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1.1 **The Role of Service Organizations and Clubs**

Local Kiwanis clubs, Optimist Clubs, Jaycees, and other service clubs can be primary sponsors of 1-Day workshops. Such assistance can be coordinated through the COLS Workshop Advisor and the local service organization representative.

1.2 **The Role of Parents, Teachers, Counselors and Schools**

As the COLS 1-Day Leadership Workshop COLS PLAY day (promoting Leadership Amongst Youth) program expands, more students will coordinate workshops. To accommodate this growth, parents, teachers, and school counselors are encouraged to serve as supervisors.

1.3 **Purpose of a 1-Day Leadership Workshop**

The purpose of a Leadership Workshop is to provide high school students with a COLS-style event that motivates them to be leaders in their communities through service. Leadership Workshops, through guided discovery, provide an atmosphere that stimulates students to think for themselves and encourages their personal development. It is a low cost, one-day, method for introducing outstanding students to leadership and service.

1.4 **Goals of a 1-Day Leadership Workshop**

The programmatic goals of a 1-Day Leadership Workshop are:

- To accomplish a COLS’ Leadership Workshop in a low cost, COLS-style manner. 1-Day Leadership Workshops should never exceed a cash outlay of $5/student ambassador
- To expand the number of students who participate in COLS’ programs.
- To provide face-to-face interaction between students and distinguished leaders from all walks of life so that students better understand their roles in our open society and their responsibility to service.
- To provide opportunities for COLS past participants/alumni to develop their leadership abilities by involving them in the meaningful planning and execution of 1-Day Leadership Workshops (PLAY day)
- To increase COLS alumni future volunteer involvement.
- To recruit potential speakers, Junior Leaders, and/or committee members.

*Most importantly, 1-Day Leadership Workshops should improve the participants' presentation skills, self-confidence and self-esteem, critical thought process, problem-solving and listening skills, and teamwork abilities.*
2.0 KEY VOLUNTEER POSITIONS IN YOUR 1-DAY WORKSHOP

2.1 Workshop Advisor

A Workshop Advisor is the member of the COLS Board who is responsible for supervising the COLS program. A 1-Day Leadership Workshop should be approved by the Workshop Advisor or designate and the COLS Board.

2.2 Workshop Organizer

A Workshop Organizer is any COLS alumnus. This individual carries out many of the planning and execution responsibilities of the 1-Day Workshop (PLAY day) under the supervision of a schoolteacher, another faculty member, or a parent. The teacher/faculty member must be 19+ years old. Note: The teacher/faculty member must be present at all times during the 1-Day Workshop and hold all responsibility for the participants and the Workshop Organizer.

2.3 Workshop Participant

Workshop participants must be Grade 10 students and they must be in the top 10 percent of their class with respect to leadership ability and/or potential (do not confuse this with top 10 percent academically).

3.0 CONDUCTING A 1-DAY LEADERSHIP WORKSHOP

3.1 Organizing a PLAY day Committee

Once you have obtained approval from the COLS Board, you will need to build a team to help you plan and implement the PLAY day. These individuals will oversee various tasks, such as securing a facility, developing the program, recruiting students and group facilitators, fundraising, publicizing the event, and implementing the workshop. You must seek an adult 19+ years old to assist you with the PLAY day.

3.2 Selecting a Date

1-Day Workshops may be operated any time of year. However, checking school and community calendars will help avoid conflicts with major events. Also remember to check test dates as well. 1-Day Workshops have been equally successful whether conducted on a Saturday or school day. With a workshop on a school day, additional consideration must be given to the school’s willingness to allow students to be excused from class. It is recommended that this question be answered before issuing formal invitations. Also, the schedule must be adapted to end the workshop early enough in the day to allow students to return to their schools for those who ride buses.
3.3 Selecting a Site

The type of facility used is at your discretion and the approval of the PLAY day Advisor and sponsoring organization. Getting use of a facility as a gift-in-kind is very possible and desirable. School facilities are often available at no charge; hotel facilities rarely are. Even if schools are to be paid, the cost is generally lower than a hotel facility. Some clubs (e.g. Kiwanis, Optimist, Lions etc.) have halls of their own large enough to serve the purpose or a church fellowship hall may be available.

Consideration should be given to a facility’s convenience for students and speakers, its physical arrangement, food service, number of rooms available, microphone availability, A/V equipment, and blackboard space. A written contract (agreement or confirmation from the committee to the facility) should always be secured so that the date is never in question and there are no hidden charges.

It is recommended that a meeting room large enough to accommodate students seated at tables be used. If theater-style seating is employed, it is recommended that alternate space be available. This will allow the students to gather in a face-to-face (seated in a circle) arrangement for the purpose of group discussion or any other group activities that may occur during the workshop.

3.4 Communicating with High Schools

Clear communication with high schools is critical to avoid confusion between 1-Day Workshop programs (PLAY day) and COLS’ other programs, especially, the spring Leadership Seminars. To minimize confusion, the following suggestions may help:

- In announcing 1-Day Workshops, nomination materials should use words and phrases such as "in addition to the spring Leadership Seminar" or "is not a substitution for the Central Ontario weekend Leadership Seminar that your school nominated (or are now nominating) one Grade 10 student leader to attend."

- If 1-Day Workshop (PLAY day) nomination materials are sent between October and February, very close telephone follow-up is strongly suggested to minimize confusion with nomination materials for the three or four day weekend Leadership Seminar.

- Highlight the fact that 1-Day Workshops are a year-round program, while the Leadership Seminars are a "May - June" program.

- In some areas, school personnel have become very involved in making the program a success. Getting a person from the host school (if a high school is being used) on the recruitment committee has produced some outstanding results. Having a COLS Alumni representative from each of the invited high schools on the recruitment committee also has produced excellent nomination and participation by the schools.
3.5 Recruiting Students

Generally, 1-Day Workshops(PLAY day) should have a minimum of 50 to a maximum of 250 students, although a group as small as 35-50 may be equally as effective. Anyone familiar with the dynamics of the COLS format will come to appreciate that a great deal of success comes from the students' ability to interact with their peers.

Students should be invited directly through a school's usual COLS contact, if known. This is generally the principal, vice-principal, or guidance office. Your site may have a list of known contacts from the prior year's seminar registration information. If the contact is unknown, send information to the school principal. (See Sample: Principal Solicitation Letter). The number of students invited will vary depending on your predetermined site and committee capabilities.

Invitations should not be made to all students in a class. COLS is a leadership organization. COLS recommends that no more than 10% of a given class should be invited to a 1-Day Workshop.

For a typical Saturday workshop the "no-show" rate usually runs between 10% and 15%, depending on the time of year and the effort the recruitment committee extends in last-minute reminders to students.

Certainly the recruiting process should be finished at least two to three weeks prior to the date of the workshop. This guide emphasizes, in several places, the need to reduce confusion between this one-day program and the weekend leadership seminars. Clear written instructions -- and often phone calls to principals or counselors -- will eliminate conflict. When writing to principals, include an ample supply of the workshop nomination forms and student invitation letters.

3.6 Program Format and Process

Students should be assigned to groups of 8 to 12 persons, preferably seated at round tables. The groups should be mixed with as few students from the same school together as possible. Students remain with their same group throughout the day. Each group should have at least one group facilitator. COLS alumni may also be assigned as youth leaders/junior staff in each group. It is recommended that the general flow of the day use the following format (See also Sample: Agendas):

- Warm-up time for the students to feel comfortable with each other and their participation in the workshops (this is done early in the day and might include icebreakers and a highly interactive leadership development activity
- One or Two panel sessions (morning and afternoon)
- Debrief period at the end of the day to discuss what was learned

Panels should be scheduled for 90 minutes. Each of the three or four panelists should give a five-minute talk to humanize self and subject. The purpose of the opening is to provoke questions in the students' minds. After the opening, a general question and answer session
should be held for 30 to 45 minutes. The remainder of the time is devoted to each of the facilitator groups discussing the topic among themselves while the speakers circulate to answer specific questions from each group. (Early interaction within the individual groups is the key to success.)

It is highly recommended that student attendees be the introducers of the panelists. Any opportunity that can be made available for the students to practice presentation skills before a large group will contribute to improved leadership qualities.

A 1-Day Workshop (PLAY day) should feature interactive opportunities for students to practice various leadership and group dynamics skills. COLS’ "Games and Cheers Resource Manual" has many easy-to-conduct activities. Another resource is the book Games Trainers Play. Sometime the Human Resources department of businesses in your community may be of assistance in this activity.

Workshops may also feature a motivational speaker or leadership development speaker who may be scheduled at lunch or toward the end of the day.

Moderators should control the ebb and flow of events in the room. Each panel, speaker, and/or game can make or break a 1-Day Workshop. Be very focused when preparing your agenda and have interaction between the ambassadors happening early.

If the COLS Alumni are active in your area, they may request an opportunity to make a short presentation on their chapter/club activities in order to solicit 1-Day Workshop attendees as COLS Alumni.

3.7 Program Leaflet

In an effort to minimize overall costs of a 1-Day Workshop (PLAY day), an inexpensive program leaflet should take the place of a more expensive program book. In the past, graphic classes at local high schools have, for free, produced color program booklets. With today’s desktop publishing features available with most computers, a professional looking program leaflet can be produced with relative ease. High quality photocopy is a reasonable alternative to an offset printed program.

(See Sample: Program Leaflet/Booklet).

The program leaflet should include the following:

- Sponsoring Service Club recognition
- Sponsor recognition
- Sponsoring organization logo on the cover
- Program agenda with speakers listed

Other elements that might be included in the program leaflet:
3.8 Selecting Topics

Each topic chosen should reflect the elements of COLS’ workshop theme: To encourage community building through service, to encourage volunteerism, to develop a realistic understanding of leadership and to promote the development of critical thinking skills. The following is a list of core topic categories and suggested titles for each. Where more than one panel is being presented, at least one panel should be on Volunteerism and Community Service.

VOLUNTEERISM/SERVICE COMMITMENT

We rely on one another to answer the problems of our society. Should we look to government to solve human and societal needs? Volunteerism is a uniquely Western phenomenon, and a valued ethic in Canada.

- Canada’s Unsung Heroes-Volunteer Leadership
- Leading Your Leadership for a Better Tomorrow As a Volunteer
- Government Changes: More Pressure on Charities to Answer Society’s Problems
- The Role of Charities in Speaking Out on Important Issues
- Volunteering: IS It Total Altruism or “What's in It for Me?”
- Modern Day Teenagers-Self Absorbed or Willing to Give Back?
- Learning Volunteerism: Does Requiring Community Service for Graduation Teach What It's Meant to?

BUSINESS

A basic understanding of profit, competition, democratic process, and other elements that provide Canadians with incentives.

- Ethics in Business - Is There Such a Thing?
- Business’ Changing Role in the New Millennium
- Government Control of Business: How Much?
- Profit: Is There Ever Too Much?
- The Competitive Market: Present and Future
- The Role of Profits in Our Economic System: Management and Labor
- Our Democratic Process: Where Individual Freedoms End and Society's Rights Begin
- Economy in Transition: The Balance of Trade
• The Public and Private Sectors A Nobel Partnership
• Free Enterprise - Competition in a Global Market
• The Union’s Role in Our Economic System

EDUCATION

Education of the citizenry is integral to the quality of life in our society. It is primary to our country’s infrastructure and the ability of many communities to attract business and industry, and may well dictate how well we will compete globally.

• Canada’s Educational System: A Stepping Stone
• Canada’s Educational System: Does It Get a Passing Grade?
• Education in Canada: Yesterday, Today, and Tomorrow
• The Economics of Today’s Education
• The Challenges of Higher Education
• Public Education -- A Lost Cause in Canada?
• The Role of Business in Education
• Education: Its role in Attracting Business
• Education: An Investment in Economic Development
• The Problems and Promises of Education

ENTREPRENEURSHIP

Small business is big business in Canada. The majority of Canadians are employed by companies with fewer than 100 employees. All big companies started out small -- the product of an entrepreneur’s vision and hard work.

• Profit Is Not a Dirty Word
• Owning Your Own Business: The Joys and Frustrations
• The Entrepreneur - Legacy of Canada
• Who Owns Canada Businesses?
• Starting Your Own Business: Is It Really Worth It?
• Small Businesses: Foundation of Free Enterprise
• Entrepreneurship - Turning Risk into Profitable Business
• Entrepreneurs: Creators of Businesses of the Future
• Entrepreneurs: The Global Marketplace

MEDIA/COMMUNICATIONS

The impact of modern media/communication is undeniably affecting our daily lives from home to work to the economy. Recent advances in the way people communicate represent nothing less than a technological revolution.

• Media: Do They Report or Create the News?
• Communications in the Electronic Age
• Media: The Ultimate Influence
• Media: What the Public Wants/Needs to Know
• The Media: Individual Privacy v. the Public's Right to Know
• Free Press: Monitor of a Free Society
• Advertising and Media: Influencing Opinions

FUTURE OF CANADA

This topic covers issues that will impact the Ambassadors' future lives, that of their family, business, country and even our way of life. Selection of a topic for this session should be one that will be a major contributor to the future success of Canada.

• Canadian Business: Can It Survive the Foreign Competition?
• Can We Build a World Community?
• Computers, Automation, and the Future
• Climbing the Corporate Ladder: How to Make It When There’s not Much Room at the Top
• Food and the Future: Supply and Demand
• High Tech in the Work Place
• Space -- Just an Expensive Adventure?
• The Next Frontier - Our Solar System and Beyond
• Leadership in Business -- What Will It Take for Tomorrow?
• Women/Minorities in the Board Room

3.9 Finding Panelists and Speakers

Speakers can be identified among local community leaders who will lend expertise to the topics selected. Members of the workshop committee will have suggestions. Most Chambers of Commerce have speaker's bureaus, and COLS may have speakers who have participated in the leadership seminars.

After an appropriate list of candidates is developed, the person heading the program should send a letter of invitation (See Sample: Panelist/Speaker Invitation Letter). Follow up with a phone call within three days of expected receipt date. Recruit four people for each panel session. Panelists must be educated to the fact that their roles are not as lecturers; they are there to make the students think and to encourage questions. Student participation is the goal!

A motivational speaker will, of course, work alone as might any persons who conduct leadership simulation activities. Candidates will come from the same sources as above. Remember, it is COLS’ policy that there are no gratuities paid. All staff and speakers are volunteers.
3.10 Funding and Expenses

One of the primary premises of the workshop’s concept is that these programs can be run inexpensively. Although cost effective, COLS’ longer programs require substantial sums of money for room and board, thus limiting the number of students who can be invited. Effort should be made so that finances are not the limiting factor in the expansion of the workshop program.

1-Day Workshop (PLAY day) cash expenses should never exceed $5/student attending. Financial donations are considered fundraising. When planning, try to keep the cost of the facility at zero or close to it. If you want your workshop to have expensive T-shirts, notebooks, special stationery, and printed programs, do everything you can to find a donor or a sponsor. A business may be willing to run mail through its postage meter or provide for your entire photocopy needs. Local vendors, grocery stores, restaurants, etc. will often provide snacks and drinks at no cost (or at discount) for the day. Gifts-in-kind are an excellent way to minimize cash needs.

Once again, coordination through COLS PLAY day Advisor is important, since soliciting the same donors used for existing COLS programs may cause confusion or loss of funding. Workshops are not meant to replace or compete with the weekend leadership seminars. They should complement them, growing in their own arena. The teacher/parent supervisor should be responsible for getting donations from the larger suppliers (e.g., Coca-Cola) in your area who can make donations for 1-Day Workshops (PLAY day) and the weekend leadership seminar.

IT IS OUR POLICY THAT THE STUDENTS, THEIR PARENTS, AND THE SCHOOLS MAY NOT CONTRIBUTE. STUDENTS MUST ATTEND AT NO COST. SCHOOLS MAY HOWEVER PROVIDE THE FACILITY FREE OF CHARGE.

3.11 Role of COLS Past Participants

All workshops should involve some COLS past participants in the planning and production process. Many workshops have run with these alumni being very active in all stages of planning. COLS Alumni are a very willing and able resource that works well with workshop committees. When COLS Alumni are participating in the planning committee, an alumnus may be a workshop Assistant. However, the adult supervisor is the person “in charge” with final responsibility. Some other ways COLS Alumni can help:

- suggesting panel topics and leadership activities
- coordinating/recruiting workshop participants from their schools
- reminding nominees about their attendance
- serving in committee positions or as junior staff for the workshop
3.12 Wrap-Up Activities to Complete a 1-Day Workshop (PLAY day)

The following steps should be taken after the workshop is over:

- thank you notes from committee to speakers, sponsors, facility, etc.
- return the post-workshop report with name/address/telephone/school roster to the chairperson (see documents *)
- **return COLS workshop registration to PLAY day Advisor**
- summary of workshop evaluation from students (optional)
- thank you note to school administrator with program leaflet/book enclosed and possibly copy of evaluation summary
- provide "Consent Forms" to Workshop Advisor

3.13 Risk Management Considerations

COLS is known as an educational, seminar enterprise and its insurance policies are rated that way. It is important, above all else, that students return home or to their schools as safe and healthy as they were when they arrived. COLS’ risk management policy is included in this guide and should be reviewed.

While it is impossible to anticipate every contingency, applied common sense is the best approach. Remember that most risk comes from outside the group -- from the public at large, which might have access to one or more of the students in a hotel, for example.

The Registration and Consent forms are included under "Documents." Because the students are minors, PARENTAL CONSENT IS REQUIRED. The Abbreviated Consent form is separate from the required COLS 1-Day Workshop Registration form.

Workshops are covered under COLS master general liability policy. Since workshops are approved Service Projects, their respective insurance policies should cover their involvement with the program.

3.14 Future Opportunities

Workshop participants are eligible to:

- apply for selection as the Ambassador to the Central Ontario Leadership Seminar from his/her school
- become an active alumni participant in their COLS chapter or club

"Section 8" lists certain record keeping requirements. Students may want more information on becoming a member of the local alumni association. A brief alumni presentation can be fit into the agenda. The most logical spot for it would be toward the end of the day, possibly right
before the closing session. Contact information could be provided in the Program leaflet or Futures Kit.

3.15 Workshop Planning Guide

It is highly recommended that every adult supervisor for the workshop be asked to complete and submit to the PLAY day Advisor the 1-Day Workshop Planning Guide (See Sample: 1-Day Workshop Planning Guide). It is an excellent tool to measure progress and also turns into an excellent record of what went into running each specific workshop. Although similar in theory, each workshop seems to have its own personal look and feel.

4.0 MODELS TO ACCOMMODATE VARYING POPULATIONS

Workshop committees should recruit for a minimum of 50 students to a maximum of 250. Groups will have a minimum of 10 students to a maximum of 12 students. In each of the workshop models discussed below, consideration should be given to the day of the week that a workshop is conducted. Central Ontario leadership seminars average a five to ten percent no-show rate. Workshop committees should use this as a guide.

If the workshop is held during the school week there are several advantages. The students are already in school. Cafeteria meals are available without requiring a gift-in-kind to feed the participants. There might be some slight disadvantage in speakers and group facilitators not being available during a workday, but Central Ontario Leadership Seminar committees have not found this to be a major problem.

Importantly, Provincial law or local school board policy may determine whether the educational value of a COLS 1-Day Workshop (PLAY day) can be substituted for a normal school day, which in some areas will dictate whether students can take a day away from the classroom.

4.1 Model I - Large Urban Area/Large High School

This model is designed for large urban areas where a class may have up to 1,000 students. Such an area provides several options.

A 1-Day Workshop can be conducted for one high school. For example, recruiting for the top 5% of a class with 1,000 students meets the suggested requirement of a minimum recruiting goal of 50 students. By accepting 10%, the size of the workshop would grow, obviously, to 100. Often service organizations have a strong identity with their local community, and this provides an opportunity for a strong bonding with the local high school.
4.2 Model II - Large Urban Area/High Density of Schools

This model is another option, again for a large urban area. In such areas two conditions are operative: (1) a large number of students per high school and (2) a large number of high schools per square mile. Model I provided an option, which addressed the large number of students per school in urban areas.

A local service organization can assist with a workshop for many high schools with a certain pre-determined number of students, per school, eligible to attend. The number of students, per school, invited to attend may depend upon several factors, including: number of participating schools, size of workshop you wish to have, and size of the particular student classes in the schools to be invited.

For example, the Toronto School Board has roughly 50 schools that are, at a maximum, within a two-hour driving distance to a central location. A workshop could be conducted for one, two or three sophomore students from each school, with a recruiting goal of 50, 100 or 150 students.

4.3 Model III - Average Class Size (300)

Designed for areas where an average class consists of less then 300 students. A recruiting goal of 10% of the Grade 10 student class would see a maximum of 30 per school. Since a minimum recruiting goal of 50 is suggested, this model would probably require a workshop to be conducted for at least two schools.

If a broader mix of schools is desired, it is possible to nominate less than 10%. Take only the top 5% or 15 students per school, expand to 10 schools, and conduct a workshop for 150 students. For example, a local junior or community college that recruits from a small area may find this option attractive to identify top students to recruit to their school.

4.4 Model IV - Rural Area (50)

Designed for rural areas where an average class may be only 50 in size. Again, assuming the top 10% were recruited, a maximum of 5 students per school would be eligible to attend the 1-Day Workshop. The suggested minimum of 50 students per workshop would require 10 schools.

5.0 ADMINISTRATIVE REQUIREMENTS

5.1 Administrative requirements for Adult Supervisors

Administrative requirements are kept to a minimum for 1-Day Workshops (PLAY day) COLS needs to know who the students are and that they have their school's and their parent's permission to attend.
The Registration and Consent Forms should be used as record forms (See Sample: Registration and Consent Forms). They should be on hand during the workshop PLAY day). Special note: a registration form is required for all new ambassadors attending a workshop; a signed consent form is required for all workshop participants under the age of 21, including all alumni or other student participants.

The teacher/adult supervisor must forward the registration forms and consent forms to the PLAY day Advisor within 10 days. Three copies of the program booklet/leaflet and a Final Report must accompany these registration forms. COLS must keep the consent forms on file for seven years, until the participants are age 23.

The PLAY day Advisor or the COLS Board also wish to receive the following items: a Final Report, Program, a Roster of attendees, facilitators, and speakers. These items may be helpful for future workshops, Alumni Associations, and Seminar committees.

Reasonable risk management steps must be taken, and COLS’ policy is provided as a guide. COLS need to know that a workshop is planned and that the correct authorization sequence explained earlier in this text has been followed. Other than the courtesies and good form of inviting people to participate, in writing, and of thanking them, again in writing, for their participation, there is not a great deal more involved. Again, the working theory is that workshops should be simple and cost effective so that their can eventually be thousands of them!

The PLAY day Advisor must receive copies of the final report, program, roster, and speaker/facilitator roster from the teacher/adult supervisor upon a workshop’s completion in order to have more accurate information concerning the workshops held in Central Ontario.

6.0 VOLUNTEER AWARD RECOGNITION

• Outstanding Workshop AWARD
  This award is presented to any alumnus who completes a 1-Day Workshop (PLAY day) during a program year.

7.0 DOCUMENTS

A Teacher/Adult supervisor Manual. It should be copied in total to be used to enhance uniformity in the distribution of information to all supervisors worldwide. This manual contains the COLS Risk Management & Sexual Harassment Policy and simplified reporting forms COLS would prefer each teacher/adult supervisor to use, including the Registration Form, Consent Form and Final Report Forms (Final Report, Speaker Final Report, Junior Leaders Final Report).

The documentation included in the Director’s Manual contains samples and illustrations that volunteers, particularly new teacher/adult supervisors, may find useful when planning 1-Day Leadership Workshops (PLAY day), including letters, forms, booklet/leaflet enclosures, ice-breakers, etc.
When several annual 1-Day Workshops are being run in one area, it is recommended that the consent and registration forms come from one source, such as the Director’s Manual, in order to preserve a consistent, if not exact, appearance.

Your Workshop Success Plan Steps:

______ **Secure Necessary Approval** to conduct your workshop from your PLAY day Advisor. You may want to use the 1-Day Workshop Planning Guide to give to your PLAY day Advisor. This will give the PLAY day Advisor a detailed outline of your plans as well as documentation for the COLS Board to approve.

______ **Secure Insurance Coverage.** For an approved workshop, COLS will obtain an insurance certificate for your workshop (PLAY day). If you are having another sponsoring organizations (Kiwanis, Rotary, Optimist etc) you must obtain an insurance certificate from them as well.

______ **Organize your resources.** You will need to build a team to help you plan and implement the workshop. These individuals will help you oversee each task. Resources can come from other COLS Alumni and/or service club members.

Areas that you may want help are:

- Teacher/Adult supervisor (required if you are under 21) If you are 21 or older, this is your role
- Securing a facility
- Developing the program
- Recruiting the Students
- Recruiting group facilitators and adults
- Fundraising
- Publicizing the event

______ **Select a Date.** 1-Day Workshops (PLAY day) may be operated any time of year. Check with school and community calendars to identify conflicts with major events. Also remember to check on exam dates. Workshops may be conducted on a school day or a Saturday. With a school day workshop, additional consideration must be given to the school’s willingness to allow students to be excused from class and the students’ transportation to the workshop’s site.

______ **Select your site.** After you have a date, now you can look at a place to hold your workshop. Getting use of a facility as a gift-in-kind is very possible and desirable. Some school facilities, community colleges, and church halls are possibilities. Sometimes a banquet hall, sponsoring organization meeting place, or business has a room large enough for you to use. Be sure to check for adequate space, time, parking, and whether or not you can bring in donated food
items. Sometimes the best-located facility is not a good choice because you must purchase their food, which can be very expensive.

Determine your Workshop size. Decide how many schools are in your area and how many students you wish to invite from each school. THINK BIG. With a first workshop in an area you may invite 10 students from 12 schools and may end up with 60 students on the day of your workshop. Not every school will participate or send the maximum number of students.

Prepare your communication to the school. Using the sample forms and letters, prepare your "nomination packages". Always give the school at least 3 to 4 weeks to process their forms. Some special considerations are:

- Use words and phrases such as "in addition to the spring Leadership Seminar", or "is not a substitution for the Central Ontario weekend Leadership Seminar that your school nominated (or are now nominating) one Grade 10 student leader to attend."
- If workshop nomination materials are sent between September and February, close telephone follow-up is strongly suggested to minimize confusion with nomination materials for the three day Leadership Seminar.
- Highlight the fact that 1-Day Workshops (PLAY day) are a year-round program, giving more than one grade 10 student per school the opportunity to attend a COLS program.
- Students should be invited directly through a school's principal, who should be asked to send up to a maximum number of students. In some cases, a guidance counselor or other person may act on behalf of the principal. This school COLS contact should be the same contact used for the Seminar ambassador selection.
- Invitations should not be made to all students in a class. COLS is a leadership organization. COLS recommends that no more than 10% of a given class be invited.
- Send an ample supply of Workshop registration and consent forms in each nomination package.

Plan your program. Be very focused when preparing your agenda and have interaction between the ambassadors happening early. Each panel, speaker, group leader and activity can make or break a 1-Day Workshop.

BRIEF EXPLANATION OF WORKSHOP AGENDA ACTIVITIES

- Introduction/Orientation - Prepare a brief welcome and explanation of the COLS program for the ambassadors. Also, discuss the format for the day. Turn the program over to the Alumni who will go over cheers and greetings for speakers with the ambassadors.
• Ice Breaker activities - Make these interactive and original. Use your imagination and experience. Libraries have good resources for different types of activities, or contact your Workshop Advisor.

• Panel #1 - Panels should be scheduled for 90 minutes. Each panelist should give a 5-minute talk to humanize self and subject. The purpose of this opening is to provoke questions in the students mind. After the opening, a general question/answer session should be held. After this session, the groups will continue discussing the topic among themselves for 30 minutes while the speakers circulate to answer specific questions from each group. Choose a "Hot" topic that is of interest in your area or in the nation at the time you are planning, but choose your topics carefully. You want to stay away from extremely controversial topics (abortion, the death penalty, etc).

• Lunch - Let the ambassadors mingle with the others there. No need to stay in their groups unless a speaker is scheduled for this time.

• Leadership activity - This should be something that causes critical thinking and interaction among the group.

• Panel #2 - See info for panel #1 above

• Short Team building activities - These are several 5 - 10 minute activities that can be used as filler. Non-verbal communication, challenge one group against the other or males against females.

• Motivational Speaker - Choose one carefully. Be sure that you or someone you trust has heard this person speak and you feel that they have an enthusiastic, meaningful message.

• Wrap up - Make sure to spend time wrapping up the day. Have the ambassador’s fill out evaluation sheets, pass out futures packages, present Alumni Association club activities and general housekeeping information.

Recruit your speakers. After choosing your topics, match people you would like to invite as speakers to participate in your panels. Formal letters of invitation, along with information about COLS, should be sent to each speaker followed by personal contact.

Recruit your staff. You will need at least one group leader for each group of 6 - 12 Ambassadors, along with registration, lunch and general support during the day. Make sure there are enough adults involved to properly chaperon the minors in attendance.

Solicit donations. You can find sources for donations anywhere...use your imagination. Some items that you will need are:

• Lunch for the number of people in attendance (staff as well as participants). This would include drinks as well as food (not necessarily all from one contributor.)
• Office supplies (folders for futures kits, envelopes, paper)
• Postage
• Copier usage
• Certificates for participants/speakers
• Thank you gifts for speakers (optional)
• Snacks for the day (fruit, juice, morning snacks, cookies)

_____ 

Hold training/planning meeting. Your group should have at least three meetings for planning. Dedicate one meeting to assign tasks for the day of the workshop (PLAY day), train the group leaders and review the schedule for the day so that everyone is aware of what is happening. (Leader training may be done on the morning of the workshop as long as a letter with detailed information has been sent prior to the event.)

_____ 

Arrange media coverage. Invite local media to be present at the workshop. A group picture, taken during the day of the workshop is a good addition to a follow-up newspaper article.

_____ 

Devise contingency plans. Be prepared for last-minute changes.

_____ 

Create your program leaflet. An inexpensive program leaflet can be produced with any desktop computer. Include in your booklet/leaflet:

- List of students and schools
- Alumni Chapter Officers
- Information on COLS
- Facilitator/Committee List
- List of donors/sponsor
- Agenda for the day
- Alumni Activities

_____ 

Prepare your Futures Kit. It is recommended that each participant receive a packet at the end of the day. You may have an assortment of motivational pieces to include also.

- Certificate of Recognition/Participation
- "Personal Goals and Commitment" form
- "Passport to the Future" form
- COLS Alumni Chapter/Club information (available from the PLAY day or ALUMNI Chairperson)
- Evaluation Form
- COLS Alumni Registration form
- Leadership for Service (Volunteer) information

_____ 

Send confirmation letters to the participants as nominations are returned from the schools. Sample letter is in the appendix.

_____ 

Follow-up on recruitment. Call schools and discuss any concerns, check status of recruitment, and answer questions.

_____ 

Confirm and prepare all panelists. It is important to make sure each panelists knows who the other members of the panel are and what is expected of them.
Some very good speakers will hurt a workshop panel if they go on and on and do not adhere to the 5-minute rule.

_____ **Complete follow-up report.** The workshop Final Reports should be completed 10 days following the workshop. All registration forms plus three copies of the program booklet/leaflet need to be mailed with these Final Reports to your PLAY day Advisor. These are very important steps in order to record the attendees as COLS alumni, to give you and your site credit for holding a successful workshop and to serve as a model for other PLAY days.

_____ **Acknowledge your support/speakers.** See that thank you letters are sent to workshop speakers, staff, and donors. This is a very important and often forgotten step.

Remember at any time you are unsure about anything your PLAY day Advisor will have more in-depth information. You do not have to do this on your own. Everyone, especially the new Ambassadors, will gain by this workshop (PLAY day) being a success, so it is everyone’s priority to see that you get the help and guidance you need to succeed.

### 8 - Week Time-Line Guide

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Secure COLS PLAY day Advisor’s Approval (Insurance)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Hold first Committee meeting to delegate duties</td>
</tr>
<tr>
<td></td>
<td>Determine date, site, size</td>
</tr>
<tr>
<td></td>
<td>Set preliminary agenda</td>
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<tr>
<td></td>
<td>Select panel topics and list suggested speakers</td>
</tr>
<tr>
<td></td>
<td>Coordinate solicitation of funds and donations</td>
</tr>
<tr>
<td></td>
<td>Review Risk Management &amp; Sexual Harassment Policy</td>
</tr>
<tr>
<td></td>
<td>Develop list of potential adult and junior facilitators</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2</th>
<th>Hold second committee meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Committees report on progress</td>
</tr>
<tr>
<td></td>
<td>Mail student nomination materials &amp; do follow-up calls</td>
</tr>
<tr>
<td></td>
<td>Mail speaker invitations and do follow-up calls</td>
</tr>
<tr>
<td></td>
<td>Call or send invitations to adult and junior leaders</td>
</tr>
<tr>
<td></td>
<td>Send letters or call potential sponsors</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 3</th>
<th>Hold third committee meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Committees report on progress</td>
</tr>
<tr>
<td></td>
<td>Finalize agenda</td>
</tr>
<tr>
<td></td>
<td>Assess Finances</td>
</tr>
<tr>
<td></td>
<td>Evaluate student participation response: do follow-up calls</td>
</tr>
<tr>
<td></td>
<td>Organize program booklet/leaflet information</td>
</tr>
<tr>
<td></td>
<td>Order supplies</td>
</tr>
</tbody>
</table>
Week 5
Hold fourth committee meeting
Committees report on progress
Organize publicity
Plan hospitality

Week 7
Fifth committee meeting
Committees report on progress
Print program booklet/leaflet
Print Future’s Kit
Train leaders
Call or email all attendees

Week 8
Conduct the 1-Day Workshop!

Week 9
Mail all thank-you letters

Week 10
Return completed paperwork to the PLAY day Advisor

WORKSHOP COMMITTEE SUGGESTED RESPONSIBILITIES LIST

Teacher/Adult Supervisor

- Oversees the workshop
- Handles questions & emergencies
- Secures approval from COLS PLAY day Advisor
- Liaison with Service Organizations
- Provides committees directors with all appropriate forms
- Keeps all consent forms for a period of 7 years
- Holds responsibility for workshop and all others
- Works with guidance of the PLAY day Advisor

Program Director

- Compile lists of potential speakers suggested by committee members and from other sources, such as Chamber of Commerce speaker’s bureau, etc
- Invite and confirm all speakers, including keynote or motivational speaker
- Provide speakers with program topic, times and directions
- Verify that speakers understand the COLS panel "format"
- Provide speakers with information about COLS and COLS Workshops
- Confirm all speakers’ vital information for Program booklet/leaflet
- Confirm any speaker audiovisual needs with the Facility Director
- Prepare speaker name tags using proper form of address (Mr., Mrs., Ms., Dr.) and the speaker’s company/organization name and their position.
- Greet speakers upon arrival.
- Select student attendees to do speaker introductions. Give guidelines for the proper introduction of speakers then have student interview the speaker.
- If a speaker plans to stay for more of the program, see that plans are made for the speaker to join a table if he/she wishes to do so.
- Prepare layout and print the Program Booklet/Leaflet after coordinating information from all Committee Directors.
- Send formal thank-you letter

Finance Director

- Prepare anticipated budget after meeting with full committee (workshops should never exceed a cash outlay of more than $5/student ambassador
- Send letters or call potential donors
- Maintain accurate list of all donors and value received
- See that all donors are acknowledged in the program booklet/leaflet
- Send thank-you letters to donors with copy of program booklet/leaflet
- Submit final financial statement to the teacher/adult supervisor
- If workshop donation checks are mailed to the COLS treasurer, send a detailed written request for all bills to be paid from that donation. Request funds early enough to pay expenses incurred on the workshop day (ex: Pizza delivery).

Facility Director

- Investigate potential sites for suitability, availability and expense
- Obtain written confirmation for use of selected site (time and space). Include all rooms needed, audiovisual material, podiums, microphones, etc.
- Act as liaison between committee and facility
- Coordinate room assignments for group discussions, meals, etc.
- Oversee set-up of facility for the workshop as per committee needs
- Oversee clean-up of facility following the workshop

Recruitment Director

- Compile list of schools with addresses and contact information
- Assemble nomination packets, including official registration and Consent forms, for schools (double check all dates and times) and Invitation Letter for students
- Maintain accurate list of registered students keeping available all forms
- Assign names to groups, coordinating with workshop theme or some other theme
- Assign students to specific groups, mixing students from different schools
- Prepare nametags for all attendees showing participants name, school & group and any other invited guests
- Optional: furnish names and addresses of students to adult facilitators for
contact during the week prior to the workshop. This step may increase overall attendance since it serves as a reminder and a welcome.

- Carefully monitor attendance at the workshop. Verify that you have a registration form AND consent form for each new ambassador. Schools may need to be contacted immediately for a fax copy if a student arrives without proper paperwork. Students without signed consents should not remain at the workshop. Registration is a good time to verify name, address, phone and email information for accuracy.
- Make phone call to locate "No-Shows" about one hour after the start of a workshop. Weekends, call homes. School days, call the school.

**Facilitator Director**

- Send letter of invitation or call potential adult and junior leaders.
- Confirm leader participation
- Arrange and oversee leader training
- Work with Recruitment Director to assign leader to groups and mail information to adult leaders.
- Work with junior staff to assist with icebreakers, cheers, games
- Make name tags for all adult and junior leaders, using correct titles for all Adults, (Mr., Mrs. Ms.), and indicating their status as a leader
- Acknowledge leaders at the end of the workshop during Wrap-Up time
- Send formal thank-you letter

**Publicity Director**

- Arrange media coverage. Utilize school and participants’ names and write article for local newspapers.

**Special Services Director**

- Work with Committee Directors to obtain all needed supplies
- Plan and arrange lunch, beverages, and snacks for the workshop
- Give all donors names to Finance Director and Program Committee

### 7.1 LOSS PREVENTION, RISK REDUCTION AND INSURANCE

**LOSS PREVENTION, RISK REDUCTION AND INSURANCE**
Increasing concerns within the youth serving community at large regarding health and safety, allegations of sexual misconduct/abuse, and the rising cost of insurance have generated great interest in loss prevention and risk reduction. Although COLS has not experienced any of these problems, it is essential that we develop expertise and plans for dealing with these issues. It is imperative that all levels of the COLS organization plan carefully to reduce the risk of injury, illness and liability for real or alleged actions and inactions that could lead to liability claims.

COLS have authorized general liability insurance coverage to ensure that all activities run in COLS' name are adequately covered. The purpose of this coverage is to indemnify against loss, injury or illness occurring during the planning or execution of any authorized COLS event for which COLS might be considered responsible or negligent.

Reasonable and prudent study has resulted in the following policies, which apply to the COLS operation.

**Policy Regarding Sports and High Risk Activities:**

As the result of extensive study, the following activities are not permitted as part of the COLS program: organized competitive team sports; contact sports and high risk activities such as scuba, skiing, surfing, use of guns or other weapons, horseback riding, or hang gliding.

**Miscellaneous Considerations:**

It is the policy of COLS that common carriers including buses, airplanes, trains, and watercraft (cruise ships, ferry boats, river cruise boats) are to be used for transportation. On trips or tours, if privately owned vehicles are used for transportation, someone 21 years old or older must be in charge of the group. Each vehicle must have a licensed driver 18 years of age or older, with no major violations on their driving record. All vehicles must be registered and must be covered by public liability insurance with limits of $100,000/$300,000 bodily injury and $100,000 property damage or $300,000 combined single limit.

**General Guidelines Regarding Privately Owned Passenger Vehicles:**

- All drivers must be licensed and have no major violations on their driving record.
- Passenger cars or station wagons may be used for transporting passengers, but passengers should not ride on the rear deck of station wagons.
- Trucks may not be used for transporting passengers, except in the cab.
- All passengers must use seat belts.
- All driving, except short trips, should be done in daylight.
- The speed limit must be observed.
- Travel should not be in convoy. Meeting and contact points should be arranged in advance.
NOTE: Since most accidents occur within a short distance from home, safety precautions are necessary even on short trips.

It is the policy of COLS that only swimming in pools is allowed. Since most COLS activities take place in hotels or on university campuses, permission for the use of the swimming pool, if desired, must be secured. Appropriate safeguards are required, e.g. certified lifeguards on duty. Swimming alone is prohibited at all times. Swimming in pairs is required. Although COLS has never experienced a drowning, we are reminded that the lack of responsible and informed adult leadership is a contributing factor in most of the accidents that take place.

It is the policy of COLS that no private aircraft may be used for transportation.

It is the policy of COLS that no adult leader, including COLS Staff or Junior Leaders, may be alone with a student in a sleeping room or function room. Further, no male adult or female adult is permitted alone in sleeping rooms of under age students. If a sleeping room is to be entered, two adults are required at least one of which must be of the same sex as the students whose room is being entered.

Guidelines Regarding COLS and the Use of Alcoholic Beverages:

All COLS adult staff and volunteers are role models for the students who take part in COLS programs. These young people come from all walks of life and differing social, religious, and cultural backgrounds. In determining whether, and to what extent, alcoholic beverages should be available at any COLS event; the event sponsors always must bear in mind the following commitments:

- To protect the safety of the students (who are COLS’ reason for being);
- To provide an example of appropriate behavior for COLS student participants; and
- To maintain COLS’ good reputation and high ideals.

Decisions regarding the circumstances under which alcoholic beverages may be made available at various COLS-related events and activities are left to the discretion of the persons responsible for the event. They should consider the relevant factors, including the nature and constituency of the activity or event and the prevailing social customs and attitudes of the people in the area of the activity.

In all events, the following minimum standards must be observed:

- Alcohol must never be served to a person who has not attained the legal drinking age;
- Alcohol must never be served to any person who already is obviously intoxicated;
- All other laws regarding alcoholic beverage consumption must be followed strictly; and there must always be present at least one adult designated non-drinker attending any COLS event where alcoholic beverages are being served.
- Staff should always abstain from using alcoholic beverages during any COLS seminar or youth program.
Contracts and Agreements:

It is important that all contracts and agreements related to your COLS activities be reviewed by Central Ontario Leadership Seminars Board.

Travel Activity Plan:

A COLS Travel Activity Plan Form must be filed with the COLS Chair or designate at least seven (7) days prior to the beginning of an activity.

Certificate of Insurance:

A Certificate of General Liability Insurance (excluding committee meetings) may be requested and secured from the COLS Chairperson at least two weeks prior to a COLS activity.

Parental Consent and Acknowledgment of Risk Form:

This section left blank because this specific form is NOT required for workshops. A recommended, simple registration/consent form is provided under "Documents."

Medical Treatment Log:

A Medical Treatment Log must be used in relation to all COLS activities where records of any and all first-aid or medical treatment administered during an activity are maintained. This record must be forwarded to Central Ontario Leadership Seminar Chairperson

Emergency Procedures:

A firm plan of emergency procedures must be developed before seminars or events take place.

It is the obligation of COLS to ensure that the Workshop Advisor and Teacher/Adult Supervisor develop a relationship with a medical facility near the location of all events and activities in advance of the event or activity (excluding committee meetings).

A person of authority at the medical facility (hospital or emergency care center) should be consulted regarding emergency and admitting procedures and authorization procedures for treatment of minors. Ask the administrator to review the COLS Student Registration/Parental Consent Form. If the Emergency Department requires something more than this form in order to render treatment, such as a COLS Consent and Acknowledgment of Risk Form (with or without notarization), you MUST have the student's parents/legal guardian complete this form.
The review of these forms by the representative of the medical facility and their pre-approval of its acceptance as consent for treatment is a prudent and required business practice.

**Filing of Serious or Fatal Accident Reports:**

We hope it never happens, but in the event of a serious or fatal accident, the following steps must be followed:

- Of utmost importance is the proper care of the injured individual. Immediately contact the paramedics to supervise the care and/or transportation of the injured party. (Trained first aid people should use their skills and resources to deal with an immediate life-threatening situation such as lack of breathing, heart attack, severe bleeding, or internal poisoning.)

- As quickly as possible, parents or next of kin should be notified.

- Notify the COLS Chair immediately.

- Gather factual data such as who, what, when, where, how, witnesses, photographs, etc. to aid in the reporting process.

- News media inquiries should be referred to the COLS Chair

**Health Histories:**

This section left blank because there is no requirement for 1-Day Workshop (PLAY day) participants.

**Buddy System:**

On tours or activities the Buddy System must be used. For example: two students should go to the restroom together.

**7.2 COLS Sexual Harassment Policy**

**COLS SEXUAL HARASSMENT POLICY**

**I. Policy Statements**

COLS is committed to providing a discrimination free environment at every COLS function, including, but not limited to, Leadership Seminars, 1-Day Workshops, Alumni Events, fundraising events, Corporate Board meetings, and committee meetings. In keeping with this commitment, COLS will not tolerate harassment of COLS...
Ambassadors, Alumni, Volunteers, or Staff by anyone, including Ambassadors, Alumni, Volunteers and Staff.

II. Definition

A. For purposes of all COLS activities and programs, sexual harassment is defined as unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature where:

1. Submission to such conduct is made either explicitly or implicitly a condition to participate in any COLS field operations, activities or programs: or

2. Submission to or rejection of such conduct is used as a basis for decisions affecting whether particular individuals will participate in any COLS field operations, activities or programs; or

3. Such conduct has the effect of creating a hostile environment, which may tend to interfere with any participant's participation in and receipt of the intended benefit of any COLS activities or programs.

B. For purposes of the foregoing definition, the term "participants(s)" shall include students applying for and/or attending any COLS activities or programs, and all adult and junior volunteers who apply for and/or attend any COLS activities or programs or who have or seek an ongoing participation in any organization affiliated with COLS.

C. For purposes of this policy, the phrase "verbal or physical conduct of a sexual nature" includes:

1. verbal conduct, including epithets, derogatory comments, or slurs, and

2. physical conduct, including assaults, impeding or blocking movements, or physical interference with normal activities in the context of any COLS activities and programs, and

3. visual harassment, such as derogatory posters, cartoons, or drawings.

COLS' sexual harassment policy is intended to apply to all "Participants" as defined above as well as to all COLS staff who interact with "Participants".

III. Reporting Procedure

COLS asks that a report be made whenever a COLS/1-Day Workshop participant feels that he or she has experienced sexual harassment as defined in this policy, or whenever an individual believes she or he has witnessed sexual harassment of another individual. The report shall be made to the responsible adult at the event or to his or
her assistant. The report can be made orally or in writing and should contain all pertinent information.

When the responsible adult or the assistant receives a report, that person is responsible for:

1. Conducting the investigation as set forth in Section IV, below.
2. Determining the appropriate remedies as set forth in Section V, below, if the behavior is determined to be harassment, and
3. Creating a written report, which contains all pertinent information, and sending a copy of this report to the COLS Chairperson.

If the harassment complaint is filed against a staff member, the report should be sent to the COLS Chairperson.

IV. Investigation

The allegations of sexual harassment should be investigated in a prompt, thorough, and objective fashion assuring the most confidentiality possible. In order to respect the integrity and maintain the confidentiality of the complaining party, one or two individuals should do the investigation. The investigation should consist of an interview with the complaining party, the alleged harasser, any witnesses to the conduct, and any other person who may possibly have information.

V. Remedies

Remedies for sexual harassment shall be designed to ensure that the harassment is effectively eliminated. Sanctions will be appropriate to the seriousness of the conduct and may include:

- putting an immediate stop to any activity (including skits) which qualifies as sexual harassment;
- limiting contact between the victim and the harasser;
- apologies from the harasser to the victim;
- requesting the harasser to leave the COLS event; or
- terminating the harassers involvement in COLS permanently.
### 8.0 Leadership Exercises

#### 8.1 Sample: Icebreaker Exercise

**SAMPLE: ICEBREAKER EXERCISE**

"**FIND SOMEONE WHO.....**"

Find someone, not from your school, who fits each description and write his/her name and school in the blanks. Do not use the same person more than once.

<table>
<thead>
<tr>
<th>NAME</th>
<th>SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has Blue Eyes</td>
<td></td>
</tr>
<tr>
<td>Has an unusual pet or hobby</td>
<td></td>
</tr>
<tr>
<td>Has the same first name as you</td>
<td></td>
</tr>
<tr>
<td>Is wearing a blue _________</td>
<td></td>
</tr>
<tr>
<td>Is chewing gum</td>
<td></td>
</tr>
<tr>
<td>Has seen your favorite movie</td>
<td></td>
</tr>
<tr>
<td>Has red hair</td>
<td></td>
</tr>
<tr>
<td>Is smiling</td>
<td></td>
</tr>
<tr>
<td>Has your birth month</td>
<td></td>
</tr>
<tr>
<td>Has a birthday this month</td>
<td></td>
</tr>
<tr>
<td>Is wearing a necklace</td>
<td></td>
</tr>
<tr>
<td>Has dimples</td>
<td></td>
</tr>
<tr>
<td>Is the same height as you</td>
<td></td>
</tr>
<tr>
<td>Is wearing a ring</td>
<td></td>
</tr>
<tr>
<td>Has brown eyes</td>
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</tbody>
</table>
8.2 Sample: Leadership Dynamics Game

SAMPLE: LEADERSHIP DYNAMICS GAME

BALL GAME: CONTROLLING AND INFLUENCING COMMUNICATIONS

Goals:
- To explore the dynamics of assuming leadership in a group.
- To increase awareness of the power held by the group member who is speaking at any given time.
- To diagnose communication patterns in a group.

Group Size:
- Six to twelve participants. Several groups may be directed simultaneously.

Time Required:
- Approximately 30 minutes

Materials:
- A ball or other suitable object for each group.

Procedures:
- The group facilitators explain to their groups that in the following discussion session, the manner in which the participants can interact will be limited. They tell the students that possession of the ball (or other object) will determine who may speak. They further explain that the participant with the ball must keep it until someone signals, without speaking, that he or she wishes to have it. The individual holding the ball may temporarily refuse to give it to a member who requests it.
- The group facilitators announce a topic for the group to discuss and hands the ball to a participant, indicating that the discussion period is to begin.
- After fifteen minutes have passed, the group facilitators indicate that the discussion is over.
- The group facilitators lead discussion about the experience in terms of the power phenomena that emerge in reference to the holder of the ball, frustrations involved in attempting to gain or hold the power, and the patterns of communication that emerge during the experience.
- Variation: A ball of string is passed around and unwound as the experience progresses. Resulting in a physical sociogram or interactiongram.

(Reproduced from "A Handbook of Structured Experiences for Human Relations Training," University Associates, Ltd.)
8.3 Sample: Leadership Training Exercise

SAMPLE: LEADERSHIP TRAINING EXERCISE

Materials Needed: Flip chart paper or poster board and markers for each table, one copy of exercise for each participant.

Time allotment: 90 - 120 minutes

Special Instruction: Allow students to present their business to the entire group if time permits. Otherwise, you can have groups pair off and present to each other. Student logos may be hung on the walls to display.

Getting Started... "The Future is Not That Far Away"

It's time to get those creative juices flowing! Now that you've listened to the "real life" stories of our guest speakers, it's your turn to "start your own business".

Your group must work together as potential "business partners" and create a business. Your goal is to devise a plan to get your business up and running - using what you've heard today as well as drawing upon your own experiences.

We've provided a packet of useful questions that you'll need to consider when putting together a new business, which will get you thinking about all of the details necessary to become a successful entrepreneur.

To successfully complete this assignment, your group needs to agree on a business and create a plan that you can summarize and present to your fellow entrepreneurs. It is not necessary to answer EVERY question in each category but try to make sure you cover every topic as thoroughly as possible.

In your presentation to the rest of the workshop attendees, start with the name of the business, your slogan and your logo. Keep in mind that a business may make its first impression on a customer with these three things. Do not infringe on copyright laws: in other words, BE CREATIVE! Try to include each "business partner" in the final presentation.

Please be considerate of everyone's opinions and concerns - remember there is no right or wrong way to put together your business. You'll need to consider everyone's input and learn to work together as a group for one common goal. TEAM WORK and respect are the keys to success in this exercise and also in life!

Have fun. Get started...
“Getting Started...The Future is not that Far Away”

Business Plan

Section One: Description of the Business

- What is the name of your business?
- What does your business do?
- What are its products?
- What hours are you open? What days are you open?
- Will customers generally be coming into your business or will you make appointments by phone and go out to customers’ residences and workplaces?

Section Two: History of the Business

- Who is starting your business?
- Who will be running your business?
- Is it a sole proprietorship, partnership, or corporation?

Section Three: Competition

- Who are your competitors? (Who else does the same thing that your company does?)
- Name three competitors and list three strengths and weaknesses for each one.
- Are your competitors successful?
- Are your competitors better? Why or why not?
- What makes your business different? Why will your business be successful?
Section Four: General Start-Up Costs

Without using specific numbers, write down the areas in which you'll need to spend money to begin - and continue to run - your business. (Think carefully about the hidden costs! Some suggestions: rent/mortgage, equipment rental/purchase, utility bills, etc.

Section Five: Marketing / Location

- Where is your location?
- Is the whole business located in one area? If not, explain.
- Is this your ideal business?
- Do you own the building or rent?
- Who are your customers?
- Where do they come from?

Section Six: Personnel

- How many employees will you have?
- What process will you use to attract and hire employees?
- Will they be paid hourly or salaried?
- How much will you pay each employee to start?
- Will you provide benefits? Be specific.

Section Seven: Marketing

- In what ways will you advertise your business? (Suggestions: newspaper, radio, TV, yellow pages, magazines, etc.)
- What percentage of your operating money will be applied to marketing and advertising costs?
- Will you have a logo for your business? (Have someone from your group design a logo.)
- How will you attract new customers? What areas are you looking to for new customers?
- Can you think of any free methods to advertise your business?
Section Eight: Business Loan

- Do you want to borrow money?
- How much do you want to borrow?
- What are the funds going to be used for? Be specific.
- How will the loan make your business better?

8.5 Leadership for Service

LEADERSHIP FOR SERVICE

COLS Ambassadors are challenged to perform 100 hours of community service over the next twelve months as part of their continuing leadership training. Identify your areas of interest. Keep track of your service hours and let COLS know how you have fulfilled your 100-hour commitment. Some suggestions are listed below:

**Community Service:**
- Tutoring
- Food collections
- Food basket distribution
- Central Ontario Leadership Seminars
- COLS 1-Day Workshops
- COLS Alumni Club
- Neighborhood clean-up
- Blood or Bone Marrow Drive
- Mentoring programs
- Reading programs
- Soup Kitchens
- Roadside / Highway clean-up
- Recycling
- Park clean-up
- Children's Book collection

**Service Agencies:**
- Optimist Clubs
- Kiwanis International
- Canadian Red Cross
- The Humane Society
- Literacy Volunteers of Canada
- Big Brothers / Big Sisters
- The Living Bank
- The Book Bank
- Children’s Wish Foundation
- Multiple Sclerosis Association
- Jaycees (Junior Chamber)
- Muscular Dystrophy Association
- Salvation Army
- United Way
- Special Olympics
9.0 Sample Documents

9.1 Sample: Principal Solicitation Letter - Version One

SAMPLE: PRINCIPAL SOLICITATION LETTER: Version One

Date

Inside Address

Dear (Mr., Ms., Dr.) ___________________

Central Ontario Leadership Seminar (COLS) (formerly affiliated with HOBY International) is pleased to offer your outstanding Grade 10 students an opportunity to participate in a COLS Workshop. These workshops offer your students a one-day COLS-style experience about leadership and community service that connects them with other local high school students. Most importantly, 1-Day Workshops should improve your students' self-confidence and ability to solve difficult issues.

The workshop open to your students is scheduled for (location) on (date), (time). There will be no cost to the school or student for the event. Transportation arrangements will need to be made by the student or school. Several panelists and speakers, all leaders from our surrounding communities, will conduct sessions designed to encourage these young people to think for themselves.

The very good news is that you are not limited to sending only one student to the workshop. We invite you to select students whom you consider to be leaders. We are inviting other principals in the district to invite their top student leaders as well.

To register your representatives, please have each of them complete the enclosed registration and consent forms. The consent form requires school and parental/guardian signatures. Please return the forms to me by (date) to confirm your students' registration. Please do not mail any forms to the COLS Director of Registration who looks after the Three-Day Seminar and not the one day workshops.

Thank you for your assistance. You or a member of your staff may join us for all or part of the day if your schedule permits. Adults are invited to participate as leaders. Your questions are always welcome.

Sincerely,

Name
Title
Address
Phone/Fax/Email
SAMPLE: PRINCIPAL INVITATION LETTER: VERSION TWO

(CLUB LETTERHEAD/LOGO)

(DATE)

Dear Principal:

(CLUB NAME) and Central Ontario Leadership Seminar (COLS) (formerly affiliated with HOBY International) are offering student leaders from your school the opportunity to participate in a COLS/(Sponsoring Organization) 1-Day Leadership workshop called PLAY day which means Promoting Leadership Amongst Youth day The details accompany this invitation letter.

We are excited about the event and hope that you will want to have your Grade 10 student leaders attend. We know this will be a great learning and motivational experience for those who participate.

The workshop will be (Day, Date) at (Location).

Yours truly,

Name
Workshop Title
Address
Phone/Fax
Email
9.3 Sample: Instruction Sheet for Principal Invitation Letter

SAMPLE: INSTRUCTION SHEET
(TO ACCOMPANY PRINCIPAL INVITATION LETTER)

Central Ontario Leadership Seminar 1-Day Workshop

This PLAY day (Promoting Leadership Amongst Youth) is a one-day leadership development program offered by Central Ontario Leadership Seminars (formerly affiliated with HOBY International) and hosted again this year by (NAME OF SPONSORING CLUB). We are pleased to offer the workshop to your school in order to reach more of your outstanding Grade 10 student leaders other than the one who attends the three-day Central Ontario Leadership Seminar.

This leadership workshop is not a substitute for the Three-Day COLS Leadership Seminar for which you may have nominated one student leader to attend. This is an additional program being offered because of your school's interest in having leaders participate in the COLS program.

We invite Grade 10 student leaders from your school to join other students from the area’s schools for this important workshop to be held:

(Date)  
(Location)  
(Address)  
(Time)  

The workshop will focus on leadership skill development and volunteerism. It will bring your students into contact with leaders from the area who will conduct sessions designed to encourage these young people to think for themselves. An agenda for the day is part of the invitation letter to the students. Lunch will be provided.

We know this is an exceptionally busy time of the year for you, and therefore only the following limited action is needed on your part to initiate the nomination:

1) Complete the enclosed School Representative Form and return by (Date). Instructions on how/who to return to).

2) Distribute to each nominated student an invitation letter, Registration form, and Consent form. (Forms should include: Instruction on how/who students should return forms to and by (Date). If being returned to counselor: Instructions on how/who to provide collected Registration and Consent forms to or when representative will pick them up.)

The Workshop Committee will then be in contact with your selected student to confirm their attendance. We invite you to observe the workshop if your schedule permits. Adults may assist as leaders for the day. We are confident you will be pleased with your student's participation in this workshop. If you have any questions call (Name and telephone number).
9.4 Sample: Student Invitation Letter

SAMPLE: STUDENT INVITATION LETTER
(Should have enough copies for each student and attach to Consent Form)

(CLUB LETTERHEAD/LOGO)

Dear Student Leader:

Congratulations on being selected by your school to attend the Central Ontario Leadership Seminar 1-Day PLAY day (Promoting Leadership Amongst Youth day). This Workshop is designed to encourage you to develop your leadership qualities further.

You and other student leaders from your school and other area schools are invited to participate in this workshop on (Day, Date) from (Time) a.m. to (Time) p.m. at (Location, Address). Refreshments and lunch will be served. (List anything that student should bring and include directions to the site.)

The workshop will focus on leadership development and learning about the Canadian Incentive system through exploration of several issues, featuring leaders from the community.

During the workshop you can expect to discuss and debate, listen and learn, participate in fun leadership development activities, ask questions, and practice your communication skills. The schedule for the day is intense and fast-paced:

(Skeletal outline of agenda)

This is a free workshop made possible through sponsorship by (CLUB). We hope you will decide to attend.

Please complete the Registration and Consent forms, and return them as soon as possible to (Instructions).

You should arrive at (Location) about (Time) a.m. We will begin promptly at (Time) a.m. (ET). You are expected to remain until (Time) p.m.

We look forward to your participation.

If you have any questions (give instructions on who to call on your committee or who to see at school).
9.5 Sample: Workshop Agenda # 1

SAMPLE WORKSHOP AGENDA # 1
COLS 1-DAY LEADERSHIP WORKSHOP

8:00 - 9:00 AM  Registration & Refreshments
9:00 - 9:30 AM  Group and Counselor Introductions/Icebreakers
9:30 - 10:00 AM Welcome and Introduce Plan for the Day
10:00 - 10:45 AM Motivational Speaker
10:45 - 11:00 AM Break
11:00 - 12:00 PM Interactive Game: "Operation Exurbia"
12:00 - 1:00 PM  Lunch
1:00 - 2:00 PM  Panel I: Volunteerism: Leadership through Service
                    Frank Zee, Chairman of Leadership Berks
                    Jane Tate, United Way
                    Donald Snagger, Habitat for Humanity
2:00 - 2:30 PM  Group Discussions
2:30 - 2:45 PM  Break
2:45 - 3:45 PM  Panel II: Leadership in Business
                    Casey Stewart, Author, Follow Your Dreams
                    Wilson Wingate, CEO, Wingate Company, Inc.
                    Donna Voors, Career Placement Advisor, Tempo
3:45 - 4:15 PM  Group Discussions
4:15 - 4:30 PM  Goal Setting: Personal Commitments
4:30 - 4:45 PM  Putting It All Together / Alumni Association
4:45 - 5:15 PM  Presentation of Certificates, Evaluations, Open Mic
5:15 - 5:30 PM  Summary, Closing Comments & Departure
SAMPLE WORKSHOP AGENDA # 2
COLS 1-DAY LEADERSHIP WORKSHOP

8:00 - 8:30 AM  Registration
8:30 - 9:00 AM  Let's Get Acquainted
9:00 - 10:00 AM I Can Do That (Motivational Game)
10:00 - 10:30 AM Group Discussions – group makes a group cheer
10:30 - 10:45 AM Break and Snacks
10:45 - 11:45 AM Panel I: The Free Enterprise System - What Makes it Work?
   Jeff Rice, Sr. Vice President, Merrill Lynch
   Anne Richards, Director, Provincial Department
   Roy Evans, President
11:45 - 12:15 PM  Group Discussions
12:15 - 1:15 PM  Lunch
1:15 - 2:15 PM  Panel II: Volunteerism: Leadership through Service
   Frank Zee, Chairman of Leadership Berks
   Jane Tate, President, United Way
   Donald Snagger, Field Coordinator, Habitat for Humanity
2:15 - 2:45 PM  Group Discussions
2:45 - 3:45 PM  Panel III: The Entrepreneur
   Tom Knight, Owner/Founder of Cel’s Cookies
   Jim Wright, President/Owner of WR Advertising
   Diana Bruce, Owner, Erickson's Studios
3:45 - 4:15 PM  Group Discussions (Rap Sessions/Family Time)
4:15 - 4:45 PM  Goal Setting & Leadership: Dr. Eugene Newman, Speaker
4:45 - 5:15 PM  Acknowledgements and Alumni Presentation
9.7 Sample: Workshop Agenda #3

SAMPLE WORKSHOP AGENDA # 3

(Short/School Day Length)

COLS 1-DAY LEADERSHIP WORKSHOP

7:30 - 8:00 AM Registration

8:00 - 8:20 AM Let's Get Acquainted (Ice-Breakers)

8:20 - 8:30 AM Welcome & Introduction
        Seth Young, Teacher/Adult Supervisor

8:30 - 9:20 AM I Can Do That (Motivational Game)


        Tom Knight, Owner/Founder of Cel's Cookies
        Jim Wrable, President/Owner of WR Advertising
        Diana Bruce, Owner, Erickson's Studios

10:20 - 10:50 AM Group Discussions

10:50 - 11:20 AM Service Project: Assemble Mailing Kits for MS Walkathon

        Jackie Benedetti,
        Service Chairman, COLS Alumni Association

11:20 - 12:00 PM Luncheon Speaker: Gary Marabella, Habitat for Humanity

        "Volunteerism: Your Leadership Commitment"

12:00 - 1:20 PM Build Your Own Business

        (Interactive Leadership Training Exercise including
        Group Presentations of finished projects)

1:20 – 2:20 PM Motivational Speaker

2:20 - 3:15 PM Evaluations, Alumni Club Invitation, Acknowledgements

3:15 - 3:30 PM Dismissal
SAMPLE: PANELIST/SPEAKER INVITATION

Dear (Mr. Ms., Dr.) ________________________:

The (Sponsoring Organization) club in our area, in partnership with Central Ontario Leadership Seminars (COLS), is bringing together a select group of Grade 10 students to learn more about leadership. The attendees will be _____ of our outstanding young people from public _____ and private high schools in ______________. Speakers at the COLS 1-Day PLAY (Promoting Leadership Amongst Youth) day will be community leaders in business, science, education, government and the professions. Because of your outstanding achievements and concern for our community, you are invited to participate as a panelist during this workshop where you will be joined by two or three other invited guest speakers. Please consider giving a five-minute presentation on (name of panel) on (date) at (time) at (location). If you are unfamiliar with COLS’ format, five minutes may seem too short a time for you to present. However, immediately following the presentation there will be a general 30-minute "question and answer" period. This is followed by 30 minutes of small group discussion of which you would be a part as well.

The key to these workshops is interaction and participation by the students. (Local service organizations name) is pleased to sponsor the program right here in our own community, and I know the students will be excited to have you speak to them.

I will call in a few days to confirm your participation. Thank you.

Sincerely,

Name
Workshop Title
Address
Phone/Fax/Email
9.9 COLS’ Workshop Information Sheet

COLS’ WORKSHOP
MOTIVATING TOMORROW’S LEADERS...TODAY

Information Sheet

Purpose: This documentation is to inform you about one of the programs conducted by Central Ontario Leadership Seminars (COLS). The information contained is only a brief summary of this program. For more information, please contact: COLS Box 15 RR#6, Shelburne, ON L0N 1S9

Description: 1-Day Workshops are leadership workshops held in the local community. The workshops are one day in length. Their format is similar to that of COLS’ weekend leadership seminars.

Each workshop has several sessions covering issues that pertain to areas of leadership, government, education, industry, etc. Each session consists of a panel of at least three speakers. These speakers are leaders in the local community. Speaker selection is made to allow for differing viewpoints regarding the session topic.

Each panelist is given three to five minutes to address the group. After all speakers give their presentations, the floor is open for a 35-minute question and answer session, allowing students to interact with the panelists. Following this session, students are divided into small groups, facilitated by an adult volunteer and possibly a junior staff member, to allow further discussion of the topic at hand. At this time, the students have a chance to discuss the panel with each other, to gain a deeper understanding of their peer group. Also at this time, the panel speakers tour the groups to answer further questions. This format allows the students to gain more knowledge than possible from standard lecturing.

A workshop usually contains two panel sessions, one or two motivational speakers, ice breakers, leadership exercises, goal setting, lunch, and a review/feedback closing.

These workshops are provided at no cost to the students.

Resources: Financing for workshop comes from donations. These donations (time, supplies, funds) come from service organizations, local businesses, community volunteers and private individuals.
9.10 Sample: Panelist/Speaker Confirmation

SAMPLE: PANELIST/SPEAKER CONFIRMATION

Date

Inside Address

Dear (Mr. Ms., Dr.) _________________:

How pleased we are that you will be joining us for the (location) area Central Ontario Leadership Seminar 1-Day PLAY (Promoting Leadership Amongst Youth) day on (date). Thank you!

For your five-minute presentation on the topic: "Who Owns Canadian Business?" we would like you to consider the following areas:

   a) The effects of economics on our Province;

   b) The role of education in preparing for a sound economic future worldwide;

   c) The relationship between economics and world politics.

At the conclusion of the panel presentation, the students will have a general 30-minute question and answer session, followed by small group discussion in which you will participate.

Your panel is scheduled for 9:00 a.m. - 10:30 a.m., so please arrive by 8:45 a.m. We hope your schedule will permit you to stay and observe more of the workshop.

Please let us know if you need additional information. Also enclosed for your convenience is a map of the campus and detailed directions to the workshop location.

Sincerely,

Name
Workshop Title
Address
Phone/Fax/Email
9.11 Sample: Panelist/Speaker Thank You

SAMPLE: PANELIST/SPEAKER THANK YOU

Date

Inside Address

Dear (Mr. Ms., Dr.) ________________:

Your presentation at our recent COLS 1-Day PLAY (Promoting Leadership Amongst Youth) day contributed greatly to making the program a tremendous success, and the young people were most appreciative. We heard many student comments such as, "Now I understand the economic system so much better" and "She really made me want to do something to help society!"

On behalf of the Workshop committee and the students whose lives you have affected, thank you for your participation. We are grateful for the time you spent preparing for and participating in this exciting program.

Sincerely,

Name
Workshop Title
Address
Phone/Fax/Email
9.12 Personal Goals & Commitment

PERSONAL GOALS AND COMMITMENT

Set four short-term goals for yourself about what you want to do with the personal knowledge and motivation you now have. Keep this sheet handy and refer to it daily as a reminder. Once you've completed these four goals, make another list of additional goals, perhaps writing down longer-term goals that you want to achieve.

Idea: Your goals could be to become an officer/leader in a school or out-of-school activity, or to organize a project or event, or attend another leadership development program, or to participate in a speech contest -- whatever goals will help you to practice and develop your leadership potential.

I believe that I have a great potential.
I believe that I can create my own miracle.
I am going to make a difference for myself by doing the following:

<table>
<thead>
<tr>
<th>GOALS/ACTIVITY:</th>
<th>DATE TO ACCOMPLISH BY:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>
Target Audience: COLS Leadership Seminar or COLS Workshop Ambassadors

Length of Session: 60 minutes

Materials Needed:
- Participant Handouts
- Leader’s Guide
- Overhead Transparencies

Equipment Needed:
- Overhead Projector with screen

Facilitator Prep:
- Thoroughly review Leader’s Guide
- Train group facilitators
- Copy handouts

Session Objectives

Following this session, participants should be able to:

- Explain the importance of goal setting as a leadership skill
- Write goals using SMART criteria

Course Outline

<table>
<thead>
<tr>
<th>Topic</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction / Icebreaker</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Introduction to Goal Setting</td>
<td></td>
</tr>
<tr>
<td>What is a goal?</td>
<td>3 minutes</td>
</tr>
<tr>
<td>Why are goals important?</td>
<td>2 minutes</td>
</tr>
<tr>
<td>Benefits of setting goals</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Types of Goals</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>
Charting Your Course
Leader’s Guide

Icebreaker – 15 minutes

State:
Please close your eyes for a moment. Imagine 10 years from now. You have probably completed college and are well on your way to establishing yourself in some sort of a career.

Ask:
What will your life be like? What will you be like? What will be important to you? What kind of person do you want to be known as by others?

Handout
Take a moment and complete the first question on page one of your handout. Describe you and your life 10 years from now.

Allow participants 2 minutes to complete their thoughts and record their answers. Then, allow 5 minutes for participants to share their answers with their small group (optional).

State:
Next, think about your community 10 years from now.

Ask:
What will it be like? What will the challenges be? How will you be involved, or will you be involved at all?

Allow participants 2 minutes to complete. Then, allow 5 minutes for participants to share their answers with their small group (optional).

Discuss:

Discussion Questions:
- How realistic is your overall plan for yourself and your community?
- How will you achieve your dreams?
- What factors may prevent you from being successful?
- How often will you review your progress toward achieving your dreams?

State:
Ten years may seem like a long time from now, and it is. But it is amazing how the choices you make between now and then will affect what your life and your community will be like in ten years and beyond.

The good news is that if you focus on what you want, who you want to be and how you will impact your community, you can really make a difference. Even if you simply look at what you want your life to be like in the next 6 months.
So, the question is, how do you do that?

Ask: 

*Allow participant response.*

### Introduction to Goal Setting - 15 minutes

State: That is where goal setting comes in.

Ask: **How many of you have set goals?**

*Allow for a show of hands. Call on a few people to share a goal. You will most likely get responses such as “Go to college”, “Buy a car”, etc.*

Ask: **What is a goal? How would you define it?**

*Allow participant response.*

State: Goals are pre-determined end results. They are far more than dreams, yet people tend to think of and use the words interchangeably. They think of goals in the abstract, usually in terms of happiness, such as “I want to buy a car” or “I want to go to XYZ College.” To have a good goal, is to have a well-clarified purpose, an end result, with a good plan of how to get there.

---

### 9.13 Junior Leader Training Agenda

**JUNIOR LEADER TRAINING AGENDA**

It is important to orient the adults who will monitor and guide a group of students. A key member of the workshop committee should guide this training, which should include the points below:

- Explain the purpose and format of the 1-Day Leadership Workshop (PLAY day)
- Explain the role of the sponsoring organization
- Review agenda of the day, announce who will be speaking and their topics
- Explain the duties of Junior Leaders and the moderator
- Conduct a brief mock workshop so that Junior Leaders can practice their roles
- Working with the person in charge of recruiting, assign an Junior Leaders to every eight to twelve participants
- Explain what to wear and time to arrive
- Give the students' names and addresses to each Junior Leaders and ask them to call each participant in their group to welcome them, answer any questions and confirm their attendance
Junior Leaders:

- Help prepare and conduct an ice-breaker for opening the workshop
- Teach the new workshop ambassadors some of COLS’ motivational cheers
- Welcome the speakers and coordinate the introductions being done by the ambassadors
- Assist first time counselors in small group discussions
- Conduct leadership for service and goal setting presentations
- Serve as moderators, masters of ceremony, conduct alumni association presentation, assist/facilitate with the leadership simulation activities
- Assist in set-up, clean up, and other logistical arrangements throughout the day
- Help with registration
- Call/remind students to attend
- Parking lot greeters

Mr./Missy PMA:

- Call for questions from the audience following presentations of all panelists on a given panel
- Ask participants to give their names, high schools and discussion group identifications before asking questions
- Repeat questions, when necessary, to be certain that they are heard by all participants
- After 30 - 45 minutes of questions and answers, dismiss the students to continue discussion in the small groups with their Junior Leaders

9.14 Sample Press Release

SAMPLE PRESS RELEASE
FOR IMMEDIATE RELEASE

Service Organization:

Contact Name:

Telephone:

MOTIVATING TOMORROW'S LEADERS TODAY

(Number) outstanding student, nominated by the principals of (number) area high schools, attended the (Club)-sponsored Central Ontario Leadership Seminar (COLS) 1-Day Leadership Workshop (day), (date), at (location).

Volunteer speakers included:

Serving as Junior Leaders were:

Donors were:

"Without the generous contributions of time and money from the speakers, group facilitators, and donors, this program just couldn't be held. Our thanks goes to everyone who helped these outstanding young people develop leadership skills," said (name), of Central Ontario Leadership Seminars, who coordinated the event.

(Number) (Service) clubs combined their efforts to organize the 1-Day Leadership Workshop, which is an outgrowth of the Central Ontario Leadership Seminar program for outstanding tenth graders in the area. The clubs of ________ plan to make the day-long seminar an annual event.

Student who attended the leadership workshop were from (schools).
SAMPLE PRESS RELEASE

FOR IMMEDIATE RELEASE

Service Organization:

Contact Name:

Telephone:

(SERVICE CLUB) PLANS COLS 1-Day LEADERSHIP WORKSHOP

Selected by their high school principals on the basis of leadership potential, more than (number) outstanding Grade 10 student leaders from schools throughout the area will be attending a one day Leadership Workshop on (day), (date), at (location).

Prominent leaders in business, science, education, government, and the professions are scheduled to discuss “Canada’s Incentive System,” and the democratic process.

“We’re excited about the speakers and group facilitators who have agreed to participate in the program,” said COLS supervisor, (name). “Outstanding leaders of today working with outstanding leaders of tomorrow should make this a great day. The format is designed to involve youth in critical thinking for the future.”

The local workshop is an extension of the Central Ontario Leadership Seminars (COLS) program for outstanding tenth graders in the area.
CHEERS
The Princess

The princess pack *(right arm bent with palm facing down, left arm bent with palm facing up, making a "Z" shape with both arms)*
Lived in a tree *(Clap hands above head -- you're a tree!)*
She sailed across *(make water waves with hand)*
The seven seas *(put up 7 fingers)*
She sailed across *(same action - line)*
The chanel two *(put up 2 fingers)*
And took with her *(mime throwing a bag over right shoulder)*
A ricky bamboo *(twist hips & bend knees)*
A ricky bamboo *(same action - line)*
Now what is that? *(Right arm then left arm), face palm up)*
It's something made *(Bang fists together twice)*
By the princess pack *("princess pack" action)*
It's red and gold *(same action as "now what is that")*
And purple too *(flash hands to audience)*
What's why it's called *(hold hands to mouth as if shouting)*
A Ricky bamboo *(same action-line)*
Now Cap'n Jack *(Salute)*
And loyal crew *(hold up arms as if to show off biceps)*
They sailed across *(make waves with hand)*
The ocean blue
But their ship sank *(plug nose, and wiggle down)*
And yours will too *(point to audience)*
If you don't take *(swing imaginary bag over shoulder)*
A ricky bamboo *(same action-line)*

SUPER

It's a lot like outstanding but doesn't require asking a question...someone just kind of starts it and the group keeps going for however many rounds. Clapping included!

*S (pause)* U - P - E- R! SUPER SUPER THAT'S WHAT YOU ARE!
(repeat)

It's SO easy to learn and great for panel speakers -- especially as a change from OUTSTANDING.
WE ARE PROUD OF YOU

Much like SUPER...again with clapping

*We are proud of you! Say we are proud of you! (pause) (repeat)*

-----------------------------------------------------------------

WINDING YOUR TOY

This one is so much fun and get the kids loosened up and moving!
Leader: HEY COLS!
Follower: HEY WHAT!
Leader: I want to see YOU! Wind your toy!
Follower: Only if YOU! Do it with us!
The tune goes "Wind your toy...wind wind your toy!" And basically you're jumping while "winding your toy"...aka moving your hand in a circular motion *behind* you...if you get my drift ;) You sing "wind your toy" twice to each wall as to make a square and then the cheer ends with the regulatory "woot!"

____________________________________________

DYNAMITE

*Leader: Central is WHAT?!*
Follower: DYNAMITE!
*Leader: Central is WHAT?*
Follower: DYNAMITE!
ALL: CENTRAL IS *tick tick tick tick tick tick* BOOM Dynamite!
(can be repeated)......and instead of "central" you can say "COLS" but central sort of

________________________________________

One, Two, Three, Four

ONE! WE ARE (Insert Group #)! TWO! A LITTLE BIT LOUDER! THREE! WE CANT STILL HEAR YOU! FOUR MORE MORE MORE! *repeat*
this could almost be used as another kind of roll call and each group goes through the verse once...group 1-12....does that make sense?
**We Have the Power**

This is a great morning cheer, because of the aches and pains we all get from a lack of sleep at three day :)

*My back is achin’*

*My belt’s too tight*

*My hips are shakin’ from left to right*

*Say OOH! Ungawa! We have the power!*

"WE" can be replaced with "COLS", "Central", "Girls", "Leaders"...whatever. It's up to suggestion.

-------------------------------------

**The Bear Cheer**

one day i met (one day i met) <-that was the repeat... it happens every line
a great big bear
a great big bear
a way up there
(fast) one day i met a great big bear, a great big bear up AAAA WAY UP THERE

he looked at me
i looked at him
he sized up me
i sized up him
(fast) he looked at me i looked at him, he sized up me i sized up IIII SIZED UP HIM

he said to me
why don't you run
i see you ain't
got any gun
(fast) he said to me why don't you run, i see you ain't got any AIN'T GOT ANY GUN

and so i ran
away from there
but right behind
me was that bear
(fast) and so i ran away from there, but right behind me was that HIND ME WAS THAT BEAR

ahead of me
there was a tree
a great big tree
oh glory me
(fast) ahead of me there was a tree, a great big tree oh glory OH GLORY ME
the nearest branch
was 10 feet up
i'd have to jump
and trust my luck
(fast) the nearest branch was 10 feet up, i'd have to jump and trust my JUMP AND TRUST MY LUCK

and so i jumped
into the air
but i missed that branch
away up there
(fast) and so i jumped into the air but i missed that branch away up AWAY UP THERE

now don't you fret
now don't you frown
'cause i caught that branch
on the way back down
(fast) now don't you fret now don't you frown, 'cause i caught that branch on the way back ON THE WAY BACK DOWN

this is the end
there is no more
unless i meet
that bear once more
(fast) this is the end there is no more, unless i meet that bear once MEET THAT BEAR ONCE MORE

and so i met
that bear once more
and now he's a rug
on my bedroom floor
(fast) and so i met that bear once more, and now he's a rug on my bedroom ON MY BEDROOM FLOOR

---------------------------------------------

don't mess with the Best

don=t mess(clap, clap)
with the best(clap, clap)
don=t fool(clap, clap)
with the cool.
really fast
I said don=t mess with the best cuz the best don=t mess
don=t fool with the cool cuz the cool don=t fool.....don=t mess(clap, clap ) with the best!
I’d Rather Be…

PMA Tip: You must use names of people at the PLAY day
I’d rather be a cracker...
than a pringle (is a person’s last name)

I’d rather be an otter, an otter an otter
I’d rather be an otter
Than a Beaver (Beaver is last name, otter is water animal like beaver)

Thunderation

Thunder, Thunderation (start softly and get louder with each repetition)
We= re the Central delegation
When we work with determination
We create a BIG SENSATION

I’m Singing In The Rain

I= m singing in the rain(song) I= m happy(clap) again
thumbs up....I= m singing
elbows in
knees together
toes together
butt out
head up or back
tongue out

Alive, Awake, Alert, Enthusiastic

PMA Tip: This cheer can also be done by clapping

I’m alive, awake, alert, enthusiastic..
I’m alive, awake, alert, enthusiastic..
I’m alive, awake alert,
I’m alert, awake, alive,
I’m alive, awake, alert, enthusiastic
(Faster)
Actions: alive-hands on head
awake- hands on shoulders
alert- hands on knees
enthusiastic- hands on toes
A Pizza Hut

A Pizza Hut (make a hut over head with hands)
Kentucky Fried Chicken ( make wing action with your arms
And a Pizza Hut
McDonald's, McDonald's! (make golden aches with arms over head)
Kentucky Fried Chicken
And a pizza Hut
Repeat as often as you want getting faster each time
Other way of doing it is each time you sing the cheer take out one item and do the sign for it instead so you would start of A (then do pizza Hut action).Next time do action for pizza hut and Kentucky Fried Chicken but don’t say the words

Dexterity Check

*clap 1-2-3-4-5
*clap 1-2-3-4-5
*clap 1-2-3
*clap 1-2-3
ha- (crossed right wrist over left)
ha- (cross left wrist over right)
BACKWARDS!-
ha-
ha
*clap 1-2-3
*clap 1-2-3
*clap 1-2-3-4-5
*clap 1-2-3-4-5
(cheer)

Coast To Coast

Repeat after leader cheer:
From coast to coast
Central leaders are the most
I said from coast to coast,
Central leaders are the most
Chorus- Na, na, na, nana
    Na, na, na, nana
    Na, na, na, nana
    Na, na, na, nana
From city to city
Central girls are real pretty
I said from city to city
Central girls are real pretty
Chorus
I said from chicken to eggs
Central guys have nice legs
I said from chicken to eggs
Central guys have nice legs
Chorus
From east to west
Central Momma is the best
I said from East to west
Central Momma is the best
Chorus
From slobber to drool
Central is really cool
I said from slobber to drool
Central is really cool
Chorus
From left to right
Central is outta sight (continue with your own verses)

Can use “PLAY day instead of Central for the one-day workshops

---

**Boomchickaboom**

PMA Tip: This is good “repeat after me” fun.

**I said a boom-chick-a-boom**
I said a boom-chick-a-boom

**I said a boom-chick-a-boom**
I said a boom-chick-a-boom

**I said a boom-a-chick-a-rock-a-chick-a-rock-a-chick-a-boom**
I said a boom-a-chick-a-rock-a-chick-a-rock-a-chick-a-boom

**I said all right**
I said all right

**I said ok**
I said ok

**I said one more time**
I said one more time
(choose a theme)

**Janitor Style** (broom-a sweep-a-broom, sweep-a-broom,broom,sweep-a-mop-a-sweep-a-mop-a-sweep-a-broom)
**Valley Girl style:** (could also be cheerleader, use the word like between words- I said-like-a-rock-a-chick-a-rock……
**Under water** (wiggle finger over lips)
**Cowboy style:** (use your imagination)
**Like the queen:** (wave like the queen, talk with British accent)
**Librarian style:** (done quietly) I said a- read- a-book-a-shhh-….. (use your imagination)
**Nuclear style:** I said a **BOOM!**

---

**Don’t Mess with the Best**

Don’t mess (clap, clap)
With the best (clap, clap)
Don’t fool (clap, clap)
With the cool (Clap, clap)
(really fast)
I said don’t mess with the best cuz the best don’t mess
Don’t fool with the cool cuz the cool don’t fool--- don’t mess(clap, clap) with the best

---

**Down**
PMA Tip: this is an answer back cheer

**Hey Central**
Hey what?

**Hey Central**
Hey what?
Show me how you get down
NO way!

**Show me how you get down**
Okay
(all together)
D-O-W-N that’s the way we get down (clap, clap)
D-O-W-N- that’s the way we get down

---

**Spirit**
PMA Tip: repeat as desired.

We’ve got spirit
What?
Yeah, yeah we got spirit
What?
Yeah, yeah we got what, what, what, what,what
Whatwhatwhatwhatwhatwhatwhat
What, we got SPIRIT

---
Flying High

PMA Tip: This is a “repeat after me” cheer
I said high-di, high-di, high-di high
I said high-di, high-di, high-di high
I said wag, wag, wag, wag, wag-di wag
I said wag, wag, wag, wag, wag-di wag
I said wave your hands up in the sky
I said wave your hands up in the sky
Cuz Central Leaders are flying high
Cuz Central Leaders are flying high
A little louder!
A little louder!
A little stronger!
A little stronger!
(Repeat song again- after song repeats end with a little softer, a little quieter)
Repeat as desired

Father Abraham

Father Abraham
Had seven sons sir
Seven sons sir
Had Father Abraham
And he didn’t laugh
And he didn’t cry
All he did was go like this……
With a left (move left arm and keep moving through next verse of song, then move right arm with the left etc)

The Shark Song

A boy and a girl
Went out on a date
They went to the ocean
Instead of the lake
They went for a swim
They swam real far
But they go scared
Because of the sharks

REFRAIN:
Mamma shark (arms in front, hands together, open like shark’s mouth
Papa shark (arms open to side)
Brother shark (arms like momma shark- open from elbow)
Grandpa shark (made fists- open like shark’s mouth, talk like grandpa)
Baby shark (put hands together and use index fingers for the mouth- talk like baby)

They swam away
They swam real fast
They thought they had won
All except for the sharks

REFRAIN……..

They got an arm
They got the other arm
They got a leg
The other leg
They got a head
And all was red
‘cuz they were dead
ALL BECAUSE OF THE SHARKS!

REFRAIN……..

The Twinkie Song

PMA Tip: clapping song and repeat as often as you want but faster each time

Do- the stuff they put in twinkies
Ra- they guy who buys the twinkies
Mi- the guy he buys them for
Fa- the line up for the twinkies
So- I think I’ll have a twinkie
La- la la la la la twinkie
Ti- no thanks I’ll have a twinkie
And that will bring up back to dough, twinkie, twinkie, twinkie

________________________________________________

Brown Squirrel

PMA Tip: Action cheer
Brown squirrel, Brown squirrel
Shake your bushy tail
Take a peanut in your paw
AND SHOVE IT UP YOUR NOSE! (loudly)

Brown squirrel, brown squirrel,
Shake your bushy tail

*Use your imagination for other verses*

---

**Boa Constrictor**

PMA Tip: Song
I’m being eaten by a boa-constrictor
I’m being eaten by a boa-constrictor
I’m being eaten by a boa-constrictor
AND I…DON’T LIKE IT VERY MUCH

*After each body part, you repeat the chorus while clapping hands, stamping feet. Don’t forget to point to the body part as you say them*

Oh no, it’s got my toe
Oh gee, it’s got my knee
OH MY, it’s got my thigh
Oh dear, it’s got my rear
Oh fiddle, it’s got my middle
Oh darn, it’s got my arm
Oh heck, it’s got my neck
Oh dread, it’s got my head

---

**The Milk Song**

PMA Tip: This is a partner group must get themselves into partners for “milking”. When the MOO part is being cheered the partners each face each other and perform a milking action on their thumbs
First Moo line one partner pull on others thumbs
Second line partners switch action

Leader yells: Give me a long milk
Group yells back chocolate
Leader yells Give me a short milk
Group yells back: white

All together group sings chorus:
Don’t give me no pop, no pop!
Don’t give me no tea, no tea
Just give me milk!
M00, MOO, MOO, MOO
That good cold mild!
MOO, MOO, MOO, MOO
Second verse :
Give me a long MOO!
MOOOOOOOOOOOOO
Give me a short Moo!
Moo
Then return to chorus
You can add as many verses as you like

______________________________

Beaver Song

Beaver .One Beaver All
Let’s all do the beaver call
CH, CH., CH, CH, CH, CH, CH, CH, CH, CH, CH, CH, CH, CH
Beaver Two, Beaver Three
Let’s all climb the Beaver Tree
CH, CH., CH, CH, CH, CH, CH, CH, CH, CH, CH, CH, CH, CH
Beaver Four, Beaver Five
Let’s all do the beaver jive!
CH, CH., CH, CH, CH, CH, CH, CH, CH, CH, CH, CH, CH
Beaver Six, Beaver Seven,
Let’s all go to Beaver Heaven!
CH, CH., CH, CH, CH, CH, CH, CH, CH, CH, CH, CH, CH
Beaver Eight, Beaver Nine,
STOP! It’s Beaver Time!
CH, CH., CH, CH, CH, CH, CH, CH, CH, CH, CH, CH, CH
Ten
Leader shouts 10, rest of group starts to count backwards to ! but when they get to ! don’t say it put one finger up in the air.
Great way to quiet the group

______________________________

Ba-na-na

PMA Tip: Great way for the group to meet each other

Ba na na na na na na na na na na (Touch head, shoulders, waist, knees, toes and reverse)
Ba na na na na na na na na
HEY!
Ba na na na na na na na na
Ba na na na na na na na na (this line a little slower)
Shake a person’s hand, shake a the hand next to you
Shake a person’s hand and sing along a1,2,,a 1,2,3,4, (loudly)
Ba na na na na na na na na
Ba na na na na na na na na
HEY!
Ba na na na na na na na na
Ba na na na na na na na na (This line a little slower)

Other verses; scratch the person’s back next to you
Touch the person’s knee

*Make up your own verses*

---

**Iron It Out**

PMA Tip: Good way to get the group to be quiet.
Leader shouts: IRON IT OUT
Group answers: RION IT OUT
Leader: IRON IT OUT
Group: IRON IT OUT
Leader: IRON IT OUT
Group: IRON IT OUT
Everyone: SMOOTH ( make sweeping motion with one or both hands)

---

**Bananas of the World**

Banana’s of the world unite (everyone makes a single clap over their head and holds hands there)
Peel Bananas, peel peel bananas (everyone makes a peeling motion with each arm)
Slice bananas, slice, slice bananas (Everyone make slicing motion with hands)
Mush bananas, nush, mush bananas (make mushing action with hands)
Eat bananas, eat, eat bananas (make eating motion with hands)
Go Bananana, Go, go bananas (Everyone is jumping around, turning around)
(Hands back up in the air)
Peel it to the right ( hand peeling motion)
Peel it to the left( hand peeling motion)
Peel it down the middle (hands peeling action in front)
And huh take a bite
**Tarzan**

PMA Tip: This is a “repeat after me song”. Do actions!

Tarzan
Was swinging on a rubber band
Crashed into a frying pan
Now Tarzan has a tan

Jane
Was flying in a air-o-plane
Crashed into a freeway lane
Now Jane has a pain
Now Tarzen has a tan

Cheetah
Was movin’ to the beatah
Walkin down the streetah
Now cheetah is velveeta
Now jane has a pain
Now tarzen has a tan

Charlie
Was ridin’ on a harley
Crashed into Bob Marley
Now Charlie’s very narly
Now Cheetah is velveeta
Now Jane has a pain
Now Tarzen has a tan

Shanu
Was swimming in the ocean blue
Crashed into a big canoe
Now Shanu’s going to sue
Now Chaalie’s very narly
Now Cheetah is velveeta
Now Jame has a pain
Now Tarzen has a tan
And that my friends is the end!

_______________________________________________

Add you favourite cheers!
ICE BREAKERS
ICE BREAKERS

Interviews

Pair up the participants. Instruct them to interview each other on the basis of:

a. Three unusual things that have happened in their lives
b. Special talents or hobbies they have
c. The two most important job responsibilities they have
d. The person that they more admire in the world.
e. A colour and an animal that best describe who they are and how they feel.
f. What is their favourite book and movie?
g. What school do they go to and what activities are they involved in

Then have each other introduce their new friend to the group.

Ball Disclosures:

Produce a soft ball (tennis ball or sponge-construction ball). Arrange the participants in a circle. Throw the ball to one person and ask that individual to disclose something unusual about him/her. Then have the ball thrown to another and have them ask a question. They should say their name and where they are from when they get the ball.

Knots:

Symbolizing the group's willingness to work together, members stand in a circle. Each member crosses hands and extends them across the circle-grasping the hands of two other people, neither of whom are standing next to them. To insure one link of hands-the leader squeezes her right hand and the chain squeeze should reach each hand before getting back to the letter. The goal is to get untangled without letting go of hands.

M & Ms

Have a box of M & Ms and ask each volunteer to pick one. After each person has chosen a M & M ask:

Orange: If you would travel anywhere where would you go?
Red: What is your favourite hobby
Green: List something you have accomplished lately
Brown: If you had one free day what would you do?
Yellow: If you won ten million dollars what would you do with it?
Blue: If you could have dinner with anyone (living or dead) who would it be and why?
like everybody who ......

The group leader stands in the centre of the group seated in a circle. The leader's objective is to sit in the circle by getting some of the member's to move out of the place they occupy. Once a person has heard a statement which applies to him/her, that person is obligated (scout's honour) to move across the circle to find a new spot, opening up a place for the leader. A new person is left standing in the middle who must make another statement to get people moving. To encourage group cohesion, statements are prefaced with "I like everybody who...."

example: the leader notices that several are wearing white sneakers. The leader says "I like everyone who is wearing white sneakers". At that point all the people with white sneakers vacate their place and seek another one in the circle.

* I like everybody who watches football
* I like everybody who eats pizza
* I like everybody who is born in October

To make it easy for the participant to find their spot have them put a small piece of hockey tape on the floor in front of them (hockey tape is easy to peel off the floor when you are through. Make sure to peel the tape and throw it in the garbage.

**Lap Seat:**

All members stand shoulder-to-shoulder in a circle facing in. All members turn to the right and move one step closer to the centre. Each member puts his/her hands on the waist of the person in front. As the leader counts to 3, each member very slowly sits on the lap of the person behind.

Option: While still seated have everybody take a step forward on the count of three (one, two, three, left, one, two, three, right....)

**Who am I?**

Using masking tape or hockey tape (white) print a name of such things as: animals, cartoon characters, famous people, etc. (use one theme) on the tape and tape it to the person's back so her/she can't see it. They must go to someone else in the group and ask a question about the name on their back. The object of the game is to try and guess who they are.

This activity could be done in a large group.

**Stand Up:**

Try this one in pairs first, then 3's, then 4's, then en mass (all together). Sit on the floor, back- to -back with your partner(s), knees bent and elbows linked. Remember to sit very closely packed for the en mass stand-up, and stand up quickly and at exactly the same moment.
**Colour, Car, Character**

Have each participant think of the following: a colour which he feels fits his or her personality, the name of a car that he or she thinks is appropriate to his or her self-image, and the name of a fictional character with whom he or she identifies. Give students a couple of minutes to think about it. Then, one at a time, have the group members introduce themselves by starting with their names, colours, cars and fictional characters. In the introduction, each participant is to provide a brief rationale for each of his or her choices.

For example: "I see myself as a volkswagen because I am practical and am concerned about economic factors.

Variation: The group leader may request that the participants relate themselves to various kinds of insects, flowers, foods, games, chocolate bars, film stars, etc.

**Have You Ever....?**

Get the group in a circle. Have the players walk to a new place in the circle if they answer yes to a "Have you ever" question. It can be beneficial to ask a follow up question after the player answers yes. This may allow the player to reveal more about him/herself and bond well with others. The activity is to encourage and identify commonalities amongst the players. Be careful in choosing the right questions according to culture and ethnicity. You don't want to hurt anyone's feelings.

Have you ever............
* Walked out of a movie in the middle? What movie?
* Had a dog lift his leg on you?
* Gotten an autograph from a famous person? Which one?
* Broken a bone in your body? Which one?
* Hiked a mountain?
* Walked into a glass door because you couldn't see it?
* Been out of province?
* Been out of country? What country?
* Tripped in front of a large group of people?
* Seen the Prime Minister in person? Where?
* Had your stomach growl in class? Which class?
* Watched Sesame Street after the age of 10?
10.00 Reports
10.1 *Medical Treatment Log*

**MEDICAL TREATMENT LOG**

Submit one (1) copy with your Workshop Evaluation Form. If no injuries occurred, so note.

<table>
<thead>
<tr>
<th>Date of Occurrence</th>
<th>Name</th>
<th>Description Of Injury</th>
<th>Treatment</th>
</tr>
</thead>
</table>

**SITE:** _______________________________  **FUNCTION:** __________________________

**Please Note:**
Adult Supervisor- submit to your PLAY day Advisor
PLAY day Advisor- submit to the COLS Cha
10.2 Workshop Planning Guide

WORKSHOP PLANNING GUIDE

It is important to document your planning process before and during your committee work. The documentation can also be used as a benchmark for all future 1-Day Workshops (PLAY days) run in your area.

Adult Supervisor: _____________________ Workshop Organizer: ____________

Address: ____________________________ Address: _______________________
____________________________________ _______________________

Phone: ( ) _______________________ Phone: ( ) ___________________

Fax: ( ) ________________________ Fax: ( ) _______________________

Email: ______________________________ Email: _________________________

Please summarize your prior experience with COLS as a volunteer:
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________

GOALS

1. How will running a 1-Day Workshop benefit your community?

2. What do you hope to accomplish? (relate to participants)

3. How do you plan to accomplish this?

4. Why do you want to direct a 1-Day Workshop?
RECRUITMENT

1. How many schools do you plan to invite? _______________
   List the schools you plan to invite:

2. How many students do you plan to invite from each school? _______________

FACILITIES

1. Please list possible facilities in order of preference.

2. What date do you plan to hold the 1-Day Workshop? _______________

COMMITTEE DIRECTORS

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior Leaders Director:</td>
<td></td>
</tr>
<tr>
<td>Facility Director:</td>
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<tr>
<td>Program Director:</td>
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<tr>
<td>Public Relations Director:</td>
<td></td>
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<tr>
<td>Special Services Director:</td>
<td></td>
</tr>
<tr>
<td>Recruitment Director:</td>
<td></td>
</tr>
</tbody>
</table>

WRAP-UP REPORTS

1. Prepare a report highlighting the action items that are going to take place over the next 12 weeks to assure your program's success.

2. Prepare a line item budget showing your total expected expenses and equivalent sources of revenue.

3. Please write down all community resources that may be used.

This information should be submitted to the PLAY day Advisor for review prior to your 1-Day PLAY day.
10.3 Workshop Final Report

1-DAY LEADERSHIP WORKSHOP (PLAY day)
FINAL REPORT
*** DUE 10 DAYS AFTER 1-Day WORKSHOP ***

Workshop Advisor: ____________________________________________________________

Workshop Date: ______/_____/______

Location: ________________________________

Sponsoring Organization(s): ________________________________________________

Adult Workshop Supervisor: ___________________________ Organizer: ______________
Address: ___________________________ Address: _______________________
___________________________________ ________________________________
Phone: ( ) ______________________ Phone: ( ) ____________________
Fax: ( ) ______________________ Fax: ( ) ____________________
Email: ___________________________ Email: __________________________

Attendance:
# of schools contacted: ____________ # of schools attended: ____________
# of students recruited: ____________ # of students attended: ____________

Financial Data:
Cash Expense: $ __________
Donation Value: $ __________

Please include three (3) copies of your Program, Speaker Final Report, and Facilitator Final Report with this Final Report and mail to your PLAY day Advisor. PLAY day Advisor to include summary of information to the COLS Board in your quarterly report. Include copies of each workshop registration form and 3 program books.
10.3.1 Instructions for workshop Final Report

Instructions for Workshop Final Report:
Mandatory Attachments:

- One workshop Registration form for each attendee
- Three program booklets (do not send folders, if used)
- Speaker / Panelist Final Report (Complete as many copies as needed)
- Facilitator Final Report

Other Possible Attachments:

- Any News articles (optional)
- Any News Photographs (optional)

**THIS FINAL REPORT PLUS ATTACHMENTS ARE DUE TO THE COLS PLAY day ADVISOR 10 DAYS FOLLOWING THE DATE OF YOUR WORKSHOP**

*Your PLAY day Advisor’s Information:*

Name: Chauncey Glass

Address: ________________________________

______________________________________

Phone: _________________________________

Fax: __________________________________

Email: _________________________________
10.4 Workshop Speaker/Panelist Final Report

Workshop Speaker / Panelist Final Report

Key Note: _______________________________  PLAY day Date: __________

Business: _______________________________  PLAY day Site: __________

Address: _____________________________________________________________

Phone: (______)_______________  Fax: (______) ________________

Panel Topic: __________________________________________________________

Name: ____________________________  Name: __________________________

Business: _________________________  Business: _______________________

Address: __________________________  Address: _______________________

Phone: (______) ___________________  Phone: (______) _________________

Fax: (______) ____________________  Fax: (______) _________________

Panel Topic: __________________________________________________________

Name: ____________________________  Name: __________________________

Business: _________________________  Business: _______________________

Address: __________________________  Address: _______________________

Phone: (______) ___________________  Phone: (______) _________________

Fax: (______) ____________________  Fax: (______) _________________

Panel Topic: __________________________________________________________
| Name: ____________________________ | Name: ____________________________ |
| Business: _________________________ | Business: _________________________ |
| Address: __________________________ | Address: __________________________ |
| Phone: (______) ___________________ | Phone: (______) ___________________ |
| Fax: (______) ____________________ | Fax: (______) ____________________ |
| Panel Topic: __________________________________________________________ |
| Name: ____________________________ | Name: ____________________________ |
| Business: _________________________ | Business: _________________________ |
| Address: __________________________ | Address: __________________________ |
| Phone: (______) ___________________ | Phone: (______) ___________________ |
| Fax: (______) ____________________ | Fax: (______) ____________________ |
| Panel Topic: __________________________________________________________ |
| Name: ____________________________ | Name: ____________________________ |
| Business: _________________________ | Business: _________________________ |
| Address: __________________________ | Address: __________________________ |
| Phone: (______) ___________________ | Phone: (______) ___________________ |
| Fax: (______) ____________________ | Fax: (______) ____________________ |
### PLAY day Junior Leaders Final Report

**PLAY day Site:** ____________________  **PLAY day Date:** ____________________

<table>
<thead>
<tr>
<th>Name</th>
<th>Name</th>
</tr>
</thead>
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COLS 1-Day Leadership Workshop
Consent Form

Student Name: Mr ___Ms___ __________________________________________

Student Address: ______________________________________________________

Home Phone: (____)________________ Home Fax: (_____)________________

Email Address: ________________________________________________________

School Attending: _______________________________________________________

Special Dietary Needs: __________________________________________________

Physical Limitations: ____________________________________________________

_____________________________________________________________________

The student listed above has been invited by me to attend a COLS 1-Day Leadership Workshop on _____________, 200__

_________________________________ From ______ a.m. to ______ p.m.

(Location)

_________________________________ _________________________, 200__

(Signature of principal/counselor) (Date Signed)

I give my son/daughter, listed above, permission to attend the COLS 1-Day Leadership Workshop listed above.

_________________________________ & _____________________________

(Signature of parent or legal guardian) (Print Name)

______________________________ __________________200__

(Daytime phone number) (Date Signed)
10.7 School Nomination Form

Central Ontario Leadership Seminar 1-Day Leadership Workshop

**SCHOOL NOMINATION FORM**

Principal: ________________________________

High School: ____________________________ Phone: _______________________

High School Address: __________________________

_____________________________________________________________________

High School Principal's Certification: The Grade 10 students named below have been selected to represent the above named high school at the COLS 1-Day Leadership Workshop.

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<tr>
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<th>Phone Number</th>
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Nominator's Signature: ________________________________

Please complete and return to ( _________________) by (DATE) ___________
COLS 1-Day PLAY day EVALUATION FORM

We appreciate your response to the below survey. We are interested in knowing your impression of today’s workshop. Your answers will help us improve future 1-Day Leadership Workshops. Thanks.

How would you rate the following aspects of the Workshop (circle one).

<table>
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<tr>
<th>Aspect</th>
<th>HIGH</th>
<th>4</th>
<th>3</th>
<th>2</th>
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<tbody>
<tr>
<td>1. Overall level of Quality of the workshop</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td>2. Quality of panel speakers</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3. Quality of small group discussions</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4. Quality of (Activity) _________________</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>5. Quality of (Activity) _________________</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>6. Quality of Motivational speaker</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>7. Quality of Leadership Exercise</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>8. Scheduling of program/agenda</td>
<td>5</td>
<td>4</td>
<td>3</td>
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</tbody>
</table>

9. Did you enjoy your participation in the 1-Day PLAY (Promoting Leadership Amongst Youth) day?
   Yes _______ Somewhat _______ No _______

10. Did you feel the workshop was a worthwhile learning experience?
    Yes _______ Somewhat _______ No _______
    Comment: __________________________________________________

11. Were you challenged in your thinking and to think with an open mind in order to make informed decisions about your position on topics?
    ____________________________________________________________

12. Would you recommend attending a COLS 1-Day PLAY day to other students? Yes ___
    No ____

13. What did you like most about the PLAY day? _________________________________

14. What changes would you make in the PLAY day to make it better?
    ______________________________________________________________