

ODEN's CANADIAN YOUTH SUCCESS STRATEGY  
**EMPLOYMENT DISCOVERY  
PROGRAM FOR RURAL  
COMMUNITIES**

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**PARTICIPANT ACTIVITIES  
WORKBOOK**

**Youth  
Success  
Strategy**



**Stratégie  
de réussite  
des jeunes**



**Please ensure that you have read and reviewed the Facilitator Guide (blue cover) before implementing any of the activities in this workbook.**

#### **Acknowledgement**

Produced in collaboration with DistinctAbility and the Canadian Association of Supported Employment (CASE) Innovation Lab.

Funded by the Government of Canada's Sectoral Initiative Program.

#### **Disclaimer**

The opinions and interpretations in this publication are those of the authors and do not necessarily reflect those of the Government of Canada.

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Section

1

# Rural Employment



# Topics Covered In this Section

This section has been prepared to promote an understanding of the unique challenges of remote and rural communities in contrast with traditional employment opportunities and supports found in urban communities. The section covers the following topics:

- 1. Employment Challenges in Rural Areas** – Understand how living in remote or rural communities can make it harder to access employment supports.
- 2. Discovering Alternative Job Opportunities** – Discover opportunities and work available in rural areas.
- 3. Digital Skills for Remote Work** – Develop the technology skills needed to work from home or away from a main office.
- 4. Using Tech to Find Jobs and Connect** – Discover how to use online tools to search for jobs and network with people.
- 5. Dealing with Travel and Internet Issues** – Explore ways to overcome problems with remote living, technology, and network limitations.
- 6. Local Business and Collaboration** – Build connections in your community to find employment and entrepreneurial opportunities.
- 7. Eco-Friendly Livelihoods** – Learn about employment and organizations that help the environment in rural areas.
- 8. Training for Rural Jobs** – Find out about vocational programs and courses designed to meet the needs of rural communities and occupations.

# Activity 1: Community Mapping



## OBJECTIVES

1. Help participants identify key characteristics and challenges in their rural community.
2. Understand how those challenges impact employment opportunities and services.
3. Collaborate and share diverse perspectives.

## MATERIALS

- Large sheets of paper/flip board paper (or a large reusable community map)
- Local maps for reference
- Magazines or newspapers for cutting and using visuals to communicate
- Marker pens
- Sticky notes
- Push pins or tape
- Printed handouts

## HANDOUTS

There are **two handouts** for this activity – the **My Community Snapshot** worksheet and the **Rural Employment Challenge Areas** handout. The Community Snapshot allows participants to summarize and record the many things they know or understand about their local community.

**The Rural Employment Challenges handout** summarizes common challenges around employment in rural and remote areas including:

- Geographic isolation and lack of public transit
- Limited access to job training and education opportunities
- Seasonal and agriculture-based employment fluctuations
- Aging populations and young people leaving
- Lack of or poor digital/internet connectivity and skills gaps

By going through an interactive mapping exercise first, participants can better visualize the actual realities before analyzing impacts and working towards solutions and alternatives.

# INSTRUCTIONS

## 1. Introduction (5-10 min.)

Welcome participants and explain that understanding the unique nature of their community is crucial for addressing employment challenges and identifying opportunities. This mapping activity will allow them to better understand the strengths, resources, and challenges that are unique to their community, and how they can use and deal with them.

Check that there is a shared understanding of terms such as ‘demographics’ or other less used terms that come up in this activity.

## 2. Individual or Pairs Reflection (15 min.)

Distribute the **My Community Snapshot** worksheet. Have participants spend 10-15 min. individually or in pairs brainstorming and capturing the following information:

- Geographical characteristics (remote, rural, cut off, etc.)
- Any key local organizations, industries, and employers
- Locations of key community places such as churches, community centres, police stations, hospital, markets, restaurants, cinemas, shopping areas, sports clubs, any other location where people come together.
- Significant demographics - who lives in our community? Youth, seniors, Indigenous populations, etc.
- Available resources, services, and infrastructure

## 3. Group Mapping (30 min.)

Divide the group into small teams of 3-5 people depending on your group size. Provide each team with a large sheet of paper and markers. Ask the teams to:

- Draw the boundaries of their community/region.
- Use symbols, colours, shapes and words to depict all the different elements they captured in their individual/pair reflections.
- Use sticky notes and/or push pins to highlight areas of concern, resource gaps, or barriers to employment.

As teams are mapping, do a walk around and ask prompting questions like:

- “What jobs do your family and friends do? Do you know the location of these jobs? Where would you place them in the map?”
- “How does being a (remote/rural/coastal/northern) community impact job opportunities?”
- “What kind of transportation, internet, or infrastructure challenges exist?”
- “Are there any community members who face extra barriers?”

#### **4. Group Presentations (15 min.)**

*This can be an informal process where the individuals or groups are sat rather than stood in front of the group if that is more comfortable for them. Let the group decide.*

Come back together as a large group and have each team briefly present their community map, explaining their detailed depictions.

#### **5. Debrief Discussion (10-15 min.)**

After the presentations, facilitate a conversation guided by the following questions:

- What were the common challenges observed across different communities?
- How might those challenges hinder or impact accessing employment services or securing jobs?
- Are there any existing solutions, services or resources available to overcome certain barriers?
- What unique strengths or opportunities might rural communities have for workforce development?

Wrap up by summarizing key points and distribute the “Rural Employment Challenge Areas” handout for additional reading or discussion with family/educators.

## My Community Snapshot

(WORKSHEET FOR PARTICIPANTS)

**Identifying my community's key characteristics, populations, industries, resources, and potential challenges.**

**What is the name of the region/community area?**

**What is the area known for?**

**What are the main industries/employers?**

**List the populations of the 5 towns closest to where you live.**

TOWN	POPULATION	DISTANCE

**What is it that makes employment difficult to find in this area?**

**What are the benefits of living here?**

**List 3 things that would improve the quality of life here.**

# Rural Employment Challenge Areas

(HANDOUT FOR PARTICIPANTS)

Some of the most common challenges in rural and remote communities that impact youth employment include:

## 1. Geographic Isolation and Transport Challenges

- Limited or no public transit options.
- Long distances to towns or job hubs.
- Higher costs for car or other vehicle ownership and maintenance.
- Difficulty accessing job interviews, training programs, or employment services.

## 2. Limited Job Training and Education Opportunities

- Fewer local colleges, universities, or technical schools.
- Lack of or inaccessible on-the-job training programs or apprenticeships.
- Difficulty accessing online learning due to internet connectivity issues.
- Limited exposure to diverse and wider career paths and industries.

## 3. Seasonal and Agriculture-Based Employment

- Over reliance on farming, fishing, tourism, or other seasonal industries.
- Unstable income and employment gaps during off-seasons.
- Vulnerability to weather events of different sorts throughout the year.

## 4. Aging Populations and Youth Outmigration

- Young people leaving for education or job prospects in urban areas – they could be future employers in your area.
- Difficulty attracting new businesses or industries without a strong labour pool.

## 5. Digital Connectivity and Skills Gaps

- Lack of broadband internet access or reliable cell phone service.
- Limited exposure to technology-based jobs or digital literacy training.
- Difficulty telecommuting or participating in online job markets.

## 7. Stigma and Misperceptions about Rural Work

- Stereotypes about lack of innovation, diversity, or advancement in rural jobs.
- Undervaluing of traditional trades, agricultural work, or small business ownership.
- Difficulty attracting outside talent or investment due to perceived lack of amenities or opportunities.
- Limited networking opportunities or personal development resources.

While these challenges can be significant, rural communities also have unique strengths and opportunities for innovative solutions. Some potential strategies that youth who have developmental disabilities may want to consider include:

- Looking for carpooling, ridesharing, or volunteer driver programs.
- Investigating partnerships among colleges offering local skills training.
- Considering entrepreneurship as a potential employment option.
- Exploring alternative industries like clean energy, sustainable agriculture, or ecotourism.

## Activity 2: Rural Opportunity Charades



1-2 hrs

### OBJECTIVES

1. Explore unique and emerging job opportunities suited for rural contexts.
2. Get creative about entrepreneurship and non-traditional opportunities.
3. Build communication skills.

### MATERIALS

- Jobs in Rural Communities - Idea Cards - leave some blank.
- Pens or pencils.
- Consider using visuals to support lower levels of literacy - use magazine cutouts where necessary to illustrate type of jobs.
- Timer whether a phone or another device like an egg timer.
- Points Tracking grid - there is an example you can use below here.

### HANDOUTS

In this activity, you will need to print the **Charade Idea Cards - Jobs in Rural Communities** found at the end of the activity description. Consider laminating the cards for future use.

These are examples or ideas we are providing of potential rural jobs. You will create your own with the ideas developed during the “brainstorm” portion of this activity. The ideas from the brainstorming portion are important because that is how you make this activity relevant to your own community. Feel free to spend a lot of time brainstorming!

We hope that by adding an element of fun through charades, it gets participants thinking more creatively about job possibilities. The brainstorming and discussion components are also key for applying a real-world context to ideas - that is, don't dismiss an idea BUT rather help the participants understand if an idea can turn into paid work.

# INSTRUCTIONS

## 1. Introduction (5-10 min.)

Explain that while rural communities face employment challenges, there are also new and innovative working opportunities emerging, especially with technology and evolving economic trends. Perhaps use the Rural Employment Challenge Areas handout to discuss the findings from Activity 1. This light-hearted activity is intended to encourage thinking outside the box.

## 2. Brainstorming (15+ min.)

Divide participants into teams – the number of team members depends on your group. Try to keep the teams small to encourage more involvement and engagement from everyone.

Have each team brainstorm **5 unique job ideas** that could be relevant in rural settings.

They can use jobs that families, friends, neighbours, or others in their lives have.

If you are in a setting where access to the internet is available, you can also encourage them to look for information on an internet search for “jobs in rural settings.” Some sites that can provide inspiration include:

- [Workback-Career Trek Videos](#)
- [Agriculture in the Classroom – Manitoba](#)
- [EcoCanada](#)
- [Jobs.NovaScotia](#)
- [World of Mining Careers](#)
- [Greenest Workforce](#)

The above are just some of the examples you can use to brainstorm jobs that can be found in rural and remote areas.

Other ideas include:

- Entrepreneurial and individual initiatives like tiny home builder or drone operator for farms; in coastal areas it could be fish waste collection, drying for pet food, etc.
- Jobs catering to local needs like community wellness coach, agri-tourism coordinator.
- Roles in emerging industries like renewables, social media management, sports.

Ensure that some of the ideas developed during the brainstorming sessions are included in your Jobs in Rural Community – Idea Cards.

## 3. Game Instructions (5-10 min.)

Let's move to playing the Rural Opportunities Charades – you are now at the point of explaining the game!

- Ask if anyone has played the game before, and if they want to explain the group the rules – this builds communication skills and confidence!
- Show them! There are a number of videos out there to show how to play the game. Here is a suggestion: [Let's Play! Charades](#) (Boston Children's Museum).

- Remember that it is good practice to have many ways to access the information, so create a list on a large piece of paper to write the following instructions:
  - One person acts out a job in rural community using gestures/actions (no words).
  - Their team has 60 seconds to try and guess the role correctly. Increase the time if needed.
  - If guessed correctly, that team gets 1 point.
  - Teams will alternate between acting and guessing.

#### **4. Charades Game (30-45 min.)**

Each team takes turns selecting someone to act out the job in rural community ideas through charades while their team tries to guess. Keep track of the scores. Have a tiebreak if there are no clear winners at the end of the game.

#### **5. Debrief Discussion (15-20 min.)**

After playing a few rounds, bring back together the group and discuss:

- What interesting ideas did you come up with that you hadn't considered before?
- Which roles could realistically be viable career paths or paid jobs in your rural community?
- What kind of training or skills might be needed for some of those emerging jobs?
- How can you continue adapting your career mindset as economic trends shift?

Wrap up by reiterating the importance of creative thinking about employment prospects and up-skilling for the rural job market of the future.

## Charades Score Sheet

(OR USE YOUR OWN SYSTEM)

ROUNDS	Team 1	Team 2	Team 3	Team 4
1				
2				
3				
4				
5				
6				
<b>Total Scores</b>				
<b>Tiebreaker</b>				

## Charade Idea Cards – Jobs in Rural Communities

<b>Personal Assistant</b>	<b>Car Detailer/Cleaner</b>
<b>Postal Office Worker</b>	<b>Mobile Vehicle Repairs</b>
<b>Dog Walker</b>	<b>Mobile Librarian</b>
<b>Farm Worker</b>	<b>Bike And Skateboard Repair &amp; Hire</b>
<b>Cinema Worker</b>	<b>Social Media Creator</b>
<b>Renewable Energy Technician/Worker</b>	<b>Shopping For People</b>
<b>Fence Building or Maintenance, Yard work, or Gardening</b>	<b>Worker In Your Local Library</b>
<b>Cashier</b>	<b>Pet Food Producer (Coastal Areas Fish Waste)</b>
<b>Drone Operator</b>	<b>Construction</b>
<b>Website Developer</b>	<b>Labourer</b>
<b>Food Producer</b>	<b>Worker In Your Local Nursing Home</b>
<b>Home Maintenance</b>	<b>Gym Worker</b>



# Activity 3: Matching My Skills to My Community Needs



1.5-2 hrs

## OBJECTIVES

To help participants understand how their skills and experiences align with the demands and opportunities in their rural community.

## MATERIALS

- Markers/Pens/Pencils: For completing worksheets and writing on scenario cards.
- Computer/Tablet: For research and accessing online resources if needed.

## HANDOUTS

This activity will have three handouts you will need to print for the participants:

- Skill Inventory Worksheet: For participants to list their skills, experiences, and interests.
- Community Demand Worksheet: To detail common demands and opportunities in your rural community.
- Scenario Cards: Fictional or real-life scenarios related to rural community needs that you will need to **research ahead of time**. We provide two examples.

## INSTRUCTIONS

### 1. Introduction (10 min.)

Explain the Activity: Let participants know that they will be matching their personal skills and experiences to the needs and opportunities in their rural community. Discuss why understanding these alignments is important for career planning and community development.

### 2. Skill Inventory (15-20 min.)

Distribute Skill Inventory Worksheets: Each participant receives a worksheet to check on skills they have acquired, experiences, and interests. You can pair participants if you find that some have lower levels of literacy than others. There are blank spaces to allow participants to write down other skills that come up as you work through the exercise.

### 3. Community Demand Research (15-20 min.)

Distribute Community Demand Worksheets: Individually or in pairs, have participants search on-line for common demands and opportunities in their rural communities. You may need to do this research ahead of time based on the needs of your participants.

**If participants are doing the research, then have them fill out the worksheet:**

**Key Industries:** Agriculture, healthcare, education, etc.

**Community Needs:** Specific needs such as healthcare services, educational resources, technology support, etc.

**Opportunities:** Potential job roles and entrepreneurial opportunities.

**Community Demand Worksheet Example:**

Industry/Field	Demand/Opportunity
Agriculture	Farm workers, agricultural technicians
Healthcare	Rural healthcare support workers, hospital workers
Education	Teachers, educational resources, school facility workers

#### 4. Scenario Matching (20-30 min.) *You will need to make your scenario cards.*

- a. Distribute Scenario Cards: Each card presents a scenario related to a rural community's needs. Examples include:
  - i. **Scenario 1:** A local farm is looking for someone to manage new technology for crop monitoring.
  - ii. **Scenario 2:** A rural clinic needs a coordinator to organize telehealth records.
- b. Match Skills to Scenarios: Change to: in pairs or individually, participants match their skills and experiences to the scenarios, discussing how they could address each demand or opportunity.
- c. Complete the Worksheet: For each scenario, participants write how their skills and experiences align with the community's needs.

**Scenario Matching Worksheet Example:**

Scenario	Skills/Experience Applied	Proposed Solution
Farm needs tech management	Technical skills, agricultural knowledge	Implement and manage crop monitoring technology
Clinic needs telehealth record coordinator	Communication, good organizational skills	Coordinate telehealth records and resources

#### 5. Group Discussion (15-20 min.)

- a. Share Findings: In small groups, participants discuss their scenarios and how their skills can meet the community's demands.
- b. Group Presentations: Each group presents one scenario and their proposed solution to the class.

Skill Inventory Worksheet

(You can create your own based on your group's needs)

# Skill Inventory Worksheet

(You can create your own based on your group's needs)

## Communication Skills

- Reading and following directions
- Putting things in alphabetical order
- Comparing or cross-checking two lists
- Filling out forms
- Writing letters and memos correctly
- Reading and understanding policies and memos
- Writing reports
- Speaking to people you don't know
- Speaking English and another language
- Taking notes while someone speaks
- Finding information (getting what you need to know out of a dictionary, online website, the library, etc.)
- Using a map
- Reading bus, train, and plane schedule
- Explaining things to other people
- Knowing when to ask for help or more explanation

## Number Skills

- Doing basic arithmetic correctly
- Using percentages and decimals
- Using a calculator
- Rounding off numbers
- Typing/keyboarding
- Calculating hours worked, money owed, etc.
- Estimating costs and/or time needed to complete a job
- Using a database program on a computer

## Creative - Artistic Skills

- Being able to create art
- Able to draw
- Able to express thoughts in images
- Ability to perform on stage
- Presenting artistic ideas to others
- Dancing and movement
- Visualizes shapes and patterns
- Designing
- Model making
- Writing poetry
- Illustrating and sketching
- Photography
- Social media design

## Technical Skills

- Making, fixing, and repairing things
- Operating machinery
- Installing things
- Building things
- Gardening, landscaping, and farming

## Business Skills

- Operating a computer
- Using a business telephone
- Filing, sorting, and classifying information
- Working with budgets
- Setting up and closing out a cash register

*(continued next page)*



## Community Demand Worksheet

Industry/Field	Demand/Opportunity

## Scenario Matching Worksheet

Scenario	Skills/Experience Applied	Proposed Solution

## Activity 4: Introduction to Digital Skills for the Workplace

It is difficult to determine how much digital literacy people who have developmental and/or intellectual disabilities receive while in school. But in rural settings, digital literacy is crucial for bridging the gap between communities and the broader world, enhancing access to vital services such as further education, healthcare, and economic opportunities. By fostering digital skills in job seekers who have disabilities, service providers can help this population gain access to essential resources and participate more fully in the digital age. We provide two activities – a very introductory level and an advanced level. You can find more activities online that help you develop digital skills and have these adapted to the needs of your participants.

### 4a: Internet Safety Scavenger Hunt



1.5-2 hrs

#### OBJECTIVE

**To educate job seekers on safe online practices and enhance their ability to recognize and respond to potential online threats.**

#### MATERIALS

- Digital devices (computers, tablets, or smartphones) with internet access
- Access to online resources (websites, articles, videos)
- Whiteboard or large paper for group discussions
- Markers or pens

#### HANDOUTS

This activity will require you to create scenarios for the participants to work with. We provide an example of a scenario – Identifying a phishing email. You can develop your own list of internet safety scenarios. Each scenario should highlight a specific online safety issue. Here are some example scenarios:

- Identifying a phishing email
- Creating a strong password
- Recognizing secure websites
- Understanding privacy settings on social media
- Identifying signs of online scams
- Handling cyberbullying

## Prepare Clues:

Create clues or hints that will guide students to the relevant resources or printed materials where they can find the answers. For example:

- “Find the website that explains how to create a strong password. Look for the section titled *Password Security Tips*.”
- “Locate the video about recognizing phishing emails and watch it to learn the warning signs.”

# INSTRUCTIONS

## 1. Introduction (10 min.)

- Begin by discussing the importance of internet safety with the participants.
- Explain the scavenger hunt activity and the goal of learning about safe online practices.

## 2. Divide Students (5 min.)

- Split the participants into small groups (3-4 students per group).
- Hand out the list of scenarios or clues to each group.
- You can use visuals or videos to demonstrate some of the concepts.

## 3. Scavenger Hunt (30-40 min.)

- Allow groups to work through the clues and find information related to each scenario.
- If using printed materials, groups will rotate between stations. If digital, they will navigate through websites or videos.
- Each group should document their findings and discuss the best practices for each scenario they encounter.

## 4. Group Discussion (15-20 min.)

- Bring the class back together and have each group present their findings.
- Facilitate a discussion on what they learned, emphasizing key points and best practices.
- Address any questions or misconceptions that arise.

## 5. Wrap-Up (10 min.)

- Summarize the main takeaways from the scavenger hunt.
- Reinforce the importance of following safe online practices.
- Optionally, provide handouts or a summary sheet with internet safety tips for students to take home.

## Example Scenario – Identifying a Phishing Email

### Scenario

You receive an email that appears to be from your bank, asking you to click a link and verify your account information. The email has a sense of urgency and includes a warning about potential account suspension.

### Clues

- Find a guide or video that explains how to recognize phishing emails.
- Look for signs that indicate whether the email is legitimate or a phishing attempt (e.g., suspicious links, grammatical errors, urgency).
- Discuss the steps you should take if you receive a suspicious email.

### Resources to Find

An article on phishing scams (e.g., a cybersecurity website).

A video tutorial on identifying phishing emails.

### Discussion Points

What are some common red flags in phishing emails?

Why should you be cautious with emails requesting personal information?

What steps should you take if you suspect an email is a phishing attempt?

## 4b: Advanced Digital Skills for the Workplace



### OBJECTIVES

**With a game show format and interactive components, this activity aims to build digital skills while letting participants have some fun showcasing what they know. They will also learn about things they are less familiar with. The activity will help you, the facilitator, to:**

- 1. Assess participants' current digital skills for remote work and online collaboration.**
- 2. Bring awareness to participants about different digital tools and technologies.**
- 3. Build a foundation for confidence in the participants using digital platforms in a fun, interactive way.**

### MATERIALS

- Digital Skills Game Show Question Deck (print outs)
- Projector and laptop to display questions (optional)
- Points/Scoreboards for each team
- Small prizes or giveaways (optional)

### HANDOUTS

In this activity there is one hand out piece – the **Digital Skills Game Show Question Deck**.

This printout contains 72 printed question cards across different digital skill categories, including:

- Video Conferencing & Online Meetings
- Remote Communication & Collaboration
- Cloud Storage & File Management
- Cybersecurity & Internet Safety
- Visual Communication & Presentations
- Microsoft Applications/Productivity Suite

Add more of your own, particularly if you are aware of other applications and tools participants are familiar with.

# INSTRUCTIONS

## 1. Introduction (10 min.)

Explain that digital skills are essential for securing remote work opportunities and collaborating virtually, as well as being fundamental to starting any form of business. Being able to demonstrate that you have these skills will also likely broaden the scope of opportunities available.

## 2. Team Formation (10 min.)

Divide participants into teams of 4-5 people. OPTION – Make it fun. Have them come up with team names and do a roll call introducing each member.

## 3. Game Show Rules (10 min.)

- Teams will take turns answering digital skill challenge questions.
- Categories include communication tools, cybersecurity, cloud storage, etc.
- Some questions are multiple-choice, and others are play-acting scenarios.
- Points are awarded for each correct answer.
- The team with the highest points at the end wins!

## 4. Digital Skills Game Show (45-60 min.)

Use the question deck and read out/project the questions/scenarios onto a screen. Go through categories and questions, giving teams a chance to discuss and provide their answer. Keep score for each round.

## 5. Winner Announcement and Debrief (10-15 min.)

Announce and celebrate the winning game show team. Then discuss key takeaways:

- What digital skills do you feel most comfortable with now?
- What tools or platforms are you interested in learning more about?
- How can you continue building digital experience for remote work?

*NOTE: Consider the gaps in digital literacy for your participant group. You may need to spend more time upfront to teach about the tools. Discuss and provide opportunities to try and work with these tools BEFORE you have them do the game.*

## Digital Skills Game Show Questions

Microsoft Productivity Apps (Word, Excel, PowerPoint)

Note: These can also be used as teaching prompts in an additional session lasting 2-3 hours for those who need and want it, as they all relate to valuable functions to learn in each of the respective applications.

### PRINT - These are colour coded as follows:

Pink - functions in MS Office products such as Word, Excel, PowerPoint

Yellow - related to emails and electronic communication

Grey - related to using the internet

Blue - related to using video conferencing

### WHAT IS MICROSOFT POWERPOINT USED FOR?

*Microsoft PowerPoint is used to create presentations with slides. You can add text, images, and animations to make your presentation interesting.*

### HOW CAN YOU ANIMATE TEXT OR OBJECTS IN POWERPOINT?

*To animate text or objects in PowerPoint, select the text or object you want to animate, go to the "Animations" tab, and choose an animation effect from the options provided.*

### WHAT ARE SLIDE LAYOUTS IN POWERPOINT?

*Slide layouts in PowerPoint are pre-designed templates that determine how content such as text, images, and other elements are arranged on a slide.*

### HOW DO YOU ADD SPEAKER NOTES TO A POWERPOINT PRESENTATION?

*To add speaker notes to a PowerPoint presentation, go to the "Notes Page" view and enter your notes below the slide.*

### WHAT IS MICROSOFT WORD USED FOR?

*Microsoft Word is used to create and edit text documents, like essays, stories, or reports.*

### HOW CAN YOU CHANGE THE FONT STYLE IN MICROSOFT WORD?

*To change the font style in Word, select the text you want to modify, then choose a new font style from the "Font" dropdown menu on the Home tab.*



### **HOW DO YOU CREATE A BULLETED LIST IN MICROSOFT WORD?**

*To create a bulleted list in Word, select the text you want to turn into a list and click the “Bullets” button on the Home tab.*

### **HOW CAN YOU INSERT A TABLE IN MICROSOFT WORD?**

*To insert a table in Word, go to the “Insert” tab, click on the “Table” button, and select the number of rows and columns for your table.*

### **HOW CAN YOU ADD A HEADER OR FOOTER IN MICROSOFT WORD?**

*To add a header or footer in Word, go to the “Insert” tab and click on either the “Header” or “Footer” button to choose from predefined options or create your own.*

### **WHAT IS MICROSOFT EXCEL USED FOR?**

*Microsoft Excel is used to create and manage spreadsheets, which are tables of numbers and data that you can use for calculations and organizing information.*

### **HOW DO YOU ENTER DATA INTO A CELL IN EXCEL?**

*Click on a cell and start typing. Press “Enter” to save the data in the cell.*

### **WHAT IS THE “FIND AND REPLACE” FUNCTION IN MICROSOFT WORD USED FOR?**

*The “Find and Replace” function allows you to search for specific text in your document and replace it with different text.*

### **HOW DO YOU CREATE A CHART IN EXCEL?**

*To create a chart in Excel, select the data you want to include in the chart, then go to the “Insert” tab and choose the type of chart you want to create.*

### **HOW DO YOU CREATE A FORMULA IN EXCEL?**

*To create a formula in Excel, select the cell where you want the result to appear, then type an equal sign followed by the formula you want to use.*

### **HOW DO YOU SORT DATA IN EXCEL?**

*To sort data in Excel, select the range of cells you want to sort, then go to the “Data” tab and choose the sorting options that best fit your needs.*



**WHAT DOES THE “CC” LINE REPRESENT WHEN SENDING AN EMAIL?**

*Carbon Copy - sending a copy of the email to additional recipients.*

**HOW CAN YOU GENERATE A STRONG, SECURE PASSWORD?**

*Use a long phrase, mix of characters, avoid common words/names.*

**WHAT IS THE FIRST THING YOU SHOULD DO IF YOU RECEIVE A SUSPICIOUS EMAIL?**

*Do not open any links or attachments until verifying the sender.*

**HOW CAN YOU AVOID A “PHISHING” SCAM ATTEMPT?**

*Verify the sender, check for misspellings/urgency, never give sensitive info.*

**TRUE OR FALSE: IT’S FINE TO SHARE YOUR PASSWORDS AND ACCOUNT LOGINS WITHIN YOUR COMPANY.**

*False - Account credentials should always remain confidential to the user.*

**WHAT DOES “REPLY ALL” MEAN IN AN EMAIL?**

*“Reply All” means answering the email and sending your response to everyone who got the original message.*

**WHAT DOES “FORWARD” MEAN IN AN EMAIL?**

*“Forward” means sending the email you received to some one else.*

**HOW CAN YOU MAKE SURE YOUR EMAIL IS POLITE?**

*Use kind words and check your spelling. Saying “please” and “thank you” helps make your email nice.*

**WHAT IS AN EMAIL “ATTACHMENT”?**

*An email attachment is a file or picture you can send with your email. It’s like adding a photo or document to your message.*



### **WHAT DO YOU NEED TO USE THE INTERNET?**

*You need a device like a computer or phone and a connection to the internet, like Wi-Fi or mobile data.*

### **WHAT IS A WEBSITE?**

*A website is a place on the internet with pages of information, like a digital book or magazine. For example, google.ca is a website.*

### **WHAT IS A SEARCH ENGINE?**

*A search engine helps you find information on the internet. You type in words, and it shows you websites that match your words. Examples are Google and Bing.*

### **WHAT IS A USERNAME?**

*A username is a name you choose to use when you log into a website or app. It helps to identify you.*

### **WHAT IS A PASSWORD?**

*A password is a secret code you use with your username to keep your accounts safe. Don't share it with anyone.*

### **WHAT DOES LOG IN MEAN?**

*"Logging in" means using your username and password to access your account on a website or app.*

### **WHAT IS THE PURPOSE OF BOOKMARKING/ FAVOURITES IN A WEB BROWSER?**

*To save website URLs you want quick access to in the future.*

### **WHAT IS THE DIFFERENCE BETWEEN THE URL AND SEARCH BAR IN A WEB BROWSER?**

*URL bar is for web addresses; search bar is for entering search engine queries.*

### **WHAT IS "SURFING THE WEB"?**

*"Surfing the web" means exploring different websites and pages on the internet.*



### **WHAT IS VIDEO CONFERENCING?**

*Video conferencing is a way to have a meeting or chat with people over the internet using video and audio. It's like having a face-to-face conversation but on a computer or phone.*

### **WHAT DO YOU NEED TO JOIN A VIDEO CONFERENCE?**

*You need a device with a camera and microphone, like a computer or tablet, and an internet connection.*

### **WHAT IS A "WEBCAM"?**

*A webcam is a small camera on your device that lets other people see you during a video call.*

### **WHAT IS "SCREEN SHARING" IN A VIDEO CONFERENCE?**

*Screen sharing lets you show what's on your computer or tablet screen to other people in the call, like a presentation or a document.*

### **WHAT IS A "VIRTUAL BACKGROUND" IN VIDEO CONFERENCING?**

*A virtual background is a picture or scene that you can use to replace your real background during a video call, so others don't see your actual surroundings.*

### **WHAT IS THE "CHAT" FEATURE IN A VIDEO CONFERENCE?**

*The chat feature lets you type messages to everyone or just to specific people during the call, which is useful for sharing quick notes or questions.*

### **WHAT VIDEO CALLING PLATFORM CAN YOU USE IF YOU HAVE GMAIL/GOOGLE WORKSPACE?**

*Google Meet*

### **WHAT SECURITY MEASURE SHOULD YOU TAKE BEFORE HOLDING A CONFIDENTIAL VIDEO CALL?**

*Require a password and utilize the meeting "waiting room" feature.*

### **WHAT IS A GOOD WAY TO IMPROVE AUDIO QUALITY FOR ONLINE MEETINGS?**

*Use a headset with a microphone instead of your computer's built-in mic/speakers.*



**WHAT IS THE PURPOSE OF THE “WAITING ROOM” OR “LOBBY” FEATURE IN ZOOM/TEAMS?**

*To control entry of participants and enhance security.*

**WHAT IS A GOOD TIP FOR PROFESSIONAL VIRTUAL MEETING ETIQUETTE?**

*Minimize distractions, make eye contact with the camera, mute when not speaking.*

**TRUE OR FALSE: YOU SHOULD HAVE YOUR CAMERA ON FOR VIRTUAL MEETINGS IF POSSIBLE.**

*True - When your camera is on, it helps others see your face and expressions and makes it easier to communicate*



# Activity 5: The Transportation Solution



2-2.5 hrs

*NOTE: Ensure to add comments and discussions about the potential and reliance on others (friends/family) and how this may be a problem for the individuals, and a tough commitment for those individuals too. This is an exercise where the challenges relate to others around the participants, as well as the participants themselves.*

## OBJECTIVES

1. Explore transportation barriers faced in rural areas for employment.
2. Get creative in developing innovative mobility solutions.
3. Practice problem-solving, critical thinking and collaboration skills.

## MATERIALS

- Printed Transportation Challenge Scenario Handouts (20+ different scenarios)
- Flip chart paper/markers for each team
- Transportation Solution Criteria Checklist
- Prizes or awards (optional)

## HANDOUTS

This activity will have two handouts you will need to print for the participants:

- Transportation Challenge Scenarios
- Transportation Solution Criteria Checklist

# INSTRUCTIONS

## 1. Introduction (10-15 min.)

Open by discussing how lack of reliable or any form of community/civic transportation can be a major obstacle to accessing opportunities and maintaining employment in rural areas. Explain that this activity will challenge them to get creative in overcoming those barriers.

## 2. Team Formation (5 min.)

Divide participants into teams of 4-5 people and have them come up with fun team names.

## 3. Transportation Challenge activity (20-30 min.)

Provide each team with a different printed Transportation Challenge Scenario (handout) that outlines a fictional situation where transportation poses a problem.

As facilitator, you can add more local contextualized scenarios too.

Have the teams read through and discuss their assigned scenario in detail.

## 4. Solution Development (30 min.)

Using the handout criteria, teams must devise a proposed solution to the transportation challenge outlined in their scenario. Ideas could involve:

- Affordable public/private transportation options
- Vehicle sharing or equipment lending programs
- Facilitating carpools through an app
- Mobile service delivery – 2 wheels not 4!
- And creative mobility alternatives!

Encourage them to consider feasibility, inclusivity, cost efficiency and community impacts. Also consider the impact on others who agree to help by do some drives – could this add stress and strain to relationships with family and friends?

## 5. Solution Presentations (15-20 min.)

Each team presents their transportation challenge scenario and proposed solution to the entire group using their flip chart notes.

## 6. Award & Discussion (5-10 min.)

After presentations, open it up for feedback and discussion. You can award a fun prize to the most innovative, inclusive or well-thought-out solution.

Talk about the real barriers people face in your rural areas and how their created solutions could either be implemented or serve as inspiration. Distribute the Transportation Resources handout for participants to continue exploring this issue.

## Transportation Challenge Scenarios

Print and cut the following scenarios. You may want to laminate them to be able to reuse them. These are fictional rural transportation obstacles with details about the person's situation, travel needs, location, etc. Teams can receive one or two unique scenarios to solve.

**A single parent with two young kids needs to get to a factory 30 km away for work but doesn't have a car.**

**A young person with little work experience wants to take carpentry classes at a training centre in the next county but can't get there without a ride.**

**A worker at a remote resort has an overnight shift but there's no bus to get them to and from work.**

**A farm or fishery worker needs to get to work on country roads during busy times but doesn't have a car.**

**A young person wants to start a business cooking or growing meals for busy people but has trouble getting to customers.**

**A parent needs to take their child to after-school tutoring 25 km away but works late shifts at a local diner.**

**A person wants a work-from-home customer service job but can't get reliable high-speed internet in their rural area.**

**A part-time worker at a call centre has variable shift hours but no public transportation to get there on time.**

**A college student living on campus needs a ride to a part-time job 40 km away in the nearest town.**

**A community worker needs to visit homes in remote areas but has no car to reach them.**



**A teenager works at a fast-food restaurant in the next town, but their family only has one car.**

**A family needs to take their farm produce 56 km to the farmer's market, but their truck is old.**

**Migrant workers living in temporary housing need transportation to their seasonal jobs far away.**

**A job seeker wants to volunteer at the local food bank but has no way to get there because of poor public transit.**

**A young adult recently lost their retail job and is looking for new one but needs reliable transport to get to interviews 30 km away.**

**A family needs to take their farm produce 25 km to the farmer's market, but their truck is old.**

**Migrant workers living in temporary housing need transportation to their seasonal jobs far away.**

**A young adult recently lost their retail job and is looking for a new one but needs reliable transport to get to interviews 10 km away.**

**A single parent was offered a work-from-home job but can't find a way to get to the nearest co-working space with high-speed internet.**

**Someone was accepted into a cooking and food prep training program but has no way to get to the classes 40 km away.**

**A recent high school graduate with little work experience was offered a part-time job at a local farm or fishery but doesn't have a vehicle to get there.**

**A job seeker wants to start a small landscaping business in rural areas but can't transport their equipment to customers' homes.**



# Transportation Solution Criteria Checklist

The list below is a check list of considerations the teams must address in their proposed solutions to the transportation challenge scenario.

## 1. Cost and Access

- Cost:** Can you afford the way to get around?
- Access:** Is the transportation easy for everyone to use, including people who have a disability?

## 2. Transportation Options

- Public Transit:** Are there buses or trains you can take?
- Ride-Sharing:** Can you use services like Uber or Lyft to get a ride?

## 3. Distance and Location

- Distance:** How far is it from your home to where you need to go?
- Area:** Is it harder to find transportation in the countryside/rural communities compared to the city?

## 4. Timing and Dependability

- Timing:** Does the transportation fit with your schedule?
- Dependability:** Is the transportation reliable and always on time?

## 5. Safety and Security

- Safety:** Is the transportation safe and in good condition?
- Security:** Is it safe to carry your stuff and travel with it?

## 6. Eco-Friendly Choices

- Environment:** Are there ways to travel that are good for the environment, like carpooling or using electric vehicles?

## 7. Car Costs

- Car Upkeep:** If you have a car, can you afford to keep it running, including gas and repairs?
- Car Ownership:** Is it a good idea to buy or lease a car instead of using public transport?

## 8. Local Roads and Parking

- Roads:** Are the roads in good shape, especially in rural areas?
- Parking:** Is there enough parking and is it free or cheap?

## 9. Community Help

- Local Help:** Are there any community programs that help with transportation?
- Carpooling:** Can you share rides with others, like friends or neighbours?

## 10. Tech Tools

- Maps and Apps:** Use apps to find the best routes and check for traffic.
- Ride Scheduling:** Use apps to plan your rides and check public transport times.

# Activity 6: Local Collaboration Stations



Ensure there is a shared understanding of key terms such as entrepreneur, collaboration, partnership. Here is a source that can provide some resources on these concepts: [edutopia.org](http://edutopia.org). Also, it is worth noting that section 3 of this program goes into detail on entrepreneurship.

## OBJECTIVES

1. Explore different resources for entrepreneurship and business opportunity development in rural areas.
2. Learn about opportunities for skills training, funding, partnerships and support.
3. Practice networking and making connections to expand your contacts.

## MATERIALS

- Collaboration Station Signs (seven to ten stations, see suggested list below).
- Relevant Resource Materials for each station (brochures, pamphlets, websites).
- Networking Bingo Cards
- Pens/Pencils
- Small Prizes (optional)

## HANDOUTS

The Bingo Cards are the handouts for this activity. There are a number of websites that allow you to generate your own Bingo cards. One of those websites is [My Free Bingo Cards Generator](#). An example is shown at the end of this activity.

# INSTRUCTIONS

## 1. Introduction (10 min.)

Open by discussing the importance of networking, collaboration, and resource utilization when starting a business or organization, freelancing or exploring entrepreneurship – especially in rural areas.

## 2. Station Setup (10-20 min.)

This can be done beforehand, but it may be an interesting activity for the participants to observe too, so make a call on what you think is most interesting and beneficial for your group.

Around the room, set up seven to ten distinct “Collaboration Stations” that participants will circulate between. The number depends on the number of station managers you can have. Each station should represent a different potential entrepreneurship resource. You may want to invite staff from outside organizations to be the station managers. They can provide more information on their organization and how they support entrepreneurs.

For example:

Station 1: Local Chamber of Commerce

Station 2: Community College Courses/Certifications

Station 3: Bank/Credit Union

Station 4: Regional or Federal funding and support providers

Station 5: Co-working Spaces or Business Incubators

Station 6: Local Meetup or Networking Groups

Station 7: Online Learning and Skills Platforms providers

Station 8: Social media/Digital Presence advisers

Station 9: Business Plan services and advisors

Station 10: Local businesspeople and/as potential mentors

You can add more from your own experience/resources BUT do not overwhelm participants with too many options.

Display relevant materials at each station (table). If you are fortunate and have a representative from each organization or volunteer, you can have a person or manager at each station. If you do not have enough station managers, you may need to have managers moving and supporting participants at more than one station. The point is to interact with participants, or network, while they are at the resource station.

## 3. Networking Bingo (15 min.)

Give each participant a Networking Bingo card. Explain they’ll travel between stations, learning about the resources and networking with the person representing the organization or business. Each time they visit a new station, they’ll get a check mark on their Bingo card for that category.

Remind the participants that they should also introduce themselves to the person at the table/ station and others around. They should share employment goals, exchange contact info and discuss entrepreneurship with that person they just met. As they leave, the station manager will remind them to do a checkmark on their Bingo card.

Once they complete a line of checkmarks in a horizontal, vertical or diagonal line – they have Bingo!

#### **4. Station Rotations (20-25 min.)**

Allow about 20-25 min. for participants to visit different stations, speak with facilitators, review resources and mingle/network with others. Encourage them to get as many Bingo check marks as possible by visiting various stations.

#### **5. Station Manager Highlights (10 min.)**

Bring the group back together and have the facilitator manager from each station give a 1-minute snapshot about their highlighted entrepreneurship resource, pointing out any particularly useful tools or opportunities.

#### **6. Networking Prize & Discussion (5-10 min.)**

See who completed their Bingo card(s) first and award a small prize. Then discuss key takeaways:

- What resources did you find most interesting or valuable for your goals?
- What types of connections or partnerships could be helpful to explore?
- How can you continue expanding your entrepreneurship network?

#### **Sample Networking Bingo Cards**

Feel free to change and amend and add to the content of these to suit your group and the local contexts.

The different squares on each card can be customized to include the specific entrepreneurship resources, organizations, events and tools that are most relevant in your rural area. You'll want a solid mix of:

- Business development resources (Small Business Development Centres, Chambers, banks, consulting)
- Networking opportunities (meetups, associations, events)
- Funding sources (public grants, loans, investors, crowdfunding)
- Skills training (courses, online learning, certifications)
- Marketing/branding support (digital, content, design)
- Workspaces (co-working, incubators, makerspaces)
- Mentors, coaching and advisory services
- Legal, accounting and professional services
- And any other critical entrepreneurship needs for your local participants.

## Bingo Card - EXAMPLE

You need to create your own!

# BINGO

<b>Business Plan Help</b>	<b>Crowd-funding</b>	<b>Online Learning</b>	<b>Social Media</b>
<b>Mentors</b>	<b>Social Incubator</b>	<b>Community College Courses</b>	<b>Business Enterprise</b>
<b>Digital Marketing</b>	<b>Local Chamber of Commerce</b>	<b>Banking Resources</b>	<b>Networking Group</b>
<b>Grant and Funding</b>	<b>Maker/Craft Space Pitch</b>	<b>Co-Working Space</b>	<b>Small Business Loans</b>

# Activity 7: Digital Networking Scramble

Harnessing Technology for Job & Work Search and for Networking



1.5-2 hrs

## OBJECTIVES

1. Learn about different online platforms, apps, and digital tools for seeking work.
2. Learn about different online platforms, apps, and digital tools for business ideas.
3. Practice job searching.
4. Understand the impact of making virtual connections such as mentorship.
5. Build digital literacy and web navigation skills in a fun, interactive way.

## MATERIALS

- Fictional Job Seeker Profile Cards (6-8 unique printed profiles)
- Digital Networking Tool Cards (20-30 cards)
- Score Sheets (create a simple grid or sheet of your own)
- Prize for winning team (optional)

## SETUP

For this activity you will need to stage the room and set up the printed materials around it.

Scatter the Digital Networking Tool cards across different tables/areas of the room. Have one stack of Job Seeker Profiles for teams to draw from.

## HANDOUTS

In this activity, you will need to print the following materials for your participants:

- Digital networking tool cards
- Job seeker profile cards.

# INSTRUCTIONS

## 1. Introduction (10 min.)

Discuss how modern work searches and networking increasingly happens through digital channels and online platforms. Example of this is [Inployable](#) – a collaboration from the Canadian Down Syndrome Society and LinkedIn.

Explain that this scramble will have teams match existing online tools to different needs or employment goals as shown in the job seeker profiles. It is important to be mindful that participants in your program have different levels of exposure to work – some may not have any previous work experience, so some concepts may be very new.

## 2. Team Formation (10 min.)

Divide participants into teams of 3-4 people and have them come up with fun team names written on score sheets.

## 3. Digital Networking Scramble (30-40 min.)

Each team is given one Job Seeker Profile card that outlines details such as:

- Type of role or industry the job seeker wants to work in.
- Geographic area where they live.
- Background and skills.
- Specific goals (e.g. workforce re-entry, career change, first time working).

Teams must search around the room, quickly reviewing the Digital Networking Tool cards scattered about. Their goal is to find and collect five tool cards that are ideal matches for that work & job seeker's profile.

When a team has their five tool matches, they return to the facilitator to score their selections and draw a new profile for the next round if time allows.

After 25-30 min., tally up team scores from all the rounds.

## 4. Discussion (30-40 min.)

Bring everyone back together and have teams share some of the most interesting or unexpected digital tools they discovered. For example, discuss:

- What are the advantages of using online platforms for job searching?
- Which tools seem best suited for different career goals or industries?
- What other digital networking strategies could be valuable?

## Digital Networking Tool Cards

These cards each feature a different online platform, website, app, or digital tool that can help during a job search activity, networking, and career development. We recommend that you spend time investigating the resources noted below to ensure that they have an alignment with your participants needs and desires. Print and cut out each card. You may want to laminate them to reuse them.

### Job Search Engines

Jobs Ability Canada	Magnet
Indeed Canada	LinkedIn Canada
Glassdoor Canada	Monster Canada
CareerBuilder Canada	Workopolis
SimplyHired Canada	Job Bank
ZipRecruiter Canada	Eluta

### Professional Networking

LinkedIn  
Inployable  
MentorAbility Canada  
Jobcase  
Meetup  
Alignable

### Skills Development

Coursera	EdX
LinkedIn Learning	Udemy
MIT Open Learning	YouTube
Regional Provincial eLearning Sites	

### Virtual Interview

Big Interview  
Spark Hire  
Coursera

### Resume Builders

Resume Genius  
CV Maker  
Inployable

### Remote Job Boards

FlexJobs  
We Work Remotely  
Jobspresso

### Freelance Platforms

Upwork  
Fiverr  
Freelancer

### Networking Groups

Alumni groups  
MeetUp  
local Slack/Discord  
Networking Groups

### Industry Associations

Accounting Associations  
Marketing Associations

### AI Tools

ResumAI  
KickResume  
Rezi A  
Perplexity AI



## Seeker Profile Cards

These cards outline the background and goals of different "personas" for job seekers. This digitally themed scramble not only exposes participants to online networking tools, but also has them practice researching and identifying which resources best match their goals and needs as job seekers. These job seeker profiles are examples only. **Create your own persona cards to adapt to your participants needs!**

**Persona Card:** Jamie, a young person who has a disability

**Background:**

- Jamie is 16 years old.
- Jamie needs assistive technology to help with learning and working.
- Jamie loves working with computers but needs a job that can adapt to their needs.

**Goals for Employment:**

- Find a job where they can use a computer.
- Work in a place that can help with their assistive technology/equipment.
- Work with a supportive team.

**Persona Card:** Alex, a Recent School Leaver in Digital Marketing

**Background:**

- Alex just graduated from high school.
- Alex loves social media and making cool online content.
- Alex is looking for a job where they can learn more about digital marketing.

**Goals for Employment:**

- Get an entry-level job in digital marketing.
- Learn how to make ads and social media posts.
- Gain experience to move up in the marketing world.

**Persona Card:** Sam, a Young Carer Seeking Remote Customer Service

**Background:**

- Sam is 20 years old and takes care of their family.
- Sam needs a job they can do from home to stay close to their family.
- Sam enjoys talking to people and helping them solve problems.

**Goals for Employment:**

- Find a customer service job that is fully remote.
- Work from home to balance work and caring for their family.
- Help customers with their questions and problems.

**Persona Card:** Riley, Exploring Opportunities in Environmental Conservation

**Background:**

- Riley loves nature and wants to help protect the environment.
- Riley is interested in working with nature but does not have formal education beyond high school.
- Riley is looking for a job or internship in conservation.

**Goals for Employment:**

- Find a job or internship in environmental conservation.
- Work on projects that help protect nature.
- Gain experience to build a career in environmental work.

# Activity 8: Exploring Green Economy Job Opportunities – Pitch Contest



2-3 hrs

## OBJECTIVES

1. Encourage participants to think creatively about an environmentally sustainable business/employment opportunities in a rural context.
2. Develop participants' speaking and presentation skills.
3. Foster collaboration and teamwork.

## MATERIALS

- Whiteboard or flip chart
- Markers
- Visuals such as magazines to help participants who benefit from visuals (scissors, glue, paper)
- Pitch Outline Handout (template provided)
- Judging Criteria Handout (template provided)
- Timer

## SETUP

- Arrange the room in a semi-circle or U-shape to facilitate discussion and presentations.
- Prepare the whiteboard/flip chart with the activity agenda and key instructions. Consider providing written instructions or handouts so that people can refer to them.
- Teams could use materials to work on their pitch so make those available.

## HANDOUTS

This exciting activity will require you to print a few hands outs to support participants.

- Green Economy Jobs
- Pitch Outline Example
- Pitch Outline Handout-Template for Participants
- Judging Criteria Handout – Template for Participants

## THE DAY BEFORE

Consider having an introductory **discussion the day before you work** on this activity. You want to get a sense of how much your participants are aware that jobs in the green economy are viable and available in their communities. You are creating awareness to hidden opportunities!

Consider playing videos about jobs in the green economy, refer to hand out about jobs in the green economy. [EcoCanada](#) is a great resource to review about jobs in this economy and they have programs that support career awareness for people who have a disability so they can enter this sector. They could be a great guest speaker!

Here are some prompting questions to gauge your participants knowledge of the environment and the need for solutions:

- How many of the participants actively think/talk/have conversations about the environment?
- What parts or things about the environment do they think about the most?
- What makes them worried about the environment?
- How do they think it affects them and their family and friends?
- How do they think the environment impacts their community and their future?
- What can they do to make a difference?

Take note of this discussion – look for patterns of understanding or interest – that could lead your activity the next day around the creating a green economy job pitch!

## INSTRUCTIONS

### 1. Instructions (10-15 min.)

- Introduce the key elements of an effective pitch (problem, solution, unique value proposition, etc.)
- Divide participants into small teams of 3-4 people.
- Explain that each team will develop and present a 3-minute pitch for an environmentally sustainable small business, green job, or community initiative. Use the **Green Economy Jobs** reference handout.
- Provide the **Pitch Outline Handout** and review the key sections (problem, solution, target market, etc.).
- Encourage teams to be creative, practical, and focus on the unique needs of their community.
- Explain to the participants that they will be judging each other's pitch.

### 2. Pitch Preparation (30-40 min.)

- Teams will work together to brainstorm and develop their pitch.
- Facilitator should circulate and offer guidance as needed.
- Consider having magazines and other visual materials to help participants who work better with visuals.
- Offer the opportunity for teams to use PowerPoint to work on their presentation!

### 3. Pitch Presentations (40 min.)

- Each team will present their 3-5-minute pitch to the group.
- Encourage lively and engaging presentations.
- Provide the Judging Criteria Handout to participants so they can evaluate the pitches.

### 4. Debrief (20-30 min.)

- Facilitate a discussion on the presented ideas and lessons learned.
- Recognize the creativity and effort of the participants.

## Green Job Economy Jobs

The following is a list that can bring awareness to some of the types of jobs that can be found in the green economy.

### 1. Conservation Officer

- Watch over animals and nature to make sure they're safe.
- Help people follow rules to protect the environment.
- Teach others about why nature is important.
- Check for problems like pollution or illegal activities.

### 2. Sustainable Agriculture Specialist

- Help farmers use eco-friendly methods for growing crops.
- Show farmers how to take care of the soil so it stays healthy.
- Suggest ways to grow food that don't harm the environment.
- Teach farmers new skills to protect nature.

### 3. Forestry Technician

- Help manage and take care of forests.
- Watch for signs of problems, like sick trees or forest fires.
- Plant new trees and help forests grow.
- Keep track of forest changes and report them.

### 4. Environmental Educator

- Teach people about nature and how to protect it.
- Create fun activities and lessons about the environment.
- Organize events to spread awareness about nature.
- Work with schools and community groups to share information.

### 5. Renewable Energy Technician

- Set up and fix solar panels or wind turbines.
- Check that the energy systems are working well.
- Explain how to save energy to people.
- Follow safety rules when working with energy systems.

### 6. Wildlife Biologist

- Study animals and their homes to see how they are doing.
- Look for ways to help animals stay healthy and safe.
- Collect information about different animals and their needs.
- Work on plans to protect wildlife.

### 7. Rural Waste Management Coordinator

- Create and manage recycling programs in your community.
- Encourage people to recycle and compost their waste.
- Check how much waste is produced and find ways to reduce it.
- Teach others about waste and how to handle it properly.

### 8. Eco-Tourism Guide

- Take people on tours to show them beautiful natural places.
- Tell visitors about the importance of nature and how to protect it.
- Make sure tours don't harm the environment.
- Share interesting facts about local wildlife and plants.

## 9. Water Quality Technician

- Test water from rivers, lakes, or taps to make sure it's clean.
- Find out if there's any pollution in the water.
- Keep equipment in good shape to test water correctly.
- Share information about water quality with the community.

## 10. Soil Conservationist

- Help farmers and landowners keep the soil healthy.
- Prevent soil from washing away by using special techniques.
- Check the condition of the soil and offer advice on how to improve it.
- Teach people how to care for the soil properly.

## 11. Environmental Consultant

- Look at how projects might affect the environment.
- Suggest ways to reduce harm to nature.
- Write reports about how to protect the environment.
- Make sure companies follow environmental rules.

## 12. Rural Community Planner

- Plan how towns and villages should grow while protecting nature.
- Check how new projects might affect the environment.
- Work with local leaders and community members to make smart plans.
- Promote green spaces and eco-friendly designs.

## Pitch Outline Example

DESCRIPTION	EXAMPLE RECYCLING PROGRAM
<p><b>Problem:</b></p> <p>Describe the key challenge or need your idea addresses.</p>	<p><b>Problem:</b></p> <p>Description: In our rural community, we don't have a lot of recycling options, and many people are not sure how to recycle properly. This means that recyclable materials often end up in the trash, which harms our environment and wastes valuable resources.</p>
<p><b>Solution:</b></p> <p>Explain your proposed product, service, or initiative.</p>	<p><b>Solution:</b></p> <p>I'm excited to propose the "Rural Recycling Champions Program." This program will start a community recycling initiative designed for our rural area. It will include setting up recycling bins at key locations, organizing regular collection drives, and holding educational workshops to teach everyone about the benefits of recycling and how to do it right.</p>

DESCRIPTION	EXAMPLE RECYCLING PROGRAM
<p><b>Target Market:</b></p> <p>Identify the primary customers or beneficiaries.</p>	<p><b>Target Market:</b></p> <p>Our primary audience includes local residents, businesses, and schools in our rural community. We want to engage everyone in recycling efforts to make a big impact on our environment.</p>
<p><b>Value Proposition:</b></p> <p>What do you think makes it work or stand and succeed. Highlight what makes your idea stand out.</p>	<p><b>Value Proposition:</b></p> <p>The Rural Recycling Champions Program is unique because it's tailored to the needs of our rural community. By providing easy-to-use recycling bins, organizing local collection drives, and offering educational workshops, we make recycling simple and accessible. This program not only helps our environment but also brings the community together with a shared goal of sustainability.</p>
<p><b>Implementation Plan:</b></p> <p>Outline the steps to bring your idea to life.</p>	<p><b>Implementation Plan:</b></p> <p>Set Up Recycling Bins: Place recycling bins at popular locations like the community center, local schools, and businesses.</p> <p>Organize Collection Drives: Plan regular recycling drives where community members can bring their recyclables.</p> <p>Educational Workshops: Host workshops to teach people about what can be recycled and how it helps the environment.</p> <p>Get Community Involved: Partner with local organizations and volunteers to support and spread the word about the program.</p> <p>Evaluate and Improve: Collect feedback from the community and make adjustments to improve the program.</p>
<p><b>Environmental Impact:</b></p> <p>Explain how your idea promotes sustainability.</p>	<p>The Rural Recycling Champions Program will reduce the amount of waste going to landfills and increase the number of materials being recycled. By educating our community about recycling and making it easy to do, we'll help protect our local environment and conserve resources, leading to a cleaner and healthier community.</p>

## Participant Pitch Outline - TEMPLATE

**TEAM NAME:**

**PROBLEM:**

**SOLUTION:**

**TARGET MARKET:**

**VALUE PROPOSITION:**

**IMPLEMENTATION PLAN:**

**ENVIRONMENTAL IMPACT:**

## Judging Criteria

<b>TEAM NAME:</b>	
<b>CREATIVITY &amp; INNOVATION:</b>	<b>PRACTICALITY &amp; REALISTIC:</b>
<b>POTENTIAL ENVIRONMENTAL IMPACT:</b>	<b>PRESENTATION/ADVOCACY SKILLS &amp; DELIVERY:</b>

## Activity 9: Career Pathways Escape Room

This is an activity which may benefit from inviting skilled trades people to come and talk to the group for a short period of time, either as a part of the activity or alternatively for short 15–30 minute sessions over 1–2 days around the activity. Here is a resource to support your discussion: [Videos – Careers in Trades](#)



### OBJECTIVES

- 1. Establish what the participants understand by vocational and skilled trades and fill in any gaps by explaining this yourself.**
- 2. Introduce participants to various vocational training and skilled trade options.**
- 3. Help participants identify potential career pathways aligned with their interests and rural community needs.**
- 4. Develop problem-solving, (critical) thinking skills, and teamwork skills.**

### MATERIALS

- Your list of relevant trades and vocational skills relevant to the region and the group.
- Escape Room Scenario Handout (updated)
- 10 Riddle Clue Cards (with answers)
- Envelopes for Clue Cards (optional)
- Escape Room Code Breaker Word Search (template provided)
- Everyday items such as props (tools, equipment, books, etc.)
- Pens/pencils, paper
- Timer or stopwatch

### SETUP

- Set up the room to create an immersive escape room environment using the provided props.
- Hide the Riddle Clue Cards in various locations and place the Escape Room Code Breaker Word Search in a prominent spot.
- Ensure the Escape Room Scenario Handout is easily accessible for participants.

### HANDOUTS

This exciting activity will require you to print a few hands outs to support participants.

- Escape Room Scenario Handout
- Riddle Clue Cards- For Participants
- Riddle Clue Cards – Answers for Facilitators
- Escape Room Code Breaker Word Search – For Participants
- Escape Room Codebreaker Solution – Hand to Participants at the end.

# INSTRUCTIONS

## 1. Introduction (10 min.)

- Welcome participants and explain the premise of the “Career Pathways Escape Room.”
- Emphasize the focus on vocational training and skilled trades relevant to rural communities.
- Review the objectives and rules of the activity.

## 2. Instructions (10 min.)

- Divide participants into small teams of 3-4 people.
- Explain that each team has 45 min. to solve the puzzles and “escape” the room.
- Provide the Escape Room Scenario Handout, which sets the stage for the activity.

## 3. Escape Room Challenge (around 1 hr with a break if needed)

- Teams work together to find the hidden Riddle Clue Cards and solve the puzzles.
- They must also complete the Escape Room Code Breaker Word Search to uncover the answers to the riddles.
- Facilitator should monitor the progress and provide hints if teams get stuck.

## 4. Debrief (15-30 min.)

- Facilitate a discussion on the different vocational training and skilled trade options uncovered during the escape room.
- Encourage participants to share their thoughts, insights, and any potential career paths that interest them.
- Emphasize the importance of these skilled trades in supporting rural communities and economies.

## Escape Room Scenario Handout

You're a group of job seekers in a rural community, exploring various career options that could help you build a sustainable future. Suddenly, you find yourselves trapped in a room filled with clues about different vocational training paths. Can you solve the puzzles, decipher the codes, and uncover the skilled trades and certifications that could be a great fit for you?

*Welcome to Your...*



As soon as you enter, your journey will begin. You'll need to search and solve the clues to win. Can you figure out all the puzzles to escape?  
Find your way to the end before time runs out!

*Good Luck & Have Fun!*

## Riddle Clue Cards for Participants

Print and Cut out the Riddle Clue cards. The list at the end shows the answers.

<p><b>I shape wood with precision, creating structures grand, a rewarding trade, that's in high demand.</b></p>	<p><b>I join metals with heat, sparks fly all around, a skilled profession, my talents are renowned.</b></p>
<p><b>I care for creatures both big and small, ensuring their health, that's my noble call.</b></p>	<p><b>I operate equipment of different size and might, moving earth and rock, both day and night.</b></p>
<p><b>I work with power, bringing light to the dark, a skilled trade, that leaves a lasting mark.</b></p>	<p><b>I tend to the land, helping crops to thrive, ensuring a bountiful harvest, where I take great pride.</b></p>
<p><b>Amidst the sea's whispers and salty spray, I lure and catch your sumptuous meal.</b></p>	<p><b>I fuse metals together, with techniques so grand, creating strong bonds, that will always withstand - and I never get wet</b></p>
<p><b>With my tools in hand, I fix and maintain, ensuring machines and vehicles can run without strain.</b></p>	<p><b>I prepare the meals, with care and delight, feeding all, from morning till night.</b></p>



## Riddle Clue Cards – Answers for Facilitators

“I shape wood with precision, creating structures grand, a rewarding trade, that’s in high demand.”

**Answer: Carpentry**

“I join metals with heat, sparks fly all around, a skilled profession, my talents are renowned.”

**Answer: Welding**

“I care for creatures both big and small, ensuring their health, that’s my noble call.”

**Answer: Veterinary Assistant**

“I operate equipment of different size and might, moving earth and rock, both day and night.”

**Answer: Machine Operator**

“I work with power, bringing light to the dark, a skilled trade, that leaves a lasting mark.”

**Answer: Electrician**

“I tend to the land, helping crops to thrive, ensuring a bountiful harvest, where I take great pride.”

**Answer: Agricultural Technician**

“Amidst the sea’s whispers and salty spray, I lure and catch your sumptuous meal.”

**Answer: Fishing**

“I fuse metals together, with techniques so grand, creating strong bonds, that will always withstand – and I never get wet.”

**Answer: Plumbing**

“With my tools in hand, I fix and maintain, ensuring machines and vehicles can run without strain.”

**Answer: Mechanic**

“I prepare the meals, with care and delight, feeding all, from morning till night.”

**Answer: Catering Assistant**

## Escape Room Code Breaker Word Search – For Facilitators

A word search puzzle containing the names of the 10 vocational training and skilled trade options referenced in the riddles. Participants must find the words in the puzzle to “unlock the answers”. The 10 Answers:

1. Carpentry
2. Welding
3. Veterinary Assistant
4. Machine Operator
5. Electrician
6. Agricultural Technician
7. Fishing
8. Plumbing
9. Mechanic
10. Catering Assistant

## Escape Room Codebreaker Word Search

(FOR PARTICIPANTS)

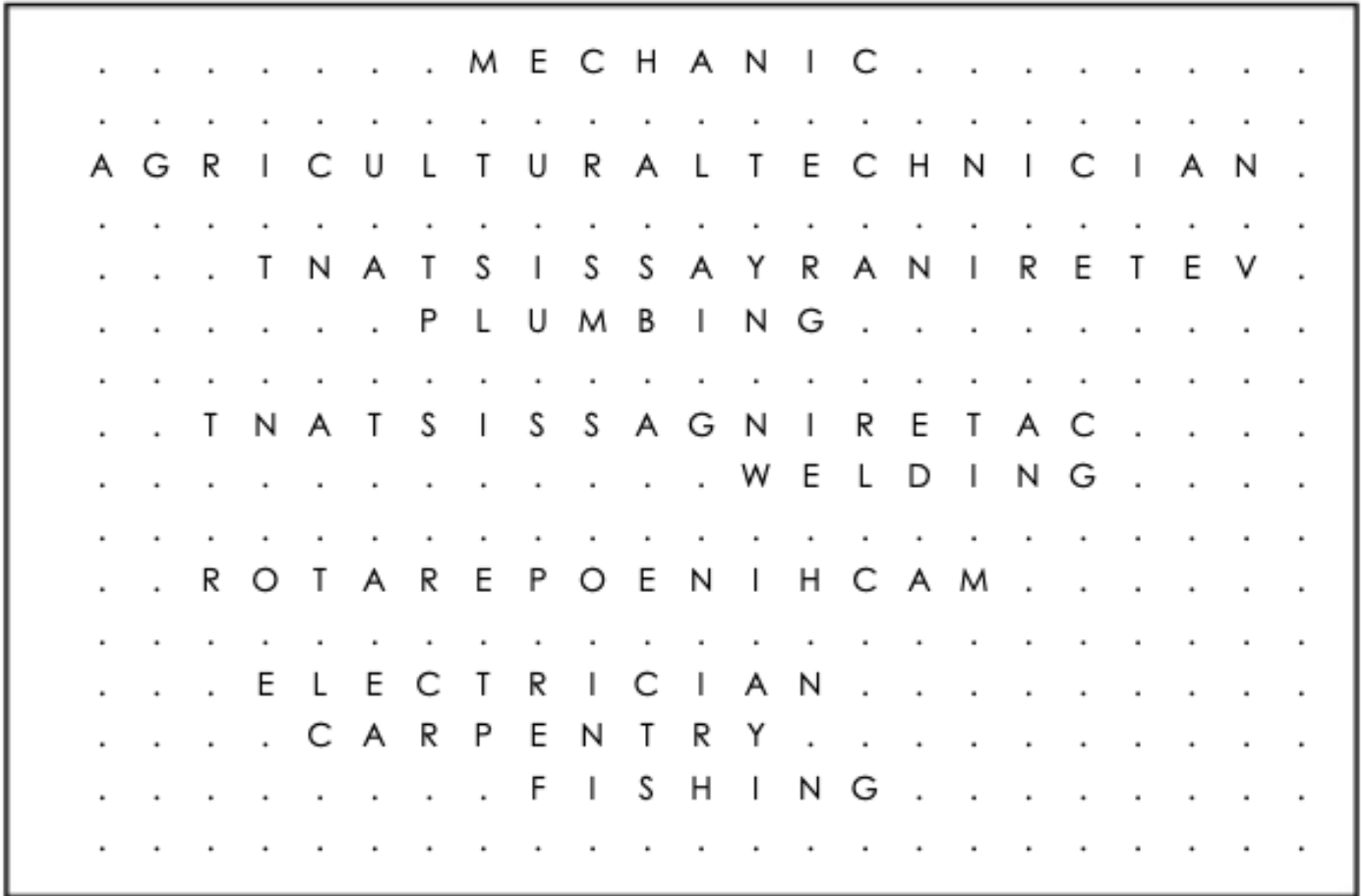
Use the word search below to find the answers to each riddle.

Words are hidden HORIZONTALLY ONLY.



## Escape Room Codebreaker Solution

Hand to Participants at the end.



CARPENTRY (East,5,14)

WELDING (East,13,9)

VETERINARY ASSISTANT (West,22,5)

MACHINE OPERATOR (West,17,11)

ELECTRICIAN (East,4,13)

AGRICULTURAL TECHNICIAN (East,1,3)

FISHING (East,9,15)

PLUMBING (East,7,6)

MECHANIC (East,8,1)

CATERING ASSISTANT (West,19,8)

## Activity 10: Virtual Job Shadow

This exercise, as well as being a stand-alone exercise, can be used as a ‘regular activity’ with guest speakers coming in to talk with participants at key times throughout your use of these activities.

The exercise lends itself to small group activity as well as one-to-one activity.



### OBJECTIVES

- 1. Bring awareness of career options suitable for rural areas to stimulate interest and choice.**
- 2. Provide insight into the daily tasks and responsibilities of various roles or professions or sectors.**
- 3. Build better communication, confidence speaking with others, and potential interviewing skills.**

### MATERIALS

- Video conferencing platform (e.g., Teams, Zoom, Google Meet, Skype)
- List of individuals/professionals/companies to virtually job shadow
- Question Prompt Sheet

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### HANDOUTS

- List of Participating organizations, practitioners and individuals
- Question Prompts

# INSTRUCTIONS

## 1. Before the Activity

- Reach out to organizations and practitioners in fields such as remote customer service, crafts persons and artisan bakers or makers, e-commerce businesses, virtual assistants, technical support, agriculture and other land and sea-based businesses & individuals etc. and arrange virtual job shadowing sessions.
- Provide the organizations and individuals with background on the group and the program, and with guidelines on what to cover during the session (e.g., job overview, typical day, necessary skills, challenges, and rewards).
- Share the list of participating organizations and individuals and their respective fields and/or roles with the participants.

## 2. Introduction (10-15 min.)

- Explain the concept of virtual job shadowing and its benefits.
- Outline the objectives of the activity and the agenda for the session.

## 3. Preparation (20-30 min.)

- Divide participants into small groups based on their career interests.
- Distribute the participant worksheet and instruct them to research/find out more about the organizations/individuals they will be shadowing.
- Have participants prepare a list of questions to ask during the virtual job shadowing session. You may have to assist them with this, but some guideline questions are at the foot of this activity. Stimulate a group discussion around this first so they can come up with some of their own ideas beforehand and note/share them.

## 4. Virtual Job Shadowing (1.5-2 hrs.)

- You may need some additional resourcing and support for these activities to ensure all runs smoothly, as there will be concurrent discussions taking place using technology.
- Ensure people are in different parts of the room, or rooms to minimise noise and disruptions to each other.
- Have headphones available if required.
- This will not be practical if there are 2-3 participants with each organization/individual.
- Connect participants with the assigned organizations & individuals via the video conferencing platform.
- Have professionals provide an overview of their role, daily tasks, and responsibilities.
- Encourage participants to ask questions and engage in discussion to gain a realistic understanding of the organization/role/sector.
- Facilitate the session to ensure equal participation and keep the conversation on track. Allow things to run on where you sense there is obvious interest, enjoyment and benefit being provided to participants.

## 5. Reflection and Debrief (30 min.)

- Have participants reconvene as a group and share their key takeaways and insights from their experiences.
- Discuss the different options explored and how they align with participants' interests and skills.
- Encourage participants to reflect on what they learned about the daily tasks, challenges, and rewards of each organization/sector/role.
- Provide guidance on next steps for participants interested in pursuing similar sector or role paths.
- Provide and plan connections and links as and where this arises for the individuals and for any organizations who might be supporting them.

## List of Participating Organizations & Individuals - TEMPLATE

CATEGORY	YOUR ANSWERS
<p><b>Name, Title, Company/Organization</b></p>	
<p><b>Brief sector information and overview</b></p>	
<p><b>Information on the role or roles being covered (where this is not covered by any of these other descriptions)</b></p>	
<p><b>Brief bio highlighting expertise, experience, and notable achievements of guest speaker</b></p>	
<p><b>Areas of focus or specific advice that speaker can offer</b></p>	
<p><b>Contact information for follow-up (where agreed beforehand)</b></p>	

## Question Prompts

The following examples can be used by the participants during the discussion session. They can also use their own. These examples and all questions will be entirely influenced by the working context of the people and organizations involved.

- 1. What service or product does your organization provide?**
- 2. What service or product do you provide?**
- 3. What was the biggest challenge you faced in your career journey, and how did you overcome it?**
- 4. What is one piece of advice you wish you had received when you were starting out in this field?**
- 5. How do you stay focused and motivated in the face of, problems, bad days, setbacks or failures?**
- 6. What strategies have you used for yourself or your business to build further for success?**
- 7. How do you prioritize and manage the demands of your job?**
- 8. What are some of the most valuable resources or support systems you've relied on?**
- 9. How do you learn and adapt to stay ahead of others or to create new ideas and develop yourself or your service or business?**
- 10. What are the key traits or skills you look for in people, or that you feel you need in your role?**
- 11. How do you balance short-term and long-term needs?**
- 12. What is a typical day like?**



# Topics Covered In this Section

This section has been prepared to introduce participants to the concept of entrepreneurship. It encourages participants to explore their own creativity and ideas for a business. It also allows participants to envision how they would develop, manage, and execute a business plan. And, how they would market their products and how they can understand who their customers might be.

## Topics covered in this section include:

- 1. How to introduce yourself:** Understand how when running a business, or trying to sell a product, the owner needs to be able to talk about themselves – to help sell the product.
- 2. How to come up with a business idea:** Thinking creatively and dreaming big about ideas for a business or a product.
- 3. How to identify your customer:** Encourage participants to think about who their customer is, who are they selling their product to, and the impact it has on business planning.
- 4. Business Plan Development:** Learn how to develop a business plan – things that should be considered and who is helping the person build their business idea.
- 5. Budget and funding:** Learn to establish a budget and understand the concepts of money coming in, money going out and profit.

## A note on the difference between entrepreneurship and self-employment

The difference between [entrepreneurship](#) and [self-employment](#) is mainly about the scale and focus of the business. Entrepreneurs start and grow businesses by creating new ideas and opportunities, aiming to expand and often manage a team. Self-employed people, on the other hand, work for themselves, offering services or products directly and usually on a smaller scale. While entrepreneurs are often focused on building something that can grow and operate independently, self-employed individuals are more likely to run a business on their own without plans for major expansion.

# Activity 1: Introducing Yourself



1.5 hrs

## OBJECTIVES

1. Create a short introduction that shares your best qualities, interests, and experiences.
2. Practice saying your introduction with confidence.
3. Get feedback and ideas from others to make your introduction better.

## MATERIALS

- Introduction Worksheet (see handout section)
- Timer
- Paper and pens for participants

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## HANDOUTS

- Introduction Worksheet
- Example Introductions

# INSTRUCTIONS

## 1. Introduction (10 min.)

- Explain what an “introduction” is and why it’s important.
- Talk about what makes a good introduction (short, interesting, memorable).
- Share examples of introductions (see worksheet).

## 2. Brainstorming (15 min.)

- Divide participants into small groups of 3-4 people.
- Give each participant an Introduction Worksheet.
- Ask participants to think about their best qualities, interests, and experiences.
- Have participants share their ideas within their small groups and help each other.

## 3. Creating Your Introduction (20 min.)

- Give participants time to write their own short introduction using the worksheet. Participant can also use text to speech or visuals if writing is a barrier.
- Encourage participants to focus on their most important and interesting points.
- Remind participants to keep their introduction short (30-60 seconds).
- Offer help and feedback as participants work on their introductions.

## 4. Practice (20 min.)

- Have participants pair up and take turns saying their introductions to each other.
- Encourage partners to give feedback and ideas for making the introductions better.
- Switch partners every 5-10 min. so participants can practice with different people.

## 5. Group Feedback (15 min.)

- Bring the group back together and ask for volunteers to share their introductions with everyone.
- Encourage group members to give feedback and ideas for improvement.
- Talk about what makes a good introduction and share tips for saying it with confidence.

## 6. Wrap-Up (10 min.)

- Summarize the main points of the activity, reminding participants about what makes a good introduction.
- Encourage participants to keep practicing and improving their introductions.
- Provide the Introduction Worksheet for participants to take home.

## Introduction Worksheet

**1. Think about your best qualities, interests, and experiences (both in and out of school).**

**2. Write a short introduction (30-60 seconds) that shares your most important and interesting points.**

**3. Practice saying your introduction with a clear voice and a smile.**

**4. Get feedback and ideas from others to make your introduction better.**

**5. Keep practicing and making your introduction better.**

## Example Introductions

The words in **BOLD** are critical information. Notice there are less than 10 critical words in each example, but they are still very powerful statements about the person, their character, their interests etc.

Hi, I'm **Sarah**. I love **animals** and enjoy **helping** others. I once organized a pet food drive at my school and **collected** over 100 cans of **food for the animal shelter**. I'm excited to volunteer at the animal shelter and help take care of the pets.

Hello, my name is **Michael**. I'm a **creative** person who likes to **solve problems**. In my free time, I enjoy **building robots** and figuring out how things work. I'm looking forward to joining the robotics club and learning more about programming.

I'm **Emily**, and I'm known for being a **good friend**. I'm always ready to **listen** and **help** when someone needs me. I want to volunteer at the nursing home because I enjoy spending time with **older people** and hearing their stories. I think my friendly personality will help me brighten their day.

# Activity 2: Business Idea Fishbowl



1-1.5 hrs

## OBJECTIVES

1. **Generate a range of organization and business ideas through a simple and engaging brainstorming activity.**
2. **Inspire creative thinking and collaboration among participants.**
3. **Encourage participants to explore wider, and perhaps unconventional, business opportunities and combinations.**

## MATERIALS

- Paper slips
- Pens or pencils
- A large bowl or container (the “fishbowl”)
- Timer
- Bell or whistle to signal time intervals

## HANDOUTS

- Pre-written idea slips to add to the fishbowl
- Reflection worksheet

## INSTRUCTIONS

### 1. Introduction (5-10 min.)

- Explain the purpose and format of the Business Idea Fishbowl activity.
- Emphasize the importance of thinking creatively and considering unique business opportunities.
- Encourage participants to keep an open mind and build upon each other’s ideas.

### 2. Individual Brainstorm (15-20 min.)

- Distribute paper slips and pens/pencils to each participant.
- Ask participants to write down as many business ideas as possible, one idea per slip.
- Encourage a mix of traditional and unconventional ideas across various industries.
- Try and encourage them to think about realistic local ideas, but also wider and wilder ones!
- Collect all the idea slips and place them in the fishbowl.

### 3. Fishbowl Draws (30 min. plus)

- Divide participants into small groups of 3-4 people.
- Have each group take turns randomly drawing 3 idea slips from the bowl.
- Give the groups 5 min. to discuss and brainstorm ways to combine or expand upon the ideas they drew.
- Encourage groups to consider innovative products, services, or business models that could emerge from the idea combinations.
- After 5 min., have the groups return their idea slips to the fishbowl and draw a new set.
- Repeat the process for 3-4 rounds, as time allows.

### 4. Group Share (15-20 min.)

- Invite each group to share their most promising or innovative business idea combination.
- Ask groups to briefly explain how they developed or refined the idea.
- Facilitate a discussion after each group shares, allowing for questions, feedback, and additional ideas from other participants.

### 5. Debrief and Reflection (10 min.)

- Lead a group discussion on the key takeaways and insights from the activity.
- Encourage participants to reflect on how the activity challenged their existing knowledge, and perhaps assumptions, and sparked new ways of thinking about their own opportunities.
- Discuss how participants can apply the creative brainstorming techniques to their own entrepreneurial or self-employment journeys.

#### **SUPPORTING NOTES:**

- If the group is large, consider splitting into multiple fishbowls to ensure everyone has a chance to actively participate.
- Encourage participants to think beyond traditional business ideas and consider emerging trends, technologies, and social or environmental needs.
- If a group draws idea slips that don't immediately spark a connection, encourage them to think laterally and explore potential synergies or market gaps.
- Site visits can be arranged for the group, or for those participants interested in particular organizations/sectors/jobs, as an option or addition. If this is done, then all safety, compliance, and insurance considerations must be covered.

## Idea Slips to Add to the Fishbowl

**These are just some selected ideas that you want to share and add some local or regional ones:**

- Mobile app for local ridesharing
- Eco-friendly cleaning services using all-natural products
- Subscription box service for locally made food products
- Virtual reality tours of local sites and places of interest
- Personalized meal planning and grocery delivery service
- Online marketplace for handmade and vintage items - or things you and friends might make
- Personal bike delivery service for rural communities
- Gamified language learning platform
- Vertical farming solutions for urban areas
- Platform and process for renting out children's bikes or equipment
- Peer-to-peer rental platform for outdoor gear and equipment

## Reflection Worksheet

**What was the most promising or innovative business idea combination you explored during the activity?**

**How did the fishbowl brainstorming process push you to think differently about business opportunities?**

**What insights or lessons from this activity will you take forward in your own entrepreneurial journey?**

# Activity 3: Customer Avatar Sketches



2-2.5 hrs

Customer Avatar Sketches can help anyone with business, product, or service ideas gain a deeper understanding of their target customers and learn how to create profiles that can help their business decisions. This activity will help participants internalize the importance of customer focused thinking when creating businesses that aim to make a positive impact.

## OBJECTIVES

- 1. Identify and understand the target customers who would benefit from a business idea.**
- 2. Create simple profiles of likely customers so you can tailor any products or services.**
- 3. Think and consider the likely needs, challenges, and aspirations of potential customers.**

## MATERIALS

- Flipchart or whiteboard
- Markers
- Pens or pencils for participants
- Customer Avatar Sketch template (see handouts/materials section)
- Business idea scenarios (see handouts/materials section)

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## HANDOUTS

- Customer Avatar Sketch Template
- Business Idea Scenarios

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## INSTRUCTIONS

### 1. Introduction (10 min.)

- Explain the importance of understanding likely customers when creating a business that aims to help others.
- Discuss how creating simple customer profiles can help any self-employed person or business better serve their audience.
- Introduce the concept of a “customer avatar” and explain the objectives of the activity.

## 2. Customer Avatar Components (15 min.)

- Present the key components of a customer avatar, such as:
  - Demographics (age, gender, location, income, etc.)
  - Interests, values, attitudes
  - Pain points and challenges – what their problems might be
  - Goals and aspirations
  - Likely preferred communication types
- Provide examples of well-developed customer avatars and discuss how they can help you develop the best service or product.
- Explain and ensure understanding of the terms: demographic, pain point, etc.

## 3. Customer Avatar Sketch (1 hr.)

- Divide participants into small groups and assign each group a different business idea scenario.
- Distribute the Customer Avatar Sketch template to each group.
- Ask the groups to discuss their assigned business idea and brainstorm the characteristics of their ideal customer.
- Have each group complete the Customer Avatar Sketch template, including a visual representation (sketch or collage) of their customer avatar.
- Encourage participants to be as detailed and specific as possible.

## 4. Group Presentations (30-45 min.)

- Invite each group to present their Customer Avatar Sketch to the rest of the participants (offer alternative choices if a group does not want to present).
- Encourage the presenting group to explain how their customer avatar’s “needs and challenges” match the respective business idea.
- Allow time for questions and feedback from other participants.

## 5. Reflection and Application (15 min.)

- Lead a discussion on the key takeaways from the activity.
- Ask participants to reflect on how they can apply the customer avatar concept to their own business ideas and thoughts.
- Encourage participants to continue refining their customer avatars as they develop their business ideas.

### **SUPPORTING NOTES:**

- If time allows, consider providing additional resources or examples of customer avatars from successful or local businesses.
- Encourage participants to think outside the box when creating their customer avatars.
- Emphasize the importance of empathy and understanding the customer’s point of view.

# Customer Avatar Sketch Template

Customer: \_\_\_\_\_

**Demographics**

**Interests etc.**

**Communication Preferences**

**Pain Points/  
Challenges**

**Visual Representation**

**Goals & Aspirations**

**Decision Making**

## Guiding Questions

These are all things to think about and consider for any business idea. You won't know all these things of course; the idea is to think about what's likely and/or what might be the case. This is not an exhaustive list, encourage participants to think of their own questions.

### 1. Demographics

- What is your customer's age range?
- What is their gender?
- Where do they live (urban, suburban, rural)?
- What is their income level?
- What is their education level?
- What is their occupation or job title?
- What are your customer's interests and hobbies?
- What things are important to them?
- What attitudes or opinions might they have about your product/service?
- What motivates or inspires them?
- What personality traits do they possess?

### 2. Pain Points and Challenges

- What problems or challenges does your customer face in their daily life?
- What frustrates or concerns them?
- What obstacles prevent them from achieving their goals?
- What needs are currently going unmet by existing products or services?

### 3. Goals and Aspirations

- What does your customer want to achieve in their personal or professional life?
- What would make their life easier, better, or more fulfilling?

### 4. Communication Preferences (This assumes that they use social media as the main vehicle for communication). Consider whether they use more traditional methods and ask questions accordingly:

- What social media platforms do your customers use regularly?
- What type of content do they consume (blog posts, videos, podcasts, etc.)?
- What influencers or thought leaders do they follow?
- What communication style will they likely prefer (formal, casual, humorous, etc.)?
- What devices will they likely use to access information (smartphone, tablet, desktop)?

## 5. Decision-Making Factors

- What factors influence your customer's decisions?
- What will they likely value most (price, quality, convenience, social impact, etc.)?
- Who might they consult or trust when making decisions (friends, family, online reviews)?
- What objections or concerns might they have about your product/service?

## 6. Visual Representation:

- Draw a sketch or create a collage that represents your customer avatar.
- Include visual elements that reflect their demographics, interests, and personality.
- Use images, symbols, or words to capture the essence of your ideal customer.

## 7. Additional Prompts:

- Give your customer avatar a name and a brief backstory.
- Describe a typical day in your customer's life.
- Imagine your customer's ideal experience with your product/service.
- Consider how your business can uniquely address your customer's needs and challenges.

## Business Idea Scenarios

Cut and laminate so you can re-use these scenarios. Feel free to create your own!

**A mobile app that connects volunteers with local nonprofit organizations they might want to help.**

**A cleaning service that employs and trains individuals with barriers to employment.**

**A subscription box service that delivers healthy meal kits to low-income families.**

**A gardening and yard service that offers help to older or disabled people who can't do it themselves or can't afford to employ expensive gardeners.**

**A social enterprise that sells handmade products crafted by artisans in developing countries.**



# Activity 4: Business Plan Puzzle



1.5 hrs

## OBJECTIVES

1. Understand the key items in a simple business plan and their proper order.
2. Recognize the importance of each section in creating a business plan.
3. Identify and exclude irrelevant or unnecessary elements.
4. Collaborate with others to assemble and complete a basic business plan.

## MATERIALS

- Business Plan Puzzle pieces, including correct and incorrect sections (see handouts/materials section).
- Envelopes or folders to hold each team's puzzle pieces
- Flipchart or whiteboard
- Markers
- Timer

## HANDOUTS

- Business Plan Puzzle Pieces:
  - 14 puzzle pieces, including 10 correct components and 4 incorrect sections
  - Print and cut out the puzzle pieces, ensuring there are enough sets for each team.
- Solution

## INSTRUCTIONS

### 1. Introduction (10 min.)

- Welcome the participants and introduce the topic of business planning.
- Remind the group that we will be designing our own enterprises and that a well-structured business plan is necessary to get buy-in, funding, and to set the direction of the business.
- Highlight that a business plan is a type of roadmap, guiding decision-making and helping to secure funding or support.
- Mention that the activity will focus on putting the key components of a business plan into their proper order.
- Divide the participants into small teams (3-4 people per team) for the upcoming activity.

## 2. Business Plan Components (30 min.)

- Present an overview of the key components of a business plan, including:
  - Executive Summary – an overview of what’s inside
  - Organization Description – what the business and the service is
  - Market Analysis – who wants the products and services, and why
  - Competitive Analysis – who are you up against (or not)
  - Product or Service Description – what is it you have
  - Marketing and Sales Strategy – how you’re going to promote, sell, and advertise your product/service
  - Operations Plan – how your processes will work
  - Management Team – who is involved (just you, or others as well?) and what do they do
  - Financial Plan – all the simple aspects of money and finance
  - Appendices – anything else that you want people to read

**NOTE:** The order presented above, for the parts of a business plan, is what you will be using as **the most appropriate order** when you have participants putting the puzzle together.

- Open it up to comments and questions.
- Briefly explain the purpose and content of each component.
- Highlight the importance of presenting the components in a logical order.
- Mention that not all sections are relevant or necessary for every business plan.

***Stress that a simple plan can be just a few short pages and still be effective and practical.***

## 3. Business Plan Puzzle (40 min.)

- Divide participants into small teams (3-4 people per team).
- Provide each team with an envelope containing the Business Plan Puzzle pieces, including correct and incorrect sections.
- Explain that each puzzle piece represents a potential part of a business plan, but some pieces are irrelevant or unnecessary.
- Challenge the teams to work together to identify the correct and relevant parts and assemble them in the proper order.
- Set a timer for 30 min. and notify the teams when they have 10 min. remaining.
- Once time is up, have each team present their assembled business plan, explain their reasoning for the order they chose, and identify the sections they excluded and why.

## 4. Debrief and Discussion (15 min.)

- Reveal the correct order of the business plan components and the incorrect sections.
- Discuss any common mistakes or discrepancies among the teams’ puzzles.
- Encourage participants to share their insights and questions about the business plan structure and the irrelevant sections.
- Emphasize the importance of tailoring the business plan to the specific needs of each venture and excluding unnecessary information.

## 5. Wrap-Up (10-15 min.)

- Congratulate the participants on their efforts and insights during the Business Plan Puzzle activity.
- Recap the key takeaways, including the importance of understanding the purpose and content of each business plan component.
- Encourage participants to apply this knowledge when creating their own business plans or evaluating others’.
- Remind them that a business plan should be tailored to the specific needs and goals of each venture.

### **SUPPORTING NOTES:**

- For literal thinkers, explain that this is not a typical puzzle. In using the word ‘puzzle’ we are saying that participants will work on some tricky situations that need creative thinking and problem-solving. There’s no single right answer, but there are lots of different ways to approach these scenarios.
- Be prepared to explain why certain sections are irrelevant or unnecessary in a business plan.
- The point of the activity is to create awareness and understanding of the components, to generate discussion of why they’re there and what they’re for.

## Business Plan Puzzle Pieces

Print as many copies of the business puzzles for your teams. You may want to laminate for reusing. Cut out puzzle pieces. Participants will need to put them in order.

### Executive Summary

Overview of the business, its goals, and key highlights

### Company Description

Detailed information about the business, its history, and its mission

### Market Analysis

Research on the target market, industry trends, and potential customers

### Competitive Analysis

Assessment of the competition and the business's unique value proposition

### Product or Service Description

Detailed explanation of the offerings and their benefits

### Marketing and Sales Strategy

Plans for promoting and selling the products or services

### Operations Plan

Description of the day-to-day operations and processes

### Management Team

Introduction to the key team members and their roles

### Financial Plan

Projected income statements, balance sheets, and cash flow statements

### Appendices

Additional supporting documents, such as resumes, licenses, or contracts



## Incorrect Puzzle Piece Labels

Print as many copies of the INCORRECT business puzzles as needed for your teams. You may want to laminate for reusing. Cut out puzzle pieces and add them to the correct puzzle pieces. You may want to add your own examples!

### Office Design

Plans for decorating and furnishing the workspace

### Employee Birthday List

Dates of each team member's birthday

### Travel Policy

Guidelines for business travel arrangements and expenses

### Company Mascot

Description and sketch of the company's mascot



## Solution

1. Executive Summary
2. Company Description
3. Market Analysis
4. Competitive Analysis
5. Product or Service Description
6. Marketing and Sales Strategy
7. Operations Plan
8. Management Team
9. Financial Plan
10. Appendices

# Activity 5: Business Structure Quiz Show

Each time you facilitate this game, make sure that you check the questions and select those that you think are best suited for your audience; add any additional questions that you think would reflect the participant mix.

As the facilitator, make sure you have brushed up on the answers, and that you are able to explain them using plain language. It is also helpful to have a link or links ready for participants, if they want to find more information.



1-1.5 hrs

## OBJECTIVES

1. Learn about different business types and forms.
2. Understand the advantages and disadvantages of each business type.
3. Engage in a fun, competitive learning experience.

## MATERIALS

- Business Structure Quiz Show questions and answers.
- Buzzers or bells for each team
- Timer
- Scoreboard
- Pens and paper for each team

## HANDOUT

- Business Structure Quiz Show Q&A

## INSTRUCTIONS

### 1. Introduction (10 min.)

- Explain the importance of understanding different legal business structures when starting a business in Canada.
- Discuss how the choice of business structure can impact taxes, liability, and other key factors.
- Introduce the Business Structure Quiz Show and its rules.

### 2. Team Formation (5 min.)

- Divide participants into teams of 3-4 players.
- Assign each team a buzzer or bell.
- Provide each team with pens and paper for note taking.

### 3. Quiz Show (45-60 min.)

- The facilitator will read a question aloud.
- Teams will have 30 seconds to discuss and write down their answer (or to say it aloud after the buzzer). **NOTE: Adjust times according to your participants!**
- If a team knows the answer without looking it up, they can buzz in immediately.
- If no team buzzes in within 30 seconds, teams have an additional 30 seconds to search for the answer online.
- The first team to buzz in with the correct answer (or the closest to the correct answer) wins the point(s).
- If a team answers correctly without looking up the answer, they earn 2 points; if they answer correctly after searching, they earn 1 point.
- If a team answers incorrectly, other teams have the chance to buzz in and answer for one (1) point.
- Read each question aloud, allowing time for teams to discuss, search (if needed), and buzz in with their answers.
- Keep score on the scoreboard throughout the game.

### 4. Debrief and Review (10 min.)

- Review the key characteristics, advantages, and disadvantages of each business type covered in the quiz.
- Encourage participants to ask questions and share their thoughts on the different business types.
- Discuss how understanding business and organizational types can help entrepreneurs make informed decisions when developing something in Canada.

#### **SUPPORTING NOTES:**

- There may be a need to go over some terms before playing the game - example, unlimited personal liability.
- Ensure that participants understand the rules of the quiz show before beginning.
- Keep track of time during each question to ensure fair play.
- Be prepared to clarify any questions or elaborate on the answers as needed

## Business Structure Quiz Show Q&A

**1. What type of business is owned by just one person and is the simplest to set up?**

Self-employed, meaning a sole proprietorship or ownership.

**2. Do you need to register as a business to just offer a service or product on a self-employed basis**

No, you don't.

**3. Which business structure has owners who are personally responsible for the business's debts?**

Sole proprietorship and partnership.

**4. Which business structure is owned by shareholders in Canada?**

Corporation

**5. What is the main advantage of forming a corporation in Canada?**

It protects you as the owners against these liabilities through "limited liability protection."

**6. Which business structure requires the least amount of paperwork and legal formalities in Canada?**

Sole proprietorship

**7. If you want business partners so that you are not the only owner, how many partners can you have?**

As many as you like but normally it's just a few.

**8. How do you share out the revenue from a partnership between the partners?**

According to your agreement, based on how much work you put in, and/or how much investment or money/savings you have put in to help launch it.

**9. What is the main disadvantage of a sole proprietorship in Canada?**

Unlimited personal liability for the owner.

**10. What is the main difference between a sole proprietorship and a partnership in Canada?**

A partnership has two or more owners, while a sole proprietorship has only one.

**11. What do you think a co-operative is? Have a guess if you don't know. A local example might be \_\_\_\_\_.**

They are owned by the "owner-members," and everyone gets a say in how things are run.

**12. What is the main advantage of forming a co-operative in Canada?**

Members have equal control and share in the profits.

**13. Which business structure is owned and controlled by its members, who use its services or buy its products in Canada?**

Co-operative

**14. What is the main advantage of forming a sole proprietorship in Canada?**

Easy to set up and the owner has complete control over the business.

**15. What type of organization operates to fulfill social or charitable goals and reinvests any surplus back into its mission rather than distributing profits?**

Not-for-Profit Organization

# Activity 6: Funding Opportunity Exploration

Decide, based on the individual characteristics and strengths of your group, whether they will work individually or in small groups for this exercise.



1.5-2 hrs

## OBJECTIVES

1. Research and identify potential funding sources for their company.
2. Create a (shared) database/listing of funding opportunities, including grants, loans, and any other sources.
3. Develop skills in understanding and reviewing funding options.

## MATERIALS

- Computers or tablets with internet access
- Handout with a list of suggested funding databases and resources (see below)
- Shared online platform for creating the funding opportunity database (e.g., Google Sheets, Airtable, OneDrive and Excel)

## HANDOUT

- List of Suggested Funding Databases and Resources

## INSTRUCTIONS

### 1. Introduction (10 min.)

- Discuss how beneficial it is to try and find support or funding for your company. Some people may be unaware that these opportunities exist.
- Explain the various types of funding available, such as grants, loans etc.
- Introduce the objectives of the Funding Opportunity Database Dive activity.

### 2. Database Setup (15 min.)

- Create a shared online platform for the funding opportunity database (if you are using one).
- Provide participants with access to the platform and explain how to add and categorize entries.
- Share the handout with the list of suggested funding databases and resources.

### 3. Research and Bookmarking (45-60 min.)

- Divide participants into small groups or have them work individually.
- Instruct participants to research and identify potential funding opportunities using the provided resources and their own searches.
- Encourage participants to look for funding options specific to their industry, location, or stage of business development.
- Ask participants to bookmark relevant funding opportunities and add them to the shared database.
- Provide guidance on the types of information to include for each entry, such as:
  - Name of the funding program or organization
  - Type of funding (grant, loan, investment, etc.)
  - Eligibility criteria and application requirements
  - Funding amount and terms
  - Application deadlines and links to additional information

### 4. Sharing and Discussion (20 min.)

- Bring the group back together and have each participant or group share one or two of the most promising funding opportunities they identified.
- Encourage discussion and questions about the different funding options and their potential fit for various types of ventures.
- Highlight any common themes or resources that emerged from the research process.

### 5. Debrief and Next Steps (10 min.)

- Recap the key takeaways from the activity, emphasizing the importance of researching and looking for funding opportunities.
- Discuss strategies for evaluating and prioritizing funding options based on factors such as eligibility, terms, and alignment with business goals.
- Encourage participants to continue adding to and refining the shared funding opportunity database as they discover new resources.
- Provide guidance on next steps for pursuing specific funding opportunities, such as gathering application materials and preparing pitches.

#### **SUPPORTING NOTES:**

- Prior to the activity, research and compile a list of relevant funding databases and resources to include in the handout.
- During the activity, circulate among the participants or groups to offer guidance and answer questions as needed.
- Encourage participants to think critically about the funding options they discover, and to consider both the benefits and potential drawbacks of each opportunity.

## List of Suggested Funding Databases and Resources

### **Crowdfunding platforms (e.g., Kickstarter, Indiegogo, FundRazr)**

These may be very appropriate for small initiatives.

### **Government of Canada – Funding programs**

[canada.ca/en/services/business/grants.html](https://canada.ca/en/services/business/grants.html)

### **Innovation, Science and Economic Development Canada – Funding programs**

[ic.gc.ca/eic/site/icgc.nsf/eng/h\\_07670.html](https://ic.gc.ca/eic/site/icgc.nsf/eng/h_07670.html)

### **Business Development Bank of Canada – Funding programs**

[bdc.ca/en/financing](https://bdc.ca/en/financing)

### **Futurpreneur Canada – Financing and support for young entrepreneurs**

[futurpreneur.ca](https://futurpreneur.ca)

### **Startup Canada – Resources and funding directory**

[startupcan.ca](https://startupcan.ca)

### **MaRS – Investment accelerators and funding programs**

[marsdd.com](https://marsdd.com)

### **Canadian Small Business Financing Program – Government-backed loans**

[ic.gc.ca/eic/site/csbfp-pfpec.nsf/eng/home](https://ic.gc.ca/eic/site/csbfp-pfpec.nsf/eng/home)

### **GrantWatch Canada – Database of Canadian grants and funding opportunities**

[canada.grantwatch.com](https://canada.grantwatch.com)

**This list of resources gives participants a starting point for their research and ensures that they have access to a range of relevant funding databases.**

# Activity 7: Creating & Managing Your Budget



1 hr

## OBJECTIVES

1. Understand the basics of a budget.
2. Learn how to save money and increase profits.
3. Practice making smart money decisions.

## MATERIALS

- Handouts with simple business budgets for each group (see below)
- Calculators
- Poster paper and markers for group discussions

## HANDOUT

- Business Budget Examples

## INSTRUCTIONS

### 1. Introduction (5 min.)

- Explain what a budget is and why it's important for a business.
- Talk about how businesses make money and spend money.
- Introduce the Money-Saving Mission activity.

### 2. Group Formation and Budget Review (10 min.)

- Divide participants into small groups of 3-4 people.
- Give each group a handout with the business budget examples – ask them to choose one.
- Ask the groups to look at the budget and find the main ways the business makes and spends money.

### **3. Money-Saving Mission (20 min.)**

- Ask the groups to find ways to save money for the business without hurting its performance.
- Encourage participants to think about:
  - Finding better deals with suppliers
  - Cutting back on unnecessary expenses
  - Managing inventory better
  - Making the business more efficient
- Have the groups calculate how much money they could save.

### **4. Boosting Profits (20 min.)**

- Challenge the groups to find ways to make more money for the business.
- Encourage participants to think about:
  - Adjusting prices based on what customers are willing to pay
  - Offering new products or services
  - Finding new customers through marketing and partnerships
  - Keeping current customers happy and loyal
- Have the groups calculate how much extra money they could make.

### **5. Group Presentations and Discussion (10 min.)**

- Have each group present their ideas for saving money and making more money.
- Encourage discussion and feedback on the different ideas.
- Highlight any common themes or creative ideas that came up.

### **6. Wrap-Up (5 min.)**

- Recap the key lessons from the activity, emphasizing the importance of regularly reviewing and adjusting budgets.
- Encourage participants to apply the money-saving and profit-boosting skills they learned to their own small business ideas.

## Business Budget Examples

### 1: Lemonade Stand

#### Money Coming In:

- Lemonade Sales: \$100

#### Money Coming Out:

- Lemons and Sugar: \$30
- Cups and Straws: \$10
- Signs and Decorations: \$15
- **Total Money Going Out: \$55**

**Profit: \$45**



### 2: Grocery Deliveries

(by pushbike)

#### Money Coming In:

- Delivery Fees: \$200

#### Money Coming Out:

- Bike Maintenance: \$20
- Delivery Bags and Supplies: \$30
- Advertising Flyers: \$25
- **Total Money Going Out: \$75**

**Profit: \$125**



### 3: Gardening Services

#### Money Coming In:

- Lawn Mowing: \$150
- Planting and Weeding: \$100
- **Total Money Coming In: \$250**

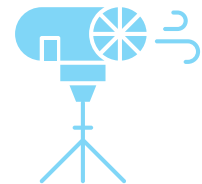
#### Money Coming Out:

- Gardening Tools and Supplies: \$50
- Gas for Lawn Mower: \$20
- Advertising Postcards: \$30
- **Total Money Going Out: \$100**

**Profit: \$45**



### 4: Outdoor Cinema



#### Money Coming In:

- Ticket Sales: \$300
- Snack Sales: \$100
- **Total Money Coming In: \$400**

#### Money Coming Out:

- Movie Licensing Fee: \$100
- Projector and Screen Rental: \$75
- Snacks and Drinks: \$50
- Posters and Tickets: \$25
- **Total Money Going Out: \$250**

**Profit: \$150**

# Activity 8: Marketing Mix-Up



2.5-3 hrs

## OBJECTIVES

1. Explore some interesting marketing strategies and tactics.
2. Develop creative thinking and problem-solving skills.
3. Practice defending and making a case for marketing decisions.

## MATERIALS

- Flipchart paper or whiteboard
- Markers
- Sticky notes in four different colours (e.g. blue, green, yellow, pink)
- Pens or pencils
- Marketing Mix-Up cards (see handouts/materials section)

## HANDOUTS

- Marketing Mix-Up Cards
- Marketing Mix-Up Planning Template

## INSTRUCTIONS

### 1. Introduction (10 min.)

- Discuss the importance of creativity and innovation in marketing and branding.
- Share examples of successful unconventional marketing campaigns or tactics.
- Introduce the objectives of the Marketing Mix-Up activity.

### 2. Brainstorming Marketing Elements (30 min.)

- Divide participants into small groups of 3-4 people.
- Provide each group with sticky notes in four different colours, explaining that each colour represents a specific category:
  - Blue: Target audiences (e.g., millennials, seniors, parents, etc.)
  - Green: Products or services (e.g., software, clothing, consulting, etc.)
  - Yellow: Promotion channels (e.g., social media, billboards, direct, etc.)
  - Pink: Key messages or value propositions/statements (e.g., convenience, luxury, social impact, etc.)
- Ask each group to brainstorm elements for each category, writing each element on the corresponding colour sticky note.

### 3. Creating Marketing Mix-Ups (45 min.)

- Collect all the sticky notes and organize them into four piles based on colour.
- Have each group take one sticky note from each pile to create a random marketing mix.
- Ask the groups to develop a creative marketing plan that combines their selected elements in an unconventional or surprising way. Say there are no rules, be as creative and wild as you want to be.
- Encourage participants to think outside the box and consider how they could make their mix work for a real business.
- Provide the Marketing Mix-Up planning template to guide their discussions.

### 4. Marketing Plan Presentations (45 min.)

- Have each group present their marketing mix and plan to the larger group.
- Ask the groups to defend and justify their choices, explaining how their unconventional mix could be effective.
- Encourage the other participants to ask questions, provide feedback, and challenge the presenting group to think more deeply about their plan.

### 5. Debrief and Reflection (20 min.)

- Facilitate a discussion on the key takeaways and insights from the activity.
- Encourage participants to reflect on how they might apply creative thinking and problem-solving for their own business ideas.
- Discuss the value of considering unconventional approaches and being open to new ideas.
- Provide resources or examples of creative marketing ideas and tactics for further learning.

#### **SUPPORTING NOTES:**

- Ensure that participants understand the colour-coding system for the sticky notes before starting the brainstorming session.
- Encourage a fun and playful atmosphere that values creativity and risk-taking.
- Be prepared to offer examples or prompts if groups get stuck or need inspiration.
- Emphasize that the goal is to generate and explore ideas, not necessarily to create Marketing Mix-Up Cards.

## Marketing Mix-Up Cards

Create a set of cards with various marketing elements in each of the four categories:

- 1) Target Audiences (blue)
- 2) Products or Services (green)
- 3) Promotion Channels (yellow)
- 4) Key Messages or Value Propositions (pink)

Here are some examples you can cut and use. Add your own in the lines provided or create a new set all by yourself! Be creative and have fun.

### Target Audiences (blue)

1. Young Professionals
2. Eco-conscious Consumers
3. Fitness Enthusiasts
4. Tech-savvy Millennials
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

### Products or Services (green)

1. Organic Skincare
2. Smart Home Gadgets
3. Personalized Nutrition Plans
4. Subscription Snack Boxes
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

### Promotion Channels (yellow)

1. Social Media Campaigns
2. Influencer Partnerships
3. Email Marketing
4. Content Marketing (Blogs/Videos)
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

### Key Messages or Value Propositions (pink)

1. "Sustainable Living Made Simple"
2. "Cutting-edge Technology for Everyday Use"
3. "Tailored Nutrition for a Healthier You"
4. "Convenience and Quality in Every Box"
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

# Marketing Mix-Up Planning Template

TEAM NAME:

1. Marketing Mix – use colour cards as examples. Write your answers in the colour sticky notes:

- Target audience (**blue** sticky note)
- Product or service (**green** sticky note)
- Promotion channel – where and how you will market it (**yellow** sticky note)
- Key message or value proposition (**pink** sticky note)

Use the form below to answer the questions.

## 2. Unconventional Combination

How can you combine these elements in a surprising or unexpected way?

What makes this combination unique or attention-grabbing?

## 3. Justification and Defence

Why do you believe this unconventional mix could be effective?

What are the potential benefits or advantages of this approach?

How would you address any challenges or objections to this mix?

## 4. Implementation and Evaluation

What specific tactics or actions would you take to implement this plan?

How would you measure the success or impact of this marketing approach?

What adjustments or improvements could you make based on feedback or results?

# Activity 9: Viral Video Storyboard



3-4 hrs

## OBJECTIVES

1. Learn what makes a promotional video that lots of people want to share.
2. Get better at telling stories and making eye-catching pictures.
3. Create a plan for a video that will help people notice a business idea.

## MATERIALS

- Storyboard to draw your video plan
- Pens, pencils, and markers
- Big paper or whiteboard for group thinking
- Sticky notes for writing down ideas
- Magazines to cut out ideas for the videos (if participants find drawing a challenge)

## HANDOUTS

- Storyboard Template
- Examples of Successful Viral Marketing Videos

## INSTRUCTIONS

### 1. Introduction (15 min.)

- Talk about why videos that get shared a lot are good for businesses.
- Watch some popular videos and talk about why people like them. Refer to the list of ideas at the end of the activity.
- Discuss why planning for your video is important.
- Ask each group to brainstorm elements for each category, writing each element on the corresponding colour sticky note.

### 2. Think of Ideas (30 min. – 1 hr.)

- Get into small groups of 3-4 people.
- Pick a business you want to make a video about (it can be real or made up).
- Think of fun ideas for a video about your business.
- Write your ideas on sticky notes and put them on the big paper.

### 3. Draw Your Video Plan (1-1.5 hrs.)

- Learn how to use the storyboard template to plan your video.
- Pick your best video idea and start drawing it out or use magazines to cut out ideas.
- Break your video into different parts and draw each part.
- Remember to think about:
  - How to get people interested right away
  - What story you want to tell
  - How to show your business in the video
  - What you want people to do after watching

### 4. Show Your Ideas (30 min.)

- Each group shows their video plan to everyone.
- Explain your idea for this video and why people will want to share your video.
- Listen to what others think and get ideas to make your video even better.

### 5. Talk About What We Learned (15-30 min.)

- Share what you found out about making good videos.
- Think about how to tell stories and make pictures that people will like.
- Learn where to find more help with making videos for businesses.

#### Things To Remember:

- It's okay to have big ideas - we're not actually making the video today.
- Try to think of something surprising or funny that people will remember.
- Think about who you want to watch your video and what they like.
- If you love your plan, why not make your video and share it online?

# Storyboard Template



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## Examples of Successful Viral Marketing Videos

### 1. Always - "Like a Girl" campaign

- This video series challenges the negative connotations associated with the phrase "like a girl" and empowers young women to embrace their strength and potential.
- The main video has garnered over 69 million views on YouTube and sparked a global conversation about gender stereotypes and confidence.
- The campaign's success lies in its emotional resonance, social relevance, and positive message.
- [youtube.com/watch?v=dxrPeFKtUwQ](https://youtube.com/watch?v=dxrPeFKtUwQ)

### 2. WestJet - "Christmas Miracle" video

- In this heartwarming video, the Canadian airline WestJet surprises passengers with personalized gifts upon arrival at their destination.
- The video showcases the power of creating meaningful experiences for customers and has been viewed over 50 million times on YouTube.
- The authentic reactions, holiday spirit, and element of surprise contributed to the video's viral success.
- [youtube.com/watch?v=zIElvi2MuEk](https://youtube.com/watch?v=zIElvi2MuEk)

### 3. Apple - "Misunderstood" video

- This holiday commercial tells a heartwarming story about a teenager who seems disconnected but surprises his family with a heartfelt video he created. It's a touching portrayal of family bonds and the power of technology to bring people together.
- The video has had over 23 million views on YouTube.
- The themes of family togetherness and the desire to be understood are universal and resonate with a wide audience. This story taps into the common experience of family dynamics and the desire to make meaningful connections.
- [youtube.com/watch?v=Og637tBf91s](https://youtube.com/watch?v=Og637tBf91s)

### Also check out:

- Dove - "Real Beauty Sketches" [youtube.com/watch?v=rrHoDJinMQI](https://youtube.com/watch?v=rrHoDJinMQI)
- Coca-Cola - "Share a Coke" [youtube.com/watch?v=6vFeM85Le9w](https://youtube.com/watch?v=6vFeM85Le9w)
- Samsung - "The Ostrich" [youtube.com/watch?v=H7ezU9MzaUE](https://youtube.com/watch?v=H7ezU9MzaUE)
- Procter & Gamble - "Thank You Mom" [youtube.com/watch?v=rdQrwBVRzEg](https://youtube.com/watch?v=rdQrwBVRzEg)

# Activity 10: Telling Your Business Story



2 hrs

## OBJECTIVES

1. Understand the main parts of a business story.
2. Create simple slides for a business idea.
3. Practice telling a business story and get feedback.

## MATERIALS

- Business Story Template
- Paper and pens for participants
- Flip chart or large paper for group work

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## HANDOUTS

- Business Story Template
  - Examples Business Stories
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# INSTRUCTIONS

## 1. Introduction (15 min.)

- Explain what a “business story” is and why it’s important.
- Talk about the main parts of a business story (problem, solution, customers, team).
- Show simple examples of business stories (see template).

## 2. Business Story Parts (20 min.)

- Go through each part of the Business Story Template.
- Explain what goes in each part and give tips for making them clear and interesting.
- Answer any questions participants may have.

## 3. Creating Your Business Story (40 min.)

- Divide participants into small groups or have them work on their own.
- Give each participant a Business Story Template.
- Ask participants to choose a simple business idea and fill in the template.
- Encourage participants to use simple words and drawings to tell their story.
- Offer help and feedback as participants work on their stories.

## 4. Sharing Stories (30 min.)

- Have each participant share their business story with the group.
- Encourage other participants to give feedback and ideas for making the stories better.
- Talk about what makes a business story great and share tips for telling it well.

## 5. Wrap-Up (15 min.)

- Summarize the main points of the activity.
- Encourage participants to keep working on their business stories and practicing sharing their business story with others.
- Provide the Business Story Template for participants to take home.

## Business Story Template

### 1. Problem: “Describe the issue or challenge that needs to be addressed.”

What problem does your business help with?

Why is it important?

### 2. Solution: “Explain how your product or service solves the problem.”

What does your business do to help with the problem?

How is it different or better than other solutions?

### 3. Customers: “Identify who benefits from your solution.”

Who will buy or use your product or service?

Why will they like it?

### 4. Team: “The people who make your solution possible.”

Who is helping you with your business?

What makes them good at what they do?

## Examples of Business Stories

- Problem:** Many pets don't have enough food or toys.
- Solution:** Our business collects pet food and toy donations and gives them to animal shelters.
- Customers:** People who love animals and want to help pets in need.
- Team:** My friend Sarah and I are organizing the donations. We're both good at talking to people and getting them excited about helping animals.

- Problem:** Many rural schools and community centres lack adequate art supplies, limiting creative opportunities for local youth.
- Solution:** Our business organizes art supply drives, collecting donations of paints, brushes, and other materials, which are then distributed to schools and community centres in rural areas.
- Customers:** The customers are rural schools and community centres, as well as local youth who benefit from having access to art supplies and creative projects.
- Team:** My friend Lisa and I run the art supplies drive. We're passionate about art and skilled at rallying community support to provide materials for young artists.

# Activity 11: 'Side Hustle' Inspiration Board



## OBJECTIVES

1. Identify key characteristics, skills, and traits of successful businesspeople or entrepreneurs.
2. Create a visual of entrepreneurial aspirations and goals.
3. Encourage participants to reflect on their own personal mindsets and potential for going along this pathway themselves.

## MATERIALS

- Magazines, newspapers, and printouts with diverse images
- Scissors, glue sticks, spray glue or tape
- Poster board or large sheets of paper (one per participant)
- Markers or pens
- Timer
- Alternatively use a mood/work board creator. Examples: Pinterest, Canva, InVision, GoMoodboard, Moodzer, StudioBinder, Niice, Milanote, Mural, Evernote. If you take this route, make sure the application you choose is accessible and easy to use for all participants.

## HANDOUTS

- List of common entrepreneurial characteristics, skills, and traits (e.g., creativity, perseverance, risk-taking, leadership, adaptability, time management).
- Reflection worksheet

## SUPPORTING NOTES:

- Emphasize that an entrepreneurial and business mindset can be developed and nurtured over time, and that everyone has the potential to cultivate these characteristics.
- Encourage participants to think beyond stereotypical images of entrepreneurs and consider diverse examples from various sectors and backgrounds.
- If participants struggle to find suitable images, provide additional resources or suggest they create their own drawings or symbols.
- Highlight the importance of continuous learning, adaptability, and resilience in the entrepreneurial journey.

Note: It may benefit the group if you prepare some local examples that the participants will know of or recognize.

# INSTRUCTIONS

## 1. Introduction (5 min.)

- Explain the concept of a side hustle and its potential to nurture an entrepreneurial mindset. It is another way of earning money, as a potential part-time job; it is also a way to gain employment skills.
- Discuss the importance of identifying and cultivating key characteristics, skills, and traits of successful individuals – locally and more broadly.
- Introduce the Side Hustle Inspiration Board activity and its objectives.

## 2. Brainstorming (20 min.)

- Ask participants to brainstorm a list of characteristics, skills, and traits they associate with successful businesspeople or entrepreneurs – perhaps people they have seen in media or someone they know personally.
- Encourage them to consider examples of entrepreneurs they admire and what makes them stand out.
- Write down the ideas on a whiteboard or flip chart as you go along for everyone to see.

## 3. Collage Creation (45 min.)

- Provide participants with a variety of magazines, newspapers, and printouts with diverse images.
- Ask them to cut out images, words, or phrases that represent the entrepreneurial characteristics, skills, and traits that they brainstormed.
- Encourage participants to also include images that reflect their own business, working, or entrepreneurial aspirations and goals.
- Have participants arrange and glue their selected images onto their poster board or large sheet of paper.
- Remind participants that their inspiration board should be a visual representation of their ideal business/entrepreneurial mindset.

## 4. Sharing and Discussion (30 min.)

- Invite participants to share their Side Hustle Inspiration Boards with the group.
- Ask them to explain the significance of the images they chose and how they relate to their entrepreneurial aspirations.
- Encourage participants to identify common themes or characteristics that emerge from the various inspiration boards.
- Facilitate a discussion on how participants can cultivate and apply these characteristics, skills, and traits in their own lives.

## 5. Reflection and Action Planning (15 min.)

- Provide participants with a reflection worksheet to help them process their insights.
- Ask them to identify specific actions that they can take to develop their own business mindsets and work towards their side hustle goals.
- Encourage participants to share one key takeaway, action item, or goal with the group or with a peer.

## Common Skills, Traits, and Characteristics of Successful Entrepreneurs/Business People

- Creativity
- Perseverance
- Risk-taking
- Leadership
- Adaptability
- Time management
- Self-motivation
- Commitment
- Focus
- Enthusiasm
- Resilience
- Inquisitiveness

## Reflection Worksheet

**What are your top three takeaways from the Side Hustle Inspiration Board activity?**

1.

2.

3.

**Which characteristics, skills, or traits did you connect with the most, and why?**

**What steps can you take to further develop your mindset and work toward your side hustle goals?**

**Identify one person, partner, organization, or support system that can help you stay motivated and on track. Plan to connect with them!**

# Activity 12: Entrepreneurial Decisions Card Game



1-1.5 hrs

## OBJECTIVES

1. Understand the common risks and challenges faced by entrepreneurs, the self-employed, and small business startups.
2. Make decisions and face the consequences of taking these steps and these potential risks.
3. Learn strategies for controlling and dealing with incurring risks and overcoming potential challenges.

## MATERIALS

- Entrepreneurial & Self-Employment Decisions Game Cards (see handouts/materials section)
- Coin for flipping
- Pens or pencils for each player
- Score sheets for each player

## HANDOUTS

- Decisions Game Cards
- Score Sheet (individual/team)

## SUPPORTING NOTES:

- Ensure that participants understand the rules of the game and the scoring system before beginning.
- Encourage open discussion and sharing of perspectives during gameplay.
- Be prepared to provide examples or clarification if participants have questions about the scenarios or outcomes.
- Explain to participants that with the cards, they will be asked to envision themselves in various situations and consider how they would likely react, as well as how they should respond to achieve the best outcomes.

# INSTRUCTIONS

## 1. Introduction (10 min.)

- Explain the purpose of the game and its focus on self-employment and small business start-ups.
- Discuss the importance of understanding and managing risks in any business.
- Introduce the objectives and rules of the Decisions Game.

## 2. Gameplay (45 min.)

- Divide participants into small groups of 3-5 players.
- Provide each group with a deck of the Decisions Game Cards, a coin, pens or pencils, and score sheets.
- Explain the rules of the game:
  - Players take turns drawing a card from the deck and reading it aloud to the group.
  - Each card presents a scenario related to a common risk or challenge faced by self-employed people and entrepreneurs.
  - The player must decide between two options:
    - (A) a safe choice with a small reward or penalty, or
    - (B) a risky choice with a potentially high reward.
  - If the player chooses Option A, they receive the points indicated on the card and the play (or game) moves to the next person.
  - If the player chooses Option B, they flip the coin:
    - If the coin lands on **heads**, the player receives the high reward points.
    - If the coin lands on **tails**, the player receives the penalty points.
  - The player records their score for the round on their score sheet.
  - The game continues until all cards have been drawn and played.
  - The player with the highest total score at the end of the game wins.
- Encourage players to discuss and debate each scenario as a group before making their decisions.
- You'll have to practice learning the rules for this game, and your advice around the decisions they make!

## 3. Debrief and Reflection (10 min.)

- Bring the groups back together and facilitate a discussion on the key takeaways from the game.
- Ask participants to share their key takeaways about managing risks in entrepreneurship and self-employment.
- Discuss strategies for dealing with common risks and overcoming challenges faced by self-employed individuals and small, entrepreneurial business owners.

## Entrepreneurial & Self Employment Decisions Game Cards

The game cards will need to be cut out. It will benefit the group if you add more of those that are relevant to the local context and situations of the group.

**Scenario 1:** A supplier offers you a bulk discount on materials, but it would require a larger upfront investment. Do you:  
A) pass on the offer, or  
B) make the investment and locking up or restricting your money at hand (cash flow)?

**SCORING:**

- Option A: Pass on the offer (+1 point)
- Option B: Make the investment (Heads: +6 points, Tails: -4 points)

**Scenario 2:** You're considering moving where you operate or work from (your base of operations) to a new location, but it would cost a lot of money. Do you:  
A) delay the move, or  
B) take the risk and move?

**SCORING:**

- Option A: Delay (+2 points)
- Option B: Move (Heads: +8 points, Tails: -5 points)

**Scenario 3:** Someone locally starts offering a similar service or product as you, at a lower price. Do you:  
A) maintain your current pricing, or  
B) lower your prices to retain your customers and business?

**SCORING:**

- Option A: Maintain your current prices (-1 point)
- Option B: Lower prices (Heads: +4 points, Tails: -3 points)

**Scenario 4:** A customer requests a rush order that would require you and your team to work overtime. Do you:  
A) decline the request, or  
B) accept the order and risk burnout?

**SCORING:**

- Option A: Decline the request (+1 point)
- Option B: Accept the order (Heads: +5 points, Tails: -3 points)

**Scenario 5:** You're offered a speaking opportunity at a local business event to describe what your business is about, but you've never given a public speech before. Do you:

- A) decline the offer, or
- B) accept and embrace the challenge of public speaking?

**SCORING:**

- Option A: Decline the offer (-2 points)
- Option B: Accept the challenge (Heads: +4 points, Tails: -2 points)

**Scenario 6:** A local charity you like asks for a donation from your business that would impact your earnings or profit. Do you:

- A) make a smaller donation, or
- B) give the full amount requested and risk the financial impact?

**SCORING:**

- Option A: Make a smaller donation (-1 point)
- Option B: Give the full amount (Heads: +4 points, Tails: -3 points)

**Scenario 7:** You're offered a chance to collaborate with a well-known social media influencer who can help you promote your new services, but their values don't align perfectly with yours. Do you:

- A) decline the collaboration, or
- B) proceed with the partnership and risk the potential lost business?

**SCORING:**

- Option A: Decline the collaboration (+2 points)
- Option B: Proceed with the partnership (Heads: +6 points, Tails: -4 points)

**Scenario 8:** A customer leaves a negative review online, but you believe their complaints are unwarranted. Do you:

- A) ignore the review, or
- B) respond publicly and risk drawing more attention to the issue?

**SCORING:**

- Option A: Ignore the review (-1 point)
- Option B: Respond publicly (Heads: +3 points, Tails: -2 points)

**Scenario 9:** You're offered a chance to sponsor a local sports team. It will involve some costs, but it will serve as effective advertising and benefit the community. Do you:

- A) decline the sponsorship, or
- B) accept the offer and risk the cost?

**SCORING:**

- Option A: Decline the sponsorship (+2 points)
- Option B: Accept the offer (Heads: +6 points, Tails: -4 points)

## Individual Score Sheet

<b>Player Name:</b>					
<b>Round 1</b>					
<b>Round 2</b>					
<b>Round 3</b>					
<b>Round 4</b>					
<b>Round 5</b>					
<b>Round 6</b>					
<b>Round 7</b>					
<b>Round 8</b>					
<b>Round 9</b>					
<b>TOTAL</b>					

## Team Score Sheet

<b>Team Name:</b>					
<b>Round 1</b>					
<b>Round 2</b>					
<b>Round 3</b>					
<b>Round 4</b>					
<b>Round 5</b>					
<b>Round 6</b>					
<b>Round 7</b>					
<b>Round 8</b>					
<b>Round 9</b>					
<b>TOTAL</b>					

Section

3

# Volunteerism



# Topics Covered In this Section

This section has been prepared to introduce participants to the benefits of volunteering. The content shows participants how volunteering offers opportunities to contribute to your community while learning new skills and exploring personal interests. It also enables participants to see how volunteering can create opportunities and foster development for future paid employment. The facilitator can make a connection between different work models including volunteering. This section covers the following topics:

1. **Generating and Exploring Volunteer Opportunities** – Encourage diverse thinking and collaboration to identify unique and innovative volunteer opportunities.
2. **Leveraging Volunteer Experience for Career Development** – Bridge volunteer experiences with career growth and local employment prospects.
3. **Learning from Real-Life Volunteer Experiences** – Inspire participants by sharing real-life stories and discussing how volunteering can make a meaningful difference.
4. **Navigating Volunteer Challenges and Resources** – Equip participants with tools to overcome obstacles and effectively connect with the local volunteering community.
5. **Building Effective Introductions and Networking Skills** – Enhance participants' ability to confidently present themselves and engage with others in both the volunteer and professional communities.

# Activity 1: Volunteer Idea ‘Fishbowl’



1.5-2 hrs

## OBJECTIVES

1. Generate a diverse range of volunteer activities through a fun, interactive brainstorming process.
2. Encourage creative thinking and collaboration among participants.
3. Inspire participants to consider unconventional or cross-disciplinary volunteer opportunities.

## MATERIALS

- Paper slips
- Pens or pencils
- A large bowl or container (the “fishbowl”)
- Timer
- Bell or whistle to signal time intervals

## HANDOUTS

- Pre-written idea slips to add to the fishbowl (in case participants struggle to generate ideas)
- Reflection worksheet with prompts

## SUPPORTING NOTES:

- If the group is large, consider splitting into multiple fishbowls to ensure everyone has a chance to contribute and engage.
- Encourage participants to build upon each other’s ideas and avoid dismissing or passing any judgment on any ideas during the brainstorming process.
- If a group draws idea slips that don’t seem to fit together, encourage them to think creatively about potential connections or adaptations.

# INSTRUCTIONS

## 1. Introduction (10 min.)

- Explain the concept of the Volunteer Idea Fishbowl activity.
- Encourage participants to really try and use their creativity and think outside the box.
- Emphasize that there are no wrong answers or ideas in this brainstorming process.

## 2. Individual Brainstorm (20 min.)

- Distribute paper slips and pens/pencils to each participant.
- Ask participants to write down as many volunteer ideas as possible, one idea per slip.
- Encourage a mix of traditional and unconventional ideas.
- Collect all the idea slips and place them in the fishbowl.

## 3. Fishbowl Draws (30 min.)

- Divide participants into small groups of 3-4 people.
- Have each group take turns drawing 3 random idea slips from the fishbowl.
- Give groups 5-10 min. to discuss the ideas they drew.
- Encourage groups to consider how the ideas could be combined, adapted, or expanded upon.
- After this time, have groups return their idea slips to the fishbowl and draw a new set.
- Repeat the process for 3-4 rounds, as time allows.

## 4. Group Share (15 min.)

- Invite each group to share their favourite or most innovative volunteer idea combination.
- Encourage groups to explain how they developed or expanded upon the original ideas.
- Facilitate a brief discussion after each group shares, allowing for questions and feedback.

## 5. Debrief and Reflection (10-15 min.)

- Lead a group discussion on the key takeaways from the activity.
- Encourage participants to reflect on how the activity challenged what they knew or assumed or what sparked new ideas.
- Discuss how participants can apply these creative brainstorming or problem-solving processes and techniques to other areas of their lives.

## Pre-Written Idea Slips to Add to the Fishbowl

Print and cut out. Review these beforehand and select those that will suit your group and add any other locally contextualized ones too.

**Organize a community garden volunteer day**

**Develop a volunteer-led after-school sports or community program**

**Coordinate a volunteer-driven public art project to improve part of a neighbourhood**

**Establish a volunteer-run animal shelter or pet adoption event**

**Develop a volunteer program to help with digital literacy skills or support to senior citizens (locally or for a retirement home)**

**Organize a volunteer-led community cleanup and recycling drive**

**Organize a volunteer-driven fundraiser for a local charity or cause**

**Establish a volunteer-run community kitchen to provide meals for those in need**

**Create a volunteer-led initiative to revitalize a local park or nature trail**

**Develop a volunteer program to provide companionship and support to nursing home residents**



**These additional idea slips offer a range of volunteer opportunities spanning various sectors, including environment, education, technology, arts, animal welfare, health, and social services. Mix and match these ideas or use them as inspiration to generate even more volunteer concepts tailored to your group's specific needs and interests.**

## Reflection Worksheet

**What was the most surprising or innovative volunteer combination you encountered during the activity?**

**How did the fishbowl brainstorming process challenge your usual way of thinking?**

**What lessons or insights from this activity could you apply to other areas of your life or work?**

## Activity 2: Transferable Skills Audit



1.5-2 hrs

### OBJECTIVES

1. Identify transferable skills gained through volunteer experiences.
2. Understand how volunteer-acquired skills can be applied to job opportunities.
3. Discover local job or internship opportunities that align with volunteer-acquired skills.

### MATERIALS

- Printed Transferable Skills Audit worksheets
- Pens or pencils
- Local job postings or advertisements
- Computers or tablets with internet access (optional)

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### HANDOUT

- Transferable Skills Audit Worksheet
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### SUPPORTING NOTES:

- If the group is large, consider splitting into multiple fishbowls to ensure everyone has a chance to contribute and engage.
- Encourage participants to build upon each other's ideas and avoid dismissing or passing any judgment on any ideas during the brainstorming process.
- If a group draws idea slips that don't seem to fit together, encourage them to think creatively about potential connections or adaptations.

# INSTRUCTIONS

## 1. Introduction (10 min.)

- Explain the concept of transferable skills and their importance in career development.
- Discuss how volunteer experiences can help build valuable skills applicable to various jobs.
- Provide examples of transferable skills, such as communication, leadership, problem-solving, technology capabilities, driving etc.

## 2. Volunteer Experience Reflection (20 min.)

- Distribute the Transferable Skills Audit worksheets to participants.
- Ask participants to individually list either their past and current volunteer experiences, or ones they might like to experience.
- For each volunteer experience, have participants identify the specific tasks and responsibilities they have had, or might like to have.

## 3. Skills Identification (20 min.)

- Instruct participants to review their list of volunteer tasks and identify the skills used in each one.
- Provide examples of skills that could be developed through volunteer work, such as event planning, fundraising, or mentoring.
- Encourage participants to consider both technical and soft skills.
- Have participants list the identified skills on their worksheet.

## 4. Job Matching (30 min.)

- Provide participants with local job postings or advertisements, either in print or online.
- Ask participants to review the job descriptions and identify positions that require skills similar to those that might be relevant to volunteering.
- Have participants list the relevant job titles and required skills on their worksheet.
- Encourage participants to think creatively about how their volunteer-acquired skills could be applied in different contexts.

## 5. Debrief and Next Steps (10 min.)

- Facilitate a group discussion on the insights gained from the activity.
- Ask participants to share examples of how their volunteer experiences have prepared them for specific job opportunities.
- Discuss strategies for highlighting volunteer-acquired skills on resumes and in job interviews.
- Encourage participants to continue building and documenting their transferable skills through volunteer work.

## Transferable Skills Audit Worksheet

### 1. List your past and current volunteer experiences.

Experience 1:

Experience 2:

Experience 3:

### 2. For each volunteer experience, identify the specific tasks and responsibilities you have had.

Experience 1 tasks:

Experience 2 tasks:

Experience 3 tasks:

### 3. Review your list of volunteer tasks and identify the skills used in each one.

Experience 1 skills:

Experience 2 skills:

Experience 3 skills:

### 4. Review local job postings and identify positions that require skills similar to those you've gained through volunteering.

Job title 1:

Required skills:

Job title 2:

Required skills:

Job title 3:

Required skills:

# Activity 3: Volunteer Speakers Panel



## OBJECTIVES

1. Learn about real-life volunteering experiences and their impact from volunteers themselves.
2. Understand the motivations, challenges, and rewards of volunteering.
3. Encourage participants to consider how they can make a difference through volunteering.
4. Assist participants in gaining work experience as a crucial first step toward employment or entrepreneurship.

## MATERIALS

- Comfortable seating arrangement for panellists and audience
- Name and organization tags for panellists (optional)
- Timer
- Question cards and pens for audience members

## HANDOUTS

- Panelist bio sheets with a brief background and volunteering experience summary.
- Sample questions for panellists.

## INSTRUCTIONS

### 1. Preparation (prior to the event)

- Identify and invite 3-4 speakers with diverse volunteer backgrounds and experiences to serve as panelists.
- Brief the panelists on the objectives of the session and provide them with sample questions to prepare. Explain the nature of the program and who the participants are.
- Arrange the room to ensure a comfortable and inclusive setup for the panel discussion.

### 2. Introduction (10 min.)

- Welcome the panelists and the audience.
- Explain the purpose and format of the Volunteer Speakers Panel.
- Introduce each panelist, highlighting their background and volunteer experience.

### 3. Panel Presentations (40 min. – around 7-10 min. for each speaker)

Invite each panelist to share their volunteering story, including:

- 1) What motivated them to start volunteering.
- 2) The organizations or causes they have volunteered for.
- 3) The impact they have witnessed or contributed to through their volunteering efforts.
- 4) Any challenges they have faced and how they overcame them.
- 5) Personal growth and lessons learned from volunteering.

### 4. Q&A Session (1-1.5 hrs.)

- Open the floor for participant questions.
- Encourage participants to write their questions on the provided question cards.
- Collect the question cards and moderate the Q&A session, ensuring a balance of questions for each panelist.
- If time allows, invite audience members to ask follow-up questions or share their own volunteering experiences.

### 5. Closing Remarks (10-15 min.)

- Thank the panelists for sharing their stories and insights.
- Summarize the key takeaways from the panel discussion.
- Encourage participants to reflect on how they can apply the insights gained to their own volunteering journeys.
- Provide resources or information on local volunteering opportunities for interested participants.

### 6. Networking and Discussion (20 min.)

- Allow time for informal networking and discussion among participants and panelists.
- Encourage participants to exchange contact information and continue the conversation beyond the session.

#### **SUPPORTING NOTES:**

- When selecting panelists, aim for diversity in terms of age, background, volunteering experience, and the causes they support.
- Prior to the event, provide panellists with a list of potential questions to help them prepare their presentations.
- During the Q&A session, ensure that all panellists have an equal opportunity to respond to questions.
- Be prepared to moderate the discussion and intervene if any questions or comments are inappropriate or off-topic.
- Don't forget to prepare the panelists bio sheets and share with the program participants so they can take home and review if they want.

## Sample Questions For Panelists

**What made you start volunteering? How did you choose the organizations or causes you support?**

**Could you share a memorable moment or success story from your volunteering experience?**

**What skills or knowledge have you gained through volunteering that have been valuable in your personal or professional life?**

**How do you stay motivated when volunteering?**

**What advice would you give to someone who is considering volunteering, but doesn't know where to start?**

# Activity 4: The Ripple Effect of Volunteering



1-1.5 hrs

## OBJECTIVES

1. Explore the value and impact of volunteer work for both the individual and the wider community/environment/society.
2. Discuss and learn how volunteering is a great way to gain experience and to understand how organizations work.
3. Consider how volunteers help others and can also help you to learn about yourself, your skills, and your interests.

## MATERIALS

- Large bowl or bucket of water
- Small objects (pebbles, marbles, etc.) for each participant
- Flip chart or whiteboard to record key insights

## INSTRUCTIONS

### 1. Introduction (5-10 min.)

Start by having everyone sit in a circle. Explain that this activity is about exploring the value and impacts of volunteer work, both for the individual volunteer and the wider community, environment, society.

One of the key objectives here is to gain acceptance of the fact that volunteering is a great way to establish valuable experience and to start to understand how organizations work. Whether participants choose an employment or entrepreneurial direction, this experience will be invaluable, both personally and professionally. Volunteering can serve as meaningful work experience and can also lead to paid employment opportunities.

Ask participants to share any previous volunteer experiences they have had or examples of volunteering they have seen or heard about.

Explain that volunteering is essentially an extension of helping, and everyone has examples of how they have helped family and friends, so it's building from that. After reflecting on some examples, ask participants how it made them feel to be of assistance and to be appreciated.

## 2. The Ripple Effect Visualization (30 min.)

Place the large bowl or bucket of water in the centre of the circle. Explain that this represents the community/environment/society. Have each participant take a turn dropping a small object into the water one at a time. As each object hits the water, have them describe one positive impact or benefit that a volunteer's actions could create – for themselves, others, the environment, etc. The ripples spreading out visualize how one act of volunteering can have a cascading, expanding effect.

## 3. Group Discussion (30 min.)

Facilitate a group discussion by asking questions like:

- What different types of impacts did you all identify from volunteering?
- How might those impacts expand out further into the community/world over time?
- How could volunteering provide personal benefits or growth opportunities?
- What challenges or barriers might someone face in trying to volunteer?
- How could those barriers be overcome?

## 4. Wrap-Up (15 -20 min.)

Summarize some of the key insights that were shared during the activity about the value of volunteering for both the individual and society. Since participants don't have workbooks, have them share verbally or write down on the flip chart or whiteboard one volunteering goal that they would like to set for themselves moving forward. Encourage them to keep the ripple effect imagery in mind as motivation.

This activity allows for interaction, creativity, and tangible visualization while exploring the core concepts. The ripples provide a metaphor for understanding the expanding impacts of volunteering.

# Activity 5: Volunteer Resilience Toolkit



1.5-2 hrs

## OBJECTIVES

1. Identify common challenges faced by volunteers.
2. Develop a personalized toolkit of solutions and resources to overcome these challenges.
3. Share and learn from other volunteers' experiences and coping mechanisms.

## MATERIALS

- Flipchart or whiteboard
- Markers
- Pens or pencils for participants
- Volunteer Resilience Toolkit worksheet (see handouts/materials section)
- Scenario cards (see handouts/materials section)

## HANDOUTS

- Scenario Cards
- Volunteer Resilience Toolkit Worksheet
- A worksheet with space for participants to write down their selected strategies and resources for overcoming challenges

## INSTRUCTIONS

### 1. Introduction (15 min.)

- Discuss the importance of resilience in volunteering and how it helps volunteers stay motivated and effective.
- Explain that the activity will focus on creating a personal toolkit to manage challenges faced during volunteering and introduce the objectives of the Volunteer Resilience Toolkit activity.

### 2. Brainstorming Challenges (15 min.)

- Ask participants to brainstorm common challenges that they have faced or might face while volunteering.
- Write the challenges on a flipchart or whiteboard.

- Some examples might include:
  - Time management and balancing volunteering with other commitments
  - Dealing with challenging situations involving other co-workers or customers
  - Feeling overwhelmed or burnt out
  - Grappling with the lack of resources or support
  - Coping with emotional stress from working with vulnerable populations

### **3. Strategies and Resources (30 min.)**

- Divide participants into small groups of 3-4 people.
- Assign each group one of the challenges from the brainstorming session.
- Ask the groups to discuss and list potential strategies and resources for overcoming their assigned challenge.
- Encourage participants to share any personal experience or coping mechanism they use when dealing with difficult situations.
- Have each group present their strategies and resources to the larger group.

### **4. Volunteer Resilience Toolkit (30 min.)**

- Distribute the Volunteer Resilience Toolkit worksheet to each participant.
- Explain that they will now create their personal toolkit by selecting the strategies and resources that resonate with them.
- Encourage participants to include their own ideas in addition to those shared by the group.
- Provide scenario cards (see handouts/materials section) and ask participants to consider how they would apply their toolkit to these situations.
- Allow time for participants to complete their toolkits and reflect on how they can use them in their volunteer work.

### **5. Sharing and Discussion (15 min.)**

- Invite participants to share one or two strategies or resources from their personal toolkits.
- Facilitate a discussion on how the toolkits can be applied in different volunteering contexts.
- Encourage participants to continue adding to their toolkits as they gain more experience and insight.

### **6. Wrap-Up (10-20 min.)**

- Summarize the key takeaways from the activity.
- Emphasize the importance of self-care, strong support systems, and continuous learning in building resilience when volunteering.
- Encourage participants to keep their toolkits in their mind or their notes handy (digital or otherwise) so they can refer to them when faced with challenges in their volunteer work.

### SUPPORTING NOTES:

- Be prepared to offer examples of strategies and resources if participants need prompting.
- Encourage a supportive and non-judgmental environment where participants feel comfortable sharing their experiences and ideas.
- Emphasize that building resilience is an ongoing process and that it's okay to seek help when needed.

## Scenario Cards

Please add some of your own ideas/scenarios that reflect local or more probable scenarios and situations for the group.

### Scenario 1:

You have been assigned to work with a fellow volunteer who has a very different work style than you, leading to tension and broken communication. How can you effectively collaborate and maintain a positive working relationship?

### Scenario 2:

You are juggling multiple volunteer commitments and find yourself struggling to keep up with the demands on your time and energy. How can you prioritize and manage your responsibilities to avoid burnout?

### Scenario 3:

You are volunteering at an animal shelter and encounter a particularly challenging case that makes you feel strong emotions. How can you manage your emotional response while still providing care to the animals?

### Scenario 4:

You are volunteering at a community garden and notice that some of the tools and resources are in poor condition or missing. How can you ask for better resources and make the most of what you have to work with?

### Scenario 5:

You are volunteering at a nursing home and encounter a resident who is often angry and uncooperative. How can you approach this situation with empathy and find ways to connect and build trust?



# Volunteer Resilience Toolkit Worksheet

Introduction: This worksheet is designed to help you identify and overcome challenges, develop strategies for resilience, and find resources to support your volunteering experience.

## 1. Identify Common Challenges

Challenge:

Description:

## 2. Develop Solutions

Challenge:

Solution/Strategy:

## 3. List Resources and Support

Resource/Support:

Description/Contact Details:

Example:

- Self-care practices
- Communication ideas
- Problem-solving techniques
- Mindset and thinking shifts

## 4. Reflect and Plan

Top Challenges:

Solutions to Implement:

Progress Tracking and Support:

## Activity 6: Volunteering Map



1.5-2 hrs

### OBJECTIVES

1. Identify key people, organizations, and resources in the local volunteering community.
2. Understand any connections and relationships between these organizations.
3. Create a visual representation of these organizations and people to facilitate networking and collaboration after the program.

### MATERIALS

- Large sheet of paper or poster board for each group
- Sticky notes in various colours
- Markers or pens
- List of local volunteering organizations, resources, and contacts (prepared beforehand and relevant to the community and region)

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### HANDOUT

- List of Volunteering Organizations, Resources, and Contacts

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## INSTRUCTIONS

### 1. Introduction (10 min.)

- Discuss the importance of understanding local volunteering organizations and building connections.
- Explain the concept of a visual map and how it can help highlight relationships and identify opportunities for collaboration.
- Introduce the objectives of the Volunteering Map activity.

### 2. Brainstorming (20 min.)

- Divide participants into small groups of 4-5 people.
- Provide each group with a large sheet of paper or poster board, sticky notes, and markers.
- Ask the groups to brainstorm a list of key people, organizations, and resources in the local volunteering ecosystem, using the list provided by the facilitator as a starting point.

- Encourage participants to consider a wide range of places, such as:
  - Volunteer centres and organizations
  - Non-profit and community groups
  - Government agencies and programs
  - Educational institutions
  - Media outlets and influencers
  - Individual volunteers and community leaders

### 3. Creating the Map (30 min.)

- Instruct each group to create a visual map of the local volunteering organizations using the sticky notes and markers.
- Have them place the sticky notes on the poster board, arranging them to show the relationships and connections between the various bodies.
- Encourage using different colours or symbols to represent different types of organizations or relationships – you may have to use an example to show them how to do this.
- Ask the groups to draw lines or arrows to indicate any flow of information, resources, or support between them.

### 4. Group Presentations/Discussions (30 min.)

- Invite each group to present/discuss their Volunteering Map to the rest of the participants.
- Encourage them to highlight any key insights, opportunities, or challenges they identified through the mapping process.
- Allow time for questions and discussion after each presentation.

### 5. Debrief and Reflection (10 min.)

- Lead a group discussion on the common themes and takeaways from the activity.
- Ask participants to reflect on how the map can help them with their volunteering and networking efforts.
- Discuss any ideas for making the connections with the organizations identified in the map to support volunteer initiatives and community engagement.

#### **SUPPORTING NOTES:**

- Prior to the activity, compile a list of local volunteering organizations, resources, and contacts to provide as a starting point for the brainstorming session.
- Encourage participants to think creatively and consider both formal and informal connections within the local volunteering ecosystem.
- If time allows, consider having the groups explore ways to strengthen or expand the connections identified in their maps.

## List of Local Volunteering Organizations, Resources, and Contacts

Below are some national examples, but the real benefit of this exercise will be gained from the **LOCAL organizations** that you and the participants identify.

This initial list should provide participants a starting point for brainstorming and will help them consider a wide range of relevant organizations in their Volunteering Maps.

Make any changes to this that you know are irrelevant locally.

- Volunteer Canada
- United Way
- Canadian Red Cross
- Habitat for Humanity Canada
- Goodwill Industries
- Boys and Girls Clubs of Canada
- Big Brothers Big Sisters of Canada
- YMCA Canada
- Local volunteer centres
- Community foundations
- Service clubs (e.g., Rotary, Lions)
- Faith-based organizations
- Hospitals and healthcare providers
- Senior centres and retirement homes
- Youth organizations and schools
- Municipal, provincial, and federal government departments related to volunteering and community development

# Activity 7: Resource Scavenger Hunt



2-2.5 hrs

## OBJECTIVES

1. Familiarize participants with valuable volunteer materials, resources, and support services.
2. Start to develop knowledge and some skills in research, teamwork, and resource effectiveness.
3. Encourage friendly competition and engagement with volunteer support networks.

## MATERIALS

- Pens or pencils for each team
- Prize for the winning team (optional)
- Computers, tablets, or smartphones with internet access for research

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## HANDOUT

- Scavenger Hunt Checklist

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## INSTRUCTIONS

### 1. Introduction (15 min.)

- Discuss the importance of accessing resources and support services to enhance volunteer experiences and outcomes.
- Explain the concept of a scavenger hunt and how it will be used to explore volunteer resources.
- Divide participants into teams of 3-4 people and provide each team with a scavenger hunt checklist.
- Clarify the rules and timeframe for the scavenger hunt (e.g., 90 min. to complete the checklist, all items must be submitted by the deadline).

## 2. Scavenger Hunt (1.5 hrs)

- Begin the scavenger hunt and let teams work independently to research and collect the items on the checklist.
- Encourage teams to divide tasks, collaborate, and think creatively about where to find the required information.
- Be available to answer questions or provide hints if teams get stuck but avoid giving away answers directly.
- Remind teams of the remaining time at regular intervals (e.g. every 20 min.) to keep them on track.

## 3. Submission and Scoring (20 min.)

- Have teams submit their completed checklists and any required proof or documentation.
- Review each team's submission and score them based on the accuracy, completeness, and quality of their responses.
- Tally up the scores and announce the winning team.

## 4. Debrief and Resource Sharing (20 min.)

- Gather all participants and facilitate a discussion on the key takeaways and insights from the scavenger hunt.
- Go through each item on the checklist and have teams share the resources or support services they have found.
- Encourage participants to discuss the value, relevance, and accessibility of the different resources.
- Create a shared document or online platform where participants can compile and access the collected resources for future reference.

## 5. Reflection and Wrap-Up (10 min.)

- Encourage participants to reflect on how they can utilize the resources and support services in their own volunteer journeys.
- Emphasize the importance of staying connected with volunteer networks and continuously seeking out new resources and opportunities.
- Provide any additional resources or follow-up activities to support participants' ongoing learning and engagement.

### **SUPPORTING NOTES:**

- Customize the scavenger hunt checklist to align with the specific needs, interests, and local context of your participant group.
- Consider partnering with local volunteer organizations or support services to provide input on the checklist items and resources.
- Encourage a fun and collaborative atmosphere, while also keeping a sense of friendly competition and motivation to complete the checklist.



## Scavenger Hunt Checklist

**This activity requires some pre-work by the facilitator because the resources need to be specific to the region where the workshop is taking place.**

**Find one or more local volunteer centre or organization that offer training and support for volunteers.**

- Provide the name, website, and a brief description of the organization
- Bonus: Find and list upcoming training sessions or events

**Identify an online platform or database that lists volunteer opportunities in your area.**

- Provide the name, URL, and key features of the platform
- Bonus: Find and list 3 specific volunteer opportunities that align with your interests

**Locate a resource guide or handbook for volunteers in your local community.**

- Provide the title, source, and a brief overview of the content
- Bonus: Identify and summarize 2 key tips or best practices from the guide

**Find a mentorship or peer support program for volunteers in various fields of interest.**

- Provide the name, organization, and a brief description of them
- Bonus: Find and list the requirements or application process for the program

**Identify a government agency or initiative that supports volunteer efforts in your area.**

- Provide the name, website, and a brief overview of the agency or initiative
- Bonus: Find and list 2 specific resources or services offered by the agency

**Locate a blog, podcast, or social media account that shares inspiring volunteer stories and insights.**

- Provide the name, URL, and a brief description of the content
- Bonus: Find and summarize 1 inspiring story or insight from the resource

**Find a volunteer recognition or awards program in your local community.**

- Provide the name, organization, and a brief overview of the program
- Bonus: Identify and list the nomination criteria or process for the program

**Identify an online course, webinar, or educational resource that can help volunteers develop new skills.**

- Provide the title, source, and a brief description of the resource
- Bonus: Find and list the key learning objectives or topics covered in the resource

**Locate a volunteer-led initiative or project that has made a significant impact in your community.**

- Provide the name, organization, and a brief description of the initiative or project
- Bonus: Find and summarize 2 key outcomes or achievements of the initiative

**Find a research study, report, or article that highlights the benefits and impacts of volunteering.**

- Summarize the findings of the research study in a few sentence.
- Bonus: Find and share a powerful quote from the article and share with the group.

# Activity 8: Introducing Yourself



1.5 hrs

## OBJECTIVES

1. Create a short introduction that shares your best qualities, interests, and experiences.
2. Practice saying your introduction with confidence.
3. Get feedback and ideas from others to make your introduction better.

## MATERIALS

- Introduction Worksheet (see handout section)
- Timer
- Paper and pens for participants

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## HANDOUT

- Introduction Worksheet
- Example Introductions

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## INSTRUCTIONS

### 1. Introduction (10 min.)

- Explain what an “introduction” is and why it is important.
- Talk about what makes a good introduction (short, interesting, memorable).
- Share examples of introductions (see worksheet).

### 2. Brainstorming (15 min.)

- Divide participants into small groups of 3-4 people.
- Give each participant an Introduction Worksheet.
- Ask participants to think about their best qualities, interests, and experiences (both in and out of school).
- Have participants share their ideas within their small groups and help each other.

### **3. Creating Your Introduction (20 min.)**

- Give participants time to write their own short introduction using the worksheet.
- Encourage participants to focus on their most important and interesting points.
- Remind participants to keep their introduction short (30-60 seconds).
- Offer help and feedback as participants work on their introductions.

### **4. Practice (20 min.)**

- Have participants pair up and take turns saying their introductions to each other.
- Encourage partners to give feedback and ideas for making the introductions better.
- Switch partners every 5-10 min. so participants can practice with different people.

### **5. Group Feedback (15 min.)**

- Bring the group back together and ask for volunteers to share their introductions with everyone.
- Encourage group members to give feedback and ideas for improvement.
- Talk about what makes a good introduction and share tips for saying it with confidence.

### **6. Wrap-Up (10 min.)**

- Summarize the main points of the activity, reminding participants about what makes a good introduction.
- Encourage participants to keep practicing and improving their introductions.
- Provide the Introduction Worksheet for participants to take home.

## Introduction Worksheet

1. Think about your best qualities, interests, and experiences (both in and out of school).

2. Write a short introduction (30-60 seconds) that shares your most important and interesting points.

3. Practice saying your introduction with a clear voice and a smile.

4. Get feedback and ideas from others to make your introduction better.

5. Keep practicing and making your introduction better.

## Example Introductions

The words in **BOLD** are critical information. Notice there are less than 10 critical words in each example, but they are still very powerful statements about the person, their character, their interests etc.

Hi, I'm **Sarah**. I love **animals** and enjoy **helping** others. I once organized a pet food drive at my school and collected over 100 cans of **food for the animal shelter**. I'm excited to volunteer at the animal shelter and help take care of the pets.

Hello, my name is **Michael**. I'm a **creative** person who likes to **solve problems**. In my free time, I enjoy **building robots** and figuring out how things work. I'm looking forward to joining the robotics club and learning more about programming.

I'm **Emily**, and I'm known for being a **good friend**. I'm always ready to **listen** and **help** when someone needs me. I want to volunteer at the nursing home because I enjoy spending time with **older people** and hearing their stories. I think my friendly personality will help me brighten their day.



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ISBN: ????