

EDUCATIONAL PROGRAM INNOVATIONS CHARITY SOCIETY
Youth Peer Breakthrough and Parents PEACE Program



**Tutor/Mentor Volunteer
Activities Handbook
Youth Peer Program**

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Anger Management



“Anybody can become angry—that is easy, but to be angry with the right person and to the right degree and at the right time and for the right purpose, and in the right way—that is not within everybody's power and is not easy.”

—Aristotle

Throw the Anger Away!

Objective:

To get students thinking about exactly what triggers their anger

Materials Required:

Paper (8"x11" sheets, cut in half)

One large sheet of paper (at least Bristol board size)

Tape

Markers

Paint

Newspaper

A room that allows you to get a little messy

Explanation:

- Take a few sheets of paper and a marker.
- On a piece of paper, write down one thing that makes you angry. Continue to do this as many times as you need to, writing on a new sheet each time you think of something that makes you angry. These are your "anger triggers."
- Tape the large sheet of paper up on a wall and lay out newspaper underneath. This is just so that it will be easy to clean up at the end.
- Scrunch up each sheet of paper with your anger triggers on them.
- When ready, dip each paper in the paint and throw it at the Bristol board as hard as you can. This represents letting go of your anger. The paint that drips down the page represents your anger melting away.

Facilitator Tips:

- This activity will take about 30 minutes.
- It might be a good idea to have the Bristol board area prepared in advance.

I Feel

Objective:

For youth to speak and write about their feelings

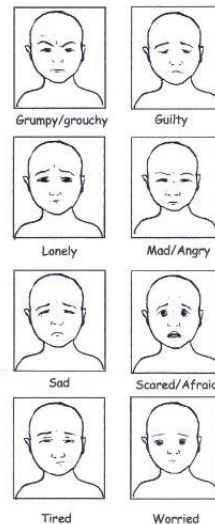
Materials Required:

Markers

Pens

Pencils

Paper



Explanation:

- Each individual will get a sheet of paper and something to write with.
- When they receive their sheets, have them write “I feel _____ when you _____.” Underneath, give some space and then write “I would like for you to _____.”
- Have them fill in the blanks and write about the situations. Have the students think about what may have caused this situation and what they could do to prevent it from happening again.

Facilitator Tips:

- This activity will take about 20 minutes (depending if the youth feels like writing only a little or a lot).
- If youth feel comfortable, have them talk about what they have written down.

Anger Iceberg

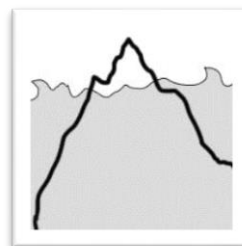
Objective:

To help give a better understanding of emotions

Materials Required:

Paper

Markers

**Explanation:**

- Have each person draw an iceberg in the ocean on a sheet of paper, labeling the tip of the iceberg, “Anger.”
- Ask the youth to think about a situation where they felt angry.
- Write what you did in that angry situation above the waterline. What choices did you make with your anger and what types of behaviour were displayed as a result?
- Because anger is a secondary emotion, what were the underlying feelings? Ask the youth to write them beneath the tip of the iceberg.
- If the problem was solved, how was it solved? Did/do you need to tell the people involved how you felt?
- Ask the youth to evaluate their choices; what might have happened if you had chosen an assertive response to deal with your anger?

Facilitator Tips:

- This activity will take about 30 minutes.
- This activity will be more suitable for junior high/ high school students.
- While doing the activity, discuss situations that were brought up.

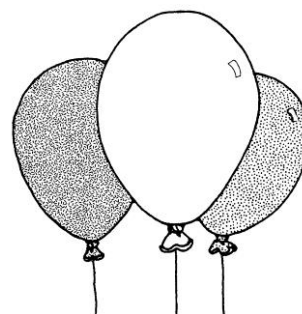
Balloons!

Objective:

To stomp away the anger and relieve some of that anger at the same time

Materials Required:

Balloons
Permanent markers
Sneakers
Sharp pencil (optional)

**Explanation:**

- Have the student think of all of the things that make them angry. Explain that these are their "anger triggers."
- Blow up enough balloons to match up with the things that make them angry and tie them off. Using a marker, write on each balloon one thing that makes them angry.
- When the balloons are all labeled, put them on the floor and attempt to stomp away the anger triggers (pop the balloons).

Facilitator Tips:

- This activity will take about 20 minutes.
- If the student is having difficulty with popping the balloons with their feet, provide them with a sharp pencil to pop them.

Hygiene



"Hygiene is two-thirds of health"

— Lebanese Proverb

Around the Circle

Objective:

To show students how germs can be spread

Materials Required:

Marker

Glue

Glitter

Sheet of paper

**Explanation:**

- Cover a marker with stick glue and glitter.
- Ask the group to sit or stand in a circle.
- Tell the group of students that the glitter pieces are the germs and that they should focus on how easily the germs can spread.
- One-by-one, each person will write their name on a sheet of paper and pass it on to the next person. See how the glitter germs spread throughout the group.

Facilitator Tips:

- This exercise will take about 20 minutes.
- This activity may have a better reaction with elementary students, rather than junior high/high school students.
- Have a group discussion and debrief with the students about what they learn.
- Don't forget to have everyone wash their hands at the end!

Spray Bottle Game

Objective:

To show youth what happens when they sneeze/cough and the importance of covering their mouth and nose when they do

Materials Required:

Spray bottle

Food colouring

A large amount of paper

**Explanation:**

- Fill a spray bottle with water and add a dark colour (red, green, blue, etc.) of food colouring.
- Lay a large amount of paper over tables and, if necessary, cover up clothing.
- Pretend to sneeze, spraying the spray bottle each time. Explain and demonstrate that when someone sneezes, small droplets of moisture are expelled into the air and onto surrounding surfaces, including people.

Facilitator Tips:

- This exercise will take about 20 minutes.
- This activity will be more suitable for elementary age youth.
- Explain how germs are spread around. At the end of the activity, encourage youth to discuss what they have learned.

Germ Transfer

Objective:

For youth to physically see the transfer of germs and how it is important to wash their hands

Materials Required:

Washable paint

Protective covering for clothing/furniture

Explanation:

- Gather a group of children lay out protective covering over anything that's damageable.
- Cover your hands in washable paint and pretend to sneeze.
- Go around the room socializing with everyone and touching things. Each time you touch something there should be a transfer of paint on to the object or person.

Facilitator Tips:

- This activity will take about 25 minutes.
- This activity may be more suitable for elementary age students.
- Discuss and debrief after the activity is complete about what was learned.

Face Wash

Objective:

To teach young women how to properly wash their face

Materials Required:

Different types of make-up

Mirrors

Wash cloths and clean drying towels

Warm water for face washing

Gentle unscented soap

Alcohol-free toner

Cotton balls

Scent-free, gentle moisturizer (optional)

**Explanation:**

- Have youth pick a partner and ask them to take turns applying make-up on each other. (It does not have to be done well; in fact it can be silly make-up, whatever you choose.)
- Once everyone has their make-up done, have them find a mirror. Provide them with all the supplies that they will need to wash their faces and explain what each thing is used for. Explain the steps to washing your face:
 - 1) Pull hair out of your face if necessary and wet your face with warm water.
 - 2) Apply gentle soap, spread evenly and scrub for 20 seconds in a circular motion.
 - 3) Thoroughly rinse with water by splashing over skin repeatedly.
 - 4) Gently pat skin dry with a clean towel.
 - 5) Apply alcohol-free toner with a cotton ball.
 - 6) Apply moisturizer if you would like.

Facilitator Tips:

- This activity will take about 30 minutes.
- Be sure to read through the instructions before you begin the activity as well as reading through each step as the youth are going through them. If there are males, be sure to invite them to join in as well. Everyone is welcome to do the activity.

The Body: True or False

Objective:

To educate students on proper body care and personal hygiene

Materials Required:

Photocopies of Personal Care Questionnaire (next page), one per person

Flip chart paper

Markers

Pencils, pens

Explanation:

Gather a group of youth together and pass out a true and false questionnaire to each person who is participating.

When the youth are finished with their questionnaire, discuss the proper way to take care of your body and maintain good personal hygiene (examples: use of products, washing, grooming, and dental hygiene).

Discuss all topics in detail with all of the youth. In most cases, there are no completely right or wrong answers. Be sure to encourage open and tolerant discussion with no judgment of participant's opinions. Encourage everyone to participate. While discussing, go over the answers to their true and false questionnaire and see if the students want to change answers.

Facilitator Tips:

- This activity will take at least 60 minutes.
- Be sure to go over all information thoroughly and make sure that everyone understands.
- This activity is suitable for all youth; questions can be modified for any age group.

Personal Care Questionnaire

Questions:

	True	False
1. Teeth only need to be brushed before going to bed.	<input type="checkbox"/>	<input type="checkbox"/>
2. Hair needs to be washed every day.	<input type="checkbox"/>	<input type="checkbox"/>
3. Clothes only need washing when they are stained.	<input type="checkbox"/>	<input type="checkbox"/>
4. It is important to dry your skin well after you have a shower.	<input type="checkbox"/>	<input type="checkbox"/>
5. You should see your dentist about twice a year.	<input type="checkbox"/>	<input type="checkbox"/>
6. Everyone needs to use a deodorant every day.	<input type="checkbox"/>	<input type="checkbox"/>
7. It can be dangerous to use Q-tips to clean the ears if it is not done properly.	<input type="checkbox"/>	<input type="checkbox"/>
8. It is important to exercise for 3 hours every morning.	<input type="checkbox"/>	<input type="checkbox"/>
9. A person only needs to consume one piece of vegetable or fruit each day.	<input type="checkbox"/>	<input type="checkbox"/>
10. It is abnormal for teenagers to develop acne or other skin problems.	<input type="checkbox"/>	<input type="checkbox"/>
11. Teeth should only be brushed using a toothbrush and toothpaste.	<input type="checkbox"/>	<input type="checkbox"/>
12. Brushing hair when it is wet may damage it.	<input type="checkbox"/>	<input type="checkbox"/>
13. There is nothing unsafe about sharing personal care and grooming products.	<input type="checkbox"/>	<input type="checkbox"/>
14. It is important, when washing the hands, to clean under the nails as well.	<input type="checkbox"/>	<input type="checkbox"/>
15. It is a healthy practice to have a bath or shower every day.	<input type="checkbox"/>	<input type="checkbox"/>
16. A person should wash their feet at least once a day.	<input type="checkbox"/>	<input type="checkbox"/>
17. Sunscreen is not needed outside on hot days if you have tanned skin.	<input type="checkbox"/>	<input type="checkbox"/>
18. It's fine to use scented products if you are thoughtful of people sensitive to them.	<input type="checkbox"/>	<input type="checkbox"/>
19. Sleep is not really part of maintaining good personal care.	<input type="checkbox"/>	<input type="checkbox"/>
20. It is important each day to change the clothes that touch your skin directly.	<input type="checkbox"/>	<input type="checkbox"/>

Give your definition of "personal care:"

Bullying



“Often the right path is the one that may be hardest for you to follow. But the hard path is also the one that will make you grow as a human being.”

— Karen Mueller Coombs

Bullying Card Game

Objective:

To show the effects of bullying to youth

Materials Required:

Deck of cards

Headbands (if necessary)

**Explanation:**

- Gather a group of youth and pass a card to each person, face down so that they cannot see the card and so that others cannot see the card.
- Explain that each person will have a card on their forehead that they can't see. Those who have low numbers (2-5) should be treated poorly, given negative body language and avoided. If they have a middle number on their card (6-9), participants should engage them in conversation, but walk away after a short time and be disinterested. Those with high cards (10-J-Q-K-A) should be treated friendly, striking up conversation and being very enthusiastic about speaking with them.
- Have the students place their card face out on their forehead so that all the others can see it but they can't. Use a headband, or have them hold it.
- When everyone has their cards in place have them walk around the room. Allow this to go on for about 10 minutes.
- Ask the students to group themselves based on how people have been treating them: poorly, okay, or excellently. Have the students look at their card to see if they guessed their level correctly. Ask them to talk about the experience.

Facilitator Tips:

- This activity will take about 25-30 minutes.
- Discuss the activity in detail after it has been complete; ask them how they felt as they were doing the activity.

Share Your Story

Objective:

This activity will allow students to share their experience with bullying and discuss with other youth how they've overcome the bullying or how to overcome the bullying.

Materials Required:

A listening ear

Paper and pen (optional)

Explanation:

- Gather the group of youth together or break up into small groups – whichever option is a more comfortable environment for the students.
- Before having the students share their story, discuss the definition of bullying and the different types of bullying that can occur. Also, if the facilitator is comfortable, share one of your bullying stories with the students, it might make them feel more comfortable sharing their stories.
- Have the students share a story to the groups, this story could be as a victim of the bullying or as the bully (as long as they feel comfortable). After each story, as a group, try and think of different solutions and ways to overcome the bullying and ways to prevent bullying.

Facilitator Tips:

- This activity will take anywhere from 20 to 60 minutes.
- Make sure to encourage students to share their stories.

Self-Esteem



“You can search throughout the entire universe for someone who is more deserving of your love and affection than you are yourself, and that person is not to be found anywhere. You, yourself, as much as anybody in the entire universe, deserve your love and affection.”

— Gautama Buddha

Mirror in the Box

Objective:

Mirror in the box is an activity for young children to learn that everyone is different, unique, and they are all equally as great. It also helps to open up their imagination.

Materials Required:

A box – a shoebox would work perfectly, no size preference
Hot glue gun and tape
Selection of decorations (coloured paper, sparkles, ribbon)
Markers, crayons and coloured pencils
Mirror – small enough to fit inside the box you chose



Explanation:

- Prepare your “mirror in the box” before the group comes together. Decorate the outside and the inside of the box. Glue or tape the mirror to the bottom and write the word “YOU!” inside. Also ahead of time, make a list of “hints” (examples: “You are awesome!”; “You are fun!”; “You are cool!”; “You are unique!”; “You are amazing!”).
 - Have the students sit in a circle around you and the box. Ask them: “Who is the most important person in the world?” “Who is the most interesting person in the world?” “Who can accomplish anything they would like to?”
 - Discuss these questions as a group for 10-20 minutes. When the discussion is over, open the box and show each person “who” is inside the box.
 - After they see themselves, discuss how it made them feel.
- ### Facilitator Tips:
- This activity will take about 30 minutes.
 - Make sure to motivate and encourage all students to participate.

What If?

Objective:

To showcase the originality of each individual and to help the youth recognize the importance of being different

Materials Required:

Flip chart paper

Markers

Explanation:

- Get everyone together as a group.
- Ask the following questions: “What if everyone were the same?” “What if the person next to you were saying mean things to you?” “What if you did not know anyone in the room?” “What if someone said you were nice?” (You can modify these questions to suit the age group that you are facilitating.)
- These questions will have everyone thinking about how they are different and how they are similar to others.
- When you finish asking all of the questions, discuss the questions in detail.

Facilitator Tips:

- This activity will take about 30 minutes.
- Encourage all the students of the group to participate.
- Make sure to have the questions prepared in advanced.

Compliments

Objective:

To have students give and receive compliments and hear from others all the great qualities that they possess

Materials Required:

Paper

Pens and pencils

Markers

Envelopes

Explanation:

- Talk to participants about what a compliment is and how we feel about them. Discuss what kinds of compliments make us feel the best (our special personal qualities or skills, more than nice objects we have).
- Pass out an envelope to each youth participating, have them decorate them (or write their names on them, depending on the age group).
- Pass a sheet of paper to each person. Have them cut out squares of paper (or you can have the paper cut ahead of time). Each person should have one square for every other person. Have them write the name of a different person on each square, then write an honest, positive statement about the person named. No one should write or say who wrote the comments so that the source of the compliments stays a secret.
- The facilitator should collect all the squares and pass them out to the person named, to be put in the person's decorated envelope. The facilitator should then ask if anyone would like to share reading the comments they received.

Facilitator Tips:

- This activity will take about 35-45 minutes.
- Be sure to reinforce that all the compliments must be positive and should be specific to that person.

The All About Me Gazette

Objective:

To have students focus on what they like about themselves

Materials Required:

Photocopy “The All About Me Gazette” sheet in advance, one for each person to fill out (next page)

Pencils, pens

The form is titled "The All About Me Gazette Extra! Extra!". It includes a header with the title and a space for a picture of the student. Below the header, there are several sections for writing and drawing:

- About Me:** A section with a grid for writing about the student's name, age, and other personal information.
- People Like Me:** A section with a grid for writing about people who like the student, including their names and reasons.
- My Favorite:** A section for writing about the student's favorite things, such as food, colors, and activities.
- My Hobbies:** A section for writing about the student's hobbies and interests.

Explanation:

- Gather students who are participating and give them each a sheet
- Have the students read and fill out any of the sections that apply to them.
- When students are finished, have each student read over their sheets and, if they would like, share with the other students what they have written.

Facilitator Tips:

- This activity will take about 20-25 minutes.
- Students should be encouraged to share and discuss what they have on their sheets with whomever they feel most comfortable. (They do not have to discuss their answers if they do not want to.)

The All About Me Gazette

Extra! Extra!

Read all about _____ who just received
(your name)
 a trophy for _____. As a world
(list a trait or skill)
 class _____, they just _____
(job or expertise)

(feat or achievement)



Draw a picture of yourself.

Junior Inventor Tells All

_____ just invented
(your name)
 the first _____

_____ (invention)
 This amazing invention does an
 amazing job of _____

_____ (description)
 This inventors next plans involve
 a trip to _____

_____ (where would you like to go?)
 for inspiration and using the
 profits from this wonderful
 device to buy a _____

_____ (what would you buy?)



Draw a picture of your invention.

PEOPLE LIKE me BECAUSE...

1. _____
2. _____
3. _____

THE BEST OF THE BEST

I show that I care about my
 friends when I _____

I am really nice to classmates
 when I _____

I am very kind to my family and
 show how much I care when I _____

_____ 's Favorites

- game _____
- song _____
- book _____
- sport _____
- tv show _____
- movie _____
- color _____
- animal _____
- drink _____
- food _____
- candy _____
- holiday _____
- subject _____

WEATHER

Meteorologists predict...

(what do you think this year is going to be like?)

“Me” Collage!

Objective:

The “Me” collage will allow students to introduce themselves and to represent their interests and the things that are important to them. It will show others that they are unique.

Materials Required:

A photo of each participant

Markers, crayons and coloured pencils

Glue and tape

Coloured paper

Bristol board – cut into halves (optional)

Magazines, newspapers, or photos that can be cut up (at least one of them and with a variety of subjects like music, sports, art, etc.)

Scissors

Other decorations of your choice (sparkles, stickers, etc.)

Explanation:

- Give each student a choice of either Bristol board or sheet of paper.
- Let students decorate their Bristol boards with all of the things they like or have an interest in (sports, art, music, reading, writing, and hobbies, clubs they belong to, favorite food, favorite animal, family, important things in their life).
- Have them incorporate into it their photo and name in big, bold, visible letters.
- Ask them to think about the positive significance of each object displayed and encourage any who want to, to talk about it in the group.

Facilitator Tips:

- This activity will take about 60 minutes.
- The activity is suitable for all youth.
- Discuss the significance of the activity with youth after it is complete.

I Am Proud

Objective:

To get students to speak about why they are proud of themselves and to see that they have great, positive qualities

Materials Required:

Paper

Markers

Explanation:

- Each student will get a sheet of paper; at the top of the sheet they should write their name in big, bold letters.
- Underneath their name, have them write the sentence “I am proud of who I am because _____.” Underneath that sentence, have them list three specific things they are proud of.
- Below that, have the youth list 3 things that they like about themselves or 3 positive qualities that they possess.

Facilitator Tips:

- This activity will take about 20 minutes.
- Be sure to encourage them to write all positive things and give them permission to write as many as they think of.

Stress Management



“The greatest weapon against stress is our ability to choose one thought over another.”

—William James

Yoga

Objective:

To clear the mind and relax through stretches and exercise

Materials Required:

Instructional video or instructor

Comfortable clothes

Yoga mat or soft floor surface

**Explanation:**

- Gather together in a group and lay out yoga mats so that everyone is facing and can see the instructions.
- Ask everyone to follow instructions and do their best yoga poses, emphasizing that this is an individual exercise and no one should compare themselves to anyone else. Ask them to put the emphasis on relaxing, thinking about their breathing and only doing what feels comfortable to them.

Facilitator Tips:

- This activity will take between 30 and 45 minutes.

Venting

Objective:

To communicate all of the things that are creating stress while releasing stress at the same time

Materials Required:

A listening ear

The ability to communicate

**Explanation:**

- Have the student sit facing the person they would like to vent to. Make sure they are about 3 feet apart.
- When they are ready, ask them to speak about what they are feeling stressed about. Allow them to pause and think about what they are saying multiple times throughout their vent. If they would like, have the “listening ear” ask questions about it to get them thinking more.

Facilitator Tips:

- This activity will take about 15 minutes.
- Encourage them to communicate as much as they can possibly think of.
- This is an individual rather than a group exercise. If you want to do this in a group, be sure you have plenty of space. Ask participants to pair off and do two sessions so that each one has an opportunity to vent while the other listens.