8 matches with the person in space 3.
- ★ The song in space 9 matches the person in space 7.
- ★ The song in space 10 tells about your state of mind.
- ★ The song in space 11 is how you currently feel about your life.

Reinforce Learning/ Performing Phase

Word Tag

Ask the group to form partners. Each duo must find another duo to form a group of four. Tell them they must become one person. They can do this by linking hands, pressing their heads together or another means of showing they are one person. As one person, the object is to complete a sentence, one word at a time.

The facilitator gives the topic of the sentence. Ensure you make the topic relevant to the workshop content. For example, if you are about to prepare the group for canvassing, you might choose the topic for one group as “door knocking.” The group of four must create a coherent sentence, one person and one word at a time. They can go through the group more than once if needed to complete the sentence. The hardest part is saying only word at a time and trying to make sense as a single person.

An example might sound something like, “We are going door knocking because it is the most effective way to persuade a voter.” For this example, the team of four would have gone through the group four times, since there are 16 words.

Word Toss

Ask each group of five people to form a circle. Give them an imaginary ball to throw back and forth to each other. Practice with throwing and catching the imaginary ball first. When this is mastered, ask the groups to now throw words, like they were doing with the ball.

They must throw a word to a group member. The group member then catches and repeats the word thrown to them as they catch the word. Then they throw a word to another group member and the process repeats. The facilitator gives a topic for the words (e.g. words pertaining to a fundraiser, staff members that make up a campaign, or tools to win a campaign).

A variation is to have a real ball, and as the group member throws the ball to another group person, they ask a question about the previous day’s canvass or if in a training, the previous days workshop. The person who catches the ball answers the question, then asks another question and throws the ball to another group member.

Bag of Goodies

Break the large group into teams of about five people each. Fill paper bags with random items, such as paper clips, tape, balloons, glasses, toilet paper, stickers, etc. Give each group a bag of goodies and tell them they have 20 minutes to plan a skit using ALL the items in the bag. You can give the skits themes or leave it wide open. For example, to reinforce what they learned during fundraising training, you can give the theme of “How to Ask for Money from Major Donors.” The skits are usually very amusing as well as a great way to reinforce lessons from the training.

Reflection + Closing Activities/ Adjourning Phase

Goal Squares

Give each person a piece of paper. Instruct them to fold the paper in half, then in half again, and then once more. They should have eight squares on their paper. Ask the group to think back to a time in their life when they said to themselves, “I wish I could do that.” Tell them it is time to start doing something about it.

On one side of the paper they are to write one thing they want to learn, try, create, (e.g. climb a mountain, run a marathon, run for office, etc) in each square. They should have eight items written down, one in each of the eight squares. After they are finished, instruct the team to then flip their paper over and for each square on the other side that has something they want to do, have them think about why they want to do it. What is the motivation? What is the draw? Tell them to write one word describing that charge and the reason they want to do what they wrote.

For example, if, “I want to climb a mountain,” is in one of my eight squares, on the back of the same square, I write the word “adventure” because that best describes why I want to climb the mountain. Using flip chart paper or a blackboard, ask people to shout out those words they wrote that describe why they want to accomplish a certain task. Write about 10-15 words. They do not need to tell you the action at this point, just the descriptive word.

Discuss with the group any similarities and differences in the words. Typically, the words we write down are things that are missing in our lives and we find concrete ways to bring that feeling to our lives. The problems we run into often result from the fact that we do not follow up with our dreams and desires. We often get bogged down with daily tasks and we forget to take care of our desires. Challenge the group to choose at least two of the eight items to accomplish within the next six months.

Grandparent’s Lessons

Ask each person to describe one lesson they learned from a grandparent or someone from their grandparents’ generation.

Photo Scavenger Hunt

This is a great activity for a retreat setting in a city. Divide the large groups into teams of no more than five. Give each group a Polaroid camera or a disposable camera. Create a list of sites, trivia questions, funny poses and other creative actions that each team must document using their camera.

The activity takes at least four hours. You can give each team money to get their camera developed at one of the one-hour photo places. Build that into the hunt, or have them bring their cameras back, get them developed overnight, and continue with the directions below. Once the film is developed, the groups create a photo album/collage to show off the pictures and their answers. This is a great closure activity since the teams can divide up their pictures for lasting memories of their adventure. There is an example of a photo scavenger hunt in DC in the Handout section of this Booklet.

Goal Ball Fight

Each person writes one goal for their campaign experience or for the training on a piece of paper. Then everyone crumbles their paper into a ball, forms a large circle, and starts throwing the goal balls at each other. After about 30 seconds, each person grabs one of the goal balls. Then have them share what someone said their goal is for their experience. This is a fun way to hear what the participants want to learn from the training or their upcoming campaign experience. Tell the group, “A goal written is a goal half attained,” or “Ideas won’t keep, something must be done about them” (a quote from Alfred North Whitehead).

Reflection Through Senses

Participants often reflect using one or two of their senses. This is a fun activity to pull out various themes and feelings using senses people do not always think of when asked to reflect on an activity. Prepare two sheets of flip chart paper. Draw the outline of a person on both sheets including: eyes, ears, mouth, brain, hands, heart and feet.

On the first outline, label the body parts as following:

- ★ Eyes- What did you see?
- ★ Ears-What did you hear?
- ★ Mouth-What did you say?
- ★ Brain-What did you think?
- ★ Heart-What did you feel?
- ★ Hands-What did you do?
- ★ Feet-Where did you go? (Did you move around or stay in one place?)

The other outline will have the body parts but without labels. Ask participants to reflect on the activity they did for a minute or two. While they are thinking, the facilitator will hand out post-it notes and ask the participants to answer the different questions for each body part. When they are finished, ask participants to come to the flip chart and put their post-it notes on the appropriate place on the body.

After all participants have put their post-it notes on the flip chart, go through and read out some of the comments. After going over each body part, ask if there is anything else that they would like to comment on. Try to pull out various themes that emerge or ask participants if they see any common themes in their comments.

Special Stones

Place stones in a basket. You can buy stones with words on them or purchase plain stones and have the groups paint words on the stones. Then pass the basket around and ask each person to grab a stone. As they are leaving the campaign, tell the group that you wanted them to carry a reminder of their experience with them. Explain that through time people have carried stones called totems to bring them energy and empowerment. According to legend certain stones have special powers. Nowadays, people often use stones as sources of inspiration.

Key Lessons

After a training of volunteers, the facilitator may want to know how the volunteers feel in relation to being prepared for their task. A simple and written way to accomplish this is to utilize a Key Lessons sheet. You can also use this after a long week of canvassing. The volunteers may lose sight of what they have learned during the training, as well as “on the job,” and you may not know where they stand regarding what they still need help with in order to do their jobs more effectively. A Key Lessons sheet helps both the volunteer and the person managing the volunteers get on the same page. A sample is in the Handout section of this Booklet.

One Word Check-In

At the end of a day of canvassing or stuffing envelopes, have the group go around the room and have each person relate how they feel in one word in relation to a general topic, e.g. the weather. Or you could have people describe how they feel in relation to candy. For example, if I was feeling happy and weather was the topic I would say “sunny.” If candy were the topic and I was feeling happy I might say “twizzler because they make your mouth happy.” Another variation is to pass around a symbol of the campaign, for example a rally sign. Ask everyone to pass around the sign and say **one word** that describes/sums up how they are feeling about their experience.

Go Fish

Select a group of items that make you think of the campaign. Some items might be a campaign button, a pen, a phone log, a clipboard, etc. Tie a string to each item and place the strings with the objects hidden in a paper bag, leaving the strings hanging on the outside of the bag. Have each person grab a string and object. After everyone has their object, tell them they must describe an experience from the campaign that comes to mind when they look at their object (e.g. for the pen, someone might describe how they registered a young person for their first time to vote). You can leave some strings empty and allow the person to describe any campaign experience.

Web of Life

Participants will create a web using yarn that will symbolize how each person is connected to the group and how the nature of community causes us to share responsibility. You can use this activity after the first canvass to show how that component of the campaign is critical and interrelated to other components. The exercise will help the participants visualize that a campaign is made up of diverse people and various components and that all of our connections are needed to make a strong and winning campaign.

Ask everyone to form a circle. Hand the ball of yarn to one person. Have them hold the end of the string from the ball of yarn. They should share a predetermined question. For example, “How did canvassing connect you to the campaign and the larger community?” or, “Describe how you feel part of the community you trained with.” Then after they answer they can throw to someone they feel close to in the group. The next person grabs the piece of yarn, answers the question, tosses that yarn to the next person, and so on until every person in the circle has shared and is holding a piece of yarn. The yarn should form a web of interconnected pieces of yarn.

You might illustrate the importance of mutual relationships by taking a small stuffed animal and throwing it onto the circle as they are forming their web. At first the stuffed animal will fall to the ground, however eventually when the people have formed their web, it will be strong enough to support the stuffed animal- symbolizing the importance of everyone working together to make the community strong and to support people in the campaign. Ask the group to take a moment to look around the room and reflect on what the other people in the circle said about one another, as well as how connected we are thorough the yarn and our words.

You can read or post on the flip chart the quote about the web of life found in the Quote section.

Topic-Specific Activities

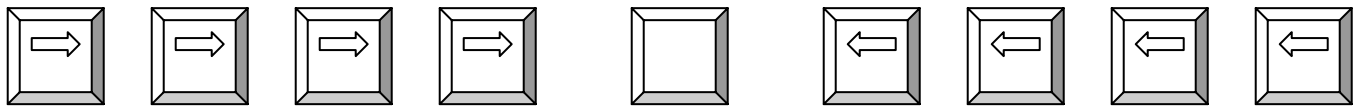
Traffic Jam

Topics: Communication, Planning or Time Management

Time Needed: 40 minutes

The object of this activity is to show the importance of communication, planning and time management. The goal of the activity is to have two groups of people exchange places on a line of squares. The group members need to plan in order to accomplish the task in a realistic time frame and within the game's rules.

Cut paper in the shape of a square large enough for one person to stand on. You can cut flip chart paper into squares, use paper plates, or if you are outside, draw the squares with chalk. You must tape the squares on the floor, or draw the squares if you are using chalk. The layout should look like the following, with arrows on each side pointing to the middle square:



There should always be one empty square in the middle, which is one square more than the number of people. Using the example above, this would be for eight people. Space the squares far enough apart so that someone could easily step to the next square.

Make sure you understand the rules of the game. Don't let the group know that they should plan before they start the activity. That is the purpose of the activity. Let them figure out that planning is worth the communication, time, and effort.

Explain the rules to the group. Tell one group to stand on the squares to the left of the middle square and the other group to the right of the middle square. Both groups are to face the empty middle square. Using the following moves, people on the left must end in the places on the right side, and vice versa. You should write the rules on flip chart paper.

Legal Moves:

- ★ A person may move AROUND a person who is facing him/her (that is when you are face to face) into empty square.
- ★ A person may move into an empty space in front of him/her.

Illegal Moves:

- ★ Any move backwards.
- ★ Any move AROUND someone facing the same way you are (that is when you are facing their back, you can not move around them).
- ★ Any move which involves two people moving at once.

If there are more people than the activity requires, you can set up two sets of squares, or you can have the other people observe the groups actions. They should not offer advice from the

sidelines. Once they discover a solution, or stumble upon it, debrief the activity. Ask the observers to discuss what they saw and heard. Then ask the following questions:

- ★ What was the key to solving the traffic jam?
- ★ What strategies worked? Which did not work?
- ★ If you planned, did this help?
- ★ If you did not plan, what could you have done differently?

Discuss with the group how this activity can reveal our personal styles of how we plan, manage our time, and communicate. Some people have a style where they jump into an activity and figure it out. Others think about the end result they are trying to achieve and then create a plan. Both styles can work, and for different situations, you may have to jump right in and figure out a solution. However, it may take longer to achieve an end result if you do not have a plan or a goal in mind.

The Real Word

Topics: Communication, Collaboration, Resources

Time Needed: One Hour

The Real World is a fun and active way to demonstrate the need to communicate, collaborate and share resources. Several issues regarding the importance of planning, communication, leadership, resources, and keeping the goal in mind are all raised during this exercise.

The ultimate goal of the exercise is for all groups to think of themselves as “one community,” share their resources, and work on one project. Typically, they fight over resources, work on their own project, and stay in their own “community.”

Label four envelopes: Community #1, Community #2, Community #3 and Community #4. Place the appropriate items in each envelope as listed below:

Community #1

- 1 pair of scissors
- 1 glue stick
- 2 red file folders
- 1 ruler
- 1 piece of white paper
- 1 piece of blue construction paper
- 1 piece of green construction paper
- 1 piece of orange construction paper
- 1 piece of black construction paper
- 4 small paper bags
- 1 marker

Community #2

- 1 piece of blue construction paper
- 1 piece of green construction paper

1 piece of orange construction paper
1 piece of black construction paper

Community #3

1 piece of blue construction paper
1 piece of orange construction paper
3 different color markers

Community #4

1 piece of black construction paper
5 pieces of white paper

Write the following tasks on a flip chart paper or copy the handout for each community (there is a prepared handout in the Handout section of this Booklet):

Your community has to complete the following tasks:

- ★ A paper chain with 4 different color links.
- ★ A white “T” on an orange background.
- ★ A red square that is 4 x 4 inches and has 5 color dots on it, arranged to look like dice.
- ★ A paper bag puppet that looks like your favorite singing star (be prepared to share a tune).
- ★ A white paper airplane with three different color stars on each wing.

Once a team has accomplished the above tasks, they must create a group chant by using their feet and hands before the facilitator recognizes the group's accomplishment.

Label each corner of the room, Community #1, Community #2, Community #3, Community #4 and place the appropriate envelope in the corresponding corner.

The envelopes purposely do not have all of the resources necessary for the each community to complete the tasks. In order for the communities to complete all of the tasks, several options may occur. They might dump all of their resources in the middle of the room or they may begin to steal, manipulate, argue and/or lie. You must let this process happen naturally. Do not interrupt the process (unless of course it is getting violent or harmful). The process is critical to the reflection and debriefing of the exercise.

There are only three solutions for this exercise: (1) all the communities share their resources so that each individual community is able to complete the tasks; (2) each community works on their own to best complete the tasks using only their resources; or (3) the ideal solution, which is all the communities act as one and unify their resources, thereby forming a

collaborative effort, not duplicating work, and sharing resources (materials and people). This is the ultimate collaborative community solution.

Begin by telling the group “you are about to experience an exercise of the real world.”

Divide the large groups into four teams. Inform the groups of the envelopes located in their corner. Tell them not to look in the envelope until you give them permission. Tell the groups, “Your only instructions are to follow the directions on the flip chart (or on the handout in their envelope).”

Then tell the groups, “Let us know once you have completed all the tasks by having everyone in your community produce a steady beat with your hands and feet. We will not provide any other leadership, because, like the real world, you are on your own.”

Give the communities permission to start. A group member will inevitably ask if the groups can share resources or work together. It is important to note that you are not directly telling them they can or cannot work together. When they ask that question, simply repeat “your only instructions are to follow the directions on the flip chart/handout.”

As the facilitator, you should walk around the room observing the behaviors and comments. It is helpful to have at least one other person per group helping with this process. Write down the comments on paper so you can use them during the debriefing session. Look for both positive and negative comments and behavior. Do not write who said the comment, simply write the comment.

As the groups produce their steady beat to signify their completion, the facilitator should check for accuracy and quality (e.g. is the red square actually 4 x 4 inches, does the airplane have different color stars on the wings, etc.). If it is not absolutely correct, the community should be instructed to go back to the drawing board. If the tasks are acceptable, all communities should be stopped and the “winner” announced.

When one community completes all the tasks successfully, or ideally when they form one community and complete the tasks together, tell the group you will now debrief the exercise and reflect on the experience.

During the debriefing session of the activity, you can read or post on the flip chart the following quote during the activity:

- ★ It seems to me that as long as we are both here, it’s pretty clear that the struggle is to share the planet, rather than divide it.
-Alice Walker

Begin by asking the participants to describe their feelings as they went through the exercise. Write these down on flip chart paper. You can then tailor the discussion to reinforce the main point you want the group to walk away with after experiencing the activity. Some sample questions are:

- ★ Ask the group with no resources (community #4) and the group with all the resources (community #1) how they felt when they opened their envelopes and what their first steps were.

- ★ Share your notes. Remember to simply read the positive and negative comments. Do not say who said each comment.
- ★ Ask the participants how they think this relates to the real world of collaborating. What happens when one group has all the resources?
- ★ Ask the groups if they felt it was a competition? Why? Did this affect whether or not your community shared resources?
- ★ Ask what happened when an individual or group tried to share resources?
- ★ What group dynamics prevented or helped groups working together? Was there a leader in a group that blocked people working together?
- ★ Who took leadership in your community and how was that person perceived by the rest of the group?
- ★ Does the group see the difficulties in forming a collaboration?
- ★ Tell the group they all had the same task, and ask why they did not think to pull all of the resources- both materials and people- to complete the task together?

Identity Grouping

Topics: Collaboration and Diversity

Time Needed: 15 Minutes

The objective of this activity is to see how the participants view groups/classifications, to explore views of diversity, and to see how collaborative they can be as a large group. One solution is to form one huge group and for the participants to say they will not exclude someone simply because their sticker is different.

Purchase various stickers. Have at least two groupings of 3-5 stickers that are exactly the same (e.g. hearts that are all the same color and circles that are all the same color), have 1 grouping of sticker that is similar but not exactly the same (e.g. all horse but not the same horse) and have at least 1 sticker that is no where near the same of other stickers.

Tell the group to form a circle. Explain that you are placing a sticker on their backs. They may not look at their own sticker; however they may look at others. There is no talking for the next 7 minutes.

The only instructions you tell the group is that they must “find their group.” Allow them no more than seven minutes. Write down people’s behaviors to use during the debriefing session. If someone asks a question to you, repeat the directions: “find your group.” After the seven minutes are up, ask everyone to sit with their group and begin to debrief the activity.

Ask the group the following questions. You can add other questions that may be more relevant to your objective:

- ★ Were you more of a facilitator or follower?
- ★ How did it feel not to have a group?
- ★ At any point did you think you belonged to a different group?
- ★ How might you take this lesson with you into the campaign, especially when you are welcoming new volunteers?

Ideal Staffer

Topics: Expectation setting

Time Needed: One Hour

The purpose of this activity is to discuss what the group's expectations are of being a staff member on a campaign.

Divide the large group into teams of five people. Give each team a large piece of paper and place a box of random materials in the middle of the room. Include items like glue, scissors, glitter, tape, markers, feathers, strips of material, rubber bands, flexible straws, etc.

Ask the group to think and write responses to the following questions about their vision of an ideal campaign staff member. Write on flip chart paper the following questions:

- ★ How would we describe the ideal campaign staff member?
- ★ What would the ideal campaign staff member be able to accomplish?
- ★ What would the ideal campaign staff member's attitude be?
- ★ What would the ideal campaign staff member know?
- ★ What leadership characteristics/traits would the ideal campaign staff member possess?
- ★ How would the ideal campaign staff member treat volunteers?

Once they have in mind a picture of their ideal campaign staff member, ask them to take 25 minutes to discuss, in their small groups, their thoughts to the questions. Tell the groups that they must combine all of their thoughts into one vision of their group's ideal campaign staff member. Ask the groups to create a representation of their ideal campaign staff member with the materials in the box (reassure/promise this is not an exercise of sharing resources, that it was only an easy process to put all of the materials in one box). They are also free to use other materials they find around the room.

Tell the groups they can use any combination of drawing, words, and materials to complete the representation of their ideal campaign staff member.

Give each team five minutes to develop a presentation to the entire group about their representation of their ideal campaign staff member. The members need to discuss the process they took to come up with the one vision from all of their individual thoughts and need to include their answers to the questions asked in the beginning.

When processing the exercise, remind the group that they can share their thoughts with their supervisor in order to open the lines of communication. They could also do this exercise with their core team of volunteers or interns, and instead of creating the ideal campaign staffer, they could create the ideal supervisor.

Gallery of Wants and Offers

Topics: Volunteers

Time Needed: One Hour

This activity is great when you are training volunteers or interns and are unsure of their skill levels and resources. The participants write down their resources (skills, contacts, etc.) and their needs (meeting space, clear job role, etc.) as well as their contact information on piece of flip chart paper. Gather the materials and prepare the flip chart paper for each person by dividing the paper into three columns. One column labeled “wants,” another column labeled “offers,” and the third column labeled “contact information.”

Ask the participants to take one of the prepared flip charts and write their contact information in the third column. Then ask them to think of all the different resources they can offer other volunteers in terms of skills, funding, contacts, advice, support, people, etc. and list them under the heading “offers.” Now, ask them to think about things they “want” in order to be successful in their volunteer project/program, in terms of training, resources, people, etc. Have them write their responses in the column labels “wants.”

Once they are completed, have the volunteers hang their flip charts around the room. Explain to them that we often have the resources we need around us, it is simply a matter of asking for and sharing our resources. Have the volunteers walk around the room (like in an art gallery) and look at the other flip chart papers and see if they can find someone to fulfill a “want” or if they can fulfill an “offer.”

This activity will also assist the person managing the volunteers because they outline not only their skills, but also what they need in order to be successful in their volunteer position.

Handouts

Cooperative Learning Roles

Cooperative learning has many different roles for team members during group activities, meetings and trainings. In groups of four, one person should take both the timekeeper and observer role. In groups of three, another person should take both the recorder and reporter roles. Make sure to assume a different role each time you work in a cooperative learning group, so everyone gets a chance to experience each role.

- **Facilitator** - the person responsible for organizing the work of the group and making sure the group stays on task.
- **Recorder** - the person who takes notes and writes on newsprint as the group brainstorms.
- **Reporter** - the person who shares with other teams the work or conclusions of the team.
- **Timekeeper** - the person who assures that the team is able to devote appropriate time to each assigned task and to complete all its tasks within the allotted time. This role is especially useful when the team has a tight deadline.
- **Observer**- the person who watches the interaction of the group members and reports on difficulties or successes in group interaction.

Combing Your Team's Ideas Building Consensus Using Fist-to-Five

When a group comes to consensus on a matter, it means that everyone in the group can support the decisions. They don't all have to think it's the best decision, but they all agree they can live with it. To use this technique, the facilitator restates a decision the group may make and asks everyone to show his or her level of support. Each person responds by showing a fist or a number of fingers that corresponds to his or her opinion.

- **Fist-** “I do not like the majority of the proposal and **require** changes before it passes.”
- **1 Finger-** “I still need to discuss certain issues and suggest changes that should be made.”
- **2 Fingers-** “I am comfortable with the proposal but would like to discuss some minor issues.”
- **3 Fingers-** “I'm not in total agreement but feel comfortable to let this decision or proposal pass without further discussion.”
- **4 Fingers-** “I think it's a good idea/decision and will support it.”
- **5 Fingers-** “It's a great idea and I will be one of the leaders to implement.”

If anyone shows fewer than three fingers, he or she should be given the opportunity to state objections and the team should address these concerns. Teams continue the Fist-to-Five process until they achieve consensus (a minimum of three fingers or higher) or determine they must move on the next issue.

Sub-Dividing Groups

Nursery Rhymes

Print each line on an index card or simply copy these pages and cut into strips. See activity for further directions in the Facilitation section.

Twinkle, twinkle little star...

how I wonder where you are...

up above the world so high...

like a diamond in the sky...

Old McDonald had a farm...

ehe-eye, ehe-eye, ohhhh...

and on that farm he had some pigs...

ehe-eye, ehe-eye, ohhhh...

with a oink, oink here...

and an oink, oink there...

here an oink, there an oink, everywhere an oink, oink.

Mary had a little lamb, little lamb, little lamb...

Mary had a little whose fleece was white as snow...

everywhere where Mary went, Mary went,
Mary went...

everywhere where Mary went her lamb was
sure to go.

Row, row, row your boat...

gently down the stream...

merrily, merrily, merrily, merrily...

life is but a dream.

Sub-Dividing Groups

Family Bonding

Print each line on an index card or simply copy these pages and cut into strips. See activity for further directions in the Facilitation section.

Fred

Carrie

Wilma

Samantha

Dino

Mr. Big

Bam-Bam

Charlotte

Barney

Miranda

Marge

Will

Bart

Grace

Homer

Jack

Lisa

Karen

Maggie

Rosario

All About Me Folder

Hello from DC! Your HRC Training Team (Jane, Julie, Mark, Bo + Mike) is excited about your arrival. In order to get to know you a little bit more, we are asking you to create an **All About Me Folder** before you arrive in DC. Please bring the folder with you to DC.

Directions

Use a file folder or a quarter piece of poster board to create your All About Me Folder. Draw, paste, sew, write or attach anything you wish that symbolizes significant things in your life. Each folder is unique and should include anything you wish. You can use as much (or little) creativity as you want.

We suggest that you use a file folder because that will transport well (you can paste all of these things on the inside of the folder so they are protected). We do ask that you keep either the front or back of the folder blank so we can hang the folder on a big wall in the training room.

Please put, at the minimum, the items below on your All About Me folder, after that, let your creative juices flow!

Minimum items we ask you to include are:

- Your full name
- The city and state you currently live in and were born in
- A picture of you as a child
- One word that describes you
- At least two hobbies or two things you do for fun
- A representation of a powerful personal experience

Other suggestions:

- Family information
- Favorite animal
- Your hero
- Dream occupation
- Favorite indoor or outdoor activity
- Place you would like to travel or have traveled
- Your favorite activity to do on the weekend
- Skills you have or would like to develop
- Favorite rock stars or celebrities
- Best political moment in history
- Most interesting place you've visited
- Favorite book or movie

People Scavenger Hunt

Find as many people that fit the statements once you hear “the hunt has begun.” Have one person per line sign your sheet. You canNOT use the same person twice. Shout out “the hunt is over” when you are complete.

_____ Has an abuela.

_____ Expects to work for a candidate who will win her/his race.

_____ Read today’s newspaper.

_____ Has a daughter, niece or nephew under four years old.

_____ Owns a Michael Jackson album or cassette (not a CD).

_____ Has eaten sushi in the past week.

_____ Will be the only HRC Youth College participant on their campaign.

_____ Hopes to join the Administration after working on a campaign.

_____ Reads US Weekly and is proud of that fact.

_____ Checks their email every possible minute.

_____ Has more than ten people on their IM Buddy list.

_____ Is pierced and tattooed.

_____ Watches CNN every day.

_____ Loves reality shows.

- _____ Can impersonate a celebrity.
- _____ Plays a musical instrument.
- _____ Has never been to a farm.
- _____ Has broken a bone.
- _____ Can make great desserts.
- _____ Is active in a religious or spiritual group.
- _____ Has performed in a play.
- _____ Is in DC for the first time.
- _____ Speaks another language besides English.
- _____ Has designed a t-shirt logo.
- _____ Has raised more than \$200 for a group.
- _____ Has organized a rally or protest.
- _____ Considers themselves shy.
- _____ Is a romantic at heart.
- _____ Has hiked a mountain.
- _____ Has an autograph from a famous person.

Fortune Cookie

You can use these questions for the Fortune Cookie activity. Simply copy these pages, cut the questions into strips and follow the directions for the activity.

Describe the best meal you ever had and who you shared it with.

Describe your favorite college story.

Tell us about the most adventurous thing you have ever done.

The last time you dressed for Halloween, what were you?

What was your favorite childhood Halloween costume?

If you were one of the Seven Dwarfs, which one would you be?

What is your biggest pet peeve?

What is the best dish you can cook?

Your fairy godmother has just granted you three wishes, what do you wish for?

What is your most irrational fear?

Fame or fortune, which do you choose?

If you had a million dollars, what would you buy first?

What is the history of your first, middle and last name?

Who is your favorite superhero?

What is one of the silliest things you did as a child?

What is one thing you have been dying to do, but have not had the opportunity yet?

What is a habit you are trying to break?

Sing us your favorite show tune.

Show us a scar and tell us how you got it.

A famous author just wrote your biography, who is the author and what is the title?

If you could go anywhere in the world, where would you go and who would you bring?

Give us an impersonation of a celebrity or politician.

Describe one of your quirks.

If you were to run for President, what would your campaign slogan be?

What has been your happiest day of your life thus far?

What is the one thing you procrastinate on?

What is the one thing about yourself that you are most proud of?

If you were reincarnated, who would you come back as?

Please demonstrate your most unique talent.

What was your favorite childhood game?

HRC Youth College DC Scavenger Hunt

Washington, DC, the capital city of the US, has a ton of cool places and tidbits of trivia. We set up this scavenger hunt to give you a little insight into our city (without the expense or stigma of going on one of those trolley rides).

Each of the following questions is worth a few points. Your team's task is to complete as many of the mind boggling riddles by **9:15pm**. The overall goal is to have fun. Because really, there is no point value that can be assigned to a week spent with cool people...

Many of these questions will require asking around a bit. "You/Your" refers to your entire team. 50 bonus points will be given for at least five random, creative pictures of your entire group.

In the 19th century, what was Georgetown University popularly known as? (15 points)

- ★ List five names of people buried on the campus (15 points)
- ★ Get your picture taken in front of the only original building left on the campus (2 points)

What is so special about The Old Stone House? (10 points)

- ★ Get your picture taken in the garden (12 points)

What is the distance in miles of the C & O canal? (20 points)

- ★ Why are canal boats pulled by donkeys instead of horses? (10 points)

Get your picture taken with three people wearing different uniforms. (5 points)

- ★ Have them all in the same picture. (15 bonus points)
- ★ Have a picture taken with at least one group member seated on a police motorcycle. (10 points)

Who was the first owner of Mason Island? (10 points)

- ★ What important thing does the owner do? (15 points)

The park at 3518 M Street marks the nearby home site of what famous American? (10 points)

Have your picture taken on the bridge, that if crossed, you will be in another state (10 points)

- ★ What is the name of the bridge? (5 points)

Have your picture taken at Gunbarral Fence. (10 points)

- ★ What is so unusual about this fence?(10 points)

Southworth Cottage was home to what Victorian novelist until 1899? (10 points)

Have your picture on the stairs that belonging to the house where the true event of the movie “The Exorcist” took place, if you dare! (45 points)

- ★ Take another picture making your favorite expression from the Exorcist. (20 points)

Key Lessons Worksheet

This worksheet is designed to help you reflect and review what happened during each day of the training. Please spend about ten minutes at the end of each day filling this out in order to capture the important concepts that you would like to take away from the training.

Name:

Date:

As you think about today's sessions, what were at least three new ideas, concepts, or skills that you learned?

In what ways can/will you specifically apply what you've learned today at your HRC placement?

The Real World

Your community has to complete the following tasks:

- A paper chain with 4 different color links.
- A white “T” on an orange background.
- A red square that is 4 x 4 inches and has 5 color dots on it, arranged to look like dice.
- A paper bag puppet that looks like your favorite singing star (be prepared to share a tune).
- A white paper airplane with 3 different color stars on each wing.

Once your team has accomplished the above tasks, your team must create a group chant by using your feet and hands before the facilitator will recognize your group's accomplishment.

Quotes

Quotes serve as a source of inspiration, encourage us to take action and assist with writing speeches. Sexism and other -isms may be found in some of the quotes. We have done our best in finding quotes that are inclusive. Please use your judgment and the judgment of others around you when deciding on using a quote for public use. We hope that during your time in the field the quotes will help when times are tough and continue to inspire your work.

Won't you help me sing these songs of freedom?
-Bob Marley

Try? Try not. Do or do not. There is no Try!
-Yoda

Know thyself.
-Socrates

Be bold and courageous. When you look back on life, you'll regret the things you didn't do more than the ones you did.
-Life's Little Instruction Book

Keep your face to the sunshine and you cannot see the shadows.
-Helen Keller

You must teach your children that all the things are connected like the blood that unites one family. Man did not weave the web of life; he is merely a strand in it. Whatever he does to the web, he does to himself.
-Chief Seattle

He need not search his pockets for words.
-Russian proverb

Grow into your ideals so that life can not take them away from you.
-Albert Schweitzer

Sooner or later, everyone sits down to a banquet of consequences.
-Robert Louis Stevenson

You are doomed to live what you can not imagine.
-Unknown

Never deprive someone of hope, it may be all they have.
-Life's Little Instruction Book

It is an unending battle fought by unsung heroes and overseen by weeping angels.
-Unknown

If you do not know where you are going to, you will end up somewhere else.
-Lewis Carroll

I know, up on top you are seeing great sights, but down at the bottom, we, too, should have rights.
-Dr. Seuss book *Yertle the Turtle and Other Stories*

To love without role, without power plays, is revolution.
-Rita Mae Brown

Courage is not the lack of fear. Rather, its being afraid and going through it anyway.
-Unknown

Unless someone like you cares a whole awful lot, nothing is going to get better. It's not.
-Dr. Seuss book *The Lorax*

Never do for a community what it can organize to do for itself. To do otherwise, is to ultimately incapacitate the community.
-Unknown

Education without social action has no strength behind it. Social action without education is a weak expression of pure energy.
-Martin Luther King, Jr.

May we all have the courage to live the dreams we dare to dream.
-Unknown

If one advances confidently in the direction of his dreams, and endeavors to live the life which he has imagined, he will meet with success unexpected in common hours.
-Thoreau

We must be the change we wish to see in the world.
-Gandhi

The Servant-Leader is servant first.
-Robert K. Greenleaf

I took the one less traveled by and that has made all the difference.
-Robert Frost

Only when its dark enough can you see the stars.
-Martin Luther King, Jr.

Unjust laws exist: shall we be content to obey them, or shall we endeavor to amend them, and obey them until we have succeeded, or shall we transgress them at once?

- *Civil Disobedience*

Politics has less to do with where you live than where your heart is.

-Margaret Cho

The sacred begins at the tip of your tongue. Be careful when speaking. You create the world around you with your words.

-Navajo grandfather

I dwell in possibility.

-Emily Dickinson

The day I die, my hope is that people won't remember any status I might have or the goals I've reached. Rather, I hope that at least one individual can remember what I did for them.

-Victor Belarmino

Never doubt that a small group of thoughtful, committed citizens cannot change the world. Indeed, it is the only thing which ever has.

-Margaret Meade

Protecting children from racism is every bit as important as insuring that they avoid playing with electrical sockets. Poison is poison, and ingrained oppressive cultural attitudes are at least as hard to antidote, once implanted, as imbibed cleaning fluids. No one gains by allowing an inequitable and discriminatory status quo to persist. It's worth being a pain in the neck about.

-Michael A. Dorris

If not me, then who? If not now, then when?

-Torah

I have heard their groans and sighs, and seen their tears, and I would give every drop of blood in my veins to free them.

-Harriet Tubman

What lies ahead of you and what lies behind you are trivial matters compared to what lies within you.

-Ralph Waldo Emerson

Peace is a gift to each other.

-Elie Wiesel

To keep your face toward change and behave like free spirits in the presence of fate is strength undefeatable.

-Helen Keller

Very few burdens are heavy if everyone lifts.

-Sy Wise

Life without joy is not life.

-Chris Watson

Breathe the dawn and we may influence the sun to rise in the darkness.

-Luqman

I think that wherever your journey takes you, there are new gods waiting there with divine patience and laughter.

-Susan Watkins

To know and not to act is not to know.

-Nadar

In the middle of every difficulty lies opportunity.

-Albert

One person working alone is a martyr. A group of committed people working together is a movement. Start a movement.

-Adam Werbach

Nine-tenths of serious controversies that arise in life result from misunderstandings, from one person not knowing the facts which to the other person seem important, or otherwise failing to appreciate their point of view.

-Justice Louis D. Brandeis

What do I need to help me better care for myself right now?

-Jennifer Loudon

Despite what society thinks, every woman is more than her looks.

-Turn Beauty Inside Out Day

And the day came when the risk to remain tight in a bud was more painful than the risk to blossom.

-Anais Nin

Expect trouble as an inevitable part of life and when it comes, hold your head high, look it squarely in the eye and say, "I will be bigger than you, you cannot defeat me."

-Ann Landers

I have come to the conclusion that politics are too serious a matter to be left to the politicians.

-Charles De Gaulle

Understanding is one thing and action is another. You can spend years understanding your fear of water and still never walk to the edge of the pool and jump in.

-Barbara Sher

Follow your bliss and don't be afraid, and doors will open where you didn't know they were going to be.

-Joseph Campbell

One can never consent to creep when one feels the impulse to soar.

-Helen Keller

When we have enough courage to come out – I don't mean just out of the closet, I mean out of your spirit – when you have enough courage to stand and say, 'I came here to stay.' It's amazing. You have no idea who you will inform.

-Maya Angelou

It doesn't matter who you love ... but it matters that you love.

-Judith Light

It is the duty of every citizen according to his best capacities to give validity to his convictions in political affairs.

-Albert Einstein

From a little spark may burst a mighty flame.

-Dante

Grab the broom of anger and drive off the beast of fear.

-Zora Neale Hurston

I shall pass through this world but once. Any good that I can do or any kindness that I can show to any human being, let me do it now. Let me not defer or neglect it, for I shall not pass this way again.

-Mahatma Gandhi

What is straight? A line can be straight, or a street, but the human heart, oh, no, it's curved like a road through mountains."

-Tennessee Williams, *A Streetcar Named Desire* 1947

We must make it clear that a platform of 'I hate gay men and women' is not a way to become President of the United States.

-Jimmy Carter

You measure democracy by the freedom it gives its dissidents, not the freedom it gives its assimilated conformists.

-Abbie Hoffman

I had rather be hated for what I am than be loved for what I am not.

- Andre Gide

To see yourself as the world sees you may be very brave, but it can be very foolish. Why should you accept the world's view of you as a weak willed neurotic - better dead than alive? What right have they to judge? To judge you they must have the capacity to feel as you feel. And who has? One in a thousand. You alone know how unequal the battle has always been that your will had to fight.

- Terrence Rattigan, *The Deep Blue Sea*

Just by being out you're doing your part. It's like recycling. You're doing your part for the environment if you recycle; you're doing your part for the gay movement if you're out.

-Martina Navratilova

One word frees us of all the weight and pain of life: that word is love.

- Sophocles

Never be bullied into silence. Never allow yourself to be made a victim. Accept no one's definition of your life, but define yourself.

- Harvey Fierstien

I just wish more of my fellow queers would come out sometimes. It's nice out here, you know?

- Elton John

I am, You are, We are 21st Century Leaders.

-Campaign slogan for youth nonprofit

Our deepest fear is not that we are inadequate. Our deepest fear is that we are powerful beyond measure. It is our light not our darkness that most frightens us. We ask ourselves, who am I to be brilliant, gorgeous, talented and fabulous? Actually, who are you not to be? You are a child of God. Your playing small doesn't serve the world. There's nothing enlightened about shrinking so that other people won't feel insecure around you. We were born to make manifest the glory of God that is within us. It's not just in some of us; it's in everyone. And as we let our own light shine, we unconsciously give other people permission to do the same. As we are liberated from our own fear: our presence automatically liberates others.

- Marianne Williamson

This is the true joy in life, the being used for a purpose recognized by yourself as a mighty one; the being a force of nature instead of a feverish, selfish little clod of ailments and grievances complaining that the world will not devote itself to making you happy. I am of the opinion that my life belongs to the whole community and as long as I live, it is my privilege to do for it whatever I can. I want to be thoroughly used up when I die. For harder I work, the more I love. I rejoice in life for its own sake. Life is no brief candle for me, it is a sort of splendid torch which I have got hold of for the moment and I want to make it burn as brightly as possible before handing it on to future generations.

-George Bernard Shaw

Youth Hero Poem

-by Phil Clawson

They told me I would not change- but I did not listen.

They told me I would never amount to anything- but I did not listen.

They told me there would always be violence, racism, inequality, homelessness, hunger, and poverty- but I did not listen.

They told me I was too young to understand- but I did not listen.

They told me that fear, hatred, apathy, and despair would not be overcome by courage, love, hard work, and hope- but I did not listen.

Instead I asked myself:

Who has power over your mind?

Who has power over your body?

Who has power over your life?

And the only logical answer I could come up with was- ME.

So I choose to make the world a better place.

I choose to work in my community to change the things that need changing.

I choose to lead by example.

I choose to love freely and openly.

I choose to stand up for struggle and what I believe in.

I choose to sweat, bleed, and cry for the things I hold dear.

I choose to be a YOUTH HERO !

To a Phenomenal Woman

-Maya Angelou

When I was in my younger days,

I weighed a few pounds less,

I needn't hold my tummy in

to wear a belted dress.

But now that I am older,

I've set my body free;

There's comfort of elastic

Where once my waist would be.

Inventor of those high-heeled shoes

My feet have not forgiven;

I have to wear a nine now,

But used to wear a seven.

And how about those pantyhose--

They're sized by weight, you see,

So how come when I put them on

The crotch is at my knee?

I need to wear these glasses
As the print's been getting smaller;
And it wasn't very long ago I know that I was taller.

Though my hair has turned to gray
and my skin no longer fits,
On the inside, I'm the same old me,
the outside's changed a bit.
But, on a positive note...

I've learned that no matter what happens,
or how bad it seems today,
life does go on, and it will be better tomorrow.
I've learned that you can tell a lot
about a person by the way he/she handles these three things:
a rainy day, lost luggage, and tangled Christmas tree lights.

I've learned that regardless of your relationship with your
parents, you'll miss them when they're gone from your life.

I've learned that making a "living" is not the same thing as making a "life."
I've learned that life sometimes gives you a second chance.
I've learned that you shouldn't go through life with a catcher's mitt on both hands. You need
to be able to throw something back.
I've learned that whenever I decide something with an open heart, I usually make the right
decision.
I've learned that even when I have pains, I don't have to be one.

I've learned that every day you should reach out and touch someone.
People love a warm hug, or just a friendly pat on the back.
I've learned that I still have a lot to learn.

I've learned that people will forget what you said, people will forget what you did, but people
will never forget how you made them feel.

Books

The HRC Team Trainers got together a list of books we have used while on a campaign or to help us develop personally and professionally. Read your local paper daily!

No More Prisons and How to Get Stupid White Men Out of Office
-by William Upski Wimsatt

Rules For Radicals
-by Saul Alinsky

The Activist's Handbook
-Randy Shaw

Campaign Craft: The Strategies, Tactics, and Art of Political Campaign Management
Revised and Expanded Edition
-by Daniel Shea + Michael John Burton

Servant Leadership
-by Robert K. Greenleaf

The Tao of Pooh
-by Benjamin Hoff

Peoples History of the United States
-by Howard Zinn

Pedagogy of the Oppressed
-by Pablo Fiere

Lies and the Lying Liars Who Tell Them: A Fair and Balanced Look at the Right
-Al Franken

The Conscience of a Liberal
-Senator Paul Wellstone

The Autobiography of Malcolm X
-Alex Haley

Swimmy
-Leo Lionni