



Prince's Trust

Team programme

RESOURCE PACK FOR TEAM LEADERS

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FOREWORD

This Resource Pack is designed to equip those working with our young people on the Team programme with a wide range of tried and tested activities that encourage teamwork and develop individuals' skills. They have been used on different Prince's Trust programmes, as well as fed into us from Team Leaders and their own experience across the UK. It is a quick reference guide, which will enable you to select quick activities to increase the impact of key messages or to fill unexpected gaps.

Many of the activities can be used in the early stages of Team to encourage the young people to get to know each other and begin to work together. In addition, many can be used throughout the programme to enhance skills and maintain teamwork. Most of these activities work well before sessions as energisers or integration activities – that is, to draw out a point of learning which is relevant for the subsequent activity. For example, an activity may be used to practise communication before a discussion.

Our young people will come to our programmes with a diverse range of skills and abilities; they will also come from different cultural and racial backgrounds. These differences may create opportunities and challenges for you as some of the activities may have to be adapted to make sure all of our young people feel included, able to participate and accepted.

- If there are young people with physical disabilities, activities may be adapted to play to their abilities (e.g. if a young person is unable to use their arms, the activity could be adapted from ball-throwing to ball-kicking)
- If they have poor literacy/language/numeracy skills, they may benefit from small group work which provides peer support and gives opportunities to those more comfortable to read, present, write or calculate, while those with lower confidence can observe and learn in this way
- Holding hands may not be acceptable – small ropes could be used instead
- Close proximity of males and females may not be culturally acceptable – the young people could be split into male and female subgroups for these types of activities
- Young people with a fear of wearing a blindfold could help you with health and safety, e.g. as spotters

EVIDENCE FOR QUALIFICATIONS

The purpose of the listed activities is primarily individual and team development; however, it may also be possible to use these activities to generate evidence for programme qualifications. You should bear in mind that physical activities, particularly those which take place outdoors, tend not to generate written evidence. However, photos and videos can be used to provide evidence of participation, as can diaries and group evidence (for example, a flipchart demonstrating work such as planning or presentations).

'BOX OF TRICKS'

We have included a list of materials required with each activity. However, to complement this Resource Pack, we suggest the following items be kept as a 'box of tricks' which you maintain and have at your fingertips for any moment when you might need to do something different and energising.

- Balls: a selection of balls or other projectiles of different textures and sizes e.g. beach balls, sponge balls, tennis balls, footballs, rolled-up socks, ping pong balls, bean bags
(NB: avoid cricket balls)
- Rope: a selection of pieces of rope of varying lengths plus a ball of string, 'Warning' tape or similar
- Sports marker cones
- Buckets
- Carpet tiles or milk crates (note that carpet tiles are easier to store)
- Numbered foam or rubber mats (e.g. numbered one to 30)
- Playing cards
- Blindfolds
- Hula hoops or rope slings (note that rope slings are easier to store and transport)
- Whistle or hooter
- Long cane or pole (if one can be found easily, a telescopic pole is ideal for storage)
- Playdoh or similar in a variety of colours
- Lego bricks
- Marbles or buttons
- Balloons
- Newspapers
- Paper plates and plastic/disposable cutlery
- Post- It notes in a variety of colours
- Paper and card in a variety of colours and sizes
- Flipchart with paper and pens in a range of colours
- BlueTak or similar
- Coloured sticky dots
- Coloured sweets
- Sellotape or masking tape
- Stopwatch/timer

SECTION 1 – ICEBREAKERS

Icebreakers enable people to get to know one another and encourage participation. Lively activities, ideally with some physical movement, are good ways of breaking down barriers and raising energy levels. In addition, spending time getting to know young people's names and something about them sets a supportive scene from the start. Activities should be adjusted for each group to involve everyone and avoid putting anyone on the spot. Helping young people to connect with others in the room can help them to feel included and more at ease.



Ball and Name

AIM: To break the ice, to learn others' names, to energise, to work as a team

TIMING: 10 minutes (an extra five is required for the extension activity)

MATERIALS REQUIRED:

- Balls (you could also use beanbags or rolled up socks which may not travel as far as balls when not caught)

METHOD:

- Stand in a circle
- Take one of the balls and start by saying your own name before throwing the ball to a young person who catches the ball and says their own name before throwing the ball on, and so on
- After the ball has been thrown to everyone in the group once, ask them if they can remember who they threw it to and get them to do the same thing again in exactly the same order
- Now get them to throw the ball in the same order but instead of saying their own name, this time they should say the name of the person they are throwing the ball to before they throw

EXTENSION IDEAS:

- Speed the circuit up and introduce more balls – using as many balls as there are people is extremely difficult
- Throw one ball in one direction and the other in the other direction (starting at the end of the circuit)

Connect the Dots or Green Dot

AIM: To break the ice, to encourage empathy

TIMING: 20 minutes

MATERIALS REQUIRED:

- Several large, coloured, washable felt-tip pens (or alternatively you can use different coloured dots)
- Blindfolds

METHOD:

- With their eyes closed, place a coloured dot on each young person's forehead (or backs if preferred)
- Without knowing what colour their own dot is, each person must 'connect' with others in the group with the same colour dot on their forehead
- To make things interesting, one person from each colour group is blindfolded and no talking is allowed

EXTENSIONS IDEAS:

- Make sure there are several colours e.g. red, yellow and blue but that only one person is given a green dot. Do the activity as above
- Since there is only one green dot, this young person will end up being pushed away from the other groups. When this happens, call the activity to a stop and ask how the person with the green dot feels (typically unwelcome, excluded, an outsider etc.)
- Ask the group to think about times they have ever felt like a green dot – when and why? Explain that you want to make sure that no young person feels like a green dot on the programme and ask them to suggest how they can work together to prevent this happening. The answers generated can be added into or form the basis of a group contract (e.g. tell someone if you feel like a green dot; make sure everyone in your group is involved in the activity; if anyone looks upset or withdrawn ask if you can help)
- Later in the programme, during activity reviews, you can occasionally ask, 'did anyone feel like a green dot?'

Introductions

AIM: To introduce young people and learn each other's names, to set the tone of the interaction – it should relax the group and encourage a supportive and creative environment

TIMING: 20 minutes

METHOD:

- It's usually best if you as Team Leader start this one off
- You say 'my name is (your name)' and then introduce the person on your right, 'and this is (their name)'. You may need to ask their name first
- Then they would say 'my name is (their name), and I was introduced by (your name), and this is (the next person's name)'
- The next person would say 'I am (their name), and I was introduced by (their name), who was introduced by (your name)' and on it goes around the circle

- e.g. 'my name is Chris and this is Paul', then Paul would say 'my name is Paul, and I was introduced by Chris, and this is Annalisa' and Annalisa would say 'I am Annalisa, and I was introduced by Paul, who was introduced by Chris' and on it goes
- Make it clear from the start that as it gets harder with more names to remember we will all help each other out, which in turn will help us all remember each other's names

Speed Greeting

AIM: To learn others' names/about others in the group, to establish young people's objectives

TIMING: 25 minutes

MATERIALS REQUIRED:

- Flipchart listing the questions
- Two lines of chairs facing each other (enough for one per young person – you will need an even number of young people for this activity)

METHOD:

- Young people pair up and sit on chairs facing each other, to form two lines. Chairs should be placed sufficiently close to their partners' chairs and sufficiently far from neighbouring talkers' chairs to enable the young people to focus on their partners, rather than being distracted by neighbours
- Explain that one line of the young people will do all the talking, while their partners have to listen. The talkers will have 45 seconds to say (or as much as they can in the time):
 - their name and something about the name (its meaning, why given that name, etc.)
 - what they were doing before the programme
 - what they hope to do after the programme
 - an interesting fact about themselves (something others don't know which the young person is happy to share)
- After 45 seconds blow a whistle and the talkers will move one chair to the right (with the right-most young person circling round to fill the vacant left-most chair) and begin again. If talkers only managed some of the information with their first partner, they can start where they left off with the next to ensure all of the information is shared
- Blow the whistle again after 45 seconds and talkers move one place and start again until each of the talkers has spoken to each of the listeners
- The listeners are then quizzed on what they can remember about each of the talkers. Leader prompts with questions like: 'who is this?', 'what was he doing before the programme?' etc.
- In each case, ask the talkers how well the listeners did – was there anything missed off?
- The activity is then repeated with the listeners taking their turn to talk

EXTENSION IDEAS:

- Chairs are arranged in two concentric circles, facing each other, and young people sit at one of the chairs
- Those sitting in the inner circle are given different characters - e.g. Wayne Rooney - and have 20 seconds to talk about themselves to the partner sitting opposite them whilst 'in role'

- At the end of the time, the outer circle partner writes down the name of the character they think they've been talking to. The inner circle then move one seat to the right and start again
- After a few rounds, the young people reveal who they are
- The outer circle then take their turn to do the talking

The Sun Shines On...

AIM: To break the ice. Can also be used to learn about others' likes and dislikes

TIMING: 15 – 20 minutes

MATERIALS REQUIRED:

- A circle of chairs (one less than you have people)

METHOD:

- Sit in a circle of chairs with one person standing in the middle
- Middle person calls out "the sun shines on" and then adds something of their choice, for example, "... all those wearing trainers". Whatever is called out must be true of the person in the middle as well (in this way you can avoid the person in the middle being critical/offensive to others)
- Everyone wearing trainers then has to swap seats and the person in the middle tries to take one of the empty seats. Nobody can move to the seat immediately left or right of their seat, they must cross over
- When the person in the middle gets a seat, the person left standing becomes the person in the middle
- This person then calls out a different category e.g. 'the sun shines on people who like eating Indian food' and tries to find a place when these people move

True or False

AIM: Encourage people to talk to each other, to learn about others

TIMING: 20 – 30 minutes

MATERIALS REQUIRED:

- Pens and paper (or flipchart and pens if you are doing an extension idea)

METHOD:

- Each person says two things about themselves: two true (things they don't mind sharing with others), one untrue
- The others have to guess which is which

ALTERNATIVE METHODS:

- Young people read out their true and false statements and others try to work out which are true and which is false and say why. You should model the kinds of things they might say, for example "I think you might have swallowed a penny when you were small and perhaps you met David Beckham – I know you're keen on football – but I don't think you have a twin brother". Ask the young people whether they guessed which statement was false or could tell because of the young person's behaviour – did they avoid eye contact? Did their body language change?
- Ask each young person to write an interesting fact about themselves on a piece of paper without showing others. Collect the paper in and writes the answers onto flipcharts around the room and asks the young people to identify who they think each fact relates to

Yes/No Game

AIM: Encourage people to talk to each other and learn about each other

TIMING: 10 minutes

MATERIALS REQUIRED:

- List of questions on a flipchart
- Example questions and possible answers:
 - “Do you have any brothers or sisters?” “I have one sister”
 - “Do you like watching football?” “I am not a fan of football”
 - “Do you live far from here?” “I live a five minute walk from here”

METHOD:

- Young people will work in pairs, taking it in turns to ask the other questions while the other answers without saying ‘yes’ or ‘no’. A shake of the head counts as a no and a nod counts as a yes, so you can’t do that either
- People can’t hesitate or repeat answers or use a non-answer like ‘whatever’
- Each pair needs to decide who will ask questions first and who will answer. They will have a minute each
- If they end up saying ‘yes’ or ‘no’, don’t worry just keep count and keep going

SECTION 2 – GETTING STARTED

It is important to ask our young people what they want from the programme in terms of their hopes, fears, objectives and support needs. Asking the question can increase their engagement and reduce resistance. Answers to this question will help to build a group contract and shape delivery of the programme and should be reviewed to provide a gauge of the programme's effectiveness for each young person. It is not always easy for people to define what they want, so we have included several creative ways to ask the question. Where possible, try to focus on what they do want (positive 'doing' language) rather than what they don't want.



Boiling Point

AIM: To establish hopes/fears/starting points/objectives/support needs, to learn about others

TIMING: 30 – 45 minutes

MATERIALS REQUIRED:

- Flipchart with thermometer drawn on (with 'minus' and 'plus' temperatures and an identified boiling point)
- Post-its and pens

METHOD:

- Each young person writes what makes them angry (reach boiling point) on one or more Post-its and attach these to the thermometer flipchart near the 'boiling point' identified
- They then write what calms them down (helps them to 'cool off') e.g. a time out, a cigarette, a cup of tea, a hug, a bath, a book, etc. and attach these to the flipchart near the 'zero' or 'minus' temperatures

- Facilitate a discussion around the entries ensuring any 'it makes me angry when...' statements are addressed in the group contract (the 'cooling off' suggestions may help to phrase the rules in the contract in using 'do' rather than 'don't' language)

Metaphors

AIM: To identify engagement levels, to establish hopes/fears/starting points/objectives/support needs, to review activities/experiences/progress

TIMING: 15 minutes

METHOD:

- Ask the young people to think of something that would describe how they are today or how they feel about the coming session. It helps to give everyone the same theme
- For example, "if you were an animal, what kind of animal would you be?" Others could be car, type of music, weather, colour, etc.

On A Scale of One To Ten

AIM: To identify engagement levels, to establish starting points, to gauge opinions, review and apply

TIMING: 10 – 15 minutes

METHOD:

- Tell people about an imaginary scale from one to 10 on the floor stretching from one side of the room to another
- Ask people to stand on the line in response to questions from you e.g. "do you want to be at the programme today?" where 'one' is 'I'd rather be somewhere else' and '10' is 'I'm really looking forward to it'; or "how much did you enjoy the session?" when 'one' is 'not at all' and '10' is 'I loved it'
- Young people who have placed themselves at similar points can discuss why they have put themselves where they have. It can also be helpful for those feeling less positive about the day to hear about why others have placed themselves higher on the scale and vice versa
- Other questions could be:
 - "how useful did you find the session?"
 - "how well did we all keep to the contract?"
 - "was it different from what you expected?"
 - "how well did the group work together?"
- Alternatively, you can ask them how they feel about a particular activity (e.g. on scale of anxious to excited) or how much knowledge they already have related to the planned session or asks young peoples to rate how strongly they feel about a given issue where 'one' is 'not interested' and '10' is 'very important'

ALTERNATIVE METHODS:

- *Round Robin:* ask one of the above questions in a round robin style giving everyone the opportunity to answer and explain their answer (as long as they are happy to). To make it more interactive, you can introduce a ball which young people throw to someone else once they have answered the question
- *Agree/Disagree:* make a statement about the session and ask the young people to vote with their feet as to whether they agree or disagree and state why
- *Where Do You Stand?:* young people choose between two alternatives to represent their preferences e.g. Facebook or Twitter, sweets or crisps, night out or night in, etc.

Parachute

AIM: To prepare a group for teamwork, set a group contract, goal-setting

TIMING: 30 – 45 minutes

MATERIALS REQUIRED:

- Flipchart and pens
- String
- Post-it notes

METHOD:

- Draw a parachute and paratrooper on a flipchart or alternatively cut out a parachute canopy shape and attach a small figure to the canopy with strings
- Ask the young person to imagine that they are the person being carried by the parachute and that they want to be carried safely today and get as much from the session as they can
- Then ask them what needs to happen or be in place to make sure this happens i.e. how are they going to do this?
- These words then go along the strings attaching the person to the canopy. For example, 'listening', 'honesty', 'asking questions', 'respecting others', 'being friendly' and 'getting to know each other'
- It may be an idea to ask them what they mean by some of the words and get some examples to bring it alive
- Then ask them what might happen if one of the strings broke; what would their parachute ride be like then? Get them to agree that they will aim to keep all the strings strong
- You could also ask them what might cause the strings to break and become frayed. If rules are broken then strings may be cut to demonstrate the point.

Brick Wall

AIM: Contract building

TIMING: 20 minutes

MATERIALS REQUIRED:

- Flipchart and pens

METHOD:

- Draw boxes on a flipchart in the form of a brick wall
- Then ask the group to come up with ideas for all the things that they, as a group, need to make sure happen to help everyone enjoy the programme and get the most out of it
- Write each idea in a separate 'brick'
- You can then talk about what might happen if one brick is missing, e.g. the wall would become wonky, might fall down, etc.

Dreaming

AIM: To prepare a group for teamwork

TIMING: 30 – 45 minutes

MATERIALS REQUIRED:

- Pens and paper

METHOD:

- Young people draw or write the answers to the following questions on a piece of paper to represent their 'dream' future:

- where would you live?
 - what would your house be like?
 - who would you live with?
 - which pets would you have?
 - what job would you have?
 - what would you do in your free time?
 - what kind of car would you drive?
 - what clothes would you wear?
 - what would you eat? (e.g. three foods which would be on your weekly shopping list)
 - what music would you listen to? (three songs or genres)
- This can be represented as the cross-section of a house divided into separate floors and separate rooms, with each question answered in a different 'room' or a 'dreaming' poster representing all of the answers

Traffic Lights

AIM: To help young people to identify goals, to review activities/experience/progress

TIMING: 15 – 20 minutes

MATERIALS REQUIRED:

- Post-its
- Pens
- Flipchart

METHOD:

- Draw a set of traffic lights on the flipchart
- Ask the young people to write their ideas on a Post-it and stick them against each of the traffic lights:
 - red is something in your life you'd like to stop
 - amber is something you would like to keep doing
 - green is something new that you would like to start
- Try to help the young person think about ways that they can achieve these goals

SECTION 3 – TEAM BUILDING EXERCISES

3.0 CREATING SMALL GROUPS

Many of the activities you will include in your programme will require young people to be grouped into smaller groups to give everyone an opportunity to be involved. For this reason, we have included a variety of fun ways to divide your group into smaller sub-groups. Using a number of different ways to subdivide your group should mean that all the young people get a chance to work with everyone on the Team.



Coloured Sweets

AIM: To create various sub-groups, to break the ice

TIMING: 1 – 2 minutes

MATERIALS REQUIRED:

→ Coloured sweets e.g. Skittles, or sweets with coloured wrappers e.g. Quality Street

METHOD:

- Select a number of sweets from the packet and ask the young people to select one each
- People with the same coloured sweets then group together, or you can ask the young people to group themselves together to ensure one of each colour is used in each group e.g. if have 15 red, yellow and green sweets (five of each), could have red, yellow and green teams (three groups of five) or five groups containing one red, one yellow and one green member
- Different coloured sweets can also be used to select leaders (or other roles) for particular activities. That is, if using red, yellow and green sweets, the leader could

suggest that red sweet holders become the leaders of each group of three, for example

Making Shapes

AIM: To create various sub-groups, to energise, to break the ice

TIMING: Up to 5 minutes

METHOD:

- Ask the young people to walk around the room until a command is given e.g. stop and make an arch with another young person. Once they have made the shape, they all start walking around the room again
- The next command could be 'stop and hop on one leg' and then they re-start
- The leader continues to issue commands for as long as is felt appropriate to ensure the group is energised, until finally issuing the command which will produce the right sized groups for the activity e.g. form a square with three other people
- Other shapes include: circle, triangle, question mark etc.

Odds and Evens

AIM: To create various sub-groups, to practise numeracy skills

TIMING: 1 – 2 minutes

METHOD:

- Number the young people where they are sitting/standing as one, two, one, two, and so on and ask young people to gather into the two groups of 'ones' and 'twos'. If three groups are needed, use one, two, three, one, two, three etc.
- You could help the young people to practise numeracy skills by numbering the Team from one to however many people there are in the Team in total and then ask those whose number is a multiple of three to get into a group (i.e. three, six, nine, 12, 15), then, out of those remaining, ask those whose number is a multiple of two to group together (i.e. two, four, eight, 10, 14) and the remaining prime numbers to group (i.e. one, five, seven, 11, 13)

ALTERNATIVE METHODS:

- Give young people a name instead of a number e.g. oranges, lemons, oranges, lemons etc; or chocolate, cheese, chips; or Spring, Summer, Autumn, Winter; and so on

Playing Cards

AIM: To create various sub-groups

TIMING: 1 – 2 minutes

MATERIALS REQUIRED:

- Pack of playing cards

METHOD:

- Select a number of cards from a pack – enough for one per young person and ask everyone to take one
- Groups can be organised in a number of ways e.g. two groups depending on whether card is black or red; four groups depending on the suit of their card; or any number of groups based on the value of the card e.g. multiples of three in one group

Snowball Fight

AIM: To create various sub-groups, to energise, to review activities/experiences/progress

TIMING: Up to five minutes

MATERIALS REQUIRED:

- Paper, each piece marked with one of the group names e.g. 'group A' or 'tigers' etc. and scrunched into a paper 'snow ball'

METHOD:

- Each young person is given a piece of paper rolled into a ball
- At your command, the young people move around the room, ducking/taking cover as necessary, throwing their snowballs at the others
- Once they have thrown theirs, they should gather any snowballs close to them and continue to throw them at others until you call the activity to a stop
- Once you have shouted 'stop', everyone picks the snowball nearest them and opens it up to see which group they are in

ALTERNATIVE METHODS:

- This can also be used as a reviewing technique if young people write down how they felt about an activity/one thing they learned/one thing they would do differently etc. on a piece of paper before scrunching it up and beginning the snowball fight
- They then read out the anonymous feedback/review written in the snowball nearest to them when you call the activity to a stop

Things in Common

AIM: To create various sub-groups, to break the ice, to energise

TIMING: 5 – 10 minutes

METHOD:

- Call out the size of group you want and a topic e.g. group size: three; topic: pets and the young people must arrange themselves into groups of three who have pets or something about pets in common
- For example, a group of three who all have cats or a group of three who have never owned pets
- Continue to come up with topics for any people who are left until the whole group is arranged into groups of three
- Or you could suggest a series of topics and different group sizes to get the young people moving around and energised before calling out the desired group size for the next activity and final topic

3.1 ENERGISERS

Energisers are a great way of rejuvenating a tiring team as well as developing individuals' skills. Use energisers with a greater level of physical contact once the young people are more familiar and comfortable with one another. Set time limits on some of the activities to create pace and give young people a chance to practise time management.



1, 2, 3

AIM: To energise the group

TIMING: 10 – 15 minutes

MATERIALS REQUIRED:

→ Will need a group of even numbers to make this work

METHOD:

→ Have the group stand in two separate lines facing each other in pairs

→ Amongst the pairs they must count to three with the first person saying 'one', second person saying 'two' and then first person saying 'three'. Second person then starts with 'one' again and they keep counting in this way

- After a minute or so stop them and ask them how they found it. Was it easy?
- Then introduce a new rule e.g. instead of saying the number 'two' they clap. So it becomes: 'one', clap, 'three', 'one', clap, 'three', etc.
- After a while introduce a second rule e.g. instead of 'three' they should stamp their right foot. So it becomes 'one', clap, stamp, 'one', clap, stamp, etc.
- Keep going until all the numbers are rules instead of numbers
- Ask the group how they found it. What was difficult? Was it easier to do the rules rather than the numbers? Why?

Body Parts

AIM: To energise the group

TIMING: 20 minutes

METHOD:

- Using the whole of your team you are to construct a Monster
- The Monster is to be formed so everyone is in a line and everyone must be in contact with the person next to them
- The named parts of the body below are the only things to be in contact with the ground:
 - Seven feet
 - Five hands
 - Three knees
 - Two bottoms
 - Three backs
 - Two chests
 - One head
- The monster must be held for a count of three
- There is no limit on the size of the line (big or small) other than it must be continuous and the young people must be in physical contact with the next person in the line

Bomb and Shield

AIM: This is good for letting off steam and having fun as well as re-energising

TIMING: 5 – 10 minutes

METHOD:

- Young people stand in a circle and without indicating their choices (either physically or verbally) select someone in the group to be their 'bomb' and someone else to be their 'shield'
- Once they have all chosen, everyone must move around the room and attempt to keep their 'shield' between them and their 'bomb' at all time
- After a few minutes, shout 'stop' and ask the young people who have been unsuccessful (i.e. their shield is NOT between them and their bomb) to put their hand up and leave the game
- The remaining young people select a new bomb and shield and the game continues

Capture the Flag

AIM: To energise the group

TIMING: 20 – 30 minutes

MATERIALS REQUIRED:

- Two flags
- Open space

METHOD:

- Young people are divided into two teams
- Each team has a flag and stows it on their side of the open space (the flag must be visible from three metres away)
- While on their own side ('safe' side) young people cannot be tagged out, but once on the opposing team's side, they can be
- Each team aims to recover the other team's flag first

Chairs

AIM: To energise the group

TIMING: 15 minutes

MATERIALS REQUIRED:

- Chairs (one per young person)

METHOD:

- Put all the chairs in a circle facing inwards
- Group sits on chairs with one person volunteering to stand in the middle of the circle, leaving one spare chair in circle
- Person to the right of the empty chair stands up and moves across into the spare chair, immediately followed by the person to their right once the previous person has sat down again and so on as quickly as possible.
- Volunteer in the middle has to try and sit in the spare chair before the next person sits in it
- Once the volunteer gets into a seat, the person left standing has to stay in the middle and you start again

ALTERNATIVE METHODS:

- Young people sit on chairs in a circle with the aim of swapping seats as many times as possible
- To move, someone needs to signal to someone else with a look/wink/twitch of the eyebrows and that person needs to signal back if they are happy to swap
- The person in the middle tries to get one of these seats and so the game continues

Chaos

AIM: To energise the group

TIMING: 10 minutes

METHOD:

- Young people stand in a circle
- Start by performing an action, e.g. cleaning teeth, but at the same time describing a different action e.g. "combing my hair"
- The next person in the circle must perform the action they have described i.e. combing their hair, but say they are doing something else e.g. scratching forehead
- The next person then scratches forehead and says something else
- This continues until all the group have had a go

Computer Malfunction

AIM: To energise, to work as a team, to solve problems

TIMING: 15 minutes

MATERIALS REQUIRED:

- Tape or rope to mark out a square with sides of approximately two metres
- Rubber mats numbered one to 30

→ Timer

METHOD:

- Group gather around the square while you explain that there has been a problem with the computer and it needs to be reset
- It can only be reset by 'punching' the numbers one to 30 in order in 20 seconds or less. Punching involves touching or stepping on the numbered mats
- Only one young person may be inside the square at any time
- They have 15 minutes to complete the activity and during that time can make a maximum of four attempts. As soon as any young person puts a hand/knee/foot on the floor inside the marked square, the time starts for one of their attempts whether or not they are ready
- They can spend as long as they want planning and save all four attempts until the end of the time or may choose to plan, attempt, revise plans, then make another attempt etc.
- One young person may punch a sequence of numbers before leaving the square provided no two numbers are touched at the same time and provided no other young person steps inside the square during this time – however this last point is perhaps better left out and only revealed if the question is asked

Counting Up

AIM: To energise, to work as a team, to practise numeracy skills

TIMING: 5 minutes

METHOD:

- Group has to count up to a given number e.g. 21
- Anyone can start the count at 'one' and any young person can go next with 'two', but there should be no conferring or looking at each other to signal who goes next
- If more than one person calls out a number then the count starts again at 'one'

Finger Grabs

AIM: Group interaction

TIMING: 5 minutes

METHOD:

- Get people to stand in a circle
- Everyone puts their left hand out with their palm facing up and their right index finger just above the palm of the hand of the person on their right
- On the count of three everyone has to try and grab the person's finger with their left hand while freeing their finger on the right hand side
- After a couple of practice rounds, those who have their finger grabbed must leave the circle
- It's good to get people to swap hands after a while so they are grabbing with their right hand and trying to free their left finger
- You could also try standing with back to the group and blowing a whistle when they have to grab to make it more difficult to anticipate

Giant's Earrings

AIM: To energise the group

TIMING: 10 minutes

MATERIALS REQUIRED:

- Hula hoop or equivalent (as the 'Giant's Earring')

METHOD:

- All the team stands in a circle and link to the next person by holding their hand
- The 'Giant's Earring' is then inserted into the group circle onto someone's arm. This is the start point for the game
- The task is to get the earring passed around the circle without breaking it or the circle

EXTENSION IDEAS:

- Once groups have managed this, you could introduce a second 'earring' which must be passed around the group in the opposite direction at the same time that the first 'earring' is being passed around
- You could then divide them into two groups and pit them against each other, with the fastest team winning

Giants, Wizards and Dwarfs

AIM: To energise the group and have them work as teams

TIMING: 15 – 20 minutes

METHOD:

- A mobile variation on "rock, paper, scissors". Dwarfs kill Wizards, who kill Giants, who kill Dwarfs
- Each character has to have an action and a noise agreed by the group. For example, the Wizard says "shazzam" and waves an imaginary wand
- Divide the group into two teams. Define a playing area with two end safety zones and a middle line
- Each team decides their collective character and – when ready – approaches the middle line to face the other team at about a metre apart
- On the count of three, the teams perform the action and noise that signifies their chosen character for that round
- The winning team then pursues the losing team and tries to tag them before they make it to their safety zone. Any person tagged joins the opposite team
- Repeat until one side has the whole group

EXTENSION IDEAS:

- When a team wins they take one member from the losing team (person furthest right, for example, rather than choosing someone and risking some young people feeling undervalued)
- Groups are simply awarded points each time they win and the first group to score three points wins overall

Head and Catch

AIM: To energise, to promote concentration

TIMING: 10 minutes

MATERIALS REQUIRED:

- Football (plastic rather than leather)

METHOD:

- Get the group to stand in a circle with you in the centre
- Throw a ball to different young people in turn, calling out "head" or "catch" as you throw
- The young people have to do the opposite of the command they are given – that is, if you call out "head", they have to catch the ball and vice versa

Hey Harry

AIM: Communication energiser

TIMING: 10 – 15 minutes

MATERIALS REQUIRED:

- Coloured spot stickers

METHOD:

- Sit the group in a circle
- Start by saying to the person on your left, “Hey Harry”. They reply, “Yes Harry?” you then reply, “Tell Harry”
- They then repeat the conversation with the person on their left
- If anyone should hesitate, mix up the words, etc. they are given a spot which they stick on their forehead
- The conversation would then be as follows:
 - “Hey one spot”, “Yes Harry”, “Tell Harry”
 - Then “Hey Harry”, “Yes one spot”, “Tell Harry”
- And so on

Line Up

AIM: To energise, to practise communicating

TIMING: 10 – 15 minutes

MATERIALS REQUIRED:

- Open Space
- Low level wall or plank of wood if doing the extension idea

METHOD:

- The young people get in line by following your called out ‘rule’ for the line up, for example:
 - Age (youngest first)
 - Height (smallest first)
 - Alphabetically by given name, surname, street you live on
 - Shoe size
 - Length of hair
 - When birthday falls in the year (day and month)
 - Height you can jump
 - Number of legs in their household
- Try this again with a new category and introducing a new rule: no talking. This means the young people will have to use a lot of eye contact and gestures to work together to make the line

EXTENSION IDEAS:

- Young people stand in a line facing you while standing on a low level wall or a plank of wood
- Ask them to re-arrange themselves in a certain order e.g. order of their height. They must do this without stepping off the wall/plank. You must ensure you spot for the group
- This activity could also be used to review activities i.e. to gauge peoples’ understanding of something, where young people place themselves at one end or the other according to their level of understanding

Vary Your Speed

AIM: Group awareness

TIMING: 10 minutes

METHOD:

- Each person is to pick a spot on the floor some distance away from where they are standing and focus on it. When the game starts, they are to walk towards their chosen spot in a straight line
- The object is to reach their spot on the floor without coming in to contact with any other person
- They may not stop or change direction but can alter their speed

Oranges and Lemons

TIMING: 10 minutes

MATERIALS REQUIRED:

- A circle of chairs (one less than you have people)

METHOD:

- Sit in circle with one person standing in the middle
- Choose four or five fruits and give each person (including the person in the middle) the name of one of those fruits
- The person in the middle aims to get a seat. They do this by shouting out a fruit name
- All those with that fruit name have to swap chairs with each other and the person in the middle aims to grab one of those seats
- When the person in the middle gets a seat, the person left standing becomes the person in the middle
- If "fruit bowl" is shouted everyone has to swap places and find a new seat

Slingy Thingy

AIM: To energise, to work as a team, to solve problems

TIMING: 10 minutes

MATERIALS REQUIRED:

- Two slings or hula hoops

METHOD:

- Two slings are placed on the ground in front of the team
- The team are told that everyone has to pass through each of the slings as quickly as possible
- If you want to try it in a certain time, the record is 1.5 seconds per person. Therefore, for a team of ten, 15 seconds is the time to try and beat
- The time starts once the first person steps into the sling and ends when the last person steps out of it
- The group are given time to discuss and plan before having a go
- *TOP TIP:* the trick lies in the fact that the team has to think laterally, by placing the two slings together and working in pairs. Each pair has to be standing close to each other and will then pass through the slings at the same time. The slings are immediately passed on to the next pair
- Young people can have as many turns as are appropriate given energy and engagement levels

EXTENSION IDEAS:

- Use more than one sling and different sized slings to vary the activity

Tap Tap Tap

AIM: To energise, to promote concentration

TIMING: 10 minutes

MATERIALS REQUIRED:

- Table (or can kneel in a circle on the floor)

METHOD:

- Young people stand close together around a table with their hands placed flat and roughly shoulder-width apart on the table, with their right arm over the person to their right's left arm so that hands alternate
- Explain that play moves in a clockwise direction starting with you and then each person taps (lifting their hand and tapping once with all fingers) once in the order that the hands appear
- After practising this, introduce a new rule: if anyone taps twice (these taps must be in quick succession so that the next young person can easily identify two taps rather than one), then the direction changes
- After practising this for a time, introduce a third rule: if anyone taps three times, the next hand (in the direction the tapping is moving) is missed
- Watch to ensure no young people are being missed out or targeted (e.g. if the players either side of one young person keep changing the direction so that the young person in the middle is constantly in play)

Zip Zap Boing

AIM: Group interaction

TIMING: 10 minutes

METHOD:

- Everyone needs to be standing in a circle
- Introduce the imaginary ball, which is about the size of a beach ball
- The ball gets passed around the circle when a person does a throwing action and says 'zip'
- At any point anyone can block it with two hands and a 'boing', in which case the person who throw it needs to pass the ball back the other way around the circle with a 'zap'
- As it travels anyone can 'boing' it and each time this happens the ball changes direction and changes from a 'zap' to a 'zip' or a 'zip' to a 'zap'

3.2 BUILDING TRUST

Once you have started to break down barriers between the young people you can use activities which develop trust to build them as a team. Used in conjunction with icebreakers and energisers, the exercises below will enable young people to feel comfortable with one another. You should always be prepared to participate in the activities. Trust exercises introduce an element of physical proximity or touching that individuals may not be comfortable with until they have become familiar with others. Activities should therefore be introduced at the appropriate time for the young people in the group. You should always be aware of health and safety and be ready to give assistance by offering a steady hand or breaking a fall. You should also intervene to prevent risky solutions to problems, for example, lifting, climbing or falling where injury may result and listen for good examples of communication/leadership.



Blind Man's Lead

AIM: To develop trust in others

TIMING: 10 – 15 minutes

MATERIALS REQUIRED:

- Blindfolds (enough for one between two)
- Obstacle course of your choosing to be navigated by the group

METHOD:

- Define obstacle course
- Pair up. Ask group to walk around the obstacle course in their pairs and identify the 'hazards' in the course
- One of each pair is blindfolded and led around the obstacle course by their partner using touch only. Brief them to vary the pace, direction and lightness of touch as much as possible during the activity

- Repeat with partners swapping over
- Remember to check in on feelings after each person has had a go
- Next stage is for the first person to be blindfolded again and to be guided through the course again by their original partner but this time the guide will swap partners with someone else in the group without the blindfolded person knowing as often as possible/appropriate during the activity
- When they have finished the course, go back to their original partners, swap blindfolds and repeat the process
- There is no talking allowed once the exercises are in motion

ALTERNATIVE METHODS:

- The sighted partner guides the blindfolded partner without physical contact (i.e. communicating hazards), from a start to finish point (e.g. three chairs and a hula hoop with a ball in it which they have to zigzag through, retrieve the ball and then come back again). This can be done as a race between teams with only one person in each team guiding the blindfolded person at any one time. Each person in the team should have a go at being both roles
- Use an open space and build up to running alongside the blindfolded person. See who can run the fastest
- Arrange objects across a defined area, allocating different points to different sized objects. Pairs then work together, with a team instructing the blindfolded young person to find and collect as many of the objects as possible in the time given. The young person will only be able to carry a certain number of items and will be limited by how many items remain in play as all pairs will be participating at the same time

Shrinking Island

AIM: Teamwork, to build trust

TIMING: 15 minutes

MATERIALS REQUIRED:

- Large piece of paper or small rug

METHOD:

- The island's population is increasing as we speak and we are all being forced to live in and occupy ever-decreasing space. The piece of paper represents the island and needs to be folded in half each time to represent the ever-decreasing space
- The group's task is to see how little space they can occupy
- Nobody is allowed to have a foot (or other limb) in the surrounding water. Nobody may be carried on anyone's backs or lifted off the ground
- Set a time limit for each attempt before the 'island' is folded in half again. A successful attempt is where the standing area has been reduced to half its previous size and all team members are standing on the paper for a count of three seconds

Trust Falls

AIM: To build trust

TIMING: 10 – 15 minutes

METHOD:

- Ask a volunteer to stand upright with arms crossed across chest
- Take up a stance close behind them with one foot in front of the other, hip-width apart and hands behind the volunteer's back to support their weight when they fall

- 'Faller' asks if the catcher is ready, catcher confirms that they are ready, faller says 'falling' and the catcher supports the faller and returns them to the upright position making sure that the faller does not fall to the ground at any time
- The faller must stay on the same spot and fall back rigidly
- Safety is paramount in this activity as individuals may get carried away
- After demonstrating with the volunteer, split the group into pairs to practise then exchange positions
- You will need to act as spotter and check that the pairs are conducting the falls correctly; in particular that the catcher is using an appropriately stable stance

EXTENSION IDEAS:

- Develop the activity by using a catcher at the front as well with the faller falling backwards then forwards and so on
- Use three catchers in a triangle, with the faller in the middle, and four catchers and so on up to the whole group
- Faller could be blindfolded or have their eyes closed

Yurt Circle

AIM: Develop trust and group co-operation

TIMING: 10 minutes

MATERIALS REQUIRED:

- Even number of people required
- Rope if doing variations

METHOD:

- Form a circle holding hands
- Label off each person as A or B all the way around the circle
- The A's lean back out of the circle whilst at the same time all the B's lean in to the middle. To form a perfect zigzag, they must work together and counter balance. If at first they do not succeed, re-distribute the strengths and weaknesses around the circle and try again

ALTERNATIVE METHODS:

- Use a rope (both ends knotted together to make a loop) to join the circle and all lean back together

3.3 EXPLORING VALUES

These activities encourage young people to express their beliefs and views. Be prepared to deal with any issues which arise and to stop the activity if necessary. Emphasise the need for young people to respect each others' views and to try to compromise and make decisions together. You should be very conscious of non-verbal communications and hidden feelings and know where to seek support if necessary.



If I Had A Million Pounds

AIM: To discuss different values/opinions, to practise communicating, to practise making decisions, to practise numeracy skills

TIMING:

MATERIALS REQUIRED:

- Paper and pens
- 'Agree'/'disagree' cards (optional)
- List of items to purchase or people and organisations to donate to

METHOD:

- Young people are asked to consider what they would do with £1million
- Note ideas down
- Take a piece of paper with a circle drawn on it and ask each young person to divide the circle into different-sized segments (e.g. a pie chart) to represent how much money they would spend on or give to each element
- If they are not interested in a particular item or idea, then they do not have to include a segment for that one
- Segments relating to items purchased for themselves should be shaded one colour, while segments relating to amounts donated to others should be shaded another

colour. In this way, they can easily identify whom they have chosen to spend most of their money on

- Facilitate a discussion around what the young people value most
 - Did they spend it all on themselves, for example, houses, yachts, cars?
 - Did they buy things for your family?
 - Did they give anything away to a good cause?
 - Did anyone think it was a good idea to save any money?

ALTERNATIVE METHODS:

- Call out each idea, one at a time, and ask the young people to vote with their feet or with 'agree/disagree' voting cards whether they would spend/allocate any money to that idea. Ask several young people to give reasons for their answers

Shield

AIM: To discuss different values/opinions, to prioritise

TIMING: 20 – 30 minutes

METHOD:

- Draw a shield onto a piece of paper and divide it into two or four sections, a theme or different questions
 - For example: something about me; something I'm looking forward to, something I'm unsure about; if I wasn't here where I like would to be; favourite childhood character
- Alternatively you can tailor the shield to the activity or session they are about to do
- Get the young person to draw or write their ideas on their shield
- If you wanted to make this into a group exercise, you could put all the shields up on a wall and get everyone up to have a look at them all
- It can help to have a few examples of other young people's shields in case some people are stuck for ideas

ALTERNATIVE METHODS:

- Explain what is meant by the term 'values' and give a few examples
- Young people identify a value which they hold and then gather in small groups
- Groups must agree three values which they hold as a group and create a shield to reflect these values. Underneath the shield, groups write a motto to live by
- Groups then present and discuss their shields

Whose Side Are You On?

AIM: To discuss different values/opinions, to practise communicating, to practise presenting, to work as a team

TIMING: 45 minutes

MATERIALS REQUIRED:

- Pens and paper
- Flipchart/whiteboard
- Table and chairs

METHOD:

- Introduce a subject, ideally one which is relevant to the young people, and split the Team into two groups. For example:
 - Youth unemployment is so high because benefits are so easy to claim
 - Beautiful people don't need to wear make-up or to worry about fashion
 - If you love someone, you should be with them, regardless of who gets hurt

- Killing another person is wrong
 - We should be allowed to say whatever we want
 - Stealing is fine as long as it is from someone who is rich
 - People who smoke should fund the NHS's treatment of smoking-related diseases
 - All young people should be made to work on Saturday
- One group is given the task of arguing 'for' and the other argues 'against' (this is decided at random, so there may be young people in each group who disagree with the side of the argument they will be presenting)
 - Groups spend time researching their argument and planning a presentation of key points with the aim of persuading others to come around to their way of thinking
 - Groups present and respond to questions/challenges to the points they make
 - Once both sides have debated the issue, the young people are asked to decide which argument they most agreed with (before and after the debate), identify any points which persuaded them and review what they have learned
 - If the issue discussed is inspired by a popular soap/fairytale, they can also discuss how the characters in the story handled the situation and whether or not they agreed with this
 - Be prepared to manage strong and emotional reactions to the posed statement/s. If facilities are available, the debates could be filmed and a discussion held around what they might have done differently and body language used
 - Young people can vote with their feet on a line-up with one end representing strongly agree, the middle being unsure and the far end being strongly disagree. Ask the young people to explain their position/attempt to persuade others to their way of thinking

You in the Middle

AIM: To identify significant people in their lives, to realise that we have different relationships with a range of people. You will need to be sensitive about any young people who are very isolated, and if you choose to tackle this activity with them, you may need to work with them individually to tease out one or two 'significant others' with whom they have contact.

TIMING: Minimum of one hour

METHOD:

- Ask the young people to identify the names of some of the people they know on a piece of paper
- Now get them to highlight the person they feel closest to, the person they have most conflict with and the person they most admire
- Facilitate a discussion around friendship, conflict and respect as follows:
- Friendship:
 - Why do you 'get on' with your friends? For example: shared interests; same sense of humour; they live near so it's easy to see them; 'shared history' - we go back a long way
 - What do they do that makes it easy to get on with them? For example: I can rely on them – they always turn up; they listen to what I say; they don't put pressure on me; I can be myself round them
 - What do you do to stay friends? For example: I make time to see them; I text them; I listen to them; I lend them things; I back them up; I trust them

- Rows and Conflict: *NB Young people may find it easier to think about the person they have identified as being the most likely person they row with. The purpose is to identify any triggers and possible ways of easing the pressure.*
 - What is the conflict usually about? For example: nagging me; getting on my case; letting me down; money; wanting to do different things; different values
 - How can you tell that there is about to be a row? For example: they go quiet; they say sarcastic things; stamp about; I do those thing
 - Can you think back to a time when a row got sorted? What did you do? For example: walked away until I calmed down; apologised; asked someone else to help
- Respect:
 - What does this person do that earns your respect? Be as specific as possible. For example: they keep calm; they are always friendly; they do lots of things in their life; they don't waste time; they are reliable
- You can insist on confidentiality for this exercise if it makes it safer for the young people. They need not reveal the identity of their choices to anyone else and can answer the questions individually on a piece of paper instead
- Talk about the significance of having a group of friends and family who we can rely on. Friendship is a two way process
- The young people will also 'appear' on someone else's chart. How do they contribute positively to the lives of their friends and family?

3.4 COMMUNICATING

Team building requires communication between young people. These activities encourage young people to speak/communicate clearly and listen carefully. They are useful during team building and project preparation phases of the programme where young people need to get to know each other and make group decisions. Review the activities with young people to reinforce the value of communicating clearly and listening carefully.



20 Questions

AIM: To practise communicating, to energise

TIMING: 10 – 15 minutes

METHOD:

- As individuals or small groups, the young people think of an object and challenge other individuals or small groups to guess the object
- Opponents can ask 20 questions in total, the first of which is: “Animal, vegetable or mineral?” The individual/group gives the correct (best) response for their object
- The remaining 19 questions can only be answered with a ‘yes’ or ‘no’ response
- You may attach points whereby opponents gain more points for guessing the object using fewer questions

Blind Square

AIM: To work as a team, to practise communicating, to build trust

TIMING: 20 minutes

MATERIALS REQUIRED:

- Rope
- Blindfolds

METHOD:

- Each young person puts on a blindfold and you lead each of them in turn to a tangled rope lying on the floor
- The young people must keep one hand on the rope at all times but can let it run through their grip
- When each young person has a hand on the rope they must first un-tangle the rope by ducking under and stepping over the rope and then try to pull the rope into the shape of a square
- When they all think they have formed their square, they can take off their blindfolds to check the quality of the final square
- Review how well the task was achieved, any difficulties etc. The rope should not be too tangled up
- The group then attempt to make a circle, triangle and so on, in the same manner
- Alternatively, set two groups the task at the same time and compare the results

Communications Drawing

AIM: To practise communicating

TIMING: 10 minutes

MATERIALS REQUIRED:

- Pens and paper

METHOD:

- You or a young person draws a picture involving a number of different shapes and colours – without showing anyone else – and then describe the picture for another young person to reproduce
- Dependent on the group, you may allow the young people reproducing the drawing to ask questions to clarify the drawers' instructions
- The activity can be made more difficult by ruling out words like 'square' etc. with the drawer having to explain further e.g. 'a shape with four sides of equal length'

EXTENSION IDEAS:

- Use groups of three or more and have the instructions passed down the line to the young person reproducing the drawing (along the lines of 'Chinese whispers')

Nightline

AIM: Group interaction, communication and trust. This is an ideal activity to use at night on a residential

TIMING: 15 minutes (longer if doing a more complex route)

MATERIALS REQUIRED:

- Blindfolds (one per person)
- Outdoor space, such as a wood or obstacle course
- Lots of rope

METHOD:

- Set up a rope line for the young people to follow through a wood or obstacle course
- The group will be blindfolded and are to follow a rope around a set course
- Brief the young people about the activity and allow them time to agree on a communication system i.e. which way to turn and alerting others about obstacles
- Young people must have one hand on the rope and one hand on the shoulder of the person in front of them at all times and each follow the route to the end
- They nominate a leader for the first try. They should allocate some responsibilities and ensure they know what they are going to do

- You will need to spot for tree branches and other obstacles that may cause harm
- Listen for effective/ineffective communication, leadership and understanding of the communications system they had planned to use and review these points with them afterwards

EXTENSION IDEAS:

- Start two groups on two courses at the same time with a race to the finish
- Change the order of the group to let people at the back have an opportunity to lead

Not Listening

AIM: To practise communicating

TIMING: 20 minutes

METHOD:

- Split the young people into two groups
- Group one goes outside the room and group two stays inside. Both groups are told that they will be paired with someone from the other group
- Each young person decides on a subject to discuss with a partner. For example, a programme on TV; yesterday's events; a favourite holiday; a time they felt they were treated unfairly
- Those in group one are told that they will be speaking first while those in group two listen to what they have to say. Then it will be their turn to listen to those in group two
- When it is their turn to listen:
 - Group one should avoid looking at the speaker and take opportunities to talk about something which is completely unrelated to the speaker's subject
 - Group two should try to finish the speakers' sentences for them or ask questions before the speaker has finished sentences
- After they have both had their turns, facilitate a group discussion about how the young people felt and anything they would have preferred their partners to be doing while they were talking
- Ask the young people:
 - when they find it harder to listen to others?
 - what stops them from listening?

Trick Questions

AIM: To practise communicating, to practise literacy skills

TIMING: 10 minutes

MATERIALS REQUIRED:

- Pre-agreed questions
- Pens and paper
- Something to lean on

METHOD:

- The questions need to be asked in a quiet environment away from distractions. The questions rely on young people listening carefully. They do not seek to catch people out or make examples of them so it is better not to keep records of the results
- Young people can work individually or in small groups, as preferred
- Questions will be read out once only. Answers in brackets:
 - How many animals of each species did Moses take into the Ark? (none; it was Noah)
 - Some months have 31 days, some have 30; how many have 28? (all)

- Which Country has a 4th July? The UK, US or France? (all)
 - If you are alone in a deserted house at night and there is a lamp, firewood and a candle and you only had one match, which would you light first? (the match)
 - Why can't a man living in York be buried west of the Trent? (he is alive)
 - If you have two coins totalling 11 pence and one of them is not a 10 pence piece, what are the two coins? (the other one is a 10 pence piece i.e. 10 and 1p)
 - Is it legal for a man to marry his widow's sister? (no; as he is dead)
 - You drive a bus leaving Waterloo with 40 passengers, drop off seven and pick up two at Aldwych, stop at Holborn and pick up 10, drive onto St Pauls where you drop off eight and pick up five, and then arrive at Liverpool Street six minutes later. What is the name of the station you started at? (Waterloo)
- The answers are not important. Young people should not be marked down based on answers, but a review will analyse individuals' listening skills.

Sheep and Shepherd

AIM: To practise communicating, to work as a team

TIMING: 20 minutes, longer if selected communication system needs to be revised

MATERIALS REQUIRED:

- Blindfolds
- Rope
- Whistle

METHOD:

- The group need to choose one person to be a shepherd. The shepherd will direct the other young people, the sheep – who will be blindfolded – into a pen
- The sheep cannot see or talk; therefore before the activity begins the shepherd must plan how all the sheep will get into the pen using non-verbal communication. You decide whether the shepherd uses one, two or more noises, e.g. claps, whistles, barks, baas
- The sheep will be scattered over a defined area, not too big. Use a safe environment, e.g. flat, firm ground
- The shepherd remains stationary throughout
- Mark out the pen somewhere using a rope or chairs after the sheep have put on their blindfolds
- The young people have 10 minutes planning/practise time and then 20 minutes to complete the task
- There are a number of solutions. The usual way groups decide to do it is to number the sheep using one type of command and then direct them in one by one using different commands. They therefore have to distinguish claps or whistles for numbering sheep and for giving directions. For example:
 - One clap = Forward
 - Two claps = Turn right
 - Three claps = Turn left
 - Four claps = Stop
 - Quick claps starting from five = Sheep number
 - Or using claps as above and whistles starting from one for the sheep

- Other solutions: one clap for stop, two claps for rotate right and three claps for forward
- Or all of the sheep walking towards the shepherd's claps and when everyone is grouped the shepherd can direct them to the pen together (health and safety issues relating to possible collisions)
- Or one sheep can be directed to collect the other sheep and lead them into the pen like a sheep dog would
- This activity may result in all the sheep walking off in different directions. If so, you may want to use this as an opportunity to introduce Kolb's Learning Cycle (plan, do, review, apply) by calling a halt to the activity and asking everyone to review progress and to suggest improvements to original plan

3.5 WORKING AS A TEAM

The team building activities listed below involve a great deal of physical activity. They build on icebreakers, trust and communication activities in forming the group into a single working unit. You should consider safety issues around the equipment in use, the physical environment, personal safety and individuals' psychological fears and phobias.



Clay-Sculptor-Model

AIM: To work as a team

TIMING: 10 minutes (five minutes for task, five for review)

MATERIALS REQUIRED:

- Blindfolds (two for each group of three)

METHOD:

- Split the Team into small groups of three each
- Within their groups of three they must allocate each other into three roles:
 - 1st person will be the Clay
 - 2nd person will be the Sculptor
 - 3rd person will be the Model
- They will have five minutes for the Sculptor to position the Clay into the same position as the Model by touch only. Both the Clay and the Sculptor must be blindfolded
- Using only their body, the Model should pose in an amusing position, which they must be able to hold for the duration of the five minutes. For example, they could have one foot on the ground and their arms in the air; or pretend to be a star
- The Sculptor then feels the Models shape in order to position the Clay in the same way. Remind the young people about touching and how this has to be done appropriately and delicately

- At the end of the five minutes, see how they have managed to do. Review how they worked as a team and what was difficult

Conveyor Belt

AIM: To work as a team, to energise

TIMING: 10 – 15 minutes

MATERIALS REQUIRED:

- Various bulky but not heavy items (e.g. could include a cup of water, a cup of flour, a large cardboard box, etc.)

METHOD:

- Ask the group to lie side by side on the floor
- Their task is to pass the various items from one side of the room to the other without getting up
- This activity can be managed as a whole group activity or smaller groups can be pitted against each other with the challenge to complete in a shorter time or for the items to be in better condition e.g. more water than another group
- Points are taken off if people sit up or begin to sit up
- Be aware of the potential for creating a lot of mess – this activity may be best delivered outside if using messier items

Human Noughts and Crosses

AIM: To form lines of three by listening and working together

TIMING: 10 – 15 minutes

MATERIALS REQUIRED:

- Nine carpet tiles or chairs

METHOD:

- Set nine carpet tiles or chairs out in a three-by-three square format
- Split the team into two; making one team noughts and one team crosses
- Have them stand outside of the square of tiles/chairs and number themselves from one to however many there are in each team
- When they are ready, you then shout out a number. The young people must listen for their number, then run and stand on a carpet tile or sit on a vacant chair
- Call out a different number and that young person has to try to place themselves strategically so that the next player in their team can form a line of three (horizontal, diagonal or vertical) to win the game

EXTENSION IDEAS:

- This game can be developed to help with numeracy. For example, instead of shouting a number you could shout a sum with the answer being the number of the person who must move, e.g. six minus two = player four runs

Magic Stick

AIM: Group co-operation, patience and problem solving

TIMING: 10 minutes

MATERIALS REQUIRED:

- A long stick (tent poles, broom handles and copper piping all work well)

METHOD:

- Get group to stand in two lines facing each other
- Ask everyone to raise their hands to elbow level with their all their fingers clasped except their index finger

- Then they need to alternate their fingers with the person opposite to form a 'v' shape for the stick to balance in
- The task is to lower the stick to the ground while everyone maintains contact under to stick
- Place the stick on top of their fingers. What usually happens is that the stick goes up rather than down so you will need to re-start the activity when this happens to get them to work together to bring it down

Pen-dulum

AIM: To practise patience and communicating, to work as a team

TIMING: 10 minutes

MATERIALS REQUIRED:

- String
- Pens (with lids e.g. biro)
- Plastic bottles (or similar)
- Blindfolds

METHOD:

- Split the Team into small groups
- Two young people in each group are blindfolded and stand facing away from each other, approximately two metres apart
- A long piece of string is introduced – one end tied around each of their waists so that the string is fairly taut between them
- A pen (e.g. biro) with a lid is attached to the string in the middle (use the lid to attach the pen to the string) and a plastic bottle placed on the floor (this should not be placed directly under the pen)
- The remaining young people in each group must communicate with the blindfolded young people to manoeuvre them so that the pen can be dangled inside the neck of the bottle
- Groups compete to complete the task in the fastest time

Siamese Soccer

AIM: To energise, to work as a team. You should consider existing disabilities before starting this activity

TIMING: 15 – 20 minutes

MATERIALS REQUIRED:

- Rope, ribbons, scarves, etc. (to tie legs together)
- Football
- Open Space

METHOD:

- Young people are paired up and must tie their two adjacent legs together to become three-legged
- Put them into teams and set them off to play football

3.6 SOLVING PROBLEMS

These activities involve working together to solve problems and often benefit from an element of competition between subgroups.



Bin Bag Fashion

AIM: To energise, to work as a team, to solve problems, to practise presenting, to practise numeracy

TIMING: At least one hour

MATERIALS REQUIRED:

- Set of equipment per group. To include:
 - Bin bags (more than one bin bag per person)
 - Cellotape
 - Coloured paper
 - Scissors
- Flipchart and pens

METHOD:

- Split the young people into groups and give each group a set of equipment
- Groups must design and produce bin bag outfits for each young person in the group using only the equipment provided
- Outfits should be individually designed for each person and presented as a 'collection', rather than the whole group wearing the same outfit
- Young people should take 10 minutes to plan the collection/outfits and consider different roles and responsibilities in the group at the start
- They then have 30 minutes to create the outfits and a further 10 minutes to plan a presentation to the other groups about their collection/outfits

- Presentations should precede a 'catwalk' type display of the collection and should focus on the strengths of their 'bin bag collection' in terms of 'selling' it to others
- The young people will be asked to score the other groups' collections (they cannot score their own) out of 10 for each of the following:
 - Completeness: did all of them have a bin bag outfit?
 - If they ran out of time, they should score 10 and then divide it by the number of young people for each complete outfit e.g. if there are five young people in a group but only three have outfits, each outfit scores two points i.e. a total of six out of ten
 - Variety/style: outfits are not all the same and are well-designed
 - Interest: presentation is well-prepared and delivered

Egg Rocket

AIM: To solve problems, to work as a team, to practise communicating

TIMING: One hour

MATERIALS REQUIRED:

- Set of equipment per group:
 - Two eggs
 - Five pieces of A4 card
 - 30 pieces of A4 paper
 - One roll of sellotape
 - 12 paper clips
 - One pair of scissors
 - Three different coloured marker pens
 - One glue stick
 - One sheet of flipchart paper to prepare presentation

METHOD:

- Split the group into teams and ask each team to design and make an Egg Rocket that will carry an egg 'pilot' on its maiden voyage onto or near a target (use a flipchart sheet with a target drawn on at a specified distance from the launch area for the target). You can give them the brief below to explain it
- The egg must remain partially visible (at least half of it on show at all time) and cannot be taped in
- Each team is given a specified time to make their rocket with a set of equipment. Only these items can be used and they must follow these rules:
 - The whole team must be behind the launch line
 - One egg per test launch - maximum two launches
 - Launch distance five metres
 - The egg must be easily placed and visible
 - The egg must not be wrapped or taped in
 - The whole group must present at the launch
 - Only minor repairs are allowed between throws
- Each group must also prepare and give a five-minute presentation prior to the launch, to promote the spaceship to potential buyers. The presentation should inform the audience of the name of the rocket and how the group designed and made their craft
- Once this time is up, all rockets will be thrown across an open space (as it is upon completed time – even if it is not finished). The winner is the team whose egg is not

- broken when the rocket is unwrapped
- Once the 'launch' has been completed, the teams should clear up any mess that has been made and debrief about what worked and why

EGG ROCKET TEAM BRIEF:

Using only the equipment provided, you have 45 minutes to design a spaceship to carry an egg pilot on its maiden voyage and prepare a presentation. The egg must be easily visible and prior to the launch you must give a five-minute amusing and entertaining presentation to promote your craft to potential buyers and state how you designed and made it.

Group Problem Solve

AIM: To solve problems, to work as a team, to practise communicating

TIMING: 15 – 20 minutes

MATERIALS REQUIRED:

- Pens and paper
- Flipchart

METHOD:

- Ask the group to define the problem (e.g. raising money to fund a project)
- Talk through why it is a problem and come up with 20 solutions from the sublime to the ridiculous, listing them on a piece of paper or flipchart
- The young people should feel comfortable to go with their first reactions (all the better if they go a bit crazy with their ideas)
- The group then self-facilitates and should not discuss any solution in great detail
- Once they've identified 20 possible solutions, they select the best three which they should vote upon to make a final choice

ALTERNATIVE METHODS:

- You could do this as an A – Z of solutions e.g. the young people have to come up with 26 solutions, each starting with the different letters of the alphabet, to help them think more creatively and out of the box

Leaning Tower of Paper

AIM: To work as a team, to solve problems, to practise planning

TIMING: 15 – 20 minutes

MATERIALS REQUIRED:

- Sellotape
- Scrap paper
- Scissors
- Flipchart and pens

METHOD:

- Split the Team into small groups and plan how to use the given materials to build the tallest freestanding tower
- Note that the materials provided can be 'unlimited' e.g. a large stack of scrap paper, a whole roll of sellotape and pair of scissors per group or specific amounts of each can be given to each group e.g. 20 pieces of paper, three lengths of tape and a shared pair of scissors)
- For the first five minutes the young people cannot touch the equipment, they can only plan. Plans should be written or drawn on the provided flipchart

- After five minutes, instruct the groups to pass their plans onto the next group in a clockwise direction
- All groups are then given 10 minutes to build a tower according to another group's plan
- The group with the tallest tower which can stand unaided for 30 seconds wins
- Facilitate a discussion around learning points, drawing out the importance of good plans

Magic Finger

AIM: To solve problems, to promote concentration

TIMING: 10 minutes

METHOD:

- Tell the group you have a magic finger and that you're going to point it to someone and everyone has to say who it's pointing to
- You then wave your finger magically around and point at someone. Say, 'magic finger, magic finger who am I pointing at now?'
- As everyone guesses who it's pointing at, make a note to yourself who spoke first; this will be the person it's pointing at (rather than the person you are actually pointing at). Encourage everyone to have a guess
- Then say who it is pointing at. People will be a bit bemused, so tell people it's not the obvious choice
- Do it again, and keep going. You need to create interest and entice people into finding out what's happening rather than allowing the frustration to build, because they don't know what's going on

Tie a Knot

AIM: To energise, to practise communicating, to work as a team

TIMING: 15 minutes

MATERIALS REQUIRED:

- Rope
- Tree or pole

METHOD:

- Ask each of the young people to hold the rope at a certain point. They are not to let go of the rope until the end of the activity
- Get them to stand in one long line with the tree or pole in the middle and then walk, duck under and climb over the rope to tie a knot around the tree or pole
- It can become frustrating because the young people have to stay in place on the rope, therefore each person will play a part in organising the group

Human Knot

AIM: To energise, to practise communicating, to solve problems, to work as a team

TIMING: 10 minutes

MATERIALS REQUIRED:

- Blindfolds per person, if doing the extension idea

METHOD:

- Split the group into teams of around six – eight and ask them to stand in a circle facing each other. Get them to close their eyes and put both hands into the centre of the circle and randomly take someone else's hand. When all hands are joined, the young people can open their eyes again

- The object of the game is to untangle this 'human knot' without anyone letting go of a hand. You should end up with one large circle - although sometimes you might end up with several separate circles. The players have to step over or under each other's linked arms to untie themselves
- Set a time limit
- They may change their grip to make it more comfortable but must not let go of each others' hands
- When you've finished, talk about how the team managed the task and how well they communicated with each other. Was it necessary for someone to take on the role of leader?

EXTENSION IDEAS:

- Try it again with the young people blindfolded

3.7 SHARING INFORMATION

As many of the activities our young people complete will involve an element of feeding back to the rest of the group, we have suggested a number of ways that this can be done to increase variety and provide options for shorter/longer methods as appropriate.



20 Words Or Less

AIM: To share information, to practise communicating and literacy skills

TIMING: 5 – 10 minutes

MATERIALS REQUIRED:

- Paper
- Post-its
- Pens

METHOD:

- Give the young people only 20 words to convey a message/key information to each other
- They may or may not produce visual aids, flipcharts, etc.
- This encourages them to strip information down to what is most important for people to know

Flipchart Race

AIM: To energise, to establish starting points, to review activities, to share information

TIMING: 10 – 20 minutes

MATERIALS REQUIRED:

- Two flipcharts with paper
- Flipchart pens
- Timer
- Whistle

METHOD:

- Arrange two flipchart stands back to back at the front of the room
- The young people are split into two equal (or as close to equal as possible) groups and pitted against each other, each group standing in single file in front of one of the flipchart stands
- Pose a question to which there are multiple answers (e.g. name as many different animals as possible) and explain that each person in each group, in turn, must run up to the flipchart and write an answer on the flipchart before running back to the next person in their group and passing the 'baton' (pen) to them to do the same
- Time the groups, with individuals running up to and writing on the board as many times as they are able to within the allotted time e.g. two minutes
- The young people may only have another go after everyone in their team has had a turn
- Blow the whistle when the time is up and reveal both flipcharts to the groups
- Go through the answers and give one point each for each valid entry. However, where both groups have put the same answer, neither team gets a point
- The team with the highest score wins

ALTERNATIVE METHODS:

- Teams try to list more facts about the previous activity than the other team (to review learning)
- Teams compile a list of all the information they want to share (feeding back to others) within the time limit. The team with the most distinct/valid points of information wins

In the style of Mock the Week

AIM: To share information, to work as a team, to energise, to check learning

TIMING: 10 – 15 minutes

MATERIALS REQUIRED:

- Chairs
- Microphone (or object to denote microphone – could be a paintbrush, ball etc.)

METHOD:

- Get the young people to sit on chairs in a circle and place a microphone in the centre
- Divide the Team into two or three groups
- Ask questions about the activity, one at a time. The first person to get the answer must race to the centre to get the 'microphone' and give the answer before another person does
- If the answer is correct, that young person scores a point for their group. If they give the wrong answer, the next person to guess must try to get to the microphone before anyone else does
- Groups may be assigned immediately before this activity or, if following on from previous group work, they can stay in those groups for this activity

Jenga Game

AIM: To share information, to work as a team, to energise

TIMING: 15 – 20 minutes

MATERIALS REQUIRED:

- Pens and paper
- Jenga tower

METHOD:

- Split the young people into two teams and get them to come up with as many answers as possible to a given question in a set amount of time. They need to write their answers on a piece of paper
- When the time is up, the groups take it in turn to reveal one answer at a time from their list
- If the item does not appear on the other team's list, a member of the other team has to remove a Jenga brick. This continues until all answers have been shared
- The losing team is the one which sends the Jenga tower crashing to the ground

Marketplace Feedback

AIM: To share information, to practise communicating and presenting

TIMING: 20 minutes (10 minutes preparation and 10 minutes rotation)

MATERIALS REQUIRED:

- Flipchart pens and paper
- Enough space for several presentations to be delivered at the same time

METHOD:

- Divide the Team into small groups
- Each group prepares a presentation on an idea (for example, on what community project they want to do or what they want to do for their end of Team presentation) on a flipchart
- Then divide these groups to form new groups containing at least one representative of each of the initial groups. For example, if there are three groups of four young people each (group A, group B and group C), then three new groups are created by taking one or two young people from each of the groups to form new groups
- These new groups then take up position by one of the flipcharts and whoever in the new group was part of writing the presentation displayed on that flipchart feeds it back to the rest of the new group. This means that three presentations are taking place at the same time
- Give them a certain amount of time - e.g. two or three minutes (or assess how close the different groups are to completing their presentations) - before blowing a whistle and asking the new groups to rotate round the room to the next flipchart
- The person in the group who was part of writing the presentation displayed on that flipchart feeds it back to the rest of the group until the leader blows the whistle and moves them on to the final flipchart
- This method enables the groups to impart a lot of information in a short space of time; for all the young people to hear all of the information (for some people it is easier to engage for a full presentation if they are in a more intimate group); and it is less daunting than presenting back to everyone at the same time, thus making it more likely that young people will feel comfortable to ask questions

Quiz Teams

AIM: To share information, to practise communicating

TIMING: 20 minutes (10 minutes preparation and 10 minutes rotation)

MATERIALS REQUIRED:

- Pens and paper
- Scoreboard (e.g. written up on flipchart)

METHOD:

- Following a small group activity, each group devises questions for another group to test their knowledge following the activity
- Points are awarded for correct answers and the group with the most points wins a prize/bragging rights

ALTERNATIVE METHODS:

- Groups can create a list of statements which the other group needs to put into the correct order
- Groups can devise a crossword with the answers to quiz questions being the solutions to the crossword or can create a gapped 'handout' for the other group to complete – this also embeds literacy
- Groups can devise a circular 'crossword' where each answer ends in the one or two letters which begin the next answer e.g. **ENVELOPE** then **PENCIL** then **LID**

That's A 'Rap'

AIM: To share information, to practise literacy/language skills, to energise, to work as a team, to review learning

TIMING: 15 minutes (10 minutes preparation and up to five minutes for the performance)

MATERIALS REQUIRED:

- Pens and paper
- Scoreboard (e.g. written up on flipchart)

METHOD:

- Young people sum up the information they want to share or feedback to the other groups in a rap, limerick, mnemonic or song
- Mnemonics themselves should be relevant to the subject e.g. for food hygiene, a mnemonic could be 'CLEAN HANDS' with each letter beginning a rule for handling/storing/preparing/cooking food
- Groups then present their information to each other in this way
- It is often more interesting to listen to and as a result makes the information 'stick' more

ALTERNATIVE METHODS:

- The young people change the words of a well-known song to be about the activity just completed or the programme

SECTION 4 – EMBEDDING LITERACY, NUMERACY and ICT

There will be opportunities to embed literacy, numeracy and ICT skills development into existing activities. For example: writing a fundraising letter or budgeting for the community project or shopping for the residential week away. These activities can be used as energisers before you do larger literacy and numeracy based sessions.



21

AIM: To practise numeracy skills, to energise

TIMING: 15 minutes

METHOD:

- The young people sit in a circle and count out loud from one to 21 in turn going around the circle
- Each time the group reaches 21 successfully, a new rule is added. For example, instead of saying the number seven they should clap; or for all multiples of three young people say 'quack' instead i.e. one, two, quack, four, five, quack and so on. The more rules that are added, the more complicated it becomes to remember what comes next
- Once a rule is created the group starts again from the number one
- For the first few rounds, you should ensure that all young people, particularly those with poorer numeracy skills, understand the activity and help them out as appropriate

ALTERNATIVE METHODS:

- This can be managed in the same way as *Counting Up*, with any young person calling out the next number. If two or more young people call out at the same time, then the count starts back at one

Call My Bluff

AIM: To practise literacy skills

TIMING: 20 – 30 minutes

MATERIALS REQUIRED:

- Pens and paper
- List of words and correct definitions (or dictionary) – these will need to be prepared ahead of the activity

METHOD:

- Split the Team into small groups and each group is given a number of ‘difficult’ words from the dictionary, together with the correct definition for each. These words should be infrequently used and unlikely to be known by any of the young people (e.g. glabella, pintle, tragus, caruncles)
- The number of words given to each group should be the same as the number of young people in the largest group (e.g. if two groups of four and one group of five, then each group should be given five less well-known words plus their definitions)
- Each young person must create three alternative/false definitions for each of the remaining words by themselves
- They then write these definitions onto separate cards making sure that the correct answer is not the only one which sounds like it came from a dictionary – groups may paraphrase the correct definition as appropriate so that it sounds ‘similar’ in terms of the type and level of language used for the false definitions
- Groups then take it in turns to read all of the definitions (both real and false) to the other groups who then have to guess collectively which definition is the correct one
- A point is awarded to each group who guesses the correct definition. In addition, a point is awarded to the group who managed to convince the others that their false definition was real
- The group with the most points at the end, wins

Celebrity Challenge

AIM: To practise literacy skills, to energise, to work as a team

TIMING: 20 – 30 minutes

MATERIALS REQUIRED:

- Pens and paper
- Small pieces of paper (three per person)
- A hat (or anything else to hold folded paper in, such as a bag, bowl or envelope)

METHOD:

- Split the young people into two teams and give each of them three small pieces of paper
- Ask them to write the names of three famous people, one on each piece of paper. They could be sports people, actors, authors, etc
- All pieces of paper are then folded twice (in half and then in half again) and placed in the hat and shaken to jumble them up
- A time limit is set – say 30 seconds – and the first young person from the first team takes out a piece of paper and describes the famous person to the rest of their group without saying the name of the famous person. Everyone should listen to the descriptions but only the player’s team should actually guess
- Once the team have guessed correctly, the same young person selects another piece of paper and repeats the process, with the aim of getting the group to guess as

- many of the famous names as possible within the 30 seconds. They should keep the paper they have correctly guessed so that they can score them up afterwards
- After 30 seconds, play passes to the second group and the first young person in this group has 30 seconds to describe the famous people, one at a time, to their group
 - Play alternates between groups in this way, with a new young person taking a turn to describe each time, until there are no more pieces of paper left in the hat
 - Groups score the number of names guessed correctly

EXTENSION IDEAS:

- Play a second round: The pieces of paper are refolded and placed back onto the hat. Again, play alternates between groups, with a new young person describing each time, however this time they can only use three words to describe each famous person. Once those three words have been uttered (however useful), they cannot say anything else and the group must guess the famous person before the describer can move on to the next clue. There should be no gesturing/acting or charades in this round. Again, groups score the number of famous people correctly guessed and this score is added to their score in round one
- Play a third round: papers are refolded and placed back in the hat for the third and final round. In round three, describers cannot speak or make any sound at all and can only use gestures/charades etc. to identify each famous person. At the end of round three, scores are totalled and the winning group declared

Consequences

AIM: To practise literacy/language skills, to energise

TIMING: 20 minutes

MATERIALS REQUIRED:

- Pens and paper

METHOD:

- Young people sit in a circle and are each given a piece of paper
- Call out a category (see below) and ask them to write an answer at the top of the page
- They should then fold the paper down so their answer cannot be seen and pass the piece of paper to the young person on their left
- Then call out the next category – again, they write an answer and fold and pass the paper to the left
- This continues until all categories have been addressed as follows:
 - A description (adjective) of a man
 - A man's name
 - A description (adjective) of a woman
 - A woman's name
 - A place
 - Clothes he wore
 - Clothes she wore
 - Something he said
 - Something she said
 - A consequence (what happened next)
- Stories are then read out in turn adding in the words in capital letters after each fold – for example:

- Handsome Paul MET bubbly Emily IN the supermarket. HE WORE flip flops, dungarees and a Mexican poncho. SHE WORE an evening dress. HE SAID “It’s chilly tonight” AND SHE SAID “I like chips” AND THEN they danced the Macarena
- The categories can be varied easily to produce a wide range of stories (as opposed to ‘boy meets girl’). For example, a holiday story could be ‘[name] and [name] went to [place]. While there they [verb e.g. skied] and [verb].’

Make One Change

AIM: To practise literacy/language skills, to work as a team, to energise

TIMING: 20 minutes

MATERIALS REQUIRED:

- Alphabet letter cards – make up 52 letter cards as follows:
 - A x 3, B x 2, C x 2, D x 2, E x 4, F x 3, G x 1, H x 2, I x 2, J x 1, K x 2, L x 3, M x 3, N x 2, O x 3, P x 3, Q x 0, R x 3, S x 3, T x 3, U x 1, V x 1, W x 1, X x 0, Y x 1, Z x 1

METHOD:

- Lay four cards out on the floor or a table to spell a word (any word)
- The remaining cards are then dealt equally amongst the young people
- The young people (as individuals or in small groups) then take it in turns to place one of their letters over one of the letters in the centre to make a new word
- If they are unable to place any letters over the existing letters, a turn is missed and play passes to the next young person until someone has used all of their letters
- The person to use all of their letters first wins

Synonyms

AIM: To practise literacy/language skills, to energise, broadening vocabulary.

TIMING: 5 – 10 minutes (dependent on time available)

MATERIALS REQUIRED:

- Pens and paper for scoring (optional)

METHOD:

- Challenge the young people to come up with as many alternatives to given words as possible within an agreed time limit – say 60 seconds
- For example: good = first-class, fine, excellent, high quality, superior etc.
- Young people score as many points as the number of synonyms found (if a word is not a synonym then it does not score a point)

SECTION 5 – REVIEWING TECHNIQUES

Regular reviews are essential to gauge how young people are feeling, how the group is working together and draw out learning. Here are some ideas to help the 'review and apply' part of the learning cycle. The important part is to decide what is going to be the purpose for your review. It could be to:

- find out how people are
- explore what people have learnt from the session and where they will put it into practice
- goal-setting
- review goals previously set
- consider how the group is working together
- offer feedback amongst the group
- see what people take into their key worker sessions
- see if people are still ok with the contract and whether there is anything they want to add as part of the review



Blind Steps

AIM: To review activities/experiences/progress

TIMING: 5 – 10 minutes

MATERIALS REQUIRED:

- Blindfolds

METHOD:

- Line the young people up blindfolded facing open ground
- Ask a question that they have to either agree to by stepping forward one place or disagree to by standing still

- Ask questions for which agree/disagree always represents a positive/negative response so that final positions can be discussed more meaningfully
- Once they have all moved in response to the question, ask them to remove their blindfolds and check positions. Note any non-movers and question people's final positions
- Examples of questions can be:
 - I think we worked well as a team
 - I think I performed well as an individual
 - I would like to do a similar activity again

Car Parts

AIM: To review activities/experiences/progress

TIMING: 10 – 15 minutes

MATERIALS REQUIRED:

- Flipchart and pens
- Pictures of different cars (optional)

METHOD:

- Ask the Team as a whole which kind of car they think they are based on their collective performance during an activity e.g. Skoda, Ford, BMW. Draw/stick a picture of this car onto a flipchart
- Use the picture to help the young people work out the role they played within the Team during that particular session or activity
- Did they play the part of the petrol: keeping everyone energised and excited so that they kept going? Or the steering wheel: directing the group the way they wanted to go? Or were they a passenger in the back seat, watching what was going on but not really taking part?
- Help them work out what parts of a team the different components of the car represent
- Make sure you help them to recognise why they were that component and what they can do to play a different role next time, should they want to

Corners

AIM: To review activities/experiences/progress

TIMING: 5 – 10 minutes

MATERIALS REQUIRED:

- Signs with four different colours for each corner of the room

METHOD:

- Assign each corner of the room a colour to express mood/feelings or a descriptive word to review the activity
- The young people place themselves in the corner that reflects their feelings/contribution
- Ask them to explain why they have chosen that colour

Creative Pictures/Drawings

AIM: To review activities/experiences/progress, to practise literacy skills

TIMING: 20 – 30 minutes

MATERIALS REQUIRED:

- Flipchart
- Magazines

- Scissors
- Glue sticks
- Paper

METHOD:

- Either as individuals or in small groups, the young people cut out pictures or quotes from the magazines that reflect how they feel about the activity/programme and stick them onto the flipchart
- Ask them why they have included a particular picture or comment
- This activity may be used whilst conducting individual reviews to keep the rest of the group active. Picture reviews may also be used for presentation displays and end of programme reviews

Faces

AIM: To review activities/experiences/progress

TIMING: 5 – 10 minutes

MATERIALS REQUIRED:

- Pens and paper

METHOD:

- Ask the young people to draw a face that reflects how they feel today. This does not just have to be how they feel right now, but can be about how they are feeling about something they know they will be doing that day. For example, about an activity that may be particularly challenging for them, or doing the washing up after a cooking session etc.
- You can use photographs, magazine cuttings and other pictures to help if required
- Then ask them how they would like to feel instead and think about what they need to do to make it happen
- This type of review may be re-used time and time again to gauge and compare responses

Graffiti Board

AIM: To review activities/experiences/progress

TIMING: 15 – 30 minutes

MATERIALS REQUIRED:

- Large pieces of paper (e.g. several sheets of flipchart paper or wallpaper lining)

METHOD:

- Stick a large amount of paper up on a wall
- The group is encouraged to record thoughts, feelings, images, poems, stories about their experiences of the course on the wall

The Good, the Bad and the Funny

AIM: To review activities/experiences/progress, to practise communicating

TIMING: 10 – 15 minutes

MATERIALS REQUIRED:

- Post-it notes and pens

METHOD:

- Ask young people to think of something good, bad and funny about the day/activity/week
- Share this with the rest of the group
- Take up relevant points that require further discussion and draw out constructive

criticisms, strengths and weaknesses and the learning gained by individuals and the group

ALTERNATIVE METHODS:

- Individuals or small groups writes their thoughts on Post-it notes and then you go through the notes with the whole group

Happy Chart

AIM: To review activities/experiences/progress

TIMING: 10 – 15 minutes

MATERIALS REQUIRED:

- Paper (or tracing paper)
- Pens

METHOD:

- Create a graph of highs and lows. A graph is drawn with a happy face at the top and an unhappy face at the bottom on the vertical axis. Specific times and events can be put along the horizontal axis
- People then draw a line to represent their highs and lows. This can be done individually or all overlaid (if using tracing paper) to see where the groups highs and lows were
- A gallery can be made of everyone's charts with comments invited from the group

Mountain Top

AIM: To review activities/experiences/progress

TIMING: 5 – 10 minutes

MATERIALS REQUIRED:

- Flipchart and pens

METHOD:

- Draw a mountain on a flipchart and ask the young people to draw themselves or mark their initials on the mountain according to where they think they are so far on the programme
- Revisit the drawing at different stages of the programme to explore how well they feel they have done and identify any progression
- Alternatively you could draw a road, tree or thermometer

Positive Feed-Back

AIM: To review activities/experiences/progress, to identify strengths

TIMING: 10 – 15 minutes

MATERIALS REQUIRED:

- Paper and pens
- Sellotape

METHOD:

- Each person has a blank piece of paper stuck to their back
- Everyone goes around writing positive comments for each individual on their piece of paper (NB: this can also be done by everyone writing their comments on each person and putting them in an envelope with each person's name on if people aren't comfortable with doing this in public)
- Wait until all the writing has been complete before people see what has been written on their paper

Quote/Unquote

AIM: To review activities/experiences/progress

TIMING: 10 minutes

MATERIALS REQUIRED:

- Paper and pens
- Quotes from during the activity

METHOD:

- Write down quotes that the young people said during the activity and read them out during the review
- Young people have to guess who said what to whom and why
- This can provide insight into how the young people relate to one another

Role Play

AIM: To review activities/experiences/progress

TIMING: 5 – 10 minutes

METHOD:

- Ask the group to re-enact an activity, playing another member of the group
- This demonstrates individuals' involvement in activities in a fun way

Sleep Review

AIM: To review activities/experiences/progress

TIMING: 20 minutes

METHOD:

- Everyone lies down comfortably on the floor
- You then read through an objective list of the events that happened during the course and ask everyone to try and visualise in their mind what they saw happening at each stage
- Everyone remains silent throughout except the 'story teller'
- This technique can work at any stage in the course, but is particularly useful for mid-way through or towards the end of a course
- Relaxing music can help people to visualise their experiences. If people fall asleep – that's fine
- Once the 'story' is complete, ask the young people to review their experience by asking questions e.g. did anyone remember something particular about the day? etc.

Special Moments

AIM: To review activities/experiences/progress

TIMING: 15 minutes

METHOD:

- The young people pass an imaginary camera around and when it's their turn, they describe the picture they would have taken of the programme/day/activity if they'd had a camera
- It may be a treasured moment, something funny that happened, or a light bulb moment (when they realised something or something made sense), etc.

ALTERNATIVE METHOD:

- Ask half the group to create a snapshot of when the group were working well together
- Ask the other half to create a snapshot when it was falling apart

- Give a few minutes for them to prepare and make sure you give them time checks as you wait e.g. “One minute left”, “30 seconds to go”, etc.
- Ask half the group to go first by counting down e.g. “five, four, three, two, one: click”. The group should then freeze
- Ask the other half what they see. Check out if it is what is being represented
- Once it has been guessed or explained, swap over
- As a group, make a list of things they need to do more and less of to take things forward
- To extend the review put your hand on someone’s shoulder during the snapshot and ask the audience to say what this person may be thinking or feeling. Compare the group’s answer with the person in the picture

Star of the Week

AIM: To review activities/experiences/progress

TIMING: 20 minutes

MATERIALS REQUIRED:

- Voting cards
- Stars
- String

METHOD:

- Young people vote for their ‘star of the week’ – the person they consider to be the most motivated, punctual and attentive/engaged in sessions (they cannot vote for themselves)
- This can be via a secret ballot or group discussion
- You announce the winner and attach a drawing or photograph of the winner to a star which is hung from the ceiling or put up on the wall
- If more than one young person receives the same number of votes, there can be more than one star for the week

Unfinished Sentences

AIM: To review activities/experiences/progress

TIMING: 10 – 15 minutes

METHOD:

- Start a sentence and ask each person in the group in turn to finish it off. For example, “the hardest thing for me today was...” or, “I was helped today by...”
- Rounds can be pitched at any of the levels of reviewing, e.g. “The most important thing I learned today was...”, “If I did the activity again I would...” or, “Today I enjoyed...”
- The starting sentences can also follow a sequence, becoming more in-depth as they go along
- Take care that the routine of going around everybody doesn’t stifle discussion and bore people
- Young people can also come up with their own unfinished sentences to use in reviews

Walk Tall

AIM: To review activities/experiences/progress

TIMING: 5 minutes

MATERIALS REQUIRED:

- Voting cards
- Stars
- String

METHOD:

- 'Draw' an imaginary timeline running across the centre of the floor, which represents the beginning, middle and end of the activity
- Ask each young person to walk their 'timeline of involvement'
- The taller a person stands at each stage of the activity, the more involved they felt. For example, if they feel that they were not engaged with the activity then they crouch down; if they felt fully engaged they walk on their tiptoes
- The other young people should observe how each of them has reviewed their involvement
- Comment on the high and low points. Do the others agree with what is represented?