



# CONNECTING YOUTHS

## METHODS TO FOSTER YOUTH INVOLVEMENT



Four Links

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Connecting Youths was a project of strategic partnership for exchange of good practices. It was co-funded under the KA2 of the Erasmus+ Programme of the European Union. Coordinated by Four Links from Czech Republic, it included the following partners:

Ifjusagi Nomad Klub (Hungary)

Obciansky Spolok (Slovakia)

Clube de Jovens Europeus (Portugal)

The need noticed by this project partners is reflected in statistics. As EU Youth Report 2017 states, only 3% of youth (EU28) have stayed abroad for the purpose of volunteering for longer than 1 month. Situation in participating countries is no better: CZ 3%, HU7%, SK 3% and PT 1%. There is still a huge percentage of people who have never had participated actively in their communities.

The goal of the project is to increase competences of youth workers from 4 NGOs in CZ, HU, SK and PT to reach marginalised groups of young people, involve them in NGOs and communities' activities, be able to apply different working methodologies with different groups of young people.

This e-booklet gathers most of the methods used by our youth workers during the duration of our project in training and follow-up activities. It aims to gather as many options as possible in different categories and to be a guide that other youth workers or young people who aim to organize activities with youth can consult.

You can read more about the project [here](#).

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#### Disclaimer

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## Energizers/Icebreakers

*Energizers are activities used in workshops and group situations to help participants be more active; they are also an important way of people getting to know each other. There are many different energizers of varying length, complexity, exertion, and ingenuity. They need to be enjoyable, so should always be used in a way that is sensitive to factors such as culture, gender. They can be useful at the start of the day, and after lunch, when sleepiness can set in.*

## Evolution tournament

**Goal:** To increase energy of a group, mix it up a bit and offer some friendly competition

**Participants:** 10+

**Time:** At least 5 minutes

**Rules:** It is simply a rock-paper-scissors tournament framework. Everyone starts at the lowest level (fish), but when someone wins a game of rock-paper-scissors immediately evolves to the next level. Out of each game there is a winner who evolves up a level and a loser who devolves back a level. Participants can only play rock-paper-scissors against those who are at the same evolutionary level as them – there is a pose/action/noise to indicate which level others are at. Therefore, every participant can find more competitors by checking if they're doing the same thing.

### **The evolutionary chain:**

- Fish – imitate swimming
- Mouse – imitate whiskers  
of a mouse with finger gestures
- Monkey – imitate voice  
and movements of a monkey
- Human – the game is won

**Tips:** The facilitator can encourage participants to move around at a fast pace so everyone gets to move up and down the evolutionary ladder a few times. Because of the evolution/devolution process, nobody can play just with their friends as, one way or another, their friends will quickly no longer be at the same level. It is always possible to use more levels on an evolutionary chain or lose some.

## Move with Rope

**Goal:** To recall names of participants, make them work as a team and create good atmosphere

**Participants:** 10-15

**Time:** 5-10 minutes (depends on the number of participants)

**Tools/conditions:** Rope

**Rules:** Participants stand in a circle holding a rope in their hands. Scarf is attached to the rope. When the facilitator says a name of one of the participants, they all have to move the rope, so that the scarf arrives to that participant whose name was just mentioned. Everyone is allowed to use only forefinger to move the rope. The point of the game is to move the rope as fast and repeat as many names as possible.

**Tips:** This activity can be made more challenging by making a participant who is holding a rope with a scarf at a time say a name of someone who is standing on a completely opposite side. Alternatively, one participant can say a name of another participant who is standing by.

## The Leader

**Goal:** To make participants active before or after a long activity

**Participants:** No limit

**Time:** 5-10 minutes

**Rules:** Everybody stands in a circle. Then one participant is asked to go out of the room. Meanwhile others, who remained in the room, choose someone to be a leader. That person who was sent outside the door is invited back and has to stand right in the middle of a circle. The secretly chosen leader starts doing different movements and the rest of the participants repeat them (clapping hands, jumping etc.), whereas somebody standing in the middle watches carefully and has to guess who is that leader. If the person guesses right, then a leader goes out of the room for a moment just as the first person did and the activity is repeated.

**Tips:** Repeat it 5-6 times.



## Name Roulette

**Goal:** To get to know each other better and more of things everyone likes

**Participants:** No limit

**Time:** about 20-30 min

**Tools/conditions:** None

**Rules:** Everyone stands in a circle close to each other. The game starts with one person telling his/her name, how he/she is feeling and why is here. Then another person continues in the same manner and so it goes on.

**Tips:** This method can be used more than once, even periodically, before or after other activities. To encourage participants the facilitator could start the activity.

## Human Knot

**Goal:** To make participants work together in order to find a solution for a problem

**Participants:** 10-20

**Time:** 5-30 minutes (depends on the number of participants)

**Rules:** Participants stand in a circle shoulder to shoulder. Then they are asked to close their eyes, slowly move towards the center of the circle and find a hand across that circle. Eventually every hand should have a pair. When everyone is paired they can open their eyes and see the situation. The main task of this activity is to try untie the human knot without letting go off any hands and everyone should end up standing in a circle connected by hands like in the beginning.

**Tips:** Best and more difficult knots are made when participants aim for hands which at first are as far from them as possible. Also, to increase the difficulty level some of the participants could be either blindfolded or asked to be completely silent in general.

## Penguins and Flamingos

**Goal:** To make participants active before or after a long activity

**Participants:** No limit

**Time:** 5-10 minutes

**Tools/conditions:** A spacious room

**Rules:** Participants are divided into two groups. First group's members are penguins and the other group stands for flamingos. Penguins are able to move only with feet together and arms pressed to the sides of the body (just like a real penguin does), whereas flamingos can walk only in long slow strides with one arm stretched out and the other hand shaped like a beak. Every time flamingo touches penguin that penguin turns into flamingo. The energizer ends when all penguins have been turned into flamingos.

**Tips:** A larger space must be assured for this game or it's even better to play it outside.

## Yarn Game

**Goal:** To get more various information about one another, build connection and trust

**Participants:** 5-50

**Time:** 10-15 minutes (depends on the number of participants)

Tools for methods/conditions: rope

**Rules:** The whole group makes a circle, one person holds a yarn and tells his/her name, age and country where he/she is from. Then that person throws another piece of yarn to the next person in a circle, preferably to the opposite direction, not too near, while still holding a piece of yarn. The next person, now holding a yarn too, also tells a name, age, country and passes a yarn to another person and so the game goes on. The game is completed when each person of the group has hold a piece of yarn once and introduced himself/herself. It results in a wide 'spider web' where everyone knows each other a little bit better, feels more connected.

**Tips:** To encourage participants the facilitator can start the game. The type of information participants share can also be changed accordingly to how well the facilitator knows a particular group as more personal questions can be given (dreams, goals, hobbies, family etc.)

## Jump in Jump out

**Goal:** to keep the group energised

**Participants:** 8+

**Time:** 5-10 minutes

**Rules:** Holding hands in a circle, facing the centre, a group jumps in, out, left or right of the circle in synch with your instructions. This exercise is almost impossible not to stuff-up – which is the whole point. We promise you, “Jump in, Jump out” will cause your group to laugh out loud. Ask your group to “SAY WHAT I SAY, AND DO WHAT I SAY”. Next you practice a few rounds, by calling one of four commands – “JUM IN, JUMP OUT, JUMP LEFT, JUMP RIGHT”. The aim is for each person (the group) to repeat exactly what you say, at the same time they are copying what you have asked them to do. Pretty simple, you’d think. Not! There is always a few people who move to their other left (or right) or just simply get confused, causing the circle to crinkle. After 20-30 seconds of this first “introductory” level, re-form the circle, and announce that you now want to move to the next (more interesting) level. This time announce “SAY THE OPPOSITE OF WHAT I SAY, AND DO WHAT I SAY” Get it? For example, if I say “Jump in”, the group says “Jump out” as they literally jump into the circle. Just typing this out is doing my head in! You may need to say this a few times for it to sink in. One more variation is “SAY WHAT I SAY, AND DO THE OPPOSITE OF WHAT I SAY”.

## Ninja

**Goal:** To create positive energy and break the ice in the group

**Participants:** 5-50

**Time:** 5-20 minutes (depends on a size of a group)

**Tools/conditions:** None

**Rules:** Participants stand in a circle and the facilitator starts the game by putting his/her hands in front pointing at someone in the group and saying Hi; the participant who was pointed at should move his hands up by saying Ha; the two participants standing next to the one holding the hands up should 'slay' him by saying Ho. The participant who said Ha should continue the game by pointing at someone else in the circle again and saying Hi. The game continues like this until someone makes a mistake or takes too long to respond. When this happens that person is eliminated from the game and it continues until there are 3 people left.

**Tips:** At the beginning of the game the facilitators should demonstrate how it is played, so others will catch the idea and learn faster. Nobody should be eliminated from the game at the very beginning as it takes a little time to get used to it. If the game gets too slow, the facilitators should encourage participants to move faster because only then it gets interesting and even funnier.

## Catch the Finger

**Goal:** To make a group more dynamic, connected, focused

**Participants:** No limit

**Time:** 2-3 minutes

**Tools/conditions:** None

**Rules:** Participants stand in a circle, left hand palm up, right index finger pointing up and touching on neighbor's outstretched palm. When the facilitator counts to three participants have to do two things: grab the finger on their left hand and prevent their right finger from being grabbed. It needs to be repeated several times.

**Tips:** Participants should be encouraged to put a lot of effort and energy into the game as it never fails to get everyone's attention, bring people back to present moment to the fullest. Also the game can be played with a different trigger word, e.g., "Cheese".

## Moon Game

**Goal:** To create positive energy and break the ice in the group

**Participants:** No limits

**Time:** 20 min

**Tools/conditions:** Pen

**Rules:** Everyone is standing in a circle. The facilitator takes a pen and draws in the air a figure of a moon. Then everyone in a row needs to do the same and the facilitator tells if each participant did it correctly. There is one secret: before drawing a moon everyone must say „thank you“ at the time when someone else is passing a pen to them. Nobody knows this secret at first, but while playing, more and more people begin to understand. The facilitator approves that a person drew a moon correctly only when "thank you" is said beforehand.

**Tips:** This game might take a longer period of time until everyone understands the secret, so patience is necessary.



## Machinga

**Goal:** To make participants active again after a long activity

**Participants:** No limit

**Time:** 2-3 minutes

**Rules:** Participants stand in a circle and the facilitator extends his arms while making fists and shouts out the word 'Maa..'. Then everybody, one after another, in a circle, repeats the facilitator's actions louder than the previous participant did, holding the rising tone until the end of the circle. When the last person is reached, all participants brings back their hands and shout out all together: '..chinga!' The whole circle goes like human wave, one person after another, so everybody has to wait for their turn a bit to make it smooth.

**Tips:** The facilitator can explain that the purpose of these exercises is to send all the energy of the group inside a circle, raise it and get back even more energy. For the first time it can be done as a trial and for the second one to try to beat the intensity of the shout.

## Zen

**Goal:** To make participants active after or before long activity and to find oneself in the crowd

**Participants:** 15-20

**Time:** 5-10 minutes

**Rules:** Participants start to walk around the room randomly. While walking they 'meet' each other and have to exchange their names and favorite colors while shaking hands. After every stop like this everybody needs to keep walking and 'meeting' other people, shaking hands and now saying not their personal information but the one they heard from a previous person, so somebody else's name and favorite color. In this chaotic way the game goes on and participants need to find (=hear) their own names again which would mark the end of the game.

**Tips:** If it takes too long for participants to find their names and favorite colors again and the game becomes too mixed up, the facilitator can stop it.

## Zombie

**Goal:** To create positive energy and break the ice in the group, learn group members names

**Participants:** No limit

**Time:** 20 min

**Rules:** People make a circle. In the middle of that circle there is one person – A ZOMBIE – who tries to catch one person that's randomly chosen. All other people must shout out the name of that person zombie is trying to catch and if they do it all together and on time that person is saved from zombie. If zombie catches the chosen person, they switch places.

**Tips:** Before playing this game, it is important to learn each other names even a little bit.

## A Box

**Goal:** To create positive energy and break the ice in the group

**Participants:** No limit

**Time:** 15 min

**Tools/conditions:** A box

**Rules:** One of participants comes to the middle of a room and is given a box. The task is to act with it in order to show that box as some different thing/item than it truly is. Other participants need to guess what kind of a box meaning that person is trying to show. Who guesses right is the next one acting. Acting examples – Radio, Pandora box, baby, handbag etc.

**Tips:** Any other thing can be used instead of a box. Also, participants can act in pairs.

## Broken Telephone

**Goal:** To create positive energy and break the ice in the group

**Participants:** No limit

**Time:** 20 min

**Rules:** Everyone stands in a circle and someone starts the game by whispering a sentence into the ear to another person on the left. Then this person on the left has to whisper the same sentence that had just heard into the ear of another person on the left. The passing of the sentence goes on in a circle and the last person to hear it finally says it out loud, so everybody can check if they heard and whispered same words or not. In the end it becomes clear if the telephone “broke” or not.

**Tips:** To make this game more difficult longer sentences or even in foreign language can be passed on.

## Running Bridge

**Goal:** To create positive energy and break the ice in the group

**Participants:** No limit

**Time:** 20 min

**Tools/conditions:** None

**Rules:** People stand holding hands forming a bridge. That person who is standing at the end of a bridge starts running through its tunnel grabbing one random person by hand. In this same way one by one other people start running from the end of a bridge taking another person with them and then forming same position at the front of a bridge. The person whose pair was “stolen” by someone else has to run through a tunnel grabbing another random person by hand again. It has to be fast.

## Animal Roundup

**Goal:** to energize the participants and create an environment full of fun which is ready to learn

**Participants:** 5-60

**Time:** 10 minutes

**Rules:** 1. Tell group members to silently think of their favourite animal. 2. Then tell group members that without talking, they need to arrange themselves from largest to smallest animals. 3. Group members can only make gestures and the noise of their animal. 4. After they have finished, have group members go around and say the animal they were supposed to be to see if it was accurate

## Get the Flow

**Goal:** To increase the energy of participants

**Participants:** 8 and more (best experience with approximately 15)

**Time:** 10 minutes

**Tools/conditions:** A spacious room

**Rules:** Participants stand randomly in a room and the facilitator prepares to give different signals to them to indicate what they'll all have to do. When the facilitator claps once participants take one step; two-time-clap means participants jump up; three-time-clap make them kneel down; when the facilitator whistles everybody has to make their own noise and open their arms.

**Tips:** Signals as well as their meanings that are given to a group can vary. It is important to practice once or twice every movement everybody will have to make after the agreed signal before really going into the game.



## Names and adjectives

**Goal:** to get to know each-other and create a better team

**Participants:** 10+

**Time:** 45 minutes

**Rules:** Participants think of an adjective to describe how they are feeling or how they are. The adjective must start with the same letter as their name, for instance, "I'm Henri and I'm happy" or "I'm Arun and I'm amazing." As they say this, they can also mime an action that describes the adjective.

## Lisbon Drivers

**Goal:** to for better group dynamics and have fun

**Participants:** 20+

**Time:** 10 minutes

**Rules:** This game can be called after any type of local transport. Select a number of 'drivers'. Assign a certain number of passengers for each driver to pick up. (Make sure that you have counted correctly, so that no one is left without a ride!) Ask the drivers to go around the room making vehicle noises and touting for business. The passengers form up behind or alongside their driver to make it look like they are in a vehicle. Now all the 'vehicles' drive around as if in traffic, sounding their horns and shouting at other drivers and vehicles.

## Team building activities

*Team building is a type of different activities used to build social relations and define roles within teams, often involving collaborative tasks. Team building creates stronger bonds among the members of a group. The individual members respect each other and their differences and share common goals and expectations.*

## New Country

**Goal:** To make new countries and cultures in order to acquire better the importance of respect to foreign people and other cultures, connect participants

**Participants:** 16

**Time:** 40 minutes

**Tools/conditions:** Blank papers

**Rules:** Participants are split into four groups and each group has to create a new country with a new name, flag, language, traditional food, greetings and some special power. For this part 20 minutes are given and afterwards groups present their new country. The second part of the game starts when participants receive a letter from an alien who wants to destroy their planet so they must choose one leader from a group who will represent their country as the best one. The chosen leaders must discuss with each other what country to pick as only one of them can be saved from aliens and people will live in it in the future. For this part only 5 minutes are given. Then the decision is shared to everybody and that team is a winner.

**Tips:** This activity can be used under different titles (e. g., New planet), new tasks can be created. After it finishes participants can reflect on how they felt during and after this game.

## Words Game

**Goal:** To get to know more of each other's country and culture by learning a specific word in another language

**Participants:** 7 and more

**Time:** 20-30 min (depends on a size of a group)

**Rules:** The group makes a circle. The facilitator starts the game or chooses a participant to start it. So whoever starts the game has to say a word, e.g. thank you, in their language. The person sitting next to the first one who spoke repeats what he/she said and adds a random word now in his/her language. The third person says those two words of the two previous participants and adds again a word in his/her language. This goes on until the last person in a circle has to say all of the words in different languages each participant used.

**Tips:** Preferably, the chosen word should be a polite or a useful/common one, e.g. thank you, hello, sorry etc. It would be better for participants to sit while making a circle as the game might last long.

## 3 Monkeys

**Goal:** Working together on one goal, increasing creativity

**Participants:** 3 people in one group, no limit for number of groups

**Time:** 15 minutes for groups work, 20 minutes for a reflection

**Tools /conditions:** Blindfolds, ear plugs

**Rules:** There should be groups consisting of three people. Each group of people needs to make some trip plans (note: find a place near you or even in a building that you are in). An important part of the game is that each participant of every group has one ability: one can only hear, another one can only see, and the third one can only talk. In this way participants discuss as many questions about their trip as possible. Only 7 minutes are given for this trip arrangement and afterwards it is checked how many questions were answered. Did any of the group manage to plan a trip?

Questions for groups:

- Where are they going?
- Where will they stay?
- When are they going?
- What do they need to bring?
- What will they do there?

## The Meaning of Mentor and Volunteer

**Goal:** To get to know more about the roles of volunteer and mentor, increase creativity

**Participants:** 2

**Time:** 5 minutes for writing, 15 minutes for discussion

**Tools/conditions:** Paper, pens, markers

**Rules:** There are only two words in this game: MENTOR and VOLUNTEER. Mentor and volunteer works in a pair. Together they need to write their features/qualities/characteristics that start with every letter of these two words and are essential for these two roles. For

**Tips:** A discussion can take place why those particular words were chosen.

## Rattle-sssssnake

**Goal:** To create a positive atmosphere

**Participants:** 8-30

**Time:** 20 minutes

**Tools/conditions:** 2 bunches of keys, 2 blindfolds

**Rules:** People need to make two teams - catchers and runners. Then everybody stands in a circle, only two people from these two teams are in the middle: catcher will chase runner. When the game starts outside circle catchers help the catcher in the middle and outside circle runners help the runner in the middle not to step out of the circle or go too far. Both people in the middle are blindfolded and each have a bunch of keys. The catcher needs to make noise with the keys and the runner needs to respond to the noise by also making a noise with keys. At the end of the game a reflection takes place. One team only runs and another team always catches. How did both teams feel about their roles?

**Tips:** There should be enough space for catcher and runner, so it is important to make the right size circle.



## Recycled Mini Games

**Goal:** To develop group work and cooperative skills and creativity and encourage participants to think about recycling and the environment.

**Participants:** 9+

**Time:** 120min

**Tools /conditions:** Recycled materials i.e. cans, bottles, paper, tins, toilet rolls, cartons. Bibs, Scissors, String, Glue, Sellotape, Chalk.

**Rules:** Divide participants into equal groups of at least 3 and at the most 5. Give each group a bag of recyclable materials. Tell participants that you will all be taking part in Mini Games or Mini Olympics that is inclusive of all and that everyone has to take part in. Tell participants that, in their teams, they have to devise a game or activity using the recyclable materials and other materials provided and that that game or activity will form part of the Mini Games or Olympics. Give each team 45 minutes to devise 1 or more activities and tell them to come up with the rules which they will have to explain to the others. At least one game from each team will be used as part of a Recycled Mini Games for all participants.

Begin by asking participants if they enjoyed the activity and asked them how they worked together as a group, made their decisions and carried out the tasks. Then go on to discuss the games themselves and the rules people invented.

- Did everyone feel they were able to contribute? How did the groups make the best use of individual talents of their members?
- Did the group work democratically or was there an appointed 'leader'?
- Was it hard to design games?
- Was it easy to make use of the recycled materials provided?
- Which games did people like the most?
- Did any group find the need to change the rules of the game once they tried it out?

- How inclusive were the games? Was everyone able to take part?
- Were the rules of each game 'fair'?
- Did the groups use the recycled materials in ways that they would never have pictured prior to these Games?

**Tips:**

Mix the groups up as much as possible with a variety of abilities and a mix of ages and gender in each. • You may need to designate a 'Games' area and a time limit for games. Variation An alternative version could be a Recycled Olympic Games where participants have to choose Olympic sports that can be carried out using the recycled materials, e.g. relays, shot put, etc.

## Human Fussball

**Goal:** To introduce themes: Inclusion, empathy, role distance and tolerance of ambiguity to participants. To reflect on themes: Inclusion, empathy, role distance and tolerance of ambiguity within the role of a trainer.

**Participants:** 20+

**Time:** 90 minutes

**Tools /conditions:** Playing field, Footballs ,Marker cones , Bibs to segregate teams ,6 long ropes, goals.

**Roles:**

*You may do anything*

*You can only pass to the person on your right*

*You can only pass the ball forward*

*You can only pass with your left foot*

*You may do anything*

*You may not speak*

**Rules:** Explain the rules of the game to the participants Play the Game: two rounds of 15 minutes. Two teams of ten players and a goalie. Set the teams up as 1 goalie, 3 defenders, 4 midfielders, 3 strikers. Players can only move in a line, from the right to the left and from the left to the right trying to score a goal. Role

Distance: Each player will be given a card that limits or enhances what they can do during the game such as, only jumps, can only pass to the right, can only pass to the left, must use hands etc.

Ambiguity: Once players have received their card the game will begin. Randomly rules will change such as scoring a goal will now be 2 points, more balls will be added, or the goals will swap.

Empathy: Once during the game, players will be instructed to change cards with another player on their team and to take up their role.

## Blanket – Who is behind it

**Goal:** to get to know each other and build a team

**Participants:** 10+

**Time:** 45 minutes

**Tools/conditions:** blanket

**Rules:** Participants are divided into two groups. They are hidden behind the blanket located between them. Each group chooses one participant that comes to stand close to the blanket. facilitators count till three and then they let the blanket fall. The two participants who find themselves face to face have to tell each other's names. The participant who says the name the last, or can't remember, joins the opposite team.

## Lead the blind

**Goal:** to create a better group dynamic and form a better environment for the participants it is also good for building trust in each-other.

**Participants:** 6-60

**Time:** No limit

**Tools/conditions:** blind fold / towel and two different small objects

**Rules:** Divide the participants in two group standing in scattered circles. One person in each group is blindfolded and one object in each group is given to a “holder” who raises it up so all can see it. Everyone can guide the “blind” person to find the person with the object. Two groups are competing initially. So speech is important. When the object is found the “blind” goes to the other group and a new person is blindfolded. In the end is only 1 group and is winners or losers. The game ends when everyone has been the “blind” and found the object.

## Role play activities

*Role play is the act of imitating the character and of someone who is different from yourself, for example as a training exercise. Role-playing is also the changing of one's behaviour to assume a role, either unconsciously to fill a social role, or consciously to act out an adopted role. Role-playing is "the changing of one's behaviour to full-fill a social role".*

## Cultural Role Playing

**Goal:** To create cultural awareness among participants

**Participants:** 8 and more

**Time:** 25-30 minutes

**Tools /conditions:** Flipchart papers, pens, markers, coloured pencils, scissors, glue and other stationery supplies, a spacious room with larger group

**Rules:** The facilitator divides participants into equally numbered groups, which consist of mixed country and culture people. Then participants work in groups where they are asked to discuss and find a way on how to show cultural differences, things in common, things that shocked them or seemed interesting etc. They need to decide how they are going to present what they've got to know and learnt from their group members to others. As a way of expression participants can make a drawing, performance, dialogue, dance, pantomime etc.

**Tips:** The facilitator decides how many groups should be made. Participants should have their creativity, insight encouraged.

## Prepare for your trip

**Goal:** To prepare volunteers for process

**Participants:** 4-10

**Time:** 10 minutes for role play, 20 minutes for debate

**Tools/conditions:** volunteers

situations written on a paper, questions for a debate

**Rules:** A game to help volunteers get ready for their project. Short scene/role play has to be prepared involving volunteers where they need to act those situations as if they are real and happening now. Later goes debate.

**Tips:** Prepared situations need to contain dilemma questions. Volunteers need to solve some kind of a problem or misunderstanding.



## Lazyhill on the MOVE

**Goal:** To use sport as a tool to achieve learning and social change in the community. To gain understanding of working in partnership. To understand the roles different people play in society

**Participants:** 15 to 25

**Time:** 240 minutes

**Tools/conditions:** Access to an area in order to carry out the community activity. Access to sports equipment. Access to the internet, Paper, Pens, Card, Flipcharts, Role Cards for participants

### **Role Cards**

3x YesWeRun Organisation activist

3x DreamRiders activist

Head of Department of Youth and Sports at the municipality of Lazyhill

Journalist at the local newspaper called Lazymail

Sport doctor at the local health centre

Owner of the local gym called Spartacus

Head of the Youth in Action Office

Sport trainer at the Spartacus sport club

Director of the Secondary School

Head of sport for all department at the College

Owner of the sport clothes and equipment trading company

3x Student in secondary

4x Student of sport management at College

4x Minority young person hanging out on the street

**Rules:** Select 4/6 of the group who will take the place of the people who are in charge of the two organisations. Prepare the roles of the group in little cards.

Issue the instructions to the group to read and also read it as a group. Explain to the group that they must each choose a role card and this is the identity they must undertake for the duration of the exercise.

Explain to the group that they must implement the project after 180 minutes and the project should last no longer than 60 minutes in total. Have debriefing questions ready for the end of the activity.

You all live in a town called Lazyhill somewhere in Europe. In Lazyhill there is a sport for all organisation NGO called YesWeRun that is run by a bunch of sport loving young people. They heard of a European movement called Move Week which is inspiring Europeans to do more sports and physical activities for health and social-economic benefits using methodology of education through sport. There is also a youth organisation called DreamRiders that is working with young people in the neighbourhood. They are working with young people with fewer opportunities (especially local minority groups). There are many prejudices about the local minority people, and there is a clear problem of not being able to create a multicultural coexistence. The two organisations decide to work together and make a project that will involve different groups of young people.

Their challenge is to create a realistic project that is ready by the Move Week. Your task is to plan and implement this project (which should be maximum one hour) with the following elements:

- You must use sport as a tool to achieve learning and social change in the community
- You work together with the other NGO.
- You involve young volunteers in the preparations and implementation.
- You must get the necessary funds for your project.
- You run the activity!

For preparations you can work for three hours and you shall organise the activity for one hour. The Move Week finishes after four hours, so all activities will stop at

that moment. Other organisations that you can cooperate with, you can find them in the devoted space/room. You do not leave this space!

- Local municipality of Lazyhill
- Local newspaper
- Youth in Action Office
- Local sport club with facilities
- A secondary school with young people
- A sport management college with students
- A private gym
- A local company trading with sport clothes and equipment
- A health centre During preparations you can use the Internet, you can send emails and you can organise meetings. When you announce that the activity is about to start all participants, including the team becomes participants of the action that you organise.

**Tips:**

Allow the participants to find their own way in this task. Avoid interfering and do not guide the outcome in any way.

## Problem solving activities

*Problem solving is the act of defining a problem; determining the cause of the problem; identifying, prioritizing, and selecting alternatives for a solution; and implementing a solution.*

## A Dream to Come True

**Goal:** To recognize inner dreams/ideas/goals and get support or feedback on how to achieve them

**Participants:** 10-30

**Time:** 25-30 minutes

**Tools /conditions:** Sticky notes, pencils

**Rules:** Each participant gets one sticky note (which are in three colours) and is asked to think for 2 minutes about some inner dream that he/she would like to achieve someday and write it down. Nobody should show to others what they wrote. After that, participants are split into groups by a colour of a sticky note they hold. Later follows work in those smaller groups: participants have to tell what dream they wrote by using pantomime and others have to guess it. When expressed dreams seem more or less similar, participants are invited to discuss how those dreams could become true. Participants should give some feedback like: What they like about their dream the most? What is the most important thing to do in order to achieve it? What kind of support they might need and where/how to find it? After 15 minutes all gather in a circle for a reflection. The facilitator gives questions to think about: How did everyone feel sharing their dreams and ideas with others? Did anyone find some useful or interesting tips, motivation from others? Does everyone agree that support of others was important in discussing personal dreams?

**Tips:** Team building activities that were organized before should have made an impact on this one: a good atmosphere should be already set and participants shouldn't feel uncomfortable anymore sharing their dreams and insights with others. Groups should consist of no more than 5 people, so there'll be more time for a productive discussion. In a final reflection nobody should be forced to speak up as it is more important that everybody shares personal thoughts in small groups.

## The Perfect Line

**Goal:** To make participants cooperate with teammates in order to solve the “Line” problem, to explain them Theory of Self-Development.

**participants:** Maximum 6 per team

**Time:** 7-10 minutes

**Tools/conditions:** Markers, sheets of paper

**Rules:** Participants are divided into teams. Every one of them has to choose a team leader. One of the facilitators goes to another room and then all of the team leaders go to see the facilitator in that other room to get indications regarding the task. When they come, they see the facilitator holding a sheet of paper with a straight line drawn on it. After seeing it the leaders return to their teams and explain them how to draw a line similar to the one they were shown by the facilitator. The leaders cannot draw the line themselves, they can only give indications to their teammates. After teams are done drawing the line, team leaders take the drawing back to the facilitator to check if the two lines are similar. The facilitator shouldn't approve the drawing of any team but send the team leader back to redo the drawing. The activity goes on for about 7 minutes until the participants get frustrated, which is the main goal of this activity. After it ends a reflection follows on how participants felt executing an unclear task, which often happens in organizations.

**Tips:** The facilitator shouldn't explain what exactly is wrong about the drawing the leader brings for checking. During reflection participants should be asked to refer to their experience in their organizations. Two facilitators could be working simultaneously: one of them giving indications to the leaders and the other one monitoring the group work

## Getting to know activities

*If you get to know someone, you find out what they are like by spending time with them. The activities can help to create better group spirit and also it helps to form the group.*

## Human Bingo

**Goal:** To meet interests of other participants, think over own interests, help participants to become more aware of what their skills are/ what they are good at/what they like.

**participants:** 15+

**Time:** 15-20 minutes (depends on the number of participants) Tools for methods/conditions: Copies of bingo table

**Rules:** A name bingo sheet needs to be created, so basically a 4 x 4 or 5 x 5 grid of personal statements, e.g. "has long hair" or "has more than 5 siblings" etc. Each participant is handed out bingo sheets and a pen. Then everybody is sent off to mingle and find people that fit in the gaps. Each player can only use another person once on their sheet. So, the game can either finish when someone collects a name for the entire grid or, alternatively, after everyone has completed their grids.

**Tips:** After the activity participants can be invited to tell which of the descriptions can apply to them as well. A discussion with those who have described themselves just like it was written in sentences can be held: Do others see themselves the same? If either yes or no, why they think so? Can they share some examples from their life? Participants can keep reflecting on how they can find themselves in many different descriptions and share what differ or what they have in common.



## Truth or Task

**Goal:** To get to know more facts about each other, have fun

**Participants:** 2-10

**Time:** 30 minutes

**Tools/conditions:** Prepared playing board, truth and task cards, dice, figurines for each participant

**Rules:** The facilitator prepares a playing board with two columns named "truth" and "task" and writes a pile of statements, both, for "truth" and "task" columns, then sticks them below. Participants roll the dice and then stand on the playing board square with the same number they rolled which shows if there's a truth to be told or a task to be completed. Player needs to follow the directions showed on a playing board. So a participant takes a card, reads what is in there and does what that card asks to do.

**Tips:** If there are a lot of players it is important to prepare bigger playing board and get enough figurines. Participants can also write tasks or questions for truth cards themselves. Examples: Task - draw a map of Finland, task – day something in Finnish, truth - describe your family, truth – reveal what's your biggest passion etc.

## Sell a Feature

**Goal:** To get to know more about other group members

**Participants:** No limit

**Time:** 20 minutes

**Tools/conditions:** Sticky notes, pens

**Rules:** On a sticky note participants write one negative and one positive feature/quality/characteristic about themselves and stick it on a sweater. Then, while walking in circles, they need to try to convince each other to take their own feature by explaining how useful it can be. So all this movement of convincing-accepting-or-refusing convincing goes on for a period of time. Hearing different points of view teaches to understand that even good features have negative aspects or, vice versa, that negative features might have positive aspects.

**Recommendations:** After the activity a discussion to share feelings and insights can be held.

## 4 Words

**Goal:** To get to know more about other group members, increase creativity

**Number of participants:** 4-30

**Time:** 15 minutes for drawing, 5 minutes for presenting

**Tools for methods/conditions:** Already prepared 4 words, paper, markers, pens

**Rules:** Participants are split into groups and then 4 random words are given to each group. On a sheet of paper every group needs to draw what every single given word means to them while making decisions about the drawings all together. Later groups present their drawings to everybody. Examples of words to use – empathy, active listening, inclusion, trust etc.

**Recommendations:** Words can be chosen from participants' work topics to understand similarities or differences among group members.

## Compliment

**Goal:** To get to know more about other group members, create a positive atmosphere

**Number of participants:** No limit

**Time:** 20 minutes

**Tools for methods/conditions:** Sticky notes, pens, markers

**Rules:** Every person needs to write on a sticky note a compliment to a person on the right and then literally stick it on him or her. After finishing creating compliments and sticking them on people's sweaters everybody shares in a circle what compliment they received.

## Cultural awareness activities

*Cultural awareness is sensitivity to the similarities and differences that exist between two different cultures and the use of this sensitivity in effective communication with members of another cultural group. ... It means working from the cultural perspective of the other person, not from your own perspective.*

## Flag Game

**Goal:** To feel the power of unity

**Number of Participants:** 20

**Time:** 10-15 minutes

**Tools for methods, conditions:** Colour markers

**Rules:** First each participant finds a pair. Then in pairs everyone draws their home country flag on each other's hands. After finishing exchanging flags all participants stand in a circle and stretch out their hands demonstrating drawn flags towards the centre of a circle. A good atmosphere among participants is created, a vision of a friendly, united globe empowered.

**Recommendations:** A variety of nationalities should be ensured to participate in this activity. The more people participate, the more time will be needed. Two people from same country must be in different pairs. Afterwards participants can be invited to reflect: How do they feel with another country's flag on a hand? Would they allow to draw on a hand any flag out of all?

## Cultural Baggage

**Goal:** To help make dialogue between participants, raise the level of respect to other cultures and different points of view

**Number of Participants:** 20-25

**Time:** 20-25 minutes

**Tools for methods/conditions:** Paper, pencils

**Rules:** This activity is divided into two parts. First participants get a piece of paper with a pencil and are asked to draw anything they want that's symbolic to them and related to their culture: traditional food, weather, flag, coat of arms, national sport etc. Then participants explain to everybody the meaning of their drawings.

**Tips:** An unlimited number of participants can do this activity at once. If a number of participants is large they can be asked to discuss the meaning of drawings in groups

## Language exercise

**Goal:** Get to know other languages better

**Participants:** No limit

**Time:** 10-30 min

**Tools/conditions:** Cards with words in different language

**Rules:** Cards in English and some other foreign language are prepared. Then participants are asked to take cards and match those phrases that have same meaning although written in different language. For example: English - I love you, Slovakian – ľúbim ťa.

**Tips:** It is better not to mix a lot of languages at the same time and words shouldn't be really difficult.



## The ssssnake

**Goal:** To introduce the concept of Education through Sport. To underline the differences between education for, by and through sport. To develop skills of communication and cooperation. To raise awareness on the topic of discrimination.

**Participants:** 12 - 20

**Time:** 45 minutes

**Tools/conditions:** 20 bibs or scarves; A safe space for running the activity according to the size of the group, Flipchart papers & markers.

**Rules:** Tails - Each participant will be given a bib or a scarf and try to get it from the others without losing their own. The bibs are tucked into the trousers or the shorts at the back of each person. The game can be used as the warmup exercise. Explain to the participants that they must have at least half of the bib on show for others to catch it (5 minutes) Snake - Separate the group into 3-4 teams (the teams should be of around 4-5 people). Give them the instructions. They are supposed to act as a snake with the aim of stealing the bib/scarf which is attached to the last member of the other team (example tucked into the shorts). Catching the bib/scarf will be awarded points only if the chain of people is not broken. Introduce the referee. Play the activity (15 minutes) Discrimination exercise - Stop the game and let the participants know that in order to get better results they are allowed 2-3 minutes to decide on a strategy within their teams. Let them play again; this time the referee has to act accordingly to the instructions offered in the tips for facilitation. (15 minutes).

**Tips:** The role of the referee (introduced from the beginning) is to discriminate one of the teams in the third part of the exercise. This can be anywhere from subtle things like high-fiving the other teams and ignoring the discriminated one, giving points for cheering/encouraging others/team spirit to just the privileged team, taking points away for various reasons from the discriminated team.

- However, there should be a gradual transition from impartial to clearly helping some teams while disadvantaging the other so make sure the role of the referee

is given to a person who can stay in character throughout the session, thus keeping it realistic.

- Since this activity often demands a level of emotional involvement, there should be sufficient time for the participants to come out of character – especially the members of the discriminated team.
- Spend time at the end of the activity talking over what people learned and how they see it relating to their own lives and their communities.
- Make sure everyone gets a chance to speak so that they know that their opinion and participation is valued/ appreciated

## Escaping Alcatraz

**Goal:** To foster teamwork. To establish and develop communication rules and deal with inner-group conflicts. To support all team members and include them into the activity.

**Participants:** 15-25

**Time:** 90/120 minutes

**Tools/conditions:** 3 long benches, two poles or anything else to hold a rope, big mat (a soft one) 2 really long ropes (e.g. 10 metre climbing rope) a key or another object (bean bag) to put into the centre of a circle to fetch vaulting horse 3-6 tyres or hula hoops (depending on size of the group) swinging rope (coming down from the ceiling)

### Rules:

The place needs to be prepared in advance. All the “stations” along the story of “Escape from Alcatraz” can be laid out and prepared before the exercise starts. It does not matter if the participants will see them when they enter the gym. Crack the code: Put three benches in a triangle. If you want to make it more difficult you can turn them upside down. Hot wire: Put a rope between two poles at chest height. Acid lake: Place a rope in a circle and put a key on something in the centre. The other rope is on the side. The wall: Place the big mat wherever you want this activity to be performed. The gorge: Place the vaulting horse at approximately 5-6 metres (depending on the group) from the tyres you lay down on the ground. The rope (coming down from the ceiling) has to be in between these two.

Prepare the gym and meet the group at another place. You start to tell the story of Alcatraz by explaining that they are all prisoners and want to escape the place. But it is really hard and they have to overcome several obstacles. It is up to you how detailed your story is.

- Blindfold all the participants except one. This one has to lead the whole group to the gym.
- As soon as the participants arrive at the entrance of the gym they can take off their blindfold and are introduced to the first task.

- The first task is “Crack the code”: They have to stand on the bench all together and they have to position themselves according to their postal code or birthday or any other criteria connected to numbers you choose. It is not allowed to leave or fall off the bench. This activity can also be done in silence in order to increase the difficulty. 61

#### Instructions

- The second task is “Hot wire”: They have to overcome the chest high rope without touching it. It is not allowed to jump (health and safety) or use any other supporting material. The participants must go over the rope using only each other. The mat should be used for safety in case anyone falls.
- The “acid lake” contains the task to get the key from the centre of the “lake” (rope placed in a circle). The only supporting material is the other rope, nothing else. It is not allowed to touch the lake, of course.
- You place the big mat vertically on the floor and tell the participants to overcome this wall, without leaving anybody behind or going around it.
- The gorge entails the following task: All the participants have to get to the tyres/hula hoops (the hoops or tyres should be small to avoid any injuries) and land in them by using only the rope (coming down from the ceiling) as supporting/swinging material. The place between the vaulting horse and the tyres is the gorge. It is not allowed to jump and if anybody touches the ground all participants have to go back to their original place. That rule applies to all the other stations as well, but you can adapt it if necessary.
- After the escape has been successful you debrief it together with the group

#### **Tips:**

This exercise offers flexibility regarding the rules. You can always give the participants some “extra lives” (touching the ground won’t put all participants back, but the group continues where it was) to make it easier, especially when you observe the frustration with one task grows stronger within the group. But you can also make it harder/stricter if you blindfold participants or give them any other restriction (e.g. no speaking allowed) they have to deal with. As a facilitator

you have to observe the atmosphere very closely in order to adapt the task to the group and the situation to make it a success at the end. It is also possible to make them fail, but this is only recommended if you think the group can deal with the frustration afterwards and you have to reflect on it, of course

## Balloons

**Goal:** To create a positive atmosphere in the group. To reflect about the mechanisms of oppression, discrimination and exclusion. To lead the group to positive action and encourage follow up activities.

**Time:** 20 - 30 minutes

**Participants:** 10 to 40

Tools for methods/conditions:

- 2 balloons per participant
- 2 pieces of string (about 50 cm long) per participant
- Permanent felt-tip or marker pens - enough to share
- One block of sticky labels and pencils A blank wall or notice board
- The room should be large enough for people to run around and the central space free of chairs and tables.

### Rules:

1. Ask the participants to reflect individually for a minute on the kind of society they would like to live in and then to identify one or two characteristics of that society.
2. Ask them to write those two characteristics on a sticky label and then, one at a time, to come up to stick their label on the wall or notice board.
3. Now ask the participants each to think about two things, “chains”, which prevent them from pursuing the two characteristics of their ideal society.
4. Hand round the marker pens, give each person two balloons and two pieces of string and tell them to blow up the balloons and write on in big letters the two “chains” that prevent them from pursuing their dream society.
5. Go round the circle and ask each person in turn to say the two words they wrote on their balloons.

6. Tell the group that they now have the possibility to break the “chains”. Each person must tie one balloon to each ankle. When everybody is ready, explain that to break the chains they have to stamp on the balloons to break them. To add some more fun and competition, you may like to suggest the participants try to burst each other’s balloons while protecting their own.

7. Give the signal for the game to start. Debriefing and evaluation Start the discussion by asking whether participants liked the activity and what they felt about it. Follow on with questions such as:

- What makes the chains that “oppress” us so heavy? Where do they come from?
- Do you think there are people who carry more chains than others?
- Who are they?
- Can we do something to help them break their chains?

**Tips:** What is interesting in “Balloons” is the dimension of fun and excitement when everybody is stamping on the balloons and you can hear them bursting. This therefore is the element to keep if you adapt the activity. Instead of using balloons, you may opt for condoms. Condoms have the advantage of being harder to break and therefore the task of bursting them is more exciting. On the other hand, some varieties are very hard to burst so you should try them out before deciding. In some groups using condoms has the advantage of helping to break taboos about talking about sex and AIDS. But be aware that in some settings their use could be counter-productive! A simplified version of this activity just using the balloons and strings, although expensive, is useful as an energiser or starter for the group.

## Cultionary

**Goal:** To work with and explore our stereotypes and prejudices about other people. To work with the images we have of minority groups. To understand how stereotypes function. To generate creativity and spontaneous ideas in the group.

**Participants:** unlimited

**Time:** 45 minutes – 120 minutes

**Tools/conditions:** A list of things for participants to draw. A flip chart and marker to record the scores. Sheets of paper (about A4 size) and pens for the group drawings. Sticky tape or pins to display the drawings.

### Rules:

1. Ask participants to form teams of three or four people.
2. Tell the teams to collect several sheets of paper and a pencil and to find somewhere to sit so they are slightly isolated from each other.
3. Call up one member from each team and give them a word.
4. Tell them to return to their groups and to draw the word while the other team members try to guess what it is. They may only draw images, no numbers or words may be used. No speaking except to confirm the correct answer.
5. The rest of the team may only say their guesses, they may not ask questions.
6. When the word is guessed correctly tell the team to shout out.
7. Put the score up on the flip chart.
8. After each round ask the drawer to write on their picture, whether finished or not, what the word was.
9. Now ask the teams to choose another member to be the drawer. Make sure everyone has an opportunity to draw at least once.
10. At the end ask the groups to pin up their pictures so that the different interpretations and images of the words can be compared and discussed.



**Tips:** If you have a small group, 'Cultionary' can be played in one group; ask one person to draw in the first round, whoever guesses draws in the next round. Be aware that people who consider themselves poor artists may think this will be difficult for them. Reassure them that you are not looking for works of art and encourage everyone to have a go at being the drawer. This activity is likely to raise the most immediate and generalised stereotypes we have about other people, including foreigners or minorities. It is very creative and lots of fun. However, it is very important that the activity does not stop at the drawings but that the group reflects on the risks of stereotyping and, especially, where we get our images from. Everybody needs stereotypes in order to be able to relate to the environment and the people around us. All of us have, and carry stereotypes, this is not only inevitable but also necessary. Therefore, any judgements about the stereotypes participants have should be avoided. What the evaluation and discussion should promote is that we need to be aware that stereotypes are just that: images and assumptions which often have little to do with reality. Being aware of stereotypes and of the risks that relying on them entails is the best way to prevent prejudice that leads to discrimination. It is interesting to note that we don't usually have a stereotype image of people with whom we have little contact. For example, consider your own stereotype of someone from Slovenia, Moldova, San Marino or Bhutan? If we do have one it may simply be 'that they are nice people'. We therefore suggest that you include in your list of words to be drawn, an example of at least one national who is a minority in your country and one who is not and with whom the group will have had little or no direct contact. Ask people to consider the differences between the stereotypes and the possible reasons for this. Another point to be raised in the discussion is where do stereotypes come from. The role of media, school education, the family and peer group may be analysed.

For the Cultionary:

The rules and ideas for what the teams will have to draw must be adapted to the national and cultural context of the group. The words in the list below are merely suggestions for you to adapt. For example, if you plan to use images of nationalities, it may be important not to allow players to draw flags or currencies - that would be too easy! On the other hand, in order to prevent 69 guessing by simply building on an association of sequences, it is important to alternate

descriptions of a particular minority with other words relating to concepts, objects or people who have nothing to do with the topic e.g. if you plan to ask for the description of a Hungarian, a Romanian and a French person, it is better to start with an Hungarian, followed by “racism” or “minority” and only then a Romanian, followed by “friend” before the French person. This will add variety, stimulate competition and make the activity a lot more fun.

Suggestions for words to draw:

Racism - Difference - Education - Discrimination - Anti-Semitism - Refugee - Conflict - European - A national (from the country where the activity is taking place) - A peasant - Poverty - A Muslim - A Homosexual person - A European - Equality - An HIV positive person - A Roma person (Gypsy traveller) - A Japanese - A Russian - An African - Human Rights - Media - A Tourist - a Foreigner - Solidarity - a Refugee - A blind person - Love - An Arab - A Moldovian.

## Dominoes

**Goal:** To encourage physical contact. To help people to get to know each other. To raise awareness that in a group there are differences between individuals as well as things which are held in common.

**Participants:** any

**Time:** 10 minutes

**Tools/conditions:** A list of possible features to suggest if the players can't think of any themselves, a large space.

**Rules:**

1. Ask one person in the group to start by thinking of two personal characteristics which they then announce to the group, such as: "On my left side I am a girl, on my right side I have two brothers"
2. Then call for someone else in the group who shares one of those characteristics to hold the first person's right or left hand (according to the characteristic they have in common) and then add a characteristic of their own on the free side. For example: "On my right I am a girl, on my left I have brown eyes."
3. Get all the members of the group to take a turn so that in the end you have a circle in which everybody is linked to everybody else.
4. If a stated characteristic is not shared by someone else in the group and the domino cannot be matched ask players to negotiate another feature so that the chain is continued.

**Tips:** The characteristics given above are only examples, any person can choose or start with any feature they like, whether it is visible or not. It is important that the members of the group actually establish physical contact, this encourages a stronger group feeling. The way the contact is made can be to touch heads, to put arms round each other, to put feet together, etc. Players can stand up or lie down. If the suggested characteristics tend to be repetitive, you may encourage the participants to come up with new ones. It is also best if the characteristics are not very simple. You could encourage the group to say visible characteristics (colour of clothes or of hair), invisible or personal ones (hobbies, favourite food,

favourite song to sing in the shower...), or others related to a topic (I think ...I feel... about minorities, men, women, Roma people (Gypsies and travellers), Jews etc.). This game must be played quickly so people don't get bored while they are waiting to match up. Creating a circle reinforces the group feeling. One can, however, imagine other forms of playing it. If the activity is used as at the beginning of a session or as an icebreaker we suggest that you join in and take the opportunity to participate fully with the group. This can help to breakdown barriers.

## Reflection activities

*Activities which can help you to get some feedback from the group based on funny and interesting nonformal and learning to learn activities. It can reflect the day and help us to get constructive feedback.*

## Five Fingers

**Goal:** To get feedback from participants of previous activities, summarize what new each of them have learnt

**Participants:** 1-30

**Time:** 20 -30 minutes (depends on the number of participants) Tools for methods/conditions: Papers, markers, peaceful space

**Rules:** Participants are asked to draw their hand on a paper. For each finger of a hand there is a

specific question:

- What did you like the most?
- What didn't you like?
- What is the most important thing you learnt?
- Did you discover anything new about yourself and if so, what is it?
- Small details that touched you spiritually.

After answering the questions everyone is invited to share and reflect on their answers.

**Tips:** The facilitator should monitor the activity. Depending on a size of a group participants are asked to present what they wrote either on one finger or on all of them.

## Target

**Goal:** To let participants express opinion about activities that took place

**Participants:** 5 and more

**Time:** 10 minutes

**Tools/conditions:** Paper, coloured pens, a poster with a target drawn on it

**Rules:** On a large poster there is a drawn target. It is divided into parts according to questions that the facilitator wants participants to evaluate. Question samples:

- Did you enjoy activities?
- Did you learn something new?
- How much different and more comfortable do you feel now with other participants?

The facilitator writes percentage on a target and participants one by one tick on a target spot

which answer each actual question.

**Tips:** Questions can vary. Participants can evaluate either one or more

## Evaluation with Colors

**Goal:** To let participants express opinion about activities that took place

**participants:** 2 or more

**Time:** Depends on a size of a group and time that's left for evaluation after activity session

**Tools/conditions:** Coloured pencils/crayons, sheets of paper to draw a big plus and a big minus

**Rules:** All participants gather in a circle and the facilitator puts a box of coloured pencils in a middle. Then everyone is invited to choose one coloured pencil from a box that they simply like or that indicates their mood or possible feedback. On a ground where everyone could see and reach the facilitator draws and puts a big plus and a big minus to create a kind of a scale. A plus marks positive and a minus negative emotion(s). After giving some moments to think participants are invited to put their chosen pencil on the plus-minus scale and comment, indicating the specific colour, what does it mean.

**Tips:** In order to encourage participants the facilitator can start this reflection by putting a chosen colourful pencil on a scale and giving personal feedback first. Participants can comment their experiences based not only on a pencil colour but also on a position how they lay it down. This activity can be used even at the beginning of the day, therefore everybody could give not only feedback but also share expectations, so the facilitator would get much more flexibility in implementing further activities.



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