GROUP WORK RESOURCE PACK

This resource pack has been taken from the Fairbridge ‘Trainer’s Toolkit’. It is a ‘top tips’ document for Development Tutors full of off-the-cuff activities to support the delivery of groupwork throughout the Fairbridge programme. The activities in this resource pack will help you energise the group and break the ice, as well as give you some useful ideas for helping young people to create group contracts, understand My Journey, and review activities, amongst other things.

If you have any other ideas to add to this resource pack then please send them to Rebecca Pike in the Central Operations Team.

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WAYS OF PRESENTING INFORMATION
Agree, Disagree
Drawing/Collages/Cartoons/Life Lines
Group Problem Solve
Play Dough
Quizzes, Filling in Missing Words
Small Groups/Pairs
Statements in Order
Talking Ball or Stick

USEFUL TIPS...
ENERGISERS, ICE-BREAKERS AND SHORT GROUP GAMES

The following activities are presented in alphabetical order. Other than that there is no order - some can be played in a very short time, some take a little longer. They are split into those that require no materials and those that require some materials or preparation.

Some of the games have aims but most can also be played purely for fun...

NO MATERIALS REQUIRED
You can use these games, whenever and wherever you want to. There require nothing to make them work.

Adverb Acting
AIM: Teamwork and communication

METHOD:
→ One member of the group leaves the room
→ The rest of the group choose an adverb (for example, enthusiastically, quickly, quietly, aggressively, etc)
→ The person who left the room re-enters and has to guess the adverb by asking the group, singly or collectively, to carry out an action in the prescribed manner (for example, lay the table enthusiastically, play football aggressively, etc.)

Body Bridge
AIM: Group co-operation and problem solving

METHOD:
→ Divide the group into two and put one group about two meters apart
→ Have one of the groups span the gap with only a certain amount of body parts allowed to touch the floor. The entire group must be involved
→ Make it progressively harder by increasing the gap and reducing the amount of body parts allowed to touch the floor

Brain Teasers
AIM: Time filler, group involvement, problem solving skills

METHOD:
→ Present the situation, as below, and the group need to ask questions to explain what is has happened
  o Scenario One:
    ▪ Man goes into a bar and asks for a glass of water. The person behind the bar pulls out a gun on them. The man says thank you very much, he no longer needs the water and walks out.
    ▪ Answer: The man had hiccups!
Scenario One:

- A father and son are in a car crash. The father is killed and there is no way he could survive. The son is badly injured and needs surgery. He is taken to hospital. As he enters the theatre the surgeon says “I can’t operate as that’s my son”. Who is the surgeon?
- **Answer:** It’s the boy’s mother.

Caterpillar Tracks

**AIM:** Energiser

**METHOD:**
- Identify a start and finish line
- All team players are to lie on the ground next to each other, side by side. The front person of the group has to be behind the start line
- The idea of the game is that each person at the back of the track jumps up and moves to the front of the track. This can only be done once the person who has jumped up and run up the track has laid down again at the front
- The whole team makes progress toward the finish line with the winning team being those whose members have all crossed the finish line

Come To My Party?

**AIM:** Time filler, group involvement, problem solving skills

**METHOD:**
- Ask people if they’d like to come to a party? If they say yes then ask them what they’re going to bring
- The way it works is that people can only come if they bring something that starts with the same letter as their name. It helps if you say your name and what you’re going to bring first
- You need to keep people involved - it helps to give lots of clues until everyone is coming to the party.

Counting Up

**AIM:** Group interaction

**METHOD:**
- Object is for group to count up to a given number (e.g. 20) without going around the group in any particular/predefined order. No conferring or looking at each other to signal
- Anyone starts at ‘one’ and anyone can go next with ‘two’ etc
- If more than one person shouts out a number at the same time the group starts again from ‘one’
Eye Contact – Yes Game  
*AIM:* Confirm group commitment to programme through symbolism of saying “yes”

*METHOD:*  
- Group stand in large circle. Person one starts the game by looking around the circle until they lock eyes with someone (person two). Person two says out loud “yes” 
- Person one then slowly walks towards person two to take their place in the circle. Person two repeats the process before person one takes their place and does not move until they have received a "yes" from another person in the circle  
- The cycle continues

Find Things in Common  
*AIM:* Creating small groups and getting to know one another

*METHOD:*  
- Facilitator calls out a number and a topic  
- The group have to split into a group of that size with all the people in the group having something in common related to the topic  
- For example, when the facilitator calls out the number ‘three’ and the topic of ‘pets’ the result might be a group of three all of whom have cats

Finger Grabs  
*AIM:* Group interaction

*METHOD:*  
- Get people to stand in a circle  
- Everyone puts their left hand out with their palm facing up, at the same time they put their right index finger just above the palm of the hand of the person on their right  
- On the count of 3 everyone has to try and grab the person’s finger with their left hand while freeing their finger on the right hand side  
- It’s good to get people to swap so they are grabbing with their right hand and trying to free their left finger

Goblins Wizards Giants  
*AIM:* Energiser

*METHOD:*  
- A mobile variation on “rock, paper, scissors”. Goblins kill Wizards who kill Giants who kill Goblins  
- Each character has to have an action and a noise agreed by the group. For example, the Wizard says “shazzam” and waves an imaginary wand  
- Divide the group into two teams. Define a playing area with two end safety zones and a middle line  
- Each team decides their collective character and approaches the middle line.
→ On the count of three, the teams perform the action and noise that signifies their character
→ The winning team then pursues the losing team and tries to tag them before they make it to their safety zone. Any person tagged joins the opposite team

**Group Story**

*AIM: Teamwork and communication*

**METHOD:**
→ Form circle
→ One person starts to tell a story
→ They can pass the story on to the person next to them in the circle at any time. All they have to do is conclude their segment of the story with the words, "and then"
→ The next person in line carries on the story from where it had been left off

**Ha Ha Game or Chinese Bellies**

*AIM: Energiser*

**METHOD:**
→ Team members are to lie at overlapping right angles to one another on the floor with their head on the belly of the person next to them
→ A number is whispered to the first person of the team
→ The first person then has to communicate this to the next person and so on down the line to the end person of their team
→ It is a little like Chinese whispers, but the number can only be communicated through the movement of the belly of the person and through the verbal "ha"
→ Obviously as the groups become more accustomed to the game use a bigger number, this creates lots of ‘Ha ha ha ha’, with virtually no-one being resistant to fits of laughter!

**Human Bingo**

*AIM: Encourage group interaction*

**METHOD:**
→ Draw up a grid with 10 squares on it
→ In each square put a question that the individual has to find someone to sign e.g. who went to the cinema in the last seven days, who can curl their tongue, has met someone famous and who, does voluntary work, etc
→ When people have completed the grid they should shout ‘Bingo’ and sit down or stand on a chair
→ People may sign their own card for one category only and must collect 10 different signatures for the others
Human Monster
AIM: Teamwork and energiser

METHOD:
→ Using the whole of your team you are to construct a Monster
→ The Monster is to be formed so everyone is in a line and everyone must be in contact with the person next to them
→ The named parts of the body below are the only things to be in contact with the ground:
  o 7 feet
  o 5 hands
  o 3 knees
  o 2 bottoms
  o 3 backs
  o 2 chests
  o 1 head
→ The monster must be held for a count of three
→ There is no limit on the size of the line (big or small) other than it must be continuous and team members must be in physical contact with the next person in the line

Introduce your Partner
AIM: Group interaction and communication

METHOD:
→ In this game you must speak about the person seated to your left for 30 – 60 seconds without pausing
→ Anything you say must as far as you know be made up/false

Introductions
AIM: To introduce members and learn each other’s name but also to set the tone of the interaction – it should relax the group and encourage a supportive and creative environment

METHOD:
→ It’s usually best if you as facilitator start this one off
→ You say ‘my name is (your name)’ and then introduce the person on your right, ‘and this is (their name)’, you may need to ask their name first
→ Then they would say ‘my name is (their name), and I was introduced by (your name), and this is (the next person’s name)’
→ The next person would say ‘I am (their name), and I was introduced by (their name), who was introduced by (your name)’ and on it goes around the circle
→ e.g. ‘my name is Lou and this is Yaw’, then Yaw would say ‘my name is Yaw, and I was introduced by Lou, and this is Annalisa’ and Annalisa would say ‘I am Annalisa, and I was introduced by Yaw, who was introduced by Lou’ and on it goes
Make it clear from the start that as it gets harder with more names to remember we will all help each other out, which in turn will help us all remember each other’s names.
It’s Obvious
AIM: Getting to know each other better and understanding first impressions

METHOD:
→ Put the group into a circle
→ First person says three things about the person on their left
  o First sentence starts with the words, “It’s obvious …”: this sentence should state something that is obvious about them
  o The second sentence starts with, “I notice …”: this sentence should state something less obvious
  o The third sentence starts with, “My intuition tells me that you …”: this sentence should guess what they will be like/something about them

Keep Your Distance
AIM: Group awareness

METHOD:
→ Each person should select two people in their head and choose a distance for both of them
→ The object is to walk around the room whilst maintaining the chosen distance from each of those two people e.g. stay two feet away from one person and seven feet from the other

Knee Slaps
AIM: Contact energiser

METHOD:
→ Ask people to pair up and bend down facing each other.
→ The object of the game is to try and slap each other’s knees. You can defend your own knee by fending off attacks with your hands but can’t move your legs
→ After each successful “strike” you break contact and prepare to start again
→ The contest ends when someone has scored three strikes. Then contestants find new partners to start again

Magic Finger
AIM: Time filler, group involvement, problem solving skills

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

Map Where From
*AIM:* To find out who people are and where they have come from

*METHOD:*
→ Describe imaginary map of appropriate area (national or local) and get people to visualise it on the floor
→ Ask them to stand on the part of the map that they currently live
→ Once they are all in place ask them to state their name and where they live

Pairs Stand
*AIM:* Contact

*METHOD:*
→ Divide group into pairs
→ Pairs sit back-to-back, link their arms together and have to stand up together
→ When a pair is successful, get them to make a four with another pair, all link arms as before and try to stand together again

Pass Different Mime
*AIM:* Energiser

*METHOD:*
→ Stand in a circle
→ Person one does an obvious mime (e.g. brushing teeth)
→ Person two - when they know what person one is doing - says, “what are you doing?”
→ Person one says, “I am riding a horse”
→ Person two then has to mime riding a horse and person three asks, “what are you doing”, etc.
→ Reverse after one round to allow for revenge

Pass Shape/Object Mime
*AIM:* Energiser

*METHOD:*
→ Form circle
The first person thinks of an imaginary object and then passes this object to the person standing next to them. They must do this in a way that this imaginary object would be used in real life.

It is collected by the recipient and then transformed into something else before being passed on again in a different manner.

For example: an imaginary football would be kicked to the next person. They might catch it, turn it in to a bowling ball and roll it to the next person.

**Pass the Clap**

*AIM:* To encourage interaction and initial contact

**METHOD:**

- Form a circle and tell the group that the object of this exercise is to pass a "clap" round the circle as quickly as possible. It must be obvious who the clap is going to and must go in order round the circle until it arrives back at the start point.
- First person starts with one clap; second person can pass on the clap in the same direction by clapping once or can clap twice to change the direction of the clap; this continues until the clap has made it the whole way around the circle.
- Variations include sending one clap one way and one clap the other way at the same time; or two claps the same way or changing direction of the clap.
- The squeeze operates the same way, but instead of a clap, the group link hands and the first person squeezes the hand of the person standing next to them who then passes it onto the next person.

**Pass the Expression**

*AIM:* Energiser

**METHOD:**

- Similar to Chinese Whispers but with no words.
- Stand the group in a line.
- One person pulls an expression and shows it to the next in line.
- This person then passes it on to the next person. This continues the whole way down the line.
- The last person has to show the expression to the first person to see if it is still the same.

**Rapturous Applause**

*AIM:* Confidence-boosting energiser

**METHOD:**

- Form circle.
- Each person is asked to take a turn in the middle of the circle to receive rapturous applause.
→ To receive the applause the person has to stand in the circle and do absolutely anything for five seconds
→ Having done this everyone else should applaud rapturously as though they had just finished the London Marathon in world record time or won an Olympic Gold Medal
→ TOP TIP: It is wise to practice the applause first. The applause, enthusiastically led by staff, will include lots of clapping, whooping, wolf-whistling, hollering, etc.

Sales Pitch
AIM: Communication and teamwork

METHOD:
→ As a group of consultants the young people have been given the task of developing a brand new product for a company in a particular industry. They will be presenting their idea to the company’s board
→ Ask them to be as creative as possible both in terms of what the new product is to be and the presentation
→ Each presentation to include the following:
  o The New Product
  o It’s Brand Name
  o How You Would Promote It

Shark Island
AIM: Creating small groups and energiser

METHOD:
→ Get into groups equal to the number called out by the facilitator
→ Those who fail to get into a right-sized group must scream and join in the next round

Speak for One Minute
AIM: Communication

METHOD:
→ Form circle
→ One person stands in the middle and is given a subject to speak on
→ The person in the middle then has to speak for one minute on that subject without repetition or hesitation
→ If anyone in the circle spots hesitation or repetition they shout ‘freeze’, level their accusation and, if accepted, attempt to finish off the minute again without repetition or hesitation
Speak in Pairs
Aim: Communication energiser

Method:
- Pair up and ask them to face their partner
- Each person selects a topic and both partners speak simultaneously for one minute
- The aim is to try and make what they are saying so interesting that their partner stops what they are talking about to listen to them

Steeple Chase
Aim: Game to close a day or course

Method:
- Form circle
- Practice slapping hands on thighs to make a galloping horse sound
- Brief group that it is the “Fairbridge Gold Cup Race” and that on the word ‘go’ the horse race will start. There will be a commentary that will describe the hazards and jumps. The young people must make the noise of the horses movements on their thighs:
  - A jump is tackled by lifting the hands off the thighs to symbolize flight over a fence
  - A triple for example would be shown by ‘gallop, flight, gallop, flight, gallop’
  - Water jumps will be ‘gallop, flight, “splash”, gallop’
  - Group lean to go around corners
  - Group swerve to avoid animal rights protester
- Include any other obstacles you feel like
- Constant commentary is essential

Sticky Toffee
Aim: Group work

Method:
- Designate one of the team members as the ‘Sticky Toffee Monster’. Their job is to remove a piece of sticky toffee from the pile
- Brief the rest of the team about being sticky toffee
  - It is a hot summers day (use your imagination!) and you are all pieces of toffee. What happens when pieces of toffee get hot? Well, they stick together of course - and tightly
- The monster tries their best to remove pieces of toffee (team members) from the pile
- The monster can only grab the bodies of the pieces of toffee, prevent limbs or hair from being pulled
- TOP TIP: team members can become over enthusiastic, so be prepared to calm proceedings
Stitch Up
AIM: Energiser

METHOD:
→ Divide the group into pairs, label them as A and B and get them to stand shoulder to shoulder
→ Pick one pair: A has to chase and tag B. To avoid getting tagged, B joins the shoulder of another pair to make a three
→ The person at the far end of the newly formed three has to then run off, still being chased by A
→ Once A tags someone, that person becomes the one who is chasing

Truth & Lies
AIM: Encourage people to talk to each other

METHOD:
→ Each person says two things about themselves: one true, one untrue
→ The others have to guess which is which

Vary Your Speed
AIM: Group awareness

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

Was it Murder?
AIM: Teamwork and communication

METHOD:
→ Group have to produce a radio play (possibly to record) that describes the sequence of events leading up to the given scenario
→ They have as much planning time as you want to give them, but the performance must last for no longer than five minutes
→ The scenario is as follows:
  ○ "A woman is found dead on a barge in the middle of the River Thames surrounded by pots of strawberry jam"
Yes-No Game
*AIM:* Encourage people to talk to each other

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

Zip Zap Boing
*AIM:* Group interaction

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

1, 2, 3 Look
*AIM:* Encourage group interaction by swapping position of group members

*METHOD:*
- Form circle (sit or stand)
- On the count of three each member of the group is to look at someone else in the circle
- If they make eye contact with someone, then they are to swap places with that person
MATERIALS AND PREPARATION REQUIRED

These short games and energisers will need some materials (often just chairs) and perhaps some preparation to make them work properly.

Ancient Numbers
AIM: Time filler, group involvement, problem solving skills

MATERIALS REQUIRED:
→ Sticks or pens

METHOD:
→ Arrange the sticks on the floor in a random pattern and ask people what number they represent from one to 10
→ At the same time you need to put your hands flat on the floor or your lap holding out a random number of fingers
→ The answer has nothing to do with the sticks, it is the number of fingers you choose to show
→ You need to pitch it to encourage involvement and problem solving, gauging it so people don’t get to frustrated and loose interest

Ball of Wool
AIM: Encourage people to talk about themselves

MATERIALS REQUIRED:
→ Ball of wool or similar

METHOD:
→ Take ball of wool or similar and tie end to your finger
→ Make two positive statements about yourself, the programme or your expectations
→ Then throw the ball of wool to someone else in the group
→ They also wind the wool around their finger and make two statements about themselves etc.
→ Go on ad infinitum

Bat-Moth
AIM: Energiser

MATERIALS REQUIRED:
→ Blindfold

METHOD:
→ Define small-ish operating area
→ Blindfold one person in the group who is the ‘bat’ and then all the other people are the ‘moths’. The bat has to catch all the moths
→ The bat uses "sonar" to catch the others by shouting "BAT". Each time the bat shouts "BAT" the moths have to shout back "MOTH" in reply. The bat uses their voices to locate them in the game area
→ Once tagged the caught moth leaves the game area
→ Any moths delaying reply shout or not replying are warned and subsequently disqualified and sent out of the game area.
→ TIP TO BAT: the more often they shout, the more replies they get therefore the easier it is to trace the moths.

**Beach Ball**

*AIM:* Energiser

**MATERIALS REQUIRED:**
→ Beach balls (enough for one per team)
→ Obstacle course

**METHOD:**
→ In teams move a beach ball around the obstacle course
→ However, they can only use their fingers to touch the beach ball, and only below the middle axis
→ Variation is that all the team must have all their fingers touching the beach ball all the time

**Bedtime**

*AIM:* Increases trust and teamwork

**MATERIALS REQUIRED:**
→ Raised platform required

**METHOD:**
→ The team makes two parallel lines facing each other at arms length in front of the raised platform. They then raise their arms to shoulder height
→ One person stands on the raised platform and leans back until the fall into the trusty bed of friends
→ Happy Flight!
→ Each team member is to try the exercise

**Blindfolded Obstacle Course**

*AIM:* To develop trust in others

**MATERIALS REQUIRED:**
→ Blindfolds (enough for one between two)
→ Obstacle course to be navigated by the group

**METHOD:**
→ Define obstacle course
→ Pair up. Ask group to walk around the obstacle course in their pairs and identify the ‘hazards’ in the course
→ One of each pair is blindfolded and led around the obstacle course by their partner using touch only. Brief them to vary the pace, direction and lightness of touch as much as possible during the activity
→ Repeat with partners swapping over
→ Remember to check in on feelings after each person has had a go
→ Next stage is for the first person to be blindfolded again and to be guided through the course again by their original partner but this time the guide will swap partners with someone else in the group without the blindfolded person knowing as often as possible/appropriate during the activity
→ When they have finished the course, go back to their original partners, swap blindfolds and repeat the process
→ There is no talking allowed once the exercises are in motion

**Buddy Ropes**

*AIM:* Teamwork and energiser

**MATERIALS REQUIRED:**
→ Rope

**METHOD:**
→ Stand in a circle holding onto a rope with one hand and reach across with the other hand to a free rope section
→ Now untangle to make a circle without letting go of the rope

**Butt Off**

*AIM:* Energiser

**MATERIALS REQUIRED:**
→ Circle of chairs facing inwards (one per person)

**METHOD:**
→ Sit everybody on chairs around the circle. Ask for a volunteer to stand leaving one chair empty
→ Volunteer stands in the middle of the circle and has to try to regain a seat while the group moves clockwise one place at a time to constantly fill the space
→ If the person standing manages to get a seat, the person who didn’t fill the seat in time and let them sit down takes the middle and you start again
Chinese Dragon
AIM: Energiser

MATERIALS REQUIRED:
→ Scarf

METHOD:
→ Split the group into two groups
→ Each group forms a line one behind each other facing the same way and then facing the other team
→ Everyone then places their hands on the waist of the person in front
→ The last person in each team has a scarf tucked into the waistband of their trousers
→ The object is for the front person of each team to try to grab the scarf of the other team without anyone in the team letting go of the person in front of them

Connect the Dots
AIM: Communication

MATERIALS REQUIRED:
→ Several large, coloured, washable felt-tip pens
→ Blindfold

METHOD:
→ With their eyes closed, place a coloured dot on each young person’s forehead
→ Without knowing what colour their own dot is, each person must ‘connect’ with others in the group with the same colour dot on their forehead
→ To make things interesting, one person from each colour group is blindfolded and no talking is allowed

Drop the Paper
AIM: Encourage people to talk about themselves

MATERIALS REQUIRED:
→ Sheet of paper

METHOD:
→ Form circle
→ One person stands in middle of circle and drops a sheet of paper. They call out the name of another group member as they do this
→ The named person has to run in and grab the paper before it hits the floor
→ If they manage to catch it in time, then they drop the paper and call out another person’s name
→ However, if they failed to catch the paper they have to reveal one unknown fact about themselves to the rest of the group
Eye Balling
AIM: Group interaction

MATERIALS REQUIRED:
→ A circle of chairs facing inwards with one less chair than there are people in the group

METHOD:
→ The group sits in a circle on chairs with you standing in the middle
→ It is everyone’s aim who is sitting down to swap seats as many times as possible
→ To move someone needs to signal to someone else with a look, twitch of the eyebrows, nod, wink etc the person they have signalled needs to return the signal if they up for swapping. If they are they both stand and swap seats
→ At the same time the person in the middle has to try and get in an empty seat
→ And so the game continues

Five Beads
AIM: Encourage people to find out about each other

MATERIALS REQUIRED:
→ Five beads per person

METHOD:
→ Pair up
→ Each person is given five beads
→ In pairs, each person asks the other person questions aiming to get a ‘yes’ or ‘no’ answer.
→ For each ‘yes’ or ‘no’ answer received, the questioner gets one of the other person’s beads
→ The aim is get all the other person’s beads

For Sale Advert
AIM: Encourage people to talk about themselves or to receive feedback from others

MATERIALS REQUIRED:
→ Pens and paper

METHOD:
→ Each person has to write an advert for him or herself as if they were going to be sold in the local paper
→ The variation is to write a for sale advert for someone else
Fruit Bowl
AIM: Energiser

MATERIALS REQUIRED:
→ A circle of chairs (one less than you have people)

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

Giant’s Earrings
AIM: Energiser

MATERIALS REQUIRED:
→ Hula hoop or equivalent (as the ‘Giant’s Earring)

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

Group Juggling Circle
AIM: Encourage group co-operation

MATERIALS REQUIRED:
→ Enough soft balls, sponges, beanbags, rolled-up socks, or similar to have one per person

METHOD:
→ Stand in a large-ish circle and throw one soft ball, sponge, beanbag, rolled-up sock or similar to another group member. They catch it and throw to another group member
→ This continues until each group member has caught and thrown the ball just once. It should end back at the start point
→ Ask each group member to identify who threw the ball to them and who they threw it on to. Test this out by throwing the ball in the same original order until it arrives back at the start point
→ The next stage is to introduce more balls and see how many you can get moving round the circle in the original order
→ As many balls as people is extremely difficult!

**Group Lean**

*AIM:* Develop trust and group co-operation

**MATERIALS REQUIRED:**

→ Even number of people required
→ Rope if doing variations

**METHOD:**

→ Form a circle holding hands
→ Label off each person as A or B all the way around the circle
→ The A’s lean back out of the circle whilst at the same time all the B’s lean in to the middle. The circle should counter balance itself
→ Variation is to use a rope joining the circle and all lean back together

**Hey Harry**

*AIM:* Communication energiser

**MATERIALS REQUIRED:**

→ Coloured spot stickers

**METHOD:**

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

**Hopes and Fears**

*AIM:* To get people to consider what they do and don’t want

**MATERIALS REQUIRED:**

→ A ball
**METHOD:**
- This can be done on paper individually or collectively. You could also do it verbally
- Ask people what their hopes for the session are (for example, get to know others, learn how to make an omelette, get to the top of the climb) and what might their fears be (for example, it’s boring and no fun, they are put on the spot or made to do role play)
- In turns people say what their hopes and fears are
- You can liven this up with a ball. Whoever starts can throw the ball to anyone else who goes next saying their hopes and fears, they then throw the ball on
- Anyone is allowed to pass if they aren’t ready to go and can have a go later

**Human Scavenger Hunt**

**AIM:** Teamwork and communication

**MATERIALS REQUIRED:**
- Group size of more than 12 is better

**METHOD:**
- Have the whole group divided into smaller teams e.g. activity teams are ideal
- Each team now sits around the leader separately from the other groups with enough distance to make it a bit of a sprint
- The task is then simple: read one item from ‘The Hunt List’ below and the team that sends up a person or group of people that fits the description you have just given earns a point
- An example might be to find two people in your group that have the same middle name. Group members must talk to find out if anyone has the same middle names and then quickly send those people to the leader to earn points for their team
- Bonus points may be awarded if this is applicable, e.g. if there are three people with the same middle name. This can be applied even if they were not the first group, use your discretion as the leader.

**The Hunt List:**
- Two people who have the same first and last initial
- The person in your group who was born the furthest away from here
- Two people with the same middle name
- A group of people whose ages add up to 80
- Two people with the same birth month
- Two people with the same birth sign
- A group of people whose shoe sizes add up to 43
- The person in your group who lives closest to here
- A group of people who have attended school for a total of 25 years or more
- A group of people who can spell a word by using the initials of their names
- A group of three people who all have different coloured eyes
- Two people who have a sweetie wrapper in their pocket
- Four people who are wearing green somewhere in their clothing
→ Two people who have their shoelaces tied properly in bows
→ Two people who can do an impression
→ Two people who can burp loudly on request
→ A person who can touch their nose with their tongue

In Pairs with Chair

AIM: Energiser

MATERIALS REQUIRED:
→ Chair

METHOD:
→ Form circle and place a chair in the middle
→ A pair approach the chair. One sits in the chair and must stay seated in it, whilst the other stays inside the circle
→ On an agreed command the pair, without consultation, invent and act out a made-up scenario for why they are sitting and standing there
→ When someone watching has understood the scenario they are acting, they must shout out ‘freeze’
→ The two actors must freeze exactly as they are and not move or speak. The person who shouted ‘freeze’ makes their way into the circle and takes one of the actor’s positions exactly as they were
→ They choose someone else from the circle to take the other actor’s position and on the start command must start a completely new scenario

Jenga Tower

AIM: Helps build relationships between two people

MATERIALS REQUIRED:
→ Jenga tower per pair

METHOD:
→ Ask the group to play Jenga in pairs
→ Each individual takes a block out to pass to their partner. As they pass it, they must ask a question.
→ If the other person is happy to answer the question they take the block and add it back to the tower and then repeat the process, selecting another block and asking a question of their own.
→ If any questions are asked that the person does not want to answer they must take the block and place it to the side
→ This carries on until the tower falls or time runs out.
→ Towers can be knocked down at any point if the individual isn’t happy with the question or the process
Loo Roll

AIM: Encourage people to reveal more of who they are and understand the importance of knowing what they are doing before they jump in blind

MATERIALS REQUIRED:
→ A full loo roll

METHOD:
→ Tell everyone to take as many sheets of loo roll as they think they may need. Don’t give any more information at this stage!
→ Start by taking three sheets yourself and then pass the loo roll on to the first young person. Continue around the whole group
→ After each young person has taken as many sheets as they think they will need, explain that for every sheet they have taken they have to tell the group something about themselves
→ Demonstrate this for them by going first with your three sheets. Try and say something they would not know about you, something funny and something a bit more serious. For example:
   o “I am a karate black belt”
   o “I have a cat named fluffy”
   o “I have dyslexia”
→ For those young people who have taken reams of loo paper, ask them to give as many as they are willing to do

Marbles

AIM: Contact energiser

MATERIALS REQUIRED:
→ Marbles or pebbles (enough for one per person)
→ Bandana or scarf per person for variation

METHOD:
→ Give each person one marble or pebble
→ They place it on the palm of their open hand and behind their back. The hand can’t be closed at any time during the game
→ The object is to steal as many marbles as you can. Any marble you steal must be placed on their open palm with the original one behind their back
→ Variations include playing with bandanas or scarves tucked into the back of the trousers
→ Once your bandana has been stolen you have to stand still but can still steal others bandanas
→ Even if you steal another person’s bandana when standing still you must still stand still
→ The winner is the last person with a bandana tucked in the back of the trousers
**Night Line**

*AIM:* Group interaction, communication and trust

**MATERIALS REQUIRED:**
- Blindfolds (one per person)
- Space with an assault course set up
- Lots of rope

**METHOD:**
- The group will be blindfolded and are to follow a rope around a set course, which you will have set up earlier
- It’s good to get people to have one hand on the rope and one hand on the shoulder of the person in front of them
- You should rotate the lead

**Not Enough Room on the Planet**

*AIM:* Teamwork

**MATERIALS REQUIRED:**
- Large piece of paper

**METHOD:**
- The world’s population is increasing as we speak and we are all being forced to live in and occupy ever-decreasing space. The piece of paper represents the world and needs to be folded in half each time to represent the ever-decreasing space
- The group’s task is to see how little space they can occupy
- A successful fold is where the standing area has been reduced to half its previous size and all team members are standing on the paper for a count of three seconds

**Party**

*AIM:* Build relationships and encourage people to talk about themselves

**MATERIALS REQUIRED:**
- A6 coloured card with strips of double-sided tape on the back
- Pens
- Bike hooter

**METHOD:**
- Each person is asked to write on a small piece of card; a person, place, possession and past time that is positive, important and precious to them. It’s important to tell people to choose things they are happy for others in group to know about
- People then wear this ‘badge’, double-sided sticky tape prepared earlier works well here. Some groups may not want to put them on as a badge which is ok
- Then people wander around the room saying ‘mumble, mumble, mumble’ looking at other's cards but not getting into conversation
The facilitator then invites people to pair up and talk about what’s on their badge with each other.

You can either give this a time e.g. three – four minutes or monitor it and get people to move back into wandering and ‘mumble, mumble, mumble’ as soon as you see the first pair dry up on conversation.

It’s good to get people to rehearse the ‘mumble, mumble, mumble’ before you start.

A bike hooter is a good way to signal to people to pair up and then move on.

Depending on the group size you can continue so everyone has spoken with each other, although this can last a long time and often loose energy.

If not, you can invite people to enquire about each other’s badges during the day/course. They can also be pinned up on the wall.

**ADAPTATION:**

You can use the same activity getting people to talk to the person next to them and then swapping around the circle.

Another idea is to have favourite childhood character as one of the four ‘things’.

You can also link it specific topics and issues. For example, if you were working with drug issues ask people to choose a person, place, possession and past time that would keep them safe and away from using.

**Picture the Road**

*AIM:* Teamwork

**MATERIALS REQUIRED:**

- Blindfold (per person)
- A4 squares of paper

**METHOD:**

- Blindfold the group
- Place a number of A4 squares of paper on the floor forming a higgledy-piggledy path
- Place one member of the group on the first square and lift their blindfold for five seconds
- They have to try to memorise as much of the route as they can in the five seconds, then place the blindfold back over their eyes and walk/run/jump/dance down the path
- When the person stands with less than half their foot on a square of paper, you stop them and bring in the next member of the group to take over from that point
- They lift their blindfold for five seconds, etc.
- The object is to get to the end or to touch as many squares as possible as a group. They must tread on every square

**Pulse Race**

*AIM:* Energiser

**MATERIALS REQUIRED:**

- Line of chairs (one per person) per group facing each other
MATERIALS REQUIRED:
- Spare chair
- Object to place on chair (ball, beanbag, baton, etc)

METHOD:
- Divide group into two even-numbered teams with one person to be left as the 'starter'
- Sit teams on line of chairs facing the other team
- Each person links hands with the person either side of them
- At one end of the two lines position a chair with the object placed on it. At the other end of the two lines position a 'starter' who holds the hands of the end team members
- The starter simultaneously squeezes the hands of the people he is in contact with. They then pass the squeeze along the line to the last member of the team
- The last member of the team has to try grab the object off the chair before the other team
- Play to a certain score, swap the teams around, etc.

**Rope Circle**

**AIM:** Problem solving

**MATERIALS REQUIRED:**
- Rope

**METHOD:**
- Make a rope circle on the floor. All of the group have to fit inside it
- When they are successful, decrease the circle further and start again

**Scissors Game**

**AIM:** Time filler, group involvement, problem solving skills

**MATERIALS REQUIRED:**
- Pair of scissors

**METHOD:**
- People pass the pair of scissors around the circle crossed or uncrossed. Each time they pass them they need to say “I pass these crossed” or “I pass these uncrossed”
- You then let them know if they have done it right or not
- To pass them crossed they need to have their legs crossed, to pass them uncrossed they need to have their legs uncrossed
- You need to pitch it to encourage involvement and problem solving, gauging it so people don’t get frustrated and lose interest
Shark Infested Custard

*AIM:* Group interaction and problem solving

*MATERIALS REQUIRED:*
- Milk crates or similar
- Planks
- Space

*METHOD:*
- The group need to cross a designated area, which of course is shark infested custard, with the kit provided
- It’s best if the area is just a bit longer than the kit can reach

Slingy Thingy

*AIM:* Teamwork

*MATERIALS REQUIRED:*
- Two slings

*METHOD:*
- Two slings are placed on the ground in front of the team
- The team are told that everyone has to pass through each of the slings as quickly as possible
- If you want to try it in a certain time, the record is 1.5 seconds per person. Therefore, for a team of ten 15 seconds will be allowed
- TOP TIP: the trick lies in the fact that the team has to think laterally, by placing the two slings together and working in pairs. Each pair has to be standing close to each other and will then pass through the slings at the same time. The slings are immediately passed on to the next pair

Spots? What Spots?!!

*AIM:* This is a good game for groups of people that don’t know each other or are not too familiar with everyone else in their group

*MATERIALS REQUIRED:*
- Large, washable felt-tip pen

*METHOD:*
- Sit all the young people down in a circle and you sit in or outside of the circle
- Say this sentence slowly and deliberately:
  “My name is (say your name). I’ve got (number of spots you have) spots. How many spots has (someone else’s name) got?”
- This sentence is repeated by the name of the person whose name you have just called out
→ To make proceedings a little easier and progressive it is probably better for the people to call the name of their person standing next to them. This carries on around the circle
→ As the people get better then they can start calling names of people anywhere in the group with a view to catching them out. This gains them more spots
→ A person can be caught out and given a spot if they:
  o Pause
  o Forget someone’s name
  o Forget how many spots they have, and so on
→ Spots are administered to the hand or to the forehead, depending on the group, by means of a large washable felt tip pen. The brighter the colour, the better the group reaction and involvement

**Square, Circle or Squiggle**

*AIM:* Teamwork and communication

**MATERIALS REQUIRED:**
→ Rope
→ Blindfolds (one per person)

**METHOD:**
→ All team members are to stand around the rope and place their hands on the rope at waist height
→ The entire group are to put a blindfold over their eyes and then attempt to form a square
→ When they are happy that it is formed a square, they place the rope on the ground. The group takes a step back and removes their blindfolds
→ The group then attempt to make a circle, triangle and so on, in the same manner

**Sticky Knot**

*AIM:* Group interaction and problem solving

**MATERIALS REQUIRED:**
→ Rope with a knot in the middle

**METHOD:**
→ Each member of the group stands along the length of the rope and then pick the rope up with both hands at which point their hands are magically glued fast to the rope
→ They then need to untie the knot without taking their hands of the rope or sliding them along the rope
Sun Shines On

*AIM:* Energiser

**MATERIALS REQUIRED:**
- A circle of chairs (one less than you have people)

**METHOD:**
- Sit in circle with one person standing in the middle
- Middle person calls out "sun shines on" and then adds something of their choice, for example, "... all those wearing trainers."
- Everyone wearing trainers then has to swap seats and the person in the middle tries to take one of the empty seats
- When the person in the middle gets a seat, the person left standing becomes the person in the middle

Team Picture

*AIM:* Teamwork and communication

**MATERIALS REQUIRED:**
- A camera or mobile phone

**METHOD:**
- Take and present 10 photographs that show how they want to be remembered as a team
- They may be literal or metaphorical photos (although metaphorical is better)

Unique Fact

*AIM:* Encourage people to talk to each other

**MATERIALS REQUIRED:**
- Pens and paper
- Bowl, hat or something to collect facts into

**METHOD:**
- Each person writes a unique fact about themselves that is unknown to the rest of the group
- The unique facts are collected in, shuffled and handed out again
- The young people read them out and then have to identify who the ‘unique fact’ belongs to
- Circulate the room again and write as many unique facts down as you can
- Then collect them in, shuffle them up and hand them out for the group to try and identify the owners of the unique facts
Use Chair as Prop
AIM: Energiser

MATERIALS REQUIRED:
→ Chair

METHOD:
→ Form a standing circle with a chair placed in the middle of the circle
→ One person goes into the middle and uses the chair as a prop
→ The other people in the circle have to try and guess what the prop is. They call out their guesses
→ The person who guesses correctly takes the place in the middle of the circle and invents a new prop
→ Examples could be using the chair as a bicycle, trumpet or hat

Violent Vegetables
AIM: Energiser

MATERIALS REQUIRED:
→ Rolled-up karrimat or equivalent

METHOD:
→ Form a large circle
→ Each person selects the name of a vegetable. Go around the group and each person announces what their vegetable is so that everyone knows
→ One person stands in the middle of the circle with the rolled-up karrimat or equivalent
→ Start the game by calling out the name of vegetable. The person in the middle has to try and hit the person with that vegetable name over the head before the person who is that vegetable calls out the name of another vegetable
→ If the person who is that vegetable does manage to call out the name of another vegetable before being hit, the person in the middle has to try and hit the newly named vegetable on the head instead
→ If a new vegetable name is not called out in time and someone is hit on the head then they take the karrimat and stand in the middle and you start again

Wobbly Pole
AIM: Group co-operation and problem solving

MATERIALS REQUIRED:
→ A long stick. Tent poles, broom handles, copper piping all work well

METHOD:
→ Get group to stand in two lines facing each other
→ Ask everyone to raise their hands to elbow level with their all their fingers clasped except their index finger
→ Then they need to alternate their fingers with the person opposite
→ Tell the group you are about to balance the stick along the top of everyone’s fingers. The task is to lower the stick to the ground while everyone maintains contact under to stick.

→ Place the stick on top of their fingers. What usually happens is that the stick goes up rather than down so you will need to re-start the activity to get them to work together to bring it down.
HOW TO BUILD GROUP CONTRACTS
Contracts, learning agreements, group goals, rules and boundaries: this section has ideas to help create these. They should be seen as work in progress and can be great starting points for individual goal-setting and reviewing. How you choose to form it will depend on who you are working with and the time you have available. Whichever method you pick, where possible, try to keep to ‘doing’ language rather than ‘don’ts’.

Blank Sheets
AIM: Contract building

MATERIALS REQUIRED:
→ Flipchart and pens

METHOD:
→ Use a blank sheet of flipchart paper and ask the group to come up with ideas for what ways of behaving while on the Fairbridge programme will help us feel safe and help everyone to get the most out of this experience
→ When doing this it’s useful to encourage ‘doing’ words rather than ‘not do’
→ Once the list is formed asked the group if they feel they can keep to this and, if so, get each of them to come and sign it as a group contract or promise

Brick Wall
AIM: Contract building

MATERIALS REQUIRED:
→ Flipchart and pens

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

Contract Card Sort
AIM: Contract building

MATERIALS REQUIRED:
→ Produce your own contract cards. The bigger and brighter the better. Include a mixture of positive and negative contract ideas such as:
  o Listening
  o Shouting
Bullying
Helping each other
Picking on people
Sharing ideas
Giving things a go
Being aggressive
Respecting each other
Calling people names

METHOD:
→ Use the prepared contract cards and ask the group to sort them into two piles – one for what they want to happen in the group, and the other what they don’t want
→ Individual goal-setting: Ask individuals if there are any of the cards which they think would be good to work on in particular to help them get the most out of the session

Learning Agreement
AIMS: To establish a learning agreement

MATERIALS REQUIRED:
→ Flipchart
→ A set of written ideas for you to propose, for example:
  o be on time
  o listen to each other and allow people to finish speaking – no interrupting
  o confidentiality
  o non-offensive behaviour and language – no put downs or criticising
  o challenge constructively
  o look after yourself and each other
  o respect each other’s feelings and opinions – even if we disagree with them

METHOD:
→ What do they think needs to happen to make their group successful? What requests would they like to ask of each other to ensure each of them feels safe and respected while on the programme?
→ What sorts of things might make the group less positive or successful? For example, shouting out in a group discussion, refusing to co-operate, being rude or intimidating to others
→ Why do we bother to have rules? What sorts of ground rules would they like to have in this group? How can they collectively decide them and how will they be reinforced?
→ Create a list together on the flipchart that everyone can agree on. This list should be led by the young people
→ If the young people are struggling to come up with ideas or are suggesting ‘rules’ that are inappropriate or unfeasible, try steering them towards the list on the handout
→ Ask people if there is anything they would like to clarify or add
MY JOURNEY

AIM: This guidance is for Development Tutors introducing and delivering My Journey on Access. The ‘Start’ measurement is to be taken with every young person on the last evening of every Access Course as per the Fairbridge programme Toolkit. Although young people will need to complete this measurement with one-to-one support at this time, it is important that the skills and the My Journey Scale have both been introduced through interactive groupwork activities prior to the individual measurement.

MATERIALS REQUIRED:
- ‘My Journey Record Sheet’
- ‘My Journey Scale’
- ‘My Journey Learning Curve Booklet’ for staff guidance
- Photocopies of ‘My Journey Learning Curve Skill Posters’ if required

METHOD:

INTERACTIVE GROUPWORK ACTIVITIES TO INTRODUCE MY JOURNEY
- At any point in Access (prior to the last evening) Development Tutors must introduce the skills and the My Journey Scale through interactive groupwork activities
- Run one of the activities below to help the young people measure their skills or design your own (this must include the ‘My Journey Scale’ or ‘My Journey Learning Curve Booklets’ or photocopies of the ‘My Journey Learning Curve Skill Posters’)

Bringing The Skills To Life
- Tell the young people that they all have these skills but some skills may be more advanced than others. Give relevant examples of how these skills can present themselves, e.g. “A single mum who clothes and feeds three children with very little money and has them all in bed by 7.30pm has skills in communication, working with others, setting and achieving goals, reliability and coping”
- Relate the skills to employment using an example such as, “every day I attended the Fairbridge programme I turned up five minutes ahead of the start time. This shows an employer that I am reliable, pay attention and am self motivated”
- Use examples from your own life of when you have developed your skills – for example a time you have set yourself a goal and completed it – such as taking part in the Race for Life or learning to play the guitar. You could also get the young people to feedback to the group with their own examples.
Bulls Eye
- Draw a bulls eye on a piece of flipchart with the rings numbered one to six, starting with one at the centre, and ask young people to write their name on a post-it note and stick it on the ring that best describes where they are on the scale.
- Repeat for each skill.
- If young people do not feel comfortable enough to share their measurements, you could call out scenarios instead or ask them to sign with an ‘x’ instead of their name on the post-it note.

Experience Sharing
- Run small group discussions to share their experiences, e.g. times when they’ve found it difficult to communicate, and looking at how they can support each other during the programme.

I’m A Celebrity, What Level Am I?
- This game tries to show the young people that even role models and celebrities will not all be high up on the scale.
- Using people that the group admire or relevant celebrity examples, ask the young people to think about where those celebrities might fit on the scales. An example could be a famous footballer or band member who is very good at working with others in their team but hates doing press conferences as they have low communication skills or confidence.

Mirror, Mirror
- Using photographs or images to represent scenarios the young people may find themselves in, discuss the different skills needed in the scenario and discuss what the various reactions could be depending on their skill development using the ‘My Journey Scale’. For example, a picture of a bus/train pulling away could prompt discussions on reliability, managing feelings, setting and achieving goals and communication.

My Journey around the room
- Young people move around the room and look at the ‘My Journey Learning Curve Posters’ on the wall.
- Ask them to think about what each skill means and to think about where they would be on the curve and why.
- Go through each skill as a group discussing the meaning and then share with the group some of your own scores (ideally low scores).
- Ask for volunteers to share their scores and the reasons they have chosen them. Gently coach the group to challenge their own scores by seeing if their examples/reasons match the learning curve descriptions.

Relate to programme
- Think up examples related to the programme e.g. a canoeing session and come up with different skill scenarios that will be required for that session.
→ You could also ask young people to list the skills in importance for the session (creates discussion, but you should emphasise that actually all the skills are incredibly important).

**Scales**

→ Show the young people physical examples of different-sized objects and ask them to identify the smaller or larger item.
→ Then show them two pieces of scrap paper that are very close in size or a piece of paper crumpled up and an un-crumpled piece of paper and then get them thinking about measurements and measuring tools.
→ Ask them how we can measure things we can’t see (e.g. confidence).

**Scenario Line Up**

→ If young people do not feel comfortable enough to share their own measurements, you could call out example scenarios of a made-up young person and ask them to stand next to the score that feel is appropriate for that person.
→ When they have decided which number represents the person, ask a few of them to describe why.

**Stand By Your Score**

→ Place numbers on flipcharts around the room numbered one to six to represent the scale levels.
→ Call out relevant scenarios to the group and ask the young people to move to the sheet they feel best represents them, such as working with others and how they would manage. You could use the examples within the ‘My Journey Learning Curve Booklet’ to help.
→ Alternatively, go through the skills and ask young people to stand at the number that they feel best describes where they are on the scale.
→ Ask a few young people to describe why they have put themselves on the scale.

**ONE-TO-ONE START SESSION**

→ Development Tutors must support each young person to assess their skills using My Journey on the last evening of the Access Course. This must be done on a one-to-one basis.
→ Refer back to an activity the young person has done during the Access Course
  o Ask the young people what skills they used during the activity and introduce the My Journey skills using the definitions on the ‘My Journey Scale’ or ‘My Journey Learning Curve Booklet’. Ask young people why they might need to have these skills.
→ Explain what My Journey is and its purpose. Explain the ‘My Journey Scale’. This is designed to help them measure their skills.
→ Explain that this session is to think about their skills and help identify what point they are at on their learning journey as well as what skills they want to develop. This measurement will be the first of many and help them to inform the goals that they work on throughout the rest of their time on the programme.
→ It may be necessary to choose an activity from the table below to explore the skills in more detail with the young person:
**‘Ordering the Journey’ Activity:**
- Photocopy the My Journey Skills Learning Curve Posters and cut them up into the different levels.
- Ask the young person to sort the levels into the correct order (from one to six).
- Discuss the order they have put the levels in and why.

**‘What The Skills Mean’ Activity**
- Write the skill headings and descriptors on different pieces of paper.
- Ask the young person to match the skill descriptors with the correct skill heading (e.g. ‘listening’ with ‘communication’).
- Discuss where they have put the sub-headings and why.

→ **Ask the young people to measure and record their skills**
- Explain to the young people that they are going to think about what measurements they are giving themselves for each skill.
- You should gently challenge scores of over 4 using tips from the ‘encouraging realistic measurements’ box below.
- Ask them to fill in the ‘Start’ column of their ‘My Journey Record Sheet’ by colouring in or ticking the level they feel they are at for each skill.

**Tips for Encouraging Realistic Measurements**
- Stress that we are all still on our journey, not at the end of it; very few of us are 5s and 6s in all the skills. If it helps, give them an example of a skill where you yourself have a low measurement.
- Encourage the young person to use the ‘My Journey Scale’ and the Learning Curves examples within the Booklet or on the Posters.
- Ask them to think of examples from their own lives which demonstrate their level. They should think about themselves in general and try not to let temporary emotions or how they might be feeling that day affect their scores.
- Gently coach them to challenge their measurements by seeing if their examples match the Learning Curve and Scale descriptions.
- The ‘My Journey Scale’ signifies the young person’s skill level and their motivation to improve; the Turning Points (within the arrows on the levels) signify the amount of support they need to do this. Use the key turning points to help challenge young people i.e. if they need support to improve they are not 6s.
- Explain that it is not about ‘being the best’ but about being honest. If they score too high they will not be able to see the progress they make later on. Also, if you know what they would like to improve on then you can support them with this.
- Explain that we all have strengths and weaknesses and that identifying their weaknesses is important to help them with their personal development and identify what support they would like from The Trust.
- Use activities that they have done in the programme to ask them more specific questions. For example, “after having done the rock climbing session, would you still say you were a score of 5 in Confidence at the start of the programme/before you did that activity?”
HOW TO CHECK IN WITH YOUNG PEOPLE

Before choosing how you’ll check in consider what the purpose is. Is it to find out:

→ how people are?
→ how much people want to be here?
→ what level of knowledge people have?
→ find out what they want from the session/group?
→ find out if they have any long-term goals the session can support?
→ set some goals for the session?
→ see if people are still ok with the group contract and whether there is anything they want to add for a particular session?
→ how things have been since the last session?
→ whether anyone has put any ideas into practice from sessions covered so far?

Line Ups
AIM: Find out how much people want to be here, to help reduce resistance and build commitment

METHOD:
→ Get people to line up on an imaginary line from one to 10 on the basis of how much they want to be at the training. ‘One’ being ‘not much and would rather be somewhere else’ and ‘10’ being ‘really up for it’
→ You can then get those at similar points to have a chat about why they have put themselves where they are
→ You can also do the same activity to find out how much knowledge or experience people have related to the session they are on

Metaphors
AIM: Check in and check out

METHOD:
→ Ask the young people to think of something that would describe how they are today. It helps to give everyone the same theme
→ For example, “if you were an animal, what kind of animal would you be?” Others could be car, type of music, weather, colour, etc.

Rounds
AIM: Check in

METHOD:
→ Tell people that we are going to check in with them
→ Ask one of the questions above and go around in a circle giving each person the opportunity to speak. Let them know that it’s ok if they aren’t ready to speak or don’t have anything to say
→ To make it more interactive you can use a ball: someone starts off holding the ball while responding to the question and then they throw the ball to someone else, and so on
REVIEW AND APPLY

Here are lots of ideas to help the ‘review and apply’ part of the learning cycle. The important part is to decide what is going to be the purpose for your review. It could be to:

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

Action Replay
AIM: Review and apply, checking out

METHOD:
→ Get people to re-enact a moment in the day/course
→ This can be done in smaller groups for the same situation or different days, etc.
→ The group can then be asked to replay it and include anyways they would have liked it to have gone differently
→ They can also act out how they would like it to go next time

Activity Drawings
AIM: Review and apply, checking out

MATERIALS REQUIRED:
→ A3 or bigger paper and lots of coloured pens
→ Post-It notes

METHOD:
→ As a group make a picture of the activity they have just done
→ The young people are then asked to write how they felt at various points of it
→ They can then be asked if this sequence of feelings relates to any other situations in life
→ Alternatively, each person could do their own drawing or people could put Post-It notes on a collective group drawing

Camera/Most Memorable Moment
AIM: Review and apply, checking out

MATERIALS REQUIRED:
→ Camera, paper, scissors, glue and paper
METHOD:

→ Take photographs during the course. At the end, get the group to create a photo story.

→ They can do this using a single sheet of paper or make a book to cover the whole course. If they do a single sheet, you could get everyone to sign it and then get it copied so everyone can have a copy to take away with them.

→ You could also get people to then write any goals they have formed as part of the course to help them get to where they want to be in the future.

**Comfort, Stretch, Panic**

**AIM:** Review and apply, checking out

**MATERIALS REQUIRED:**

→ The ‘comfort, stretch, panic’ model recreated spatially on the floor. For example:

![Diagram of comfort, stretch, panic model](image)

METHOD:

→ Once the ‘comfort, stretch, panic’ model has been introduced it can then be used as a basis for quick or longer reviews. This can be done verbally; getting people to stand along a continuum drawn out in chalk on the floor; or placing pebbles in a framework drawn out on the floor.

→ It is useful to promote the idea that the more each young person stretches themselves, the more they will become comfortable doing.

→ Get them to identify what supports them in stretching themselves.
**Fold Paper**  
**AIM:** Feedback

**MATERIALS REQUIRED:**  
→ Paper and pens

**METHOD:**  
→ Everyone writes their name on the top of their own sheet of paper  
→ Each person then writes some positive piece of feedback on every other person’s sheet  
→ This is done on the top of the sheet and then folded down so that others cannot see it

**Graffiti Boards**  
**AIM:** Review and apply, checking out

**MATERIALS REQUIRED:**  
→ Huge bits of paper - wall paper lining works well

**METHOD:**  
→ Huge bits of paper are stuck up on a wall  
→ The group is encouraged to record thoughts, feelings, images, poems, stories about their experiences of the course on the wall

**Group Feedback**  
**AIM:** Self reflection and feedback

**METHOD:**  
→ One member of the group leaves the room with a member of staff  
→ Another member of staff works with the rest of the group to come up with a list of feedback for that individual – it needs to be kept useful and positive  
→ If there is some negative feedback brewing, encourage the group to say what they could do more of to correct the behaviour  
→ While the person is out of the room they tell the member of staff what they think the group will say  
→ The feedback is then relayed to them. It’s important to stress that it is their choice to accept it or not

**Hands On**  
**AIM:** Feedback

**METHOD:**  
→ Give a statement and after each statement each young person needs to touch two people to whom they think the statement applies
→ For example, “Hands on someone who: kept the group laughing; had good ideas; led well; listened well; you helped; helped you; should be listened to more; was brave; cares about others’ feelings; you would like to thank; surprised you; was patient”, etc.

**Happy Charts**

**Aim:** Review and apply, checking out

**Materials Required:**
→ Paper and pens

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

**Home Letters/Postcard**

**Aim:** Review and apply, checking out

**Materials Required:**
→ Postcards and envelopes

**Method:**
→ Each young person is asked to write a short letter to themselves (or draw if they prefer) at some point during the course. This could be after any significant experience or period of time, at the end of a course, or simply when a period of reflection is needed
→ Alternatively, it could be done during a “solo” period of time (see below)
→ It is important that you explain to them that the letter is personal - no-one else will read it and they will be placed in a sealed envelope. It is therefore a good time to try and be really honest with themselves about how they are feeling
→ If they need a bit of direction, ask them to write, for example, three things they hope to achieve on the programme; three things they want to improve for themselves; or three things they will try to do better in the next six weeks
→ The letter or card is then put straight in an envelope so it stays confidential and the young person puts their address on it as to where they would like it sent
→ The staff then send the letter to the young person after a set period of time
→ It works well to use a postcard with the picture of the venue of the course to remind them of what they were doing
Hot Seat or Speaking for a Partner

AIM: Self-reflection and feedback

MATERIALS REQUIRED:
- A list of questions
- A hot seat

METHOD:
- This review technique involves someone speaking for someone else
- Everyone sits in a circle and you should choose someone to sit on the hot seat with someone else to be the speaker standing behind them
- Encourage some comfortable physical contact between the person in the hot seat and the speaker, such as hands on shoulders
- It is important that everyone can see each other
- It works best to take them from where they are sitting and put them into the hot seat as this means they have to move back to their own place after their turn. Such a move should encourage them both out of role once they are done
- Someone in the group asks a question of the person sat on hot seat BUT they are not to answer: the person who you have chosen to stand behind them answers on their behalf
- For example, “Sean, which part of today did you enjoy most? The person in the hot seat (Sean) should remain silent and still while the person behind answers. The answer should be as if they were that person (e.g. “I really enjoyed the abseiling...”)
- Everyone in the group should have the opportunity to ask at least one question, but it's a good idea to have a fixed amount of time for questions (e.g. three minutes)
- When the time is up the person in the hot seat returns to their seat and is invited to comment on their experience. Rather than labour through all the questions ask them to comment on the answers that surprised them, for example the answers that were totally right or wildly wrong. Everyone should have the opportunity to be in the hot seat
- Staff involvement in this one can be a useful demonstration and a good source of feedback on the session

Learning Transfer Chart

AIM: Review and apply, checking out

MATERIALS REQUIRED:
- Pen and paper

METHOD:
- Draw a spider diagram on a piece of paper
- The inner circle is the activity; the next level is the skills, qualities, and attributes necessary for that activity; and the next level is where else in life these would be useful
→ A good way to introduce the concept of a learning transfer chart is by brainstorming: first of all for the skills that have been used or acquired; and then for other situations in which these could be applied
→ Get someone to compile an outline example during the brainstorm session. This should provide the basis upon which individuals or small groups can prepare learning transfer charts based upon their own experience of an activity

**Line Ups**
**AIM:** Review and apply, checking out

**METHOD:**
→ Tell people about an imaginary scale from on to 10 on the floor stretching from one side of the wall to another
→ Ask people to stand on the line in response to questions from you e.g. “how much did you enjoy the session?” ‘One’ is ‘not at all’ and ‘10’ being ‘I loved it’
→ Other questions could be, “how useful did you find the session?”, “how well did we all keep to the contract?”, “was it different from what you expected?”, or “how well did the group work together?”

**Magazine Search**
**AIM:** Review and apply, checking out

**MATERIALS REQUIRED:**
→ A stack of magazines
→ Scissors and glue

**METHOD:**
→ Using magazines (pictures and words) get each young person to create a picture of what their course has been like and how it might help them out elsewhere in life
→ This activity can be done as a group too

**Parts of the... (?)**
**AIM:** Personal reflection and feedback

**METHOD:**
→ This is a way of getting the young people to see the part they played in the group
→ The whole group (or smaller groups if this is easier) ‘create’ a picture or model using themselves or other objects only
→ For example, if they are ‘creating’ a model of a plane one person might be the pilot, someone else the engine, another the tail, etc.
→ Everyone played a part in the group so everyone needs to be involved to complete the picture
Photographs/Special Moments
AIM: Review and checking out

METHOD:
→ Pass an imaginary camera around the group and ask each person in turn to speak for a moment describing the picture that they would have taken of the course/day/activity
→ It can be a treasured moment, something funny, etc

Possy Orange
AIM: Feedback

MATERIALS REQUIRED:
→ An orange
→ Stickers or labels to put on the orange
→ Pens

METHOD:
→ Tell the group that you have been carrying around an orange in your pocket all day filling it with positive comments and it is now time to let them out
→ Ask the young people to think of things they have noticed about each other and to write them on to the labels or stickers. It could be anything from helping to clear the table, to showing great determination by completing a high rope event or demonstrating good coaching skills
→ The orange is rolled to a young person with a positive comment attached to it. They then add a positive comment about someone else and roll it on to them
→ It is useful for staff to model positive comments early on in this review and be aware if someone isn’t getting any feedback

Presentation
AIM: Review and apply

MATERIALS REQUIRED:
→ Paper and pens
→ Scissors and glue
→ Musical instruments

METHOD:
→ The young people put together a presentation aimed at attracting other young people to do the same course that they have just finished
→ This could be using any medium they chose – photographs, poems, a play, music, etc
→ Get them to think about what might attract other young people; to put in ideas for what they achieved; what they liked about it; what they have learnt; and how it might help them in the future
**Sleep Review**

*AIM:* Review and apply, checking out

*MATERIALS REQUIRED:*
- Comfy space for all to lie down

*METHOD:*
- Everyone lies down comfortably on the floor
- You then read through an objective list of the events that happened during the course and ask everyone to try and visualise in their mind what they saw happening at each stage
- Everyone remains silent throughout except the “story teller”
- This technique can work at any stage in the course, but is particularly useful for mid way through or towards the end of a course
- Relaxing music can help people to visualise their experiences
- If people fall asleep – that’s fine

**Smarties**

*AIM:* Self-reflection

*MATERIALS REQUIRED:*
- A bowl
- A couple of packets of Smarties or similar

*METHOD:*
- This activity allows for young people to feedback on themselves
- The young people are invited to take as many Smarties as they want from the bowl
- They then have to say a positive attribute about themselves for each Smartie they took. This can be anything that pops into their head e.g. good listener, helpful, funny, good dancer

**Snap Shots**

*AIM:* Review and apply, checking out

*METHOD:*
- Ask half the group to create a snapshot of when the group were working well together
- Ask the other half to create a snapshot when it was falling apart
- Give a few minutes for them to prepare and make sure you give them time checks as you wait e.g. “One minute left”, “30 seconds to go”, etc.
- Ask half the group to go first by counting down: “5,4,3,2,1, click”. The group should then freeze
- Ask the other half what they see. Check out if it is what is being represented
- Once it has been guessed or explained swap over
As a group, make a list of things they need to do more and less of to take things forward.

To extend the review put your hand on someone’s shoulder during the snapshot and ask the audience to say what this person may be thinking or feeling. Compare the group’s answer with the person in the picture.

Solos
AIM: Personal reflection

MATERIALS REQUIRED:
→ Tent or the kit needed to build a shelter

METHOD:
→ This is in some ways more of an activity in its own right. Set up carefully, it can also be an extremely powerful reflective review tool.
→ The original “solo” is a night alone in a shelter that they had built for themself. The purpose of it was for reflection and simply to experience being alone with their own thoughts for one night.
→ Numerous variations are also possible, including:
  o Vary the length of time - over night will be too long for some people. Four hours, two hours, an hour, even 10 minutes of “solo” can be a really positive break for some people.
  o Set the whole group a series of open questions to think about during their time e.g. what have been the most powerful parts of the last two days for you? How do you want your life to be when you go home?
  o Discuss with each young person things that they could think about while on “solo”

Some Who...
AIM: Giving feedback

MATERIALS REQUIRED:
→ Set of pre-prepared cards with statements positive statements, such as:
  o Someone I find it easy to trust
  o An enthusiastic person
  o Someone I’d like to apologise to
  o Someone I’d like to thank
  o Someone who makes sure everyone knows what’s happening
  o Someone I’d like to hear more from
  o A caring person
  o An intelligent person
  o An imaginative person
  o A perfectionist
  o Someone who brings the best out in others
  o Someone with a good sense of humour
  o A private person
An organised person

METHOD:
→ This can be done a number of different ways depending on how safe the group feel with each other. For example:
  o all the cards could be dealt out;
  o a period of time is given when each person gives their cards to those they are fit for by placing them on their chair;
  o or they can give them to people in an envelope with their name on
→ It can be useful for staff to have a stash of cards to give to group members who don’t get many

Stick Paper on Back
AIM: Feedback

MATERIALS REQUIRED:
→ Paper and pens
→ Sticky tape
→ Envelopes (as an alternative to sticky tape)

METHOD:
→ Each person has a blank piece of paper stuck to their back
→ Everyone goes around writing positive comments for each individual on their piece of paper
→ This can also be done by everyone writing their comments on each person and putting them in an envelope with each person’s name on
→ Wait until all the writing has been complete before people see what has been written on their paper

Stories
AIM: Reflection

MATERIALS REQUIRED:
→ A story the young people will relate to

METHOD:
→ There are loads of stories containing messages and meaning. These can be read to a group, everyone loves being read a story
→ The story can then be used as a basis for discussion
→ For example: the warm fuzzy, Dr Seuss, Oh The Places You'll Go:
  “Congratulations!
  Today is your day.
  You're off to Great Places!
  You’re off and away!

  You have brains in your head.
You have feet in your shoes
You can steer yourself
Any direction you choose.
You’re on your own
And you know what you know.
And YOU are the guy who’ll decide where to go.”

→ These can be good at endings and can give people a language to talk about what is going on

**Story**

*AIM:* Review and apply, checking out

**MATERIALS REQUIRED:**

→ None, but being around a fire really help sets the atmosphere

**METHOD:**

→ In a circle, tell the story of the day/session/course. Each person tells one sentence each and then the next person picks up where they left off
→ Encourage use of phrases such as “meanwhile” and “just before that…”

**The Good, The Bad and The Funny**

*AIM:* Reviewing

**METHOD:**

→ Ask young people to think of something good, bad and funny about the day/activity/week
→ Share this with the rest of the group

**Thumbs**

*AIM:* Review and checking out

**METHOD:**

→ Everyone is asked how they are doing, or what they feel about something and have to reply by a show of thumbs – up, down or midway
→ It’s best to pose the question their get a show of thumbs on a count of three
→ Alternatively you can get the young people to show marks out of 10 using their fingers in a similar way
→ You could also ask people for a show of thumbs as you talk back through the experience
**Unfinished Sentences**
*AIM:* Review and apply, checking out

**MATERIALS REQUIRED:**
- A list of ideas for some unfinished sentences

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

**Useful Ball**
*AIM:* Check out, and gage learning

**MATERIALS REQUIRED:**
- A ball

**METHOD:**
- Ask everyone to think of something that they found really useful in the session
- Explain that only the person with the ball speaks. When they have the ball it is their chance to say something that they have found useful
- When they have finished, they throw it to someone who is ready to start and it’s their choice as to who they want to throw it to
- If people aren’t ready they can pass and not everyone has to say something, but everyone is given the chance
WAYS OF PRESENTING INFORMATION

Agree, Disagree
→ People move to an end of room depending if they agree or disagree with a given statement e.g. ‘Great Britain should not let asylum seekers into the country’. Get people to feed in ideas as to why they stood where they are

Drawing/Collages/Cartoons/Life Lines
→ This can work for all sorts of different topics. For example: get people to draw their ideal lifestyle or world; get people to draw a future life line of how they would like things to be; get people to draw an image of an ideal leader

Group Problem Solve
→ This is an excellent way to get people thinking ‘out of the box’. Whatever the topic is, first of all people need to define the problem. The more specific the problem is the better.
→ Then get people to talk through why it’s a problem and then come up with 20 solutions from the sublime to the ridiculous and list them on a piece of flip chart.
→ Encourage people to go for their first reactions and if people go a bit crazy with them it’s good. The group needs to self-facilitate and keep things moving rather than discuss anyone option in great detail.
→ They then look over all there options and choose the 3 best solutions

Play Dough
→ Get people to make a play dough model to represent a given topic and what it means to them e.g. a healthy lifestyle

Quizzes, Filling in Missing Words
→ To get large chunks of information across either make a quiz out of it or make up a hand out with key words missing.
→ A good way of doing a quiz is to get one group to make a quiz for another group

Small Groups/Pairs
→ Give each small group or pair a question to answer or topic to discuss.
→ During this time try to go around and spend time with each group. Bring people back into the whole group when conversations are slowing down and get people to feedback on specifics or content

Statements in Order
→ Groups have to arrange statements on a specific topic in order of importance, or narrow a definition down

Talking Ball or Stick
→ Only the person with the ball can talk, the ball can go back to the leader each time or to other young people.
→ This encourages listening and gives all the opportunity to speak
USEFUL TIPS...

Below are some useful tips for working with difficult individuals or groups:

1. Spend time building positive relationships. 'It’s not 'til they know that you care, that they care what you know.'
2. Keep people occupied and positively engaged.
3. Give people choices rather than backing them into corners.
4. Try to frame things in a way that informs people what they can do rather than what they can't do.
5. Use individual or group contracts to keep people to account.
6. Count down or build up to things that need to happen rather than springing things onto people (e.g. lights out, breakfast).
7. Pick your battles. It may be pointless and less effective if you challenge everything.
8. Work with 'what is': try not to pre-judge or assume. Be open to inquiry and find out what really happened.
9. Spend some time thinking about your own triggers or buttons, and develop strategies to manage them.
10. Consider your use of language and body language. Get others to observe.
11. Try different approaches and evaluate their effectiveness.
12. Treat each group as a new group, and each day as a new day. Try not to expect too much.
13. Avoid “why” questions as they tend to encourage excuses e.g. “Why are you late?”
14. Encourage people to self-evaluate their behaviour: is it working for them?
15. Ask lots of questions to encourage people to get involved.
16. It can help to view difficult behaviour as ‘people are doing the best they can with their current set of behaviours.’ Try to add new behaviours (e.g. actions and ways of thinking) to their current repertoire.
17. Working with the behaviour while it’s difficult can avoid it escalating out of control.