



DAVID P. WEIKART  
CENTER FOR YOUTH  
PROGRAM QUALITY

# Building Community

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**Sevan Bussell (they/them) and  
Clara Rosebrock (she/her)**

*March 31, 2022*



# Welcome! Share in the chat...

Your **Name, pronouns, where you are joining virtually** from and respond to one of the following questions:

1. *Share a word/phrase that describes **how you are feeling today.***
2. *Share a **hope or highlight for the spring.***

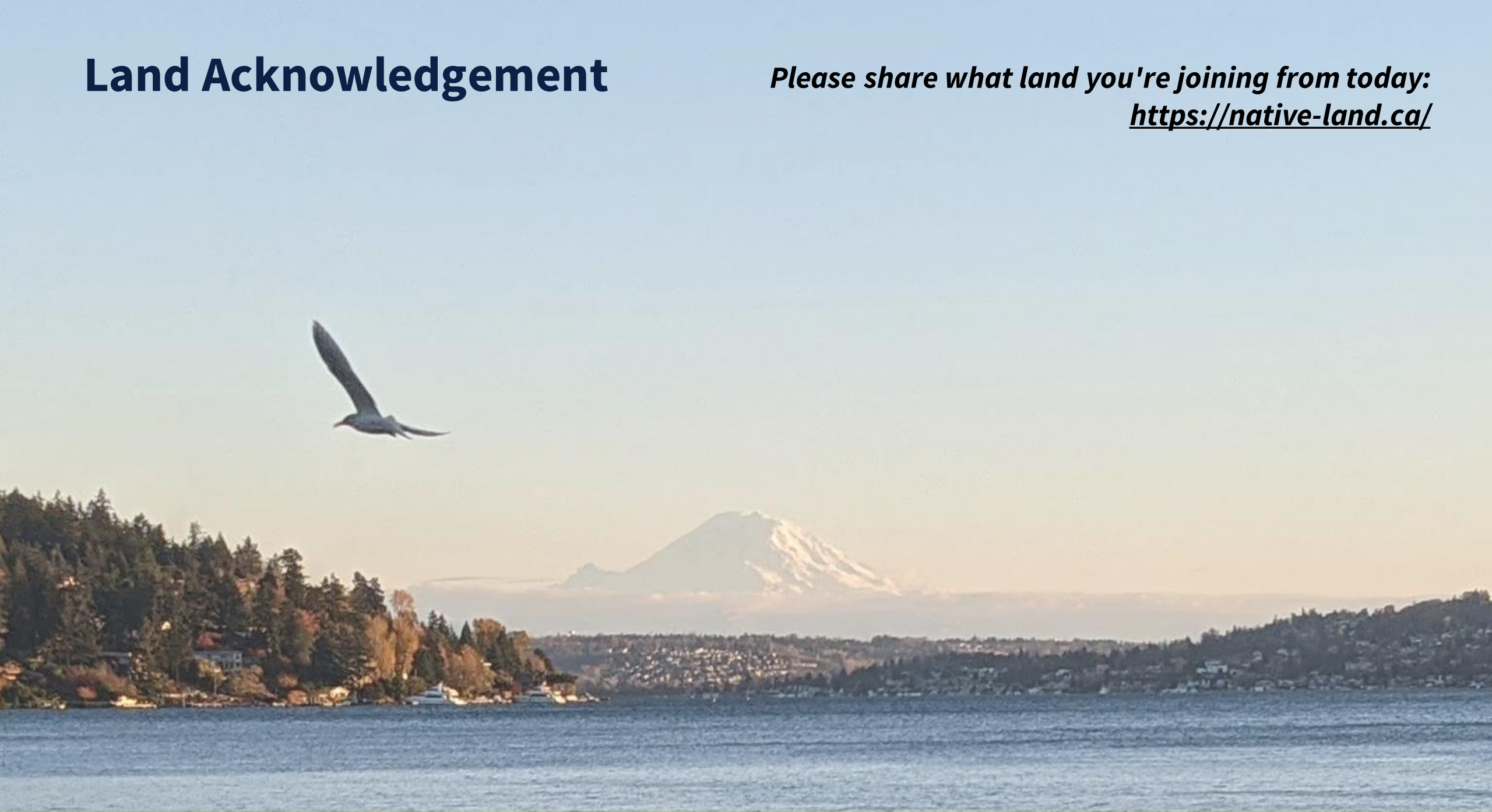


For more information head to  
[www.mypronouns.org](http://www.mypronouns.org)



# Land Acknowledgement

*Please share what land you're joining from today:  
<https://native-land.ca/>*







# Breakout Rooms: Connecting Stories

**In your room, have one person begin by sharing an interesting experience that they had.**

- *For example, a person might say, “One time I accidentally locked myself out of the house, so I spent the entire day at a coffee shop.”*

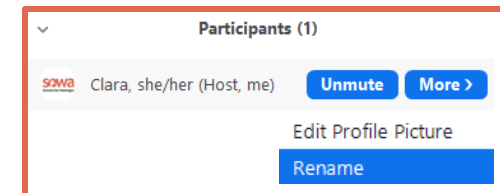
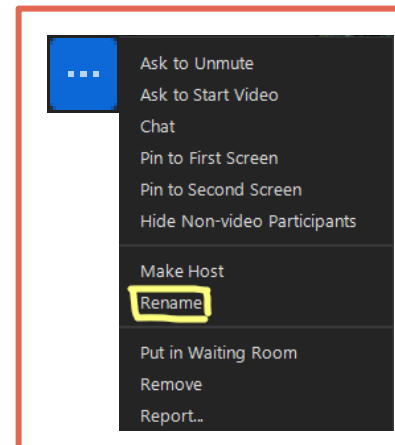
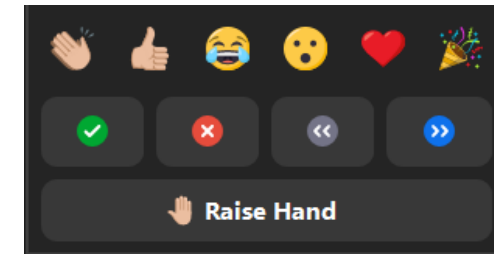
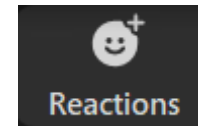
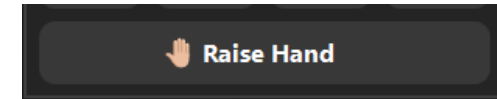
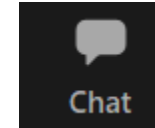
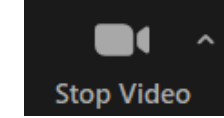
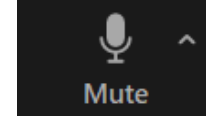
**The next person will tell a related story that has similar themes or elements to the previous story.**

- *For example, the next person might say, “I’m a total coffee addict. Every day I drink at least three cups of coffee and sometimes I can’t sleep.”*

**Continue connecting stories until everyone in the room has contributed.** You don’t have to go in any specific order.

# Zoom Logistics

- **Share your voice** over *audio, video and/or the chat*.
- **Use the Chat** to **share thoughts, ideas and questions** with the group. *Note: Chat messages can be saved by anyone during the meeting.*
- **Connect and share your Reactions:** Click on ‘**Reactions**’ to **share emojis** in real time.
- **How to Rename Yourself:**
  1. Click on the **three dots (...)** on your Participant Box. Select “**Rename**” OR
  2. Click on your name in the **Participant** list. Click on “**More**” and “**Rename**”



# Group Agreements

## I agree to....

- **Engage and participate**, to the best of my ability
  - Speak from **my own experience**
  - Monitor **how much I'm sharing**, and adjust as needed
- **Keep an open mind**
  - Honor the **complexity** of this work
  - Assume **best intentions**
  - **Take the lesson**, leave the learner
- **Zoom with intention**
  - **Use chat/raise hand** for questions
  - **Mute mic** when not speaking
  - **Keep camera on**, if possible



*Share a reaction, thumbs up or chat response, if you can commit to these agreements.*







## Objectives

*By the end of today participants will...*

- Explore the ways in which they can **build community with youth.**
- Explore ways to **provide youth with opportunities** to develop a **sense of belonging.**
- Understand the difference between **icebreakers, energizers, name games and bonding games.**
- Understand the **stages of group development.**



# Our time together today...

## ■ **Welcome and Opening**

- *Activity: Connecting Stories (Small Group)*
- *Land acknowledgment and Group Agreements*
- *Community Builder: Personal Collage*

## ■ **Central Idea and Practice: Why Build Community?**

- *Activity: Group Games (Small Group)*

## ■ **Central Idea and Practice: Stages of Group Development**

## ■ **Implementation: Planning for your program**

## ■ **Closing Reflection**



# Building Community and the Youth Program Quality Assessment (PQA)



# Community Builder: Personal Collage

- 1. Open the Jamboard and select an open page.**  
Alternative: grab a piece of paper to draw and write on.
- 2. At the top of the page draw or type you name.**
- 3. Find images, clip art, words, or pictures that represent facts about yourself**



# Why Build Community?

Help young people feel that they belong

Increase participation and engagement

Help groups get along and be productive

Increase student learning





# The Building Community Method

**Create  
avenues for  
community  
building**

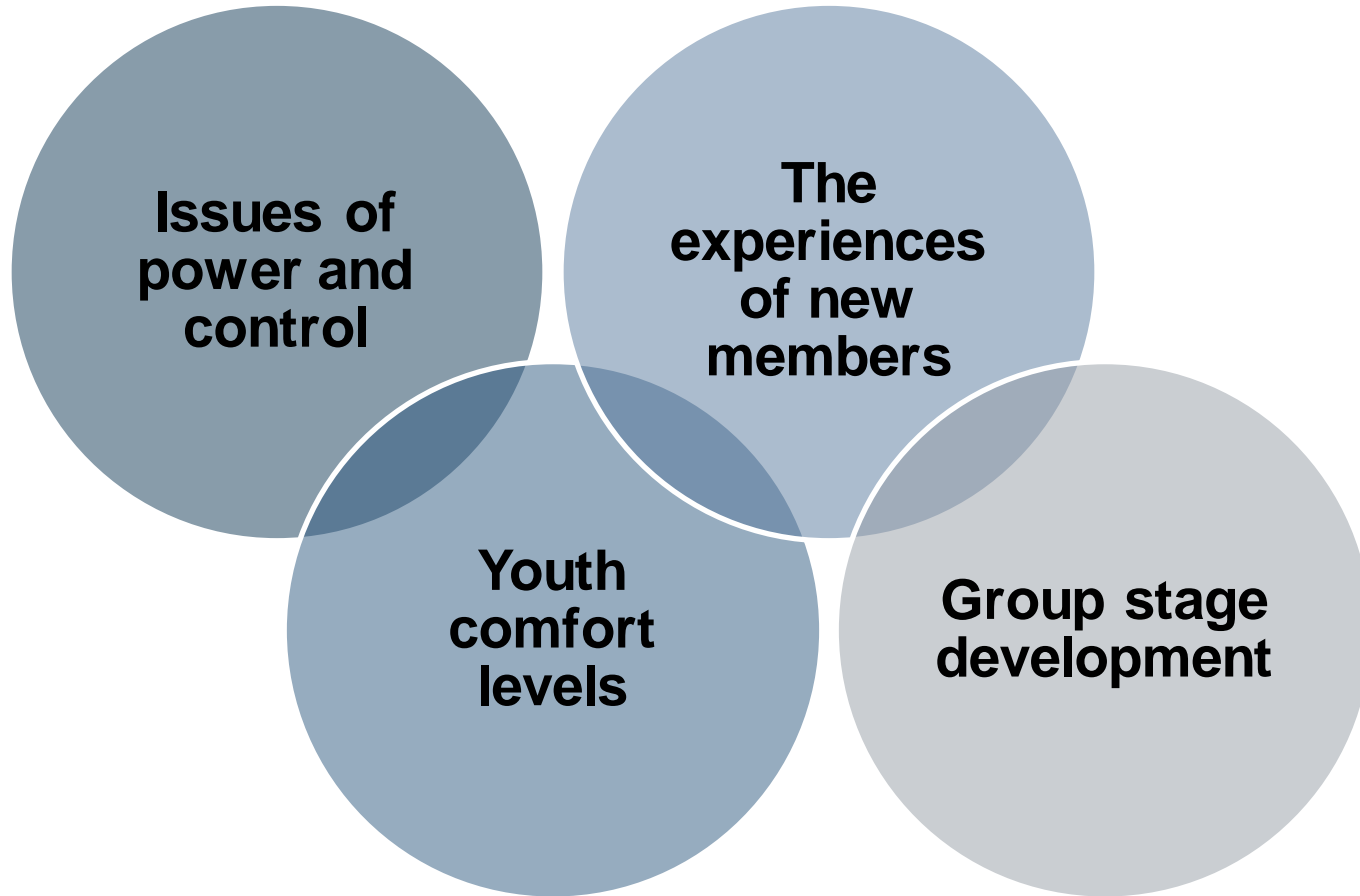
**Bring people  
together;  
don't leave  
anyone out**

**Be involved  
and mindful**

**Promote  
respect for  
diversity**



# Be mindful of...







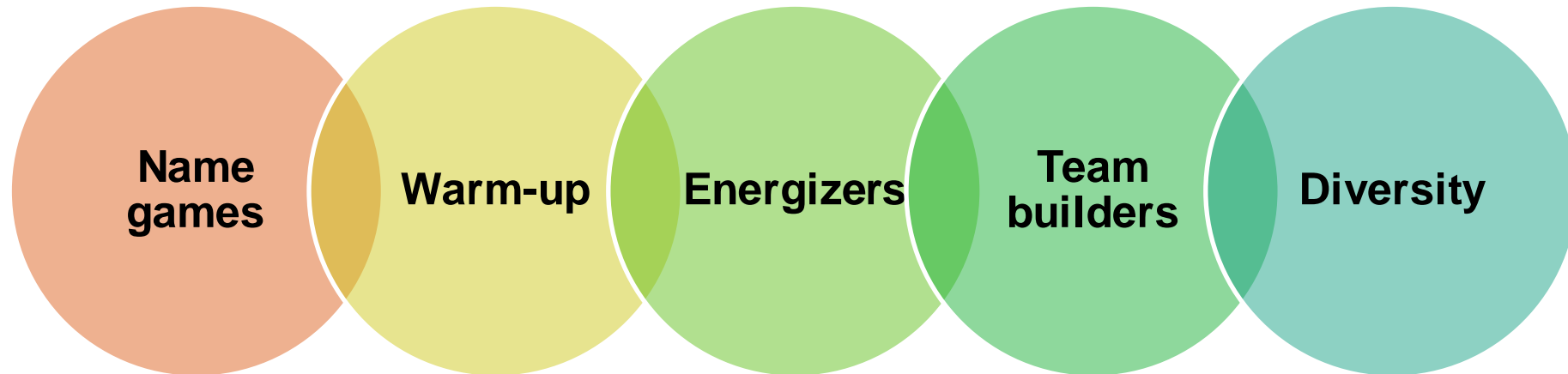
## Purposes of Building Community

- Help participants **feel welcome**
- **Warm-up** the group
- **Energize** the group
- **Help a group form**
- Build a **strong team**





# Types of Group Activities



# *Part One: Activity Share*

**Breakout Room:** Participants will **join a breakout room.**

**Once in your breakout room assign individual roles:**

- Screen Sharer
- Note Taker
- Presenter (to the large group)

**Brainstorm activities** related to your category with your group.

List them on the Google Doc

## *Part Two: Let's Play!*

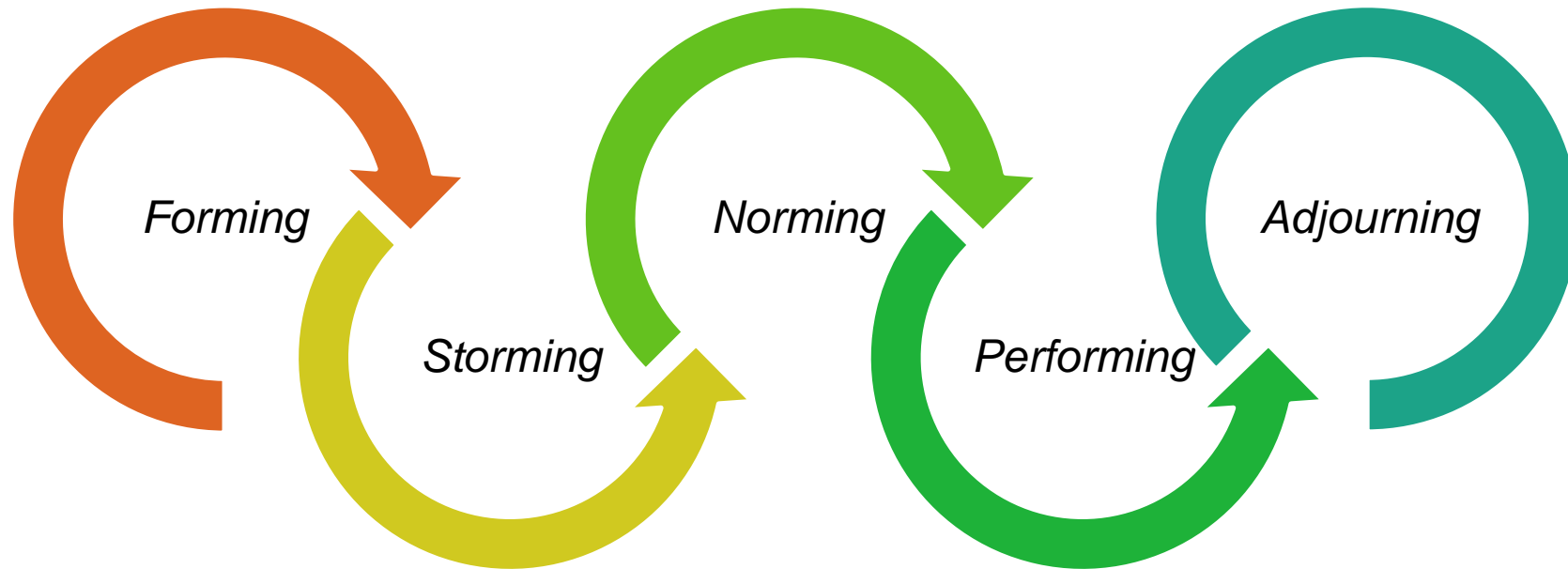
**Breakout Room:** Participants will work as a group to complete 2-3 activity sheets that will be shared with the full group at the end of the workshop\*

**Large Group Share:** Select one activity to present to the large group

*\*Pay specific attention to what modifications can be made based on age, group size, virtual setting, etc.*



# Stages of Group Development



# Implementation: Planning for Building Community

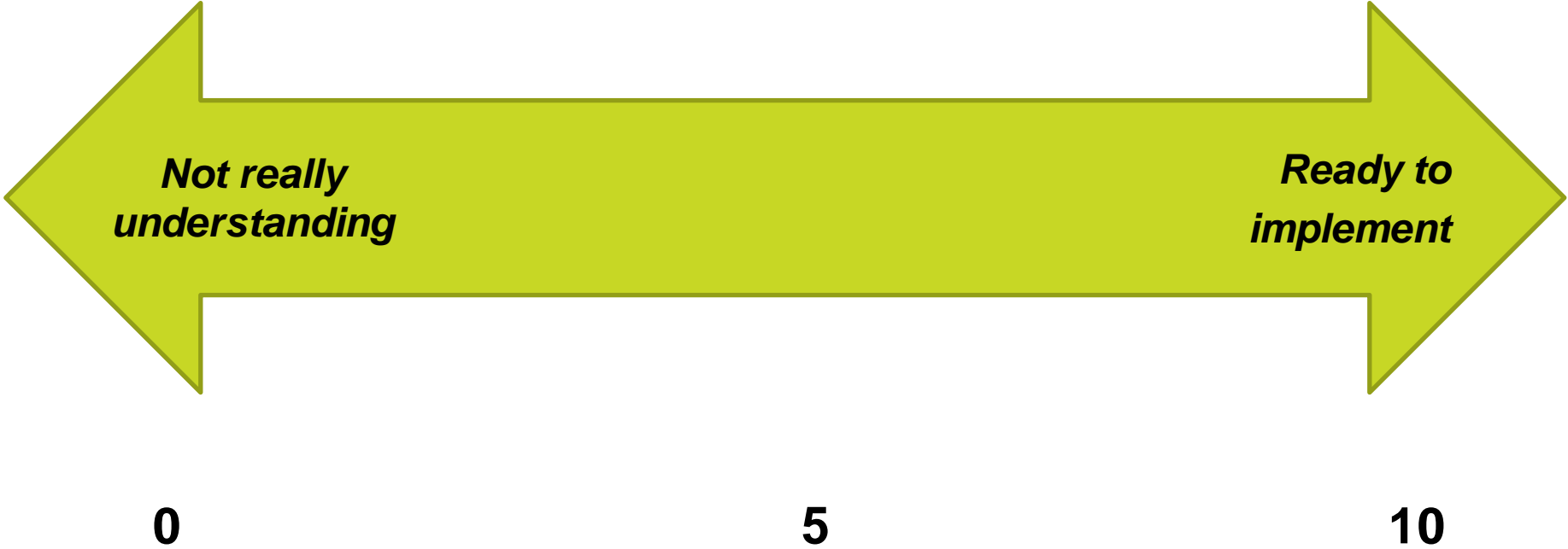
*(Reflection Handout)*

Consider how you are currently supporting youth and/or your team in each of the areas.

**What might you do to improve?**



# Closing Reflection: How are you feeling?



# Thank you!

## Workshop Survey

We'd deeply appreciate your thoughts on the workshop. **Please take 2-3 minutes to share your feedback:**

<https://www.surveymonkey.com/r/2022-03-31-BuildingCommunity-CT-Eval>

*What questions do folks have?*



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## Building Community Activities

This handout will describe **five different building community activities** and shares an example for each category. The 5 categories of activities are: **Name Games, Warm-Up Activities, Energizers, Team Building, and Diversity Activities.**

**Name Games** are useful at the beginning stages of a group to help participants get to know each other's names and build an effective learning community. Encouraging young people and staff to learn each other's names (and learning them yourself) is important for helping a group to develop a sense of belonging and group identity.

### **Example: Name and Motion Circle**

*Stand in a circle. Demonstrate how to do the game by saying your name and choosing a motion to go with it. Everyone should repeat your name and motion.*

*Go around the circle- adding names and motions. Each time, start over at the beginning of the circle so that all names and motions are repeated until you get to the end.*

**Warm-up Activities** help everyone acclimate and come together as a session begins. They may be simple and silly, or they may relate directly to the goals or content of the group gathering. Their purpose is to bring the group together and start getting to know each other.

### **Example: Betcha Never**

*Ask participants to come up with one thing that is true of them that they think no one else in the room can claim to be true. Give each person a chance to share their name and one "betcha never" fact about themselves. If someone else can claim the fact, the individual must come up with another "betcha never" until each person has stated one unique fact.*

**Energizers** are short activities to break up less active exercises and rejuvenate participants. Adults and youth alike can benefit from these active games, and energizers are appropriate for all ages. Energizers provide a change of pace and a chance for folks to move their bodies and get their personal energies flowing.

### **Example: Kitty Wants a Corner**

*Ask participants to be in a circle with one participant as the "kitty" in the center. Each participant except kitty should have a designated spot such as a chair, hula hoop or just a spot to stand.*

*Kitty then goes around the circle saying "Kitty wants a corner" to each participant in turn. The person being asked responds, "Ask my neighbor".*

*While this is happening, participants behind kitty's back are making eye contact with one another to switch places. The kitty's goal is to steal one of these open spots, creating a new kitty.*

**Team Builders** represent a variety of activities that include trust-building, get-to-know-you, communication, team challenges and bonding games. Team-builders help youth (and adult leaders) get to know each other. These activities usually set up a structure so that youth share things with each other that they may not otherwise think to share. Importantly, the structure of bonding activities also helps make sure that all youth and adults—even the shy ones—get a chance to participate in the group.

**Example: Interesting Objects**

*Bring out a box of random objects or have youth find an object from the program space. This should connect to a question or reflection about program. Participants will use their item as a metaphor for something they hope to receive from the session, something they learned and will take away or something that represents their experience.*

**Diversity Activities** are designed to help participants consider the role that diversity plays in society and their lives. Participants in these activities typically look inward and consider their own histories, identities, and beliefs, but this introspection often leads to empathy and compassion for others who are different from them.

**Example: Imaginary Potluck**

*Everyone grew up a little differently, which might make them feel set apart from their peers. Banish that distance by planning a pretend heritage potluck. Each person shares out a meal or side dish inspired by their family traditions.*



## Reflection Handout – Building Community

### Breakout Rooms: Connecting Stories

**In your room, have one person begin by sharing an interesting experience that they had.**

- *For example, a person might say, “One time I accidentally locked myself out of the house, so I spent the entire day at a coffee shop.”*

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**Brainstorm activities related to your category with your group. List them on the Google Doc.**

### Part Two: Let’s Play!

**Breakout Room:** Participants will work as a group to complete 2-3 activity sheets that will be shared with the full group at the end of the workshop\*

**Large Group Share:** Select one game to present to the large group

*\*Pay specific attention to what modifications can be made based on age, group size, virtual setting, etc.*

### Stages of Group Development (Breakout Room: Pair Interview)

Reflect on how the **stages of development** relates to a program/group that **you facilitate or support at your workplace**. In your room take turns discussing the questions in the reflection handout.

1. What is a program or group you lead or support that meets regularly, or one that is about to start?
2. Review the group stages, what stage is your group in? Why do you think this?
3. How can you (or did you) help the group move from the “storming” to the “norming” phase?



4. What behaviors are (were) different that make (made) the performing stage successful that you would encourage in this and other groups you work with?
  
5. What is helpful to keep in mind as a group enters the “adjourning” stage to make sure the group stays fully engaged until the end?

### Implementation: Planning for Building Community

This worksheet will help you consider community building in your program or workplace. For each of the strategies below, consider **how you are currently supporting youth and/or your team** in each of the areas. **What might you do to improve?**

<b>Strategy</b>	<b>How do we do this now?</b>	<b>How can we do this better?</b>
<i>Create avenues for building community.</i>		
<i>Be involved</i>		
<i>Be mindful of</i> <ul style="list-style-type: none"> <li>• <i>Power and control</i></li> <li>• <i>Youth/Staff comfort</i></li> <li>• <i>New member's experiences</i></li> <li>• <i>Group stages</i></li> </ul>		
<i>Don't leave anyone out.</i>		
<i>Promote Respect for Diversity</i>		