



"Book of Spells"

**Icebreakers, Games, Review
Techniques and more...**

Introduction

This booklet has been compiled for Raleigh from a number of sources including the experiences of both Raleigh staff past and present and its many volunteer group staff. It is meant as an ongoing resource of group work techniques and activities often used when working with groups on Raleigh courses, expeditions and events both in the UK and Internationally

This booklet is by no means a definitive list of activities and we welcome any input and suggestions for inclusion.

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Useful Websites

Games / Ice Breakers

www.fundoing.com
www.gamesforgroups.xom
www.teamworkandteamplay.com
www.gameskidsplay.net
www.youthwork.com
www.promptbox.co.uk

Theory/Comment on Experiential Learning / Adventure Learning

www.bminet.com
www.geocities.com/dr_adventure/home

Reviewing

www.reviewing.co.uk

Many of these websites also include links to other useful sites and booklists on different subjects.

Name Games

Name and Sport

Objective

Group stand or sit in a semi-circle. Leader says their name and either a sport or interest they like and includes a mime of the action associated with it. Next person to right repeats leaders name and sport and performs the action, then their own name and sport with the action. Person on the right then repeats the leaders and the first persons names and sports before their own. Do this for the whole group, helping each other as it becomes more difficult. At the end the leader goes through all of the group to prove they were listening and not taking an easy option by going first.

Example :

Leader starts

- My names Jim and I like Snooker (Action hitting a snooker ball)
- 1st person - His name is Jim and he likes Snooker (with the action)
- And my name is Julie and I like Horse Riding (riding action)
- 2nd person - His name is Jim and he likes Snooker (with action)
- And her name is Julie and she likes Horse Riding (with action)
- My name is David and I like Running (with running action)

May be used again to re-introduce each other or new group members

Alternatives

Leader performs an action, such as scratching his ear and says I'm cleaning my teeth. Person to the right does what the leader has said, cleans teeth, but says I'm combing my hair. The next person combs hair, but says I'm brushing my shoes - and so on around the group. Use on day one to break the ice and know each others names.

Partner up

Objective

Leader hands out pens and paper (or do by memory). Group to partner up and talk to each other for 5 minutes, then introduce their partner to the rest of the group.

Questions to ask could include:

- What is your name?
- How old are you?
- Where do you come from?
- What are your interests?
- What contributions can you offer the group?
- Why did you join the programme

Easier way of introducing themselves. Individuals find it easier to talk about someone else and may therefore open up more. Gives an insight into confidence of the speaker.

Birth dates

Have participants mingle in the group and identify the person whose birthdate (not year - just month and date) is closest to their own.
Find out two things they have in common.

Peek-a-boo

Everyone introduces themselves. Project staff then set up a tarp like a holding it up like a theatre curtain. Divide the group into 2, one on each side of the tarp. Each team sends a person to kneel in facing the tarp so that they cannot be seen by the other team. The tarp is dropped and the first one to call the others name wins and both players return to the winning team. The game is over when everyone is on the same team.

Dinner date

Pair people up together.

Ask them to spend 2 ½ minutes each talking about themselves. Ask them if they could have dinner with anyone, alive or dead, who would it be and why. Tell them that at the end of 5 minutes we will come back together as a group and you will introduce each other. Ask them to tell the persons name, their position and their dinner partner.

Note to facilitators - this is a great exercise to help you understand the personality of the class. For example you may have a lot of people who want to have dinner with political figures or movie stars it gives you a clue that politics are important to this group or they are movie goers.

If you have a lot of people who want to have dinner with religious figures again it helps you understand the basic personality of the group.

Although do be careful not to assume too much!

Tennis ball

In a circle toss a ball to someone in the circle and say your own name as they catch it. After a couple of rounds, say the name of the person who you are throwing to

Name that vampire

Everyone puts their fist into the center of a circle with thumbs up, heads turned and eyes closed. Have someone select the vampire by squeezing one of the thumbs then everyone goes around introducing themselves by shaking hands and saying their name. The vampire when he/she shakes hands digs or puts pressure on with their finger/nail on the persons hand. When a person has been 'bitten' they die dramatically 0-30 seconds after the bite. The game ends when someone guesses who the vampire is or everyone is dead

True or false

Objective

Leader hands out pens and paper. Individuals write 3 true and 1 false statements about themselves, that they don't mind sharing with others, then show them to each other. They can ask if one statement is the false one. Exercise ends when each person's false statement is found.

Alternatives

Only use 1 true and 1 false statement or any quota.

Toilet Roll

Ask people how many sheets of toilet roll they would need in the morning! Distribute the sheets!

For each sheet, they must tell the group something about themselves!

Interesting fact

Objective

Leader asks individuals to put an interesting fact about themselves, that they don't mind sharing with others, on paper without showing others. Collect papers and then write them onto flipcharts and place them up in the room. Ask individuals to question each other to find out their names and fact.

Ball and name

Objective

Group stand in a circle. Leader has a ball. Says name before throwing it to a group member. Group member catches and says their name before throwing the ball on, and so on. After names have been said a few times start saying the name of the person before you throw.

5 common things

Split the group up into pairs. Each pair will have 30 seconds to find 5 things they have in common.

At the end of the 30 seconds, put two pairs together and give the foursome a minute to find something all 4 students have in common.

Finally, each group can present the list of things they have in common. You can also use this activity to form groups.

Icebreakers/Energisers and Team Building Games

Famous names

Objective

Leader places the names of famous people on each team members back (or forehead). Individuals have to find out who they are by asking questions for which they can only receive either a yes or no from team members. They can only ask one team member one question at a time.

Alternatives

Use objects instead of names.

Shrinking Island

Objective To see how small an 'island' the team can stand on.

Leader tells the team their island is shrinking. Everyone must have at least one foot on the island. Nobody is allowed to have a foot in the surrounding water. Nobody may be carried on anyone's backs or lifted off the ground.

Once the team are on the island, the sea comes in and washes away half of the island (the leader turns half the carpet) and the team attempt to stand on it again. This is repeated 2 or 3 times. It is best to end up with a successful attempt.

Set a time limit for the attempt and 5 -10 seconds for keeping on the island. The team develops trust in one another, by holding each other up.

Personal space

Objective To realise individuals personal space barriers

The team are split into two by the leader and stand facing each other about ten yards apart. Each person must have a partner who they face. One line of the team will walk towards the other and the person standing will tell their partner when to stop. This being their personal space distance.

The closer their partner is, the less personal space that team member needs, the further away then that person needs more comfort space when being approached.

Try it a few times changing partner over. You can gauge how people are interacting with each other and about individuals.

Wizards, giants and dwarfs

Objective To build team decision making and have fun.

The team split into two and decide whether they will be a wizard, a giant or a dwarf, then stand facing each other about two yards apart. On a count of three, each group act as either a wizard, giant or dwarf and perform the same act. Wizards shake hands in front of their faces, Giants stand tall with their arms up and Dwarfs kneel.

Wizards beat Giants, Giants beat Dwarfs, Dwarfs beat Wizards. Each group try to grab the opponents when they have won. When they lose they must try to get away. Each side tries to collect all of the opponents. Set a boundary about ten yards. Same principal as Paper, Scissors and Stone. Repeat until one side has all of the people.

Builds on groups decision making process and is fun.

Rats and Rabbits

Divide the group into two, one half are rats, the rest Rabbits. Tell participants to stand in two rows, side by side, 1 metre apart along the centre of the room facing each other. The trainer the calls "Rrrrrr rabbits/rats" If he/she calls Rabbits they have to run to the nearest wall to them and touch it before being touched by a rat (and visa versa) If touched the fleeing participant joins the other team and becomes that teams animal.

Cat Chaser

Have a cat and a mouse and lots of obstacles made out of pairs of people standing shoulder to shoulder.

The mouse can stop being chased by joining one of the pairs, thus making a three. The person on the other side of the three then becomes the mouse.

Fruit Salad

Objective To lift the energy levels of tired teams.

Sit the team in a circle around you or stand on an object, e.g., a stone if outdoors. Tell each person they are a fruit e.g. apple, orange, banana. Start by asking all the apples to move places. Nobody can move to a place right next to them, they must cross over. You take a place and one person will be left in the middle. They say either one of the fruits and find a place when people move. If you say fruit Salad every person must move.

Play the game this way for sometime, then develop it to what people are wearing, e.g., anyone wearing jeans move now, wearing trainers or anyone who has a tattoo etc. Good fun activity to get the team moving again.

This activity may also be used as a reviewing technique by getting people to move if they enjoyed the last activity, learned tolerance and so on.

Line game

Objective To test listening and communication skills.

Team members stand in a line facing the leader, this can be done on any open ground, but a small wall or a plank of wood over water adds an element of trust and team building.

The leader asks them to re-arrange themselves in order of their heights. If using a wall or plank of wood, spot for the team. It will be obvious to see if they have completed the task. Develop the activity on by getting them to re-arrange themselves into date of birth order, or distance travelled or age.

Further development would be to get them to do it without speaking to each other. Here they would have to problem solve a new form of communication.

This activity could also be used to gauge peoples' understanding of something, where people would place themselves at one end or the other based on the questions, and also as a review where they do the same again or get a partner to place them. Each end could be from 0% to 100%.

Knock your socks off

Everyone sits round with socks on and tries to take each other's socks off, the last person with a sock on wins!

Dragons tail

2 groups – each group lines up behind each other holding on to the person in front of them. The last person of the teams has a bandana/scarf in their back pocket and the aim is to obtain the other teams tag before losing your own.

Human knots

Objective To un-tie themselves and form a circle by team work and communication.

Get an even number of people to stand in a circle and face inwards. Put their left hand into the middle and take hold of someone else's hand. Then do the same with the right hand but hold someone else's hand. They could also do this activity blindfolded. Set a time limit related to the teams ability and set them off.

They have to un-tangle themselves by ducking and diving until they can open themselves out into a full circle without letting go of any hands. Check for people breaking their grips. Listen for leaders, good effective communication and spot uninterested participants and review these points.

Blind Polygon and The Star

Props: One 40 to 50 foot flexible rope or thick yarn. (If you still have the rope from last week your set!)

Procedure: Here's one time tested favorite and a possible new one for the Vets (veteran facilitators, not veterinarians!) Knot the ends of the rope together so they won't pull apart (make sure you can get it out later if you need to). Ask each player in your group (or groups) to hold onto the rope. Inside or outside the circle? Doesn't matter - a mix makes a nice challenge. Ask each player to close their eyes (or provide blindfolds if you want). Now, ask the group to make a shape with the rope (square, triangle, rhombus, pentagon, etc.) without opening their eyes. Both hands must stay on the rope (sliding is okay) at all times until the group decides, as a whole, they have completed the task. At this time they can open their eyes and check out their art-work. Leadership will be very important in this activity. Who will step up? Sometimes, if I want to give someone a chance to be a leader, I let them leave their eyes open and direct the group in making the shape. It's a great way to see someone come out of their shell. Be careful. Make sure the person you choose is up to the task - ask!

The Star can be done before or after Blind Polygon - for some groups it's easier, for others it's harder. With eyes open, make a five pointed star - the kind you make that has the pentagon shape in the center (that one you make with 5 straight lines). Remember, can't take your hands off the rope until your done.

Observations/Questions: What was it like during the beginning of the activity? Did this change for the better or worse? Did everyone feel included during the activity? In what way? Who included you? What would it take for you to feel included? Can you take a part in feeling included? Were you successful? Why? Why not?

Turn a carpet

Objective To turn a carpet over completely without stepping off it.

Using a rectangular piece of carpet, a rug or a blanket. The team will have to stand on one side and turn the carpet over without stepping off it. Give the team a reasonable amount of planning time, let them practise also. Time starts when they all step onto the carpet. They can still plan when they have started, but will find it much more difficult when they get going.

The carpet must be fully reversed and the team all stand on the reverse side to finish. This activity may take several times before the team can complete it. Keep coming back to it in the programme and see if they can solve the problem

Mushroom tag

Objective To energise and warm up the team

One person is it and tries to tag the others. Once tagged they should stand still with their arms out like a mushroom. They can be un-tagged by other team members running under their arms.

Develop this on by having two people doing the tagging, then three or more. Just a fun way of running about.

Clay, Sculptor, Model

Objective To position clay into model pose by touch only

Split the team up into threes. One to be the clay, one the sculptor and one the model. The clay and sculptor are blindfolded. The model takes up an amusing position, using their body only, e.g., arms in the air and on one foot. The sculptor then touches the model all over to position the clay in the same position. Can be great fun.

Swop positions until everyone has had a chance to be the sculptor.

Relay races of any kind!!

Between legs, with balloons, leap from, broom turning etc...

Bombs and Shields

Everyone has to decide on someone else in the group who is their "bomb" and someone else who is their "shield". Do not tell them who they are.

Must run around, always keeping your shield between you and your bomb.

Sock British bulldog

Split the team into two groups (needs about 20 people).

Line them up facing each other on opposite sides of an area at least 10 meters across.

Must have equal numbers in each group.

Number the individuals in each group with each person having a number.

Put an object in the middle (a sock for instance).

Call out a number and the two people with that number must run to get the object and then get behind their line without being tagged by their opposite number.

Animal name game

pick an animal you identify with. Write it on a piece of paper and put in a hat. Each person picks an animal from the hat and the group has to figure out who it is. Once identified that person then explains why they identify with that animal.

String off the ear

loop a piece of string to the ear of 2 venturers. Moving only your head and upper body try and get the string off the other person's ear.

Paper grab bag

Give a paper bag to a venturer or pair of venturers. The only part of their body that is allowed to touch the ground is their feet and they can only use their mouth to pick up the bag. Each time a student successfully picks up the bag cut a bit off the top and see how short the bag can get before they fail to pick it up.

Win, win

2 venturers arm wrestling each has a bag of sweets/treat by their elbow. The venturers will hopefully find that if they cooperate they can both win every other time and eat all of their sweets.

Darling I love you!

have the group in a circle with one person in the middle. The person in the middle goes up to a person in the circle and says 'darling I love you, please smile, the person in the circle responds trying not to smile saying 'darling I love you, but I cannot smile' the middle person then moves on to someone else and goes on until they manage to make someone in the circle smile.

Creating a storm

Sit in a circle, one person starts clapping with 1 finger from each hand only – the rest of the circle gradually starts as in a game of Chinese whispers.

When the clap gets back to the beginning the person who started use 2 fingers – continue as above – increasing the number of fingers each time you go around. Once you are using the whole hand start stamping. If it is a fairly big group the noise will be huge.

Once you have started the storm then bring it back down by reversing the process.

Seven up

Works best in a group of 10 to 15

Stand in a circle and go round the circle counting to 7 with each person saying the next number. Start again when you get to 7.

When you say a number put one of your hands to your chest, pointing your finger across your chest. This indicates which direction the numbers should be going in – you can change the direction at any time.

When you get to 7 do not put your hand to your chest but above your head saying '7 up' – the direction of your fingers still indicates direction.

If you get it wrong you are out. The last 2 people in win.

Pairs Tag Plus

Procedure: For all you experienced "Pairs Taggers" out there, don't give up on this one. I found a few fun twists you might enjoy. Here's the basic game: Creatively pair up players. Establish boundaries around the players using cones or shirts or something soft. Make the area large enough for players to move around in, but not so large that they get tired out too fast - you'll see. Explain to all the players that this is a tag game and the only person they can tag in this game is their partner. All players must stay within the boundary area during the game. If a player goes out of bounds (and gets caught) this person becomes "it" in the duo. Speed for this game should be no faster than a fast-walk. There should be no running. We want to avoid head butts!! Let's run this down (no pun intended). Have pairs decide who will be "it" first. Have all the "its" close their eyes. Give the un-its a chance to get away - **STAY IN THE BOUNDARIES!** On "go" let the "its" find their partner for the tag. Once tagged, this new "it" must turn around one complete 360 degree turn before going after their partner for the tag back. Continue the tag, tag-back for about 90 seconds. This can be a very aerobic game - keep an eye on the heavy breathers. **Variation Ideas:** Add one of those foam Noodle toys as a tagging device. After a Noodle tag below the knees, set the Noodle down - don't throw it. Tagged person does a spin before picking up the Noodle and going off for the tag-back. Here's a fun one I just tried (thanks to the creative mind who thought of this one). After each round shrink the boundaries down. The last round players should be reaching around through other players to tag their partner - this is great fun to watch if the players are using Noodles. Note on this one: I like to change partners each round to give players a chance to be with other friends or make new ones. Also, I've found about 5 rounds to be the maximum tolerance level on this one!

Observations/Questions: Were you able to follow the rules for this game? Who remembers the rules? What might be a reason for not following the rules? What made the activity difficult? Are there similar situations in other parts of your life? What do you do about it?

Group Build

Space Needs: This one fits a lot of different spaces. You will be able to fit this to your space.

Props: Tinkertoys (If you got'em), Legos, Zoobs (the newest building stuff), Marshmallows and toothpicks, etc. You will also need a box big enough to fit your main structure into.

Procedure:

First you will need to split your group into smaller teams of 3 or 4 - no less or no more (or be creative and work with what you have). Then, depending on how many small groups (3 to 4 is ideal), you need to create a main structure that has as many different sections as teams - for example, if I am working with 3 small groups I will build a bridge type structure with two legs and one bridge section. (This will become clear in a minute.) Put this structure in the box you have and set the box somewhere in the middle of the play arena - **DON'T LET ANYONE SEE THIS YET!** Important note here: It is important that you have enough building pieces to make another structure exactly like the first! Each small group will be responsible for one of the structures parts. Using the bridge example, one group would take a leg, another group the bridge section, the third group the other leg.

Now, within each small group there will be roles. The **Looker**: Looks at the structure and then describes it to the runner. This player may talk to the runner and feedbacker, but may not see the end product that is being built. The **Runner**: Listens to the looker and tells the builder. The Runner can not see the structure of the final product. The **Builder**: Listens to the Runner, gets needed pieces from a main stockpile, and builds the described product. The Builder is the only one who touches the building materials. This player cannot talk to the looker. The **Feedbacker**: (If you have groups of four you can have one of these "consultants") May look at the main structure and the product being built for that small group. May talk to anyone by answering "yes" or "no" when asked questions. The Feedbacker may not initiate communication, verbally or nonverbally. As you can tell (or maybe not just yet) the idea is to have these small groups building a section of the main structure. You will want players far enough away from each other so the looker cannot see what the builder is building (the runner, as you may have noticed, has a lot of responsibility). Here are the final provisos: 1. Give the group, as a whole, 10 minutes to talk with each other, assign roles and examine the materials. 2. All communications must be verbal. No writing is allowed once the main structure is revealed. 3. A meeting can be called by anyone, at any time, to discuss group dynamics and talk about how things are going. However, the products being built and the main structure cannot be discussed. 4. Give the first building round 15 minutes. After 15 minutes all the builders can get together with their part of the main structure. 5. Give another 15 minutes for the second round of building (the collaboration in this part will be interesting). 6. Players can switch roles as follows (however, this may only happen once during the entire process): Builder and Runners can switch. Lookers and Feedbackers can switch.

Ready! Set! Go! (good luck - I would love to find out how this works for you!!)

Observations/Questions: How did you choose roles? Who seemed to have most of the responsibility? What does responsibility mean to you? What was difficult about the activity? Did anything change during the second round of building? Better or Worse? What was the leadership like? How did you measure your success?

Reach

Space Needs: A long length of room: hallway, outside, etc.

Props: One small object to place on the ground and a starting point: tree, wall, masking tape line, etc.

Procedure: Choose a starting point for the group. Mark this point with something (you could use a tree, or a wall for a starting point). The challenge for the group will be to place the small object you have given them as far away from the starting point as possible. The object may not be thrown, so the group has to form a human chain out from the starting line. At least one player must have their foot on the line when the ball is placed on the ground. Players must stay in contact with each other in some way while making the chain. The group may only use the resources available on them at the moment the activity starts. They are not allowed use any other props. Note: I don't really mention this right away until they start getting innovative. Once the group has created a "baseline" distance, ask them if they can break the record with another attempt. This second attempt is often just reeeeeeaching farther. Then, challenge them to break this new record. See if you can push the group into thinking out of the box. It would be innovative if someone in the group used an article of clothing to extend the line – this is okay (but make sure they don't take too much off!). Variation: If I want to challenge the group, I will add the rule: Only your feet can touch the ground during the process.

Observations/Questions: Was there any motivation to push yourself on the first attempt? What motivated you to do better? How might this activity be related to goal setting? What is important about goal setting? How many of you have goals you set for yourself? How many of you have goals that are set by other people in your life? Which goals are you more likely to go for? Why? When did the group "think out of the box"? How did the group get to that point? What do you want to take away from this activity that will help the group function better?

Across the Great Divide

Space Needs: A long open area about 30 feet wide.

Props: One long rope or masking tape to make a finish line.

Procedure: This one's pretty easy to set up. You'll need a starting point and a finish line - I like to use a rope for the finish line. Ask the group to line up 10 to 20 feet from the finish line (the further away the longer it takes) – players standing side-by-side. The objective of the group will be to cross the expanse between their starting point and the finish line at all times keeping constant contact with the feet of the player or players next to them. So, the entire line has to make foot-to-foot contact with each other all the way across. If at any point there is a loss of foot-to-foot contact between two players, the group must start over. Note: There are a few things you'll have to decide upon while setting up the rules – will you let them step on each others feet, will you let them tie shoe laces together, if you say, “shoe-to-shoe” (instead of foot-to-foot) contact, will you let them take off their shoes and walk across the space holding the shoes together. If you don't want any of these things to happen set up some restrictions during the introduction. Also, instead of starting over after a break of foot-to-foot contact, you could have the players that broke turn around and face backwards – will they break again on purpose to face back the other way?

Variation: Blow up some balloons and stick a balloon in between the hips of each player. Now the side-by-side line of players have to work their way across the divide without dropping any of the balloons (will you let players hold onto each other?).

Observations/Questions: What did you think the activity was going to be like before you started? Was it as easy as you thought? Was it as difficult as you thought? What sorts of problems did you encounter? How did you solve them? What was helpful to you during the crossing? What was not helpful? Were there any breaks? How did you feel about the breaks? How did you feel about starting over? Is it fair to have to be penalized for other people's mistakes? Does this happen to you in other areas of your life? How do you deal with it? What do you want to take away from this activity that will help the group function better?

Amoeba

Props: A rope or webbing long enough to fit around the feet of the group.

Procedure: Ask your group to clump (get real close) together without touching each other in any way. Make sure they are as close as they can get to each other - scrunch (tighter than a clump) in there!! Remember, no touching. Now, take the rope and lay it down around the feet of the group. Make sure the rope is about an inch away from the feet as you go around. Now, ask the group to carefully step over the rope and out of the Amoeba shape you now have on the ground. Here's the challenge: Ask the group to get back into the Amoeba as fast as they can without touching anyone. Ready, GO! Any touch adds 2 seconds to the total time. How fast can the group get?

Observations/Questions: What did the planning look like? Who was responsible for counting the touches? Why might you not want to tell the group you touched? How many people does a touch involve? Did each attempt get better? Why? Why not? What did it take for you to get better as a group? How did you share ideas? Was every idea shared? Was every idea listened to? What can you learn from this activity?

Coiled Rope

Props: One 50 foot rope for each group of 8 to 10.

Procedure: This is a good variation and/or lead-up to the Human Knot ("Knots" The New Games Book). Coil up your rope with about a 2 foot diameter then tie the two ends with a knot that won't come out. Ask your group to circle around the rope then each player kneels down by the coil and reaches across the center of the rope to grab hold of one strand on the other side. After each player has a hold of the rope have them all stand and then place their other hand next to the first hand and slowly step back from the rope cluster. This will cause an interesting tangle that the group is asked to un-tangle - ending up in a circle. Players may not (unless for safety reasons) remove their hands from the rope or slide their hands along the rope. (After getting the rope untangled, can the group make a five pointed star - the kind with a pentagon shape in the middle (Sikes, "Feeding the Zircon Gorilla") without letting go of the rope? Hand sliding is allowed during this one.)

Observations/Questions: What did everything look like before you started? What was the first step to solving the tangle? What roles evolved? Who did what? What was important about each role? Did the group communicate together as one or small little groups? Why? When you were "untangled" what did you do? Are you ever "really" done?

Imaginary Object Juggle

Procedure: Have the group form a circle. The facilitator begins the process by approaching someone in the circle carrying an imaginary red ball (their actions should portray that they have a ball - the more dramatic the more fun it tends to be!!) When the facilitator reaches that person she/he says, "JODI (person's name) RED BALL!" and Jodi says, "RED BALL, THANK YOU." Then Jodi (who has the red ball) takes the ball to someone else in the circle (don't forget to encourage the DRAMA here!!) following the same procedure. As the red ball is going around the facilitator starts carrying another object across the circle. "BILL, ONE BIG BLUE BAG OF CEMENT!" (you can imagine the acting here?!). Bill says, "ONE BIG BLUE BAG OF CEMENT, THANK YOU!" Then Bill takes his cement to someone else. It's often up to the facilitator to keep the pantomime energy going, however, some groups get right into it. Some other object: Stinky Socks, Cranky Critter by the tail, Three twisted thorny twigs - you get the idea.

Pass the Squeeze

Description: Get your group to sit in a circle holding hands with one young person in the middle, youth worker will squeeze the person next to them discretely and young people will pass it on.

The young person has to find the squeeze, the one who gets caught squeezing will go in the middle.

This is a fun activity for all ages.

Yurt circle

Objective To form a perfect zig zag circle

The team join hands in a circle. Each person is numbered 1 or 2 so that half the team are 1s and the other half are 2s. On the leaders command the 1s lean forward as the 2s lean backwards. The form a perfect zig zag the team must work together.

If at first they don't succeed re-distribute the strengths and weaknesses around the circle and try again.

Rolling pin

Objective To pass a person over the team

The team lay face down in one continuous line on the floor. One person lays across the middle of team members backs starting at one end. Team members then roll over and send the person from one side to the other.

Once the first person is over the next end person can start.

Rope Script

Group Size: 5 or 6 players per rope - if you have more ropes, more people can play.

Time Range: 10 to 20 minutes.

Space Needs: Large open area.

Props: A 40 to 50 foot rope for each group. Thick yarn would even work. If you don't have ropes, how about creating bigger groups - 10 to 12 players, and use the players to form the word??

Procedure: Create your groups with players and ropes - or just players. Here's Karl's short and sweet intro. "In a minute, I'll name a topic such as, 'the name of a book.' Huddle as a group to decide what you want to communicate. Then use your rope to spell out the name in cursive. No one in either group is allowed to speak or spell out words with their hands or signal what the group is trying to communicate. Your group can use only the rope. It will be up to each group to decide how many players actually manipulate the rope, and how many players concurrently attempt to figure out what the other group is trying to communicate. If you think you know what the other group is spelling, wave your hands around frantically, and I'll call on you for your response." Topic ideas: movie, favorite food, movie star, TV show, soda, etc. Move on to a new topic after someone deciphers a group's message.

Observations/Questions: How did you decide what to write? Who was the leader in your group? How did you decide who was going to write and who was going to go and read the other groups word? Did everyone get a chance to be a part of the activity? Who won? Was it about winning? What was it about?

Shopping trolley

Objective To go imaginary shopping

The team stand in a circle. The leader starts by having everybody follow their movements. Start by holding a trolley with both hands, take turns around the shop, pick up items from the shelves and place them in your trolley. Reach for high and low items, so as to stretch team members.

You can let your imagination run wild and include paying at the check out, loading the goods into a car and driving off.

Body Parts

Objective To have the least parts of the body on the floor

The Leader briefs the team that the winning group have the least points. Split the team up into 3s or 4s. They need to plan how they will achieve the task.

Set a points system e.g:

Feet	10 points
Backside	8 points
Hands	2 points each
Stomach	2 points
Head	Zero
and so on	

The group must be in contact with each other, and not use the same part.

Going through the motions

Objective To energise the team

The team stand in a circle. The Leader starts with a movement, e.g bends a finger. The next person must then bend their finger and then bring in another action such as winking one eye.

As the turn goes around the team, each person adds another action until by the end everybody is involved. The first movements need to be small ones, so that everybody can include an action.

Passing an object

Objective To pass an imaginary object around the group

The team stand in a circle. The Leader starts by doing an action, e.g cleaning teeth, but says something else. What they say must be done by the next person, so they clean their teeth and then say something else. They could say they are combing their hair, so the next person pretends to comb their hair.

This goes on until the whole team have had a go. Carry it on the next time with everybody doing what the speaker says. Can be quite amusing

Fall out

Objectives To decide a selection criteria and an order of survivors in role play.

The briefing sheet below should be re-produced for this exercise. The brief is read out and then the roles are handed out. Emphasis is on issues that may arise, and also the decision making criteria and the process of the final priority order. You do not have to tell them how many people are allowed in the shelter until the end.

FALL OUT

There has been warning of an imminent nuclear explosion. Your only chance of survival is in a specially designed shelter but it will not house all of you.

As we don't know how large the shelter is your job is to ensure your group agree a priority order for survival based on the arguments individuals put forward.

Remember you and your group are the only know survivors and the continuance of the human race may depend on your decision.

Timings (vary timings according to group)

10/15 mins	Briefing, allocation of roles and agree criteria for selection
30/45 mins	Debate and reach your decision
10/15 mins	Conduct review of the activity

Space trip

Objectives To decide an order of important items.

Use this exercise to let team members think about orders of importance. Can be completed individually or in small groups.

NASA RESCUE EXERCISE

Imagine that you are an astronaut on the moon. Unfortunately you have been separated from the mothership as your transport vehicle has broken down. You are 200 miles from the mothership so it will take you several days to get back.

Below is a list of 15 things that you have found in your transport vehicle. Obviously you will not be able to carry them all, so put them in order of importance from 1 - 15 so that you can take the most valuable things.

Solar powered FM receiver/transmitter

Box of matches

Food concentrate

50 feet of nylon rope

Parachute silk

Portable heating unit

Two .45 calibre pistols

One case of dehydrated canned milk

Two 100lb tanks of oxygen

Stellar map of Moon's Constellation

Life raft

Magnetic compass

5 Gallons of water

Signal flares

First aid kit with injection needles

Correct Order

1. Two 100lb tanks of oxygen
2. Gallons of water
3. Stellar map of Moon's Constellation
4. Food concentrate
5. Solar powered FM receiver/transmitter
6. feet of nylon rope
7. First aid kit with injection needles
8. Parachute silk
9. Life raft
10. Signal flares
11. Two .45 calibre pistols
12. One case of dehydrated canned milk
13. Portable heating unit
14. Magnetic compass
15. Box of matches

Ten seconds

Objectives To make a decision very quickly

Clear a space in a room or use the outdoors. Tell the team they will have 10 seconds only to decide one way or the other. Indicate where team members should stand to show which answer they have chosen (e.g, different corners of the room)

Examples

You see someone breaking into a car.

Do you : 1 - confront them, 2 - inform someone or 3 - do nothing.

You see an elderly lady leaving a post office and drop a £50.

Do you : 1 - give it back to her or 2 - keep it.

When they have decided they talk to their particular group for 1 minute about why they choose this area. Then 2 minutes is spent debating with the other groups which is the best area to stand. Participants are allowed to move, based on others debates.

You could use other scenarios that young people might discuss. The debating may reveal some issues that you have to confront. Emphasis is again on issues and quick decision making with a debating time to change.

Communications drawing

Objective To copy a drawing from spoken directions only

This activity can be used in a number of ways. The leader draws a pattern with different shapes on them, eg, circles, boxes, triangles, etc, and then either directs team member to copy the pattern from their instructions only (they can not see the pattern) or gives it to a team member to explain. This may be done in pairs, three's or four's.

Who ever gives the instructions will soon realise that it is not easy. Decide before hand if the copiers are allowed to speak and ask questions, this depends on the group.

This activity develops attending and listening skills as well as communication.

Sticks

Split the group into smaller groups of 4 or 5, give each group a stick about 1 metre long. The group has to balance the stick at chest level on their index fingers.

The team must lower the stick to the ground without any of their index fingers losing contact with the stick.

They cannot grasp the stick in any way – it must be balanced only.

Questions

Objective To test listening skills by answering questions.

The questions need to be asked in a quiet environment away from distractions. The questions are not aimed to trick anyone and you should not keep records of the results. Team members require pens and paper, chairs and something to lean on.

Tell them you will only say the questions once and that they are not allowed to speak.

Example questions :

How many animals of each species did Moses take into the Ark?

Some months have 31 days, some have 30, how many have 28?

Which Country has a 4th July, the UK, US or France?

If you are alone in a deserted house at night and there was a lamp, firewood and a candle and you only had one match, which would you light first?

Why can't a man living in York be buried west of the Trent?

If you have two coins totalling 11 pence, and one of them is not a 10 pence piece, what are the two coins?

Is it legal for a man to marry his widow's sister?

A man built a house of rectangular structure, each side has a southern exposure. A bear came wandering by. What colour was the bear?

If you have two coins totalling 11 pence and one of the coins is not a 10p piece. What are the two coins?

If you drove a bus leaving Croyden with 40 passengers dropped off 7 and picked up 2 at Addiscombe, stopped at Sanderstead and picked up 10, went on to Pudley, dropped 7 there and picked up 5. Then drove on to arrive in London 2 hours later, what would the driver's name be?

How much dirt is there in a 2' x 2' x 4' hole?

Divide 30 by $\frac{1}{2}$ and add 10 (no calculators)

If a doctor gave you three tablets and told you to take one every $\frac{1}{2}$ hour, how long would they last?

How many birthdays does the average person have?

Use other questions you may know along similar lines.

Chain

Everyone stand in a line facing forward (looking at the person in front's back).

Each person puts their right hand between their legs and grasps the left hand of the person behind.

The person at the back on the line crawls between the legs of the person in front – making sure that the connected hands are passed under their legs. This ensures that they continue to crawl through the legs of the rest of the group with their left hand now between their legs, grasping the right hand of the person behind.

The object of the game is to turn the line 'inside out' so that the person at the back is now at the front with their left hand between their legs grasping the right hand of the person behind and so on.

Spiders web

Objective To pass the team through the Spiders web without touching.

Using two trees or posts, form a Spiders web using elastic or string with enough holes for the team number, make sure they are wide to pass team members through. The highest hole at shoulder height. Use a safe flat area free from hazards.

Team members choose one hole that they will be passed through. Holes are nominated by putting a hand through it. That hole must be taken by that person.

The whole team have to be passed through the web without touching it one at a time. If a person passing through the web, or anyone assisting them, touches the web, the person being passed has to return.

The team should use the same method as for the electric fence and pass people feet first for the higher holes. People can pass head first through a lower hole, if they can do so without being lifted off the ground by the rest of the team.. The planning order is important. Check for un-safe practises and set a shorter time limit if the team achieved the electric fence within time.

Evolution

4 stages of evolution

- Amoeba – action for amoeba is to crouch over wiggle one hand above head and make a meep sound!!
- Frog – jump up and down and make a gribbit sound
- Monkey – act like a monkey
- Raleigh volunteer – walk around smiling and saying 'it'll be alright on the night' with a shrug.

Everyone starts off as amoebas and runs around acting like amoebas, when they meet another amoeba they play rock paper scissors and the winner moves up a level of evolution.

If you have already moved up and lose the rock paper scissors you move down a level of evolution.

Play for 5/10 minutes – gets everyone to laugh at each other and interact with other individuals in the group.

Trust Games

Trust falls

Objective To develop trust by supporting a falling team member

Start by asking a volunteer to stand up right with arms crossed across chest. Take up a stance close behind them with one foot in front of the other and hands behind the fallers back to support the weight of the volunteer. 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 rigid.

Safety is paramount in this activity as individuals may get carried away with enjoyment. After demonstrating, partner the group up to practise, exchanging positions with each other. Leader acts as spotter and checks that the group are conducting the falls correctly. Spotting is vital to avoid injuries.

Develop the activity by using a catcher at the front and rear, then by using 3 catchers in a triangle and then 4 and so on up to the whole group. Leader spots throughout and checks that the group are considering the strengths and weaknesses of each other in forming groups and circles.

Individuals may have reservations about being the faller in a larger number of people. Make sure that the group keep close together and do not push people about roughly. They should be gently passed about. Faller could be blindfolded or close eyes. This activity involves the group to think about their strengths and weaknesses, concentration and communicating.

Trust lift

Objective To lift a team member to shoulder height

Slightly different from Trust falls in that a team member is lifted from the ground horizontally and held at shoulder height by the team. The team can then either rotate 360 degrees or pass the person forward by bringing the rear people to the front and so on until they have passed a mark set by the leader.

Either lift requires a lot of trust in the team. They are a good lead into activities such as spiders web. Leader spots throughout.

Minefield

Objective To get a blindfolded team member through a minefield without touching an obstacle.

Use an open space outdoors or in the team room and set obstacles in the path of the team. Use books, chairs, tables or anything that they will have to avoid.

Split the group into two and start two people off at the same time, one from each end. The rest of the group tell the blindfolded person how to walk through.

Trust in their own groups develop as they can not see if they are about to touch an obstacle. This activity will involve a lot of communication. With two groups trying to instruct two people, lines of communication will become difficult. Sit back and see how the groups resolve this problem.

Ideally they will nominate one person to direct each time and cut out lots of instructions, but they may still achieve the task another way. Everyone should take a turn crossing the minefield. Anyone afraid of being blindfolded can be encouraged to instruct as well. When people have crossed they could change sides and help the other team.

Which ever way the two groups decide to instruct each other across, always seek a response from the blindfolded people who had to cross. Question why they used their type of instruction? How did they or how would they have incorporated someone with learning difficulties who does understand simple instructions or left and right? What was it like being blindfolded?

The activity develops trust and the team's social awareness

Blind man's lead

Objective To lead a blindfolded partner and build trust.

In pairs, one person is blindfolded. The sighted partner guides the blindfolded one without physical contact. There could be obstacles or it could be in a wood. Pairs swap over and take turns leading one another. This will develop trust and team bonding. An alternative would be to use open space and run with blindfolds on.

This type of activity leads into other blindfolded exercises and will allow you to gauge individuals abilities. Individuals may develop social awareness.

Alternatives

Use an open space and build up to running alongside the blindfolded person. See who can run the fastest.

Circle up

Objective To support each other on knees only

Stand the team in a circle facing inwards, shoulders touching. They should distribute weight around the circle. Turn them to their right and close up the gaps by shuffling towards the centre. On a count of three they should sit on each others knees and support each other without falling over.

This activity calls for co-operation. Set a time limit they have to achieve.

Sheep and Shepherd

Objective To herd the sheep safely into a pen.

Brief the team that they need to choose a team member who will be a shepherd. The shepherd will direct the other team members who will be blindfolded sheep into a pen.

The sheep can not see or talk, therefore they must plan how they will get all the sheep into the pen using non-spoken communication. Depending on the group, you can decide whether you allow them to use one , two or more noises, eg, claps, whistles, barks, sheep bars. A whistle may help the team at this stage.

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. Place the pen some where using a rope or any thing that is an obvious pen after the sheep have put on their blindfolds.

They have 10 mins planning and practise time and then 20 mins to complete.

There are a number of solutions. The usual way team decide to do it is to number the sheep and then direct them in one by one. They, therefore have to distinguish claps or whistles for numbering sheep and for giving directions.

Example; Claps	One clap	=	Forward
	Two claps	=	Turn right
Directions	Three claps	=	Turn left
	Four claps	=	Stop
Sheep numbers	Quick claps starting from Five for the sheep		

Other solutions include one clap for stop, two claps for rotate right and three claps for forward. Or all of the sheep and walk toward the claps and when everyone is there, the shepherd can direct them to the pen together. Or one sheep can be directed to collect all of 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. Make sure a signal for Stopping the activity is understood. Get the team to re-plan how they can achieve and start again. A good example of how effective use of planning and preparation can accomplish a task.

Trust!

One person stands on a raised surface with arms crossed and back to the group who are divided into 2 groups facing each other holding the wrists of the person opposite. Have one student at the end to support the fallers head. On the count of 3 standing straight and stiff the person falls into the arms of the group and then the group stands them up. If the group is good, get someone to lay down under the rows of arms while the student falls from above. Ensure all sharp items, glasses etc are removed first.

High lift

Get a venturer to lie on the floor and the rest of the group to stand in a circle around them. Get the group to place hands under the student (including the head) and lift to waist level then shoulder and then over head and walk to a set target with them.

Fears in a hat

Get everyone to write their fear on paper and put into a bucket/hat. Each person then draws out a piece of paper and discuss that fear – opens discussion to fear in a safe/anonymous way.

Reviewing Techniques

Reviewing activities are essential to draw out the development and learning for individuals. This section lists examples of creative reviewing techniques designed to stimulate discussions during reviews, they are starting points to engage participants and should be supported by good facilitation skills and questioning by the leader.

Questions and Answers

Use questions to review activities which led into discussions. Leader facilitates the group, maintaining control, keeping the focus and drawing out the learning gained. Questions can be directed to the whole group, sub-groups or individuals. Using the 4 Stage Reviewing model is a good starting point for questions.

The Good, the Bad and the Funny

Participants reflect upon the good, bad and funny aspects of the activity. Good for asking each individual and going around the whole group. The Leader should take up relevant points that require further discussion, and draw out constructive criticisms, strengths and weaknesses and the learning gained by individuals and the team.

These types of reviews can be used in different ways and at varying periods of a teams development. The focus could be on improving on the teams overall ability whilst developing individuals.

Alternatives Positive and Negative feelings, around the group.
 Red and Black playing cards. Red - Pos, Black - Neg.
 Good, bad, good

Car Parts

Leader asks the team which kind of car they are? Eg : Lada, Sierra, BMW. Indicating how good / bad the team perceive themselves. Draw this onto a flipchart. Then ask individuals which part of the car where they?

Eg : the engine - doing all the hard work
 the fuel - offering lots of ideas
 a window - looking out and not being involved

Explore responses and individuals contributions then open the cars' boot. Ask the team what they have got in the Tool Kit that they keep after doing the activity. Responses could include - Strengths, weaknesses, skills learned and experiences.

This type of review goes through the reviewing model and may be referred to from time to time to gauge progress.

Faces

Leader uses lots of expressions on faces to gauge individuals responses to an activity. Can get individuals to draw their own. This type of review may be re-used time and time again to gauge responses.

Quote / Unquote

Leader writes down quotes spoken by the team during the activity and reads them out during the review. Team members guess who said what to whom and why. Insight into how they relate to one another.

Thumbs Up / down

Leader asks individuals to put their thumbs up for good and down for bad in response to a question on the activity. Quick gauge of the groups reaction. Be careful to spot thumbs down and lead into full review.

Role play

Leader asks the group to re-enact the activity, playing another member of the group. Demonstrates individuals involvement's in activities in a fun way.

Three wishes

Write down 3 wishes. Read out to the group what they are. Follow this up with how would they make the wishes come true.

Life boat

Ask the group to select 2 or 3 people from the group whom they would like to have with them in a life boat if a ship sank and everyone else was left to drown. Following the selection of the names discuss the reasons for selection.

Golden Rules

Have the venturers name and list in order 3 personal rules that they live by. Alternatively do anonymously by getting individuals to write on paper and then into a hat and use for group discussion.

Art Therapy

Give venturers a theme or topic on which to draw or leave them to their own devices and then discuss what has been drawn. Good ice-breaker is to ask them to draw for example, a hobby, a love and future dreams.

Venturer Court

Can be used effectively to deal with venturer grievances especially between themselves and relieves the Project Managers from being the authority figure. Have the issue being raised and have the group determine the consequence.

Mixing Techniques

To mix people about, vary the “talk to the person next to you” approach. Go round the circle labeling people 1,2,3,4, or a,b,c,d, and then to get into their number/letter group. This breaks people up and gets them moving around. Good way to break up cliques without being obvious – looks as though it’s arbitrary! Or, for more fun, tell them to get in groups according to what they’re wearing/what they had for breakfast/etc. although you may well end up with very uneven groups this way.

Talking Techniques

Control when people speak and how much. Say that people can only speak when they have the mug in their hand (stops people interrupting and allows quieter people to have their fair say). Allocate people 3 matches – they must throw one away each time they speak (the loudest people will lose their matches quickly giving opportunity for others to speak).

Suggestion Book

If someone is excessively negative and voices their complaints, you could have a suggestions book, which people can write in and is referred to daily. This means that all grievances are aired (and can be dealt with), by you in a much more neutral way.

Hidden feelings

Each team member writes an hidden feeling about the group or individuals and throws it into a bucket / pot in the middle of the room. Each member then takes turn in reading out the feeling to the group. Writer to stay and not to use individuals names anonymous.

Reflections On The Team – Someone I'd Like to Thank Cards

Someone I'd like to thank for helping me	Someone I'd like to thank for their honesty
Someone I'd like to thank for being kind	Someone I'd like to thank for always doing more than their fair share
Someone I'd like to thank for always contributing sensitively to group discussions	Someone I'd like to thank for always making us laugh
Someone I'd like to thank for being one of the most patient people in the team	Someone I'd like to thank for being one of the most organised people in the team
Someone I'd like to thank for always expressing themselves well	Someone I'd like to thank for encouraging me
Someone I'd like to thank for always listening to me	Someone I'd like to thank for teaching me something new
Someone I'd like to thank for being good at resolving conflicts	Someone I'd like to thank for always giving me their time
Someone I'd like to thank for always looking on the bright side	Someone I'd like to thank for being good at solving problems
Someone I'd like to thank for being good at decision making	Someone I'd like to thank for always motivating others
Someone I'd like to thank for always being enthusiastic	Someone I'd like to thank for always working hard
Someone I'd like to thank for teaching me about their culture	Someone I'd like to thank for helping me through a difficult time
Someone I'd like to thank for helping me learn more about who I want to be	Someone I'd like to thank for keeping us entertained

Fuel Gauge

To discover energy levels, ask each person simultaneously to show their energy level using simple signals. For example: with each person using their body as a fuel gauge, hands on head = full of energy, hands on hips = half full, hands on feet = nothing left. If you want everyone to see each other's signal, first get in a circle, then (after each set of signals) invite comments. Use this method to compare energy levels at the start and finish. If time allows, ask what would help to restore or re-charge energy levels.

Three Words

"Choose three separate words (not a phrase) that describe what you experienced during the activity." Allow 30 seconds thinking time, then share in a round. This is usually much quicker than doing sentence completion in rounds. And it often happens to be an example of "less is more" - a lot can be communicated in just three words (after a bit of thinking time).

POSITIVE FEEDBACK ABOUT THE GROUP

"10 good things about you as a group during the activity." Encourage comments from within the group, but throw in some yourself. Go beyond 10 if you can - mainly because the first few comments (however valid they are) tend to be vague and clichéd. With this method, quantity brings out quality because comments tend to get more specific. End by asking what they will carry forward to the next activity.

Fortunately, Unfortunately

The group tells the story of the last activity, taking it in turns to say just one sentence

beginning with 'Fortunately...' or 'Unfortunately...'. Go round the circle one at a time. Allow passing. This is called an 'Alternating Round'. Depending on the pair of sentence beginnings you choose this can help to create a balanced view of what happened. This is especially useful when a group seems over-confident or under-confident.

Active listening

While you tell the story of what happened, participants show their feelings at the time. Using head height or hand height they can show their ups and downs. Moving in and out of a circle they can show how much they felt involved in a group activity. Using gestures and facial expressions they can show anything they want to. To encourage communication with each other, start in a circle. Invite help with storytelling if you need it.

Connecting to a previous activity

Use 'Alternating Rounds' to investigate questions such as: "How was this like/unlike the last activity?" "In what ways did you perform better/worse as a team compared to the last activity?" To develop a positive view, ask: "In what ways did your performance in this activity show that you have learned something useful from the last one?" The group responds with action replays, verbal responses or both.

Connecting to the next activity

"Show me what you want to take from this experience into the next activity." Sub groups prepare short times or replays. Alternatively, individuals choose objects to represent what they want to take forwards.

Story Telling

The challenge is to talk through what happened in detail. One person starts in the storyteller's chair and continues until they are challenged or give up. The challenger takes over until challenged.

Instant Action Replay in the style of...

Instant action replay in the style of ... You or they choose film or TV styles through which to present their replay, e.g. News Report, Tellytubbies, Shakespearean, Documentary with voice over, Cartoon, Soap etc.

Positions (silent statements)

Each person shows their position on an issue by where they stand on a curved line. Discuss the issue with neighbours, then in the whole group. End by checking if positions have moved.

Checking goals and effort (Bullseye)

"What did you see as the top three priorities for the group during the activity?" Everyone stands in a circle just out of touching distance from each other. Place an object at the centre that represents priority #1. "How much effort did you each make towards achieving that priority? If you (as an individual) made 0% effort, stay where you are. If you made 100% effort towards achieving priority #1 stand in the centre. Give yourself a score out of 100 and move to that point on your scale. Look around. Is there anyone you think should have placed themselves closer to the centre?" If time allows, repeat the process for priorities #2 and #3.

Happy Chuff Charts

Making and sharing personal happy charts showing each person's ups and downs during the activity. Encourage participants to look for differences, similarities and surprises. Encourage questions such as "What made you feel so high/low at that point?" "Why did your mood turn round at that point?" "What could you have done to have raised your own happy level or someone else's?"

Scavenger Hunt

Individuals or pairs have a list of symbolic objects to find and share with the group. Examples: Something that reminds me of a high point. Something that represents how I am in this group. Something that represents what is missing in this group or a goal that I would like us to set ourselves. A symbolic present for the person on my left in the group circle. Something that represents an opportunity I would like to have in this group.

Guided Reflection

Participants lie down with their eyes closed while you talk through the activity with suitable pauses that give them time to reflect on their own thoughts and feelings. After 5-10 minutes, end with an opportunity for everyone to speak to each other one-to-one - especially if the guided reflection leads into a suitable topic such as thanks, appreciation, encouragement. Or invite each person to make a statement to the group, such as "What I like about being in this group and what would make it even better".

Chat Charts

For a group of 10, write down 5 review questions that you want to ask, each on a separate card. Explain that the purpose is to become an expert on your partner's views, and warn that anything you say to your partner may be shared in the whole group. Shuffle and deal one card to each pair who discuss the question for 2 minutes before passing it on. In the whole group, discuss each question, but with participants speaking only for their partners. Cards are not essential for this process, but they do help to keep pairs focused on the question.

Discussion

Facilitate open discussion, introducing techniques (if needed) to encourage participation from everyone in the group. Use any of the above techniques to help focus, accelerate or deepen the discussion. You may well need much more than 20 minutes to conduct a review discussion that respects the diversity of feelings and opinions in the group AND that generates new insights AND that encourages further exploration. Many of the reviewing techniques described above can help to get review discussions off the ground.

90 days from now

As you close the training session, ask the participants to complete the following statements and write them on an index (3"X5") cards.

One new thing I plan to be doing 90 days from now is...

One thing I have been doing and will continue to be doing is...

One thing I'll stop doing as a result of this training is...

I compliment myself on...

Give participants envelopes to address to themselves. Have them insert the card, seal the envelope, and return it to you.

In 90 days, mail the cards to them.

Positive feedback....

Prepare a brightly coloured pieces of cardboard, about A4 size, cut them into various shapes.

At the end of the training tape a card to the back of each participant. Ask each participant to circulate the training room and write a positive feedback comment about each of the other participants. Take them back once completed and write the participant's name on it.

Hand them quietly to each person as they leave.

Self Presentation

Some form of self-presentation about the whole phase eg a chuff chart (graph of the 3 weeks charting peaks and troughs), jelly tree, feeling faces, weather forecast, or make their own up! This gives the opportunity for each person to explain what the phase meant to them, and what they'll take away etc

Video Playback

Get the group to sit with eyes closed and 'play through the entire phase in their head'. Encourage them to really visualize pictures of what they're remembering, as if they're seeing it on a video. Since it's on video they can choose to 'rewind' and 'fastforward' as they wish. Also encourage them to 'pause' on particularly significant moments to remember them. Once this has finished you can ask people to describe their 'paused' moments. Ask them to explain the colours, perspective and people in it. You may also want to ask further questions eg if you developed this as a picture and framed it where would you hang it, who would you give it to etc etc.

Picture postcard

Ask people to pick one significant event/experience that they would make into a postcard. Ask people to describe the picture and (bearing in mind the size of a postcard) what they would write on it, who they would send it to etc.

Gifts

Go round the circle and for each person give them a gift (verbally) to remember this phase or something to take forward to the next. Can do it as a group or each person can give a gift to one other (pick names out of a hat/give to the person on your left etc)

Positive Characteristic

Attribute or trait about the person next to you (or go round the group and let people shout out – maybe get 3 positives about each person)

Web of Appreciation

Hold the end of a ball of string and throw the ball to someone else in the group stating something you appreciate about that person. The receiving person does the same (to someone who hasn't yet received) and so on until the entire group becomes part of the web. You may want to point out that the web symbolizes the connections in the group (support, trust etc). You may even want to cut the web to symbolize the end of the group, moving on etc.

Traffic Lights

Use red/amber/green traffic light system. Red feedback – I want you to stop...Amber feedback – I want you to start...Green feedback – I want you to do more of
People can choose what kind of feedback they wish to receive and who from e.g. I want only amber and green feedback from everyone and red feedback from the PM.

Hotseat

Group chooses one individual to focus on to share feedback with, and then moves onto next person. Needs to be carefully facilitated

Cocktail Party

People pair up and share feedback for 3-5 mins. They then rotate to another partner.

Appreciative Feedback

Stick a piece of paper to the back of people. People have 15 mins to write as much feedback on peoples paper as possible.

Feedback Poetry

In a circle, have a person write their name and pass it to the left. That person writes one piece of feedback and passes it on, having folded the paper over. At the end, shuffle people so that you don't know the order.

Bitch Session

Use with care!! Have a person do a short presentation (eg Shields) then they sit behind a tree within earshot. The group then talks freely about that person. Invite the person back for their responses.

Touch Someone

Get the group moving around and ask them to touch someone who.....you had fun with/you learned from/you got to know really well/you didn't get to know as well as you liked/supported you/cheered you up/helped you through a bad moment etc, etc (make sure you prepare your categories in advance!). It's fun to finish with one that will get the whole group together