

Technical Manual: Games, Ice-Breakers and Energizers

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Concept Note for Positive Masculinities Intervention

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About the CJCP

The CJCP is a South African research NGO working in the field of violence prevention and safety, in South Africa and the region, with a particular focus on children and youth. The organisation has extensive experience in the field of child protection and safety; child and youth victimization; online child protection, risks and opportunities; and school violence. The organisation works both nationally in South Africa, and regionally, and consults internationally.

Since its establishment in 2005, the CJCP has worked with a number of National and Provincial government departments in South Africa, including the Departments of Basic Education, Communications and Social Development, as well as the Presidency, to formulate evidence-based policy on issues of child safety, both online and offline, and to develop appropriate implementation frameworks and mechanisms for national and provincial policies and strategies. The organisation has also worked with a number of regional governments and international agencies on issues of violence against children, child safety and protection, and specifically child online safety. Specific examples include the current development of a child online safety strategy for UNICEF Namibia, development of a National Schools Safety Framework in 2014/15, and the development of a Children's Empowerment and ICT strategy with the South African Department of Communications. Further, the CJCP is the South African implementation partner of Global Kids Online, an international extension of the EU Kids Online project, in partnership with UNICEF Office of Research at Innocenti, and the London School of Economics and Political Sciences (LSE). The CJCP is also leading a team of experts undertaking a child online protection scoping and mapping study in five countries in the MENA region: Tunisia, Algeria, Morocco, Egypt and Jordan; is providing technical assistance to UNICEF Namibia and the Namibian University of Technology in exploratory research into child online protection and ICT opportunities in Namibia; and is undertaking a scoping exercise on child online protection in Uganda.

The organisation has extensive experience in conducting both large scale epidemiological studies on violence relating to children, best evidenced through the National Optimus Foundation Study on Child Abuse, Violence and Neglect, a study of 10,000 children and adolescents; as well as smaller scale qualitative and policy-oriented studies, including a comprehensive desktop study on violence against children, undertaken for UNICEF South Africa and the national Department of Social Development, in 2011.

The organisation also designs and delivers intervention and training material for both government and civil society, and regularly presents research on children and online safety at national and international fora. The organisation has undertaken work in South Africa, the Democratic Republic of Congo, Mozambique, Namibia, Kenya, South Sudan and Ethiopia.

Introduction

Technical Manual Series Overview

The Centre for Justice and Crime Prevention (CJCP) have developed a series of manuals as part of its early crime prevention work. This manual forms one component of a broader series of manuals. The full series can be downloaded for free from the CJCP website.

Overview of the Manual

The purpose of this technical manual is to provide guidance and information to practitioners on implementing games, ice breakers and energizers within the context of early crime prevention activities. The content of this manual has been compiled from existing public domain resources.

Applicability

This manual is suitable for use by the following:

- Social workers
- Social auxiliary workers
- Community workers
- Development workers
- Educators
- Child care workers
- Volunteers and mentors working in early crime prevention.

Materials



Activities that have this symbol require materials and / or preparation.

Chapter One: Using Games & Ice Breakers

There are a number of issues that should be kept in mind when using games and ice breakers in group work:

- The facilitator sets the tone for the games and activities, and injects enthusiasm into the proceedings.
- Be sensitive to the fact that not everyone likes to play games and become physical. Do not force people to participate if they are not comfortable. Respect their choice. At the same time, ensure they do not feel left out, so gently encourage them to join in without making a big deal of it. If necessary, approach them while one of the facilitators is busy with the group and find out what the participation barriers are.
- Choose games that are appropriate for your group's age or developmental stage. Adults will often not enjoy playing games that they perceive to be childish.
- Ensure that people with physical limitations are not excluded in any way. Physical limitations include:
 - a. Sight
 - b. Hearing
 - c. Mobility
 - d. Balance
- Ensure that you are fully aware of any physical limitations in the group. Create a safe space where people will feel comfortable acknowledging they have difficulty with certain things.
- In order for the learning games to add value to the overall group, each learning game must be followed up with by a discussion or review session. Set aside 5 minutes after each game to reflect on the experience and to assist the group members with extracting learning from the activity. Examples of questions to ask include:
 - How did it feel to be
 - What did you not like and why?
 - Why was it important to
 - What did you learn from this activity that you could apply to your daily life?
 - What was scary about...
- Always keep an eye on safety issues that crop up when running the activities:
 - There is enough space for people to move freely
 - Furniture has been removed from the games area
 - There are no cords or cables for people to trip over
 - Floor surfaces are even
 - Equipment is in good condition and safe to use

Reviewing and Reflecting Questions

The following types of questions can be useful in reflecting:

- Open-ended questions – prevents yes and no answers. “What was the purpose of the game?” “What did you learn about yourself?”
- Feeling questions – requires participants to reflect on how they feel about what they did. “How did it feel when you started to pull it together?”
- Judgment questions – asks participants to make decisions about things. “what was the best part?” “Was it a good idea?”
- Guiding questions – steers the participants toward the purpose of the activity and keep the discussion focused. “What got you all going in the right direction?”
- Closing questions – helps participants draw conclusions and end the discussion. “What did you learn?” “What would you do differently?”

(Fletcher & Kunst, 2006)

Chapter Two: Sorting Methods

At various points in every workshop or training session, the facilitators will need to divide the larger group of participants into smaller groups for activities.

1. **Sweets:** Put 4 or 5 different kinds of sweets in a bag. As students/participants arrive, ask them to choose a piece of candy and get into groups based upon the type of candy they have. ¹
2. **Birthdays:** Ask students/participants to find group members who all share the same birthday month as they do. ² Adjust the groups if they are uneven.
3. **Playing cards:** Bring a deck of playing cards to the class or training session. Playing cards have many opportunities for group work, depending on your audience. Groups can be arranged by the same number (Aces, Kings, Queens, 10's, 4's, etc.) or by the same suit (hearts, clubs, spades, diamonds) or by odd numbers and even numbers. There are so many variations when using a deck of cards. ³
4. **Lining up:** Ask students/participants to form a line at the front of the room. They should line up alphabetically by last name. Then, count off in groups 1, 2, 3, 4, 5, etc. for as many groups as you need. All the ones form a group, all the twos for a group, and continue until all groups are formed. ⁴
5. **Alphabet:** Assign people to groups based on the initial of their first OR last name. Adjust the groups if they are uneven.
 - a. **Group 1:** A - K
 - b. **Group 2:** L - P
 - c. **Group 3:** Q - Z

Chapter Three: Ice Breakers & Energizers

This chapter contains a series of ice breakers and energizers for group work use.

Playing Cards



Materials needed: A deck of playing cards

- Shuffle the deck
- Hand out cards from the deck at random, one to each person.
- Have the tables and chairs moved to the sides of the room, making a clear space in the middle
- Explain that there is a rule of no talking for this activity
- Call out the following orders, giving 2 minutes (max) for each part:
 - Group yourselves by the colour of your card (this is the easiest, so begin with this one)
 - Place yourselves in your suits (clubs, spades etc.)
 - Find and join the person / people who have the same value of your card (ace, Jack etc.), irrespective of suit. (note: some people will be on the own)
 - With aces on this side (indicate front of the room) and kings at the back (indicate back of room), place yourselves in a row in the order of the value of your card, irrespective of suit

Common Ground ⁵

- Procedure: Group sits in a circle of chairs with one person standing in the middle (no empty chairs).
- The person in the middle says “I seek common ground with... people who were born east of the Mississippi!”
- Anyone who was, including the person asking the question, must get up and run across the circle to find a new seat.
- You can’t take the seat of the person next to you!
- There will be one person left in the middle who must ask the next question.
- Possibilities include: people who... wear glasses! Likes vanilla ice cream better than chocolate!
- You can also guide the questions a little deeper... “I seek common ground with people who’ve... worked with the homeless.”
- The facilitator may choose to ask the first few questions to get the game going and set the tone.

Touch Blue ⁶

- Everyone finds a space and stands in it.
- The leader says ‘Everyone touch blue’.
- Everyone must follow suit.
- Words that are suitable:
 - Colours
 - Textures (something smooth)
 - Inanimate objects (a leaf)

- Words that are unsuitable:
 - People's names
 - Other people's body parts
- Avoid situations where participants may have to touch each other.

C-O-C-O-N-U-T⁷

- This is a quick stretch for the group after everyone has been sitting for a long time. Have everyone stand up and spread out.
- The facilitator leads the group by using his or her body to spell the word "COCONUT."
- The group should continue stretching and spelling—faster and faster.

Form A Line⁸

- Start by having everyone form a line. Then, without talking, have them form specific types of lines:
 - A wavy line
 - The longest possible line
 - A line of people by according to height
 - A line of people according to the letter of their first name
 - A line of people by age

Nametag Mixer⁹



Materials needed: blank name tags or name tents.

- Distribute blank nametags or name tents and ask each participant to put his or her name on one.
- Ask them to list two words or brief phrases that tell two things about themselves (hobbies, neighbourhood, school, family etc.).
- After giving about 1 minute to complete their nametags, ask each person to find another person and discuss their tags.
- Every 2 minutes, tell participants to change partners.

Speed Dating¹⁰

- The purpose of this activity is to use the concept of speed dating to encourage participants to meet as many people as possible in a short time and to learn simple facts about each other.
- Ask participants to find someone they do not know and ask the following questions of each other:
 - What is your name and where are you from?
 - What is the name of your school?
 - What do you want to do when you leave school?
 - What is your favourite musician / band?
- After 3 minutes, call time and ask participants to find a new partner.

- Repeat this two more times, so that participants have met four new people through this activity.

Nametag Exchange ¹¹



Materials needed: Name tags or badges

- As each participant arrives, present him or her with a different person's nametag.
- Explain that they should seek out the person whose nametag they are holding and introduce themselves.

Seating Plan ¹²

- Ask participants to arrange their seats:
 - Alphabetically, according to first name, or
 - Sequentially, in order of birthday month and date
 - By age
 - By height

Who Has Done That?¹³

- Have everyone be seated.
- Ask the questions below.
- Explain that if this is true for you, you must stand up.
 - Eaten Chinese food
 - Travelled outside South Africa
 - Lived in another country
 - Won a prize or an award
 - Own a pet
 - Have brothers
 - Have sisters
 - Performed on a stage
 - Worked for money
 - Flown in a plane
 - Been on TV or the radio

Chaos ¹⁴



Material Needed: 3-4 soft small objects (stuffed animals, sponge balls, bean bags)

Group Size: Two groups of 10-15

- Organize participants into a circle. Go around the circle once and have each participant introduce him or herself by name.
- One person begins by tossing one of the objects to someone else, saying, "Hi, Name of Person!"
- The person who catches the object then says, "Thanks, Name of tosser!" and repeats by tossing to someone else in the circle.

- Names must be said each time the item is tossed or caught.
- 3-4 items may be in place at once, but make sure to space them 30-60 seconds apart from each other.

Rhythm Clap¹⁵

- Start off a rhythmic clap by clapping your hands, slapping your thighs, snapping your fingers, etc., in time to an introductory statement, such as “My name” —clap, clap— “is Kathy” —snap, snap— “I live” —clap, clap— “in Mfuleni” —slap, slap.”
- Go around the circle in this way until all participants have introduced themselves.

Two Truths & A Lie ¹⁶

- Tell participants that they must introduce themselves to the group, coming up with two true statements/facts about themselves and one lie.
- Ask for a volunteer to start with their two truths and a lie – have them share all three with the group.
- Whoever guesses the correct lie, will go next.
- Some participants may want to expand on their truth statements, depending upon how elaborate they are!

Circle name and action ¹⁷

- Participants sit or stand in a circle.
- Each person introduces themselves with a movement; for example, the participant says “Mary” whilst shaking one leg.
- Everybody copies that movement back to the person; for example, everybody says “Mary” and shakes one leg.
- The next person introduces the previous person’s movement and name, then adds their own movement and name. The group mirrors each new person’s movement back to them.
- The next person in the circle introduces each person that has gone before them, till the whole circle is done.
- At the end the whole group can go over the names and the movements of each person again.

Name addition ¹⁸

- Sit in a circle.
- Go around one person at a time and ask participants to find a positive adjective or word to describe themselves, which begins with the same letter as their first name; for example, “Delightful Diana”, or “Sporty Samantha”.
- Each participant introduces all the people prior to them and then themselves, so the last person has to try to remember the whole group.

Name zap ¹⁹

- Participants stand in a circle.

- A clap is passed around the circle in one direction with each person saying the name of the person standing next to them that they are passing the clap to.
- This can get faster and faster as participants' confidence increases in naming the people in the group.
- If the group can manage this stage of the game, the facilitator can introduce the option of participants putting up their hands in a 'stop' position, which sends the clap around the circle in the opposite direction.
- The next level involves participants' passing a clap to anyone in the circle, saying the person's name as you aim the clap in their direction.
- The person who was 'zapped' catches the clap by repeating their own name then sends a clap to another member of the group by saying their name.
- This is repeated and continues for as long as seems necessary.
- An instruction is to have eye contact with each person as the clap goes around or across the circle.

Mexican wave ²⁰

- Participants stand in a circle.
- One participant says their name and jumps straight up in the air at the same time.
- As soon as the last person has jumped in the air and said their name, the next person follows and so on around the circle.
- The aim of the game is to find a group rhythm as they go around the circle, not skip a beat, and make it as fast as the group can go.

Name tiggy ²¹

- This is a tag game with a twist, which will keep participants on their toes and thinking as well as moving fast!
- A person is nominated to go 'it' first.
- Person who is 'it' tries to catch others, who run around the space.
- If the person who is 'it' gets close to participants they can protect themselves by yelling out someone else's name in the group except the person who is 'it'.
- The person that has been named then becomes 'it' and the dynamic changes quickly as participants in close proximity to the new 'it' can be caught out before they have a chance to protect themselves.
- If someone yells out the wrong name, or can't remember a name, or gets 'tagged' before they get a chance to yell a name out, then they go out, and so on, until there is a winner.

Fruit salad ²²

- Participants sit in a circle on chairs with one person standing in the middle.
- The person standing in the middle is going to try and find an empty seat to sit in
- Participants are named either apples or oranges.
- The person in middle calls out "apples" or "oranges", and those members have to get up and swap seats with each other

- The goal is that they must be able to swop seats without the person standing in the middle taking one of their seats.
- If the person in the middle calls out “fruit salad”, everyone has to get up and swap seats.
- Person left without a seat is the next person in the middle.

Postcards / Pictures ²³



Materials needed: 20 pictures or postcards

- Cut up pictures or postcards into two pieces
- Participants select a piece of postcard / picture from the ‘hat’ and have to find the other person with the matching bit of postcard to make it complete.
- Each postcard / picture pair asks each other a number of questions (e.g. “What is your favourite colour?”, “What is your favourite food”, “What football team do you barrack for?”) and then reports back to the larger group introducing their partner.
- This game can also be used to create teams or smaller groups for activities in a random way.
- A number of the same postcards / pictures can be chopped up and used to break up the group into two or three.

Rolling introductions ²⁴



Materials needed: a roll of toilet paper (unused)

- A toilet roll is passed around the group and each member is asked to take as much or as little as they would like.
- Once the roll has been around the group the members are asked to count how many sheets they have.
- The group members are encouraged to share as many pieces of information as they have pieces of paper.

Chapter Four: Games for Learning

Communication Games

Cross the Circle²⁵

- Ask participants to form a big circle, facing inward.
- Each participant identifies someone standing opposite him or her.
- When you say, “Go!,” each participant must close his or her eyes, walk across the circle and stand in the place of the person opposite him or her.
- All participants do this at the same time, and they must not peek!
- People get very confused but sort themselves out eventually.

Body Language²⁶

- Divide group into pairs.
- Each pair should think of a discussion that one of them has had with their spouse, a friend, or anyone that developed into an argument.
- The pair should first establish the two characters and their relationship.
- They should then re-enact the argument between them in mime, only using their bodies and faces, with no words.
- Give the pair a few minutes to work on this.
- Then ask everyone to return to the larger group.
- Pick out two pairs whose scenes looked particularly clear.
- Ask the first pair to re-enact its scene in the middle of the circle.
- Ask members of the audience to tell the story the pair is acting out.
- Point out how easy it can be for us to know what is going on in general through what we do with our bodies.
- Repeat with the second pair.
- Point out other types of body language between people, such as eye contact, distance between people, and positions.

Fixed Positions²⁷

- This exercise encourages participants to realize that our perspectives on things are based on who we are and our own personal experiences.
- Ask participants to stand in a circle.
- Ask one volunteer to stand in the middle.
- Ask him or her to stand still, facing the same way through the questions and answers which are to follow.
- Explain to all participants that you are going to ask some questions.
- Ask everyone to answer at all times according to what they can actually see from their own position, not what they know is there.
- Ask someone standing in front of the volunteer: “How many eyes has he or she got?”
- Ask someone standing behind the volunteer the same question.
- Ask someone standing directly to the side of the volunteer the same question.
- Then place someone else in the middle. Choose another part of the body, such as the arms.

- Go through the same questions with three different people.
- Finally, ask one participant to walk around the whole circle, looking at the volunteer and perceiving him or her from all angles.
- Ask the walker to give a running commentary on what he or she is seeing and how his or her vision of the volunteer changes.
- After everyone sits down, ask participants to consider how our perspective on a situation shapes our understanding of it.

Mine Field ²⁸



Materials needed: Duct tape, 10 x tennis balls or pieces of paper

- Create the playing area using duct tape
- Create obstacles (land mines) in the playing area by filling the square (playing area) with tennis balls or pieces of paper, etc.
- The more obstacles you add the harder the game will be.
- Adding approximately 30 obstacles into the square will provide a medium level of difficulty for most groups.
- Spread out the obstacles in such a way that there are no straight pathways through the minefield.
- Have everyone find a partner and stand on the “start” side of the square playing area.
- Tell the participants
 - “Your challenge is to travel through the playing area to the other side of the square.
 - You’ll be working in teams of two.
 - At the beginning of the game everyone will start behind the line on the “start” side of the square.
 - Teams of two (partners) can work independently of other teams. When travelling through the playing area (minefield) your eyes must be closed which means your partner must coach you / guide you (verbally) through the minefield helping you avoid the obstacles (land mines).
 - When the first person in your partnership makes it to the other side he/she can open his/her eyes and the rolls switch - - now that person becomes the coach and guides his/her partner (verbally) through the playing area from the start side to the end side.”
- **Rules**
 - No running or fast moving.
 - People must stand behind the start line or the end line or be walking through the playing area (minefield).
 - No one is allowed on the sides of the playing area.
 - Anyone inside the playing area must have their eyes closed.
 - Multiple people can be inside the playing area.
 - You must enter and exit through one of the “doors”.
 - If anyone touches a land mine or the perimeter of the playing area, they must return to the start side and try again.
 - The participants may not alter the playing area but the facilitator can.
- **Facilitator Notes**

- The playing area must be safe because people will be walking around with their eyes closed.
- Make sure the playing area is level and flat.
- If someone needs to open their eyes to feel safe that's fine.
- You can have multiple teams in the square at the same time.

■ Debriefing Suggestions

- Land mines (obstacles) are metaphoric problems the group faces either personally or as a team. They are everywhere in life (personal & public). Some land mines are big and some are small - - they all do damage when we hit them.
- In this exercise, there are lots of land mines separating the participants from their desired outcomes (goals).
- Life is full of obstacles. Some people allow obstacles to prevent them from succeeding. Others keep running into the obstacles. What are the obstacles in your life (in your team) that you must recognize and then avoid?
- We can go through life trying to avoid the obstacles but it's easier when we have help. Where do you get help in real life? Are you effective at asking for help? How are you at receiving help? How do you know? Are you good at giving help? How to you know?

■ Variations

- Provide the team with a time limitation. For example, the team has 20 minutes to get the entire team from one side to the other.
- At the beginning of the activity before the group actually starts (but after you've supplied the instructions), warn them that a "communication breakdown" may occur during the activity. If this happens, people will not be allowed to communicate verbally. Don't tell them how long it will last (make it last no more than 60 seconds). This will allow people to plan (or not) for this possibility.

Mother–Child Trust Call ²⁹

- This is a listening and trust exercise
- Ask the participants to divide into pairs.
- The pairs should select one person to be the "mother" and one to be the "child."
- Each pair should also choose an animal.
- The "mother" should make the sound that the animal makes so the child will know the mother's voice.
- Now separate the groups—all mothers on one side of the room and all children on the other side.
- Children must close their eyes.
- Mothers will make the animal sound while moving about the room.
- With their eyes closed, the children must try to find and touch their mothers.

Spider Web ³⁰

- Take the group outside.
- Divide the group in to small circles of five or six people.
- The participants take the hands of the people in the circle.
- They cannot take the hand of the person next to them, and they must be sure to have the hands of two different people.

- They then try to untangle themselves—to return to a continuous circle again without letting go of anyone’s hands.
- Use the activity to recognise positive behaviour growth or change by individual participants.

Movement conversation ³¹

- This game can be undertaken with the whole group in a circle or in pairs.
- Find a movement and ‘throw’ it to a partner.
- The partner ‘catches’ the movement, and allows it to transform in their body, then throws it back again.
- Using different body parts they can act out movements such as cradling, eating, shaking, etc.
- Participants are encouraged not to stay with traditional ‘ball game’ type movements of kicking and throwing but to use other body parts and other types of movements.
- Can also do this activity in a circle, passing movements around the circle

Character walking ³²

- The facilitator gives directions to participants to walk around with different body parts leading them, e.g. their chin, chest, nose, hips, knees or ankles.
- Participants are directed to discover what types of characters are created by using these different body shapes (e.g. a person who acts cool, like a bully, or like a timid mouse, etc.).
- The facilitator asks participants to call out the types of feelings these characters might be feeling.

Charades ³³



Materials needed: Cards with different feelings or emotions written on them

- The facilitator asks for a volunteer to act out a feeling.
- A participant picks a card with a feeling on it and without showing it to the rest of the group begins to act it out.
- The participant acts out their feeling, with the rest of the group guessing what feeling is being played out.
- The participant who guesses correctly has the next go at picking a card and acting it out, and so on until all participants have had a go.
- Feelings can include anger, frustration, sadness, worry, fear, anxiety, excitement, jealousy, etc.

Warm-up machine ³⁴



Materials needed: music

- The aim of this game is for the group to create a ‘machine’ through movement to music.
- Everyone starts sitting on the floor – one person volunteers to create a still shape or sculptured position in the centre of the room, which includes a movement of a part of their body in time to the music and which they keep repeating.

- One person at a time gets up and finds a shape in relation to the shapes that participants have already made, and adds their own movement to the existing group 'machine moving sculpture'.
- In the end, everyone is part of the 'machine' that is moving to the music, and each person has found a way to 'fit into the group' with their movement.
- The last person in is the first person to leave and sit down, and the machine is dismantled one by one.
- Facilitators can assist the group by asking them to look at creating an interesting sculpture using the dimensions of shape, height, depth, shaping the space.
- Participants on the outside are encouraged to look at the beauty and overall shape of what the rest of the group is creating. This game is best if repeated a few times until the group begins to understand how they can create interesting and unique shapes together.

Personal space circle ³⁵

- Participants are instructed to spread around the parameters of the room.
- A participant is asked to volunteer to start in the middle of the space.
- Instructions are for the rest of the participants to walk slowly towards the person in the middle.
- When the person in the middle starts to feel uncomfortable they can put their hand up and say "stop".
- The person in the middle can ask individual group members to come closer or to back further away.
- Facilitators ask the person in the middle if there is anyone in their life they would allow closer in, and if there is anyone they can think of that they would not have in the room.
- Each participant is given a turn.
- This is a good exercise to gauge participants' understanding of their own boundaries, and to empower them to let people in and out of their own space, as well as to define their boundaries. This can be extremely empowering for participants who have never had the power to control their own space, especially where there has been abuse.

Hand Push ³⁶

- This game is to illustrate conflict management approaches
- Ask participants to form two lines, facing each other.
- Each participant touches palms with the participant facing him or her in the other line.
- Call one line "Line One" and the other "Line Two."
- Ask all the participants in Line One to start pushing against the person in Line Two, using only their palms.
- People in Line Two can respond in any way they like.
- After 30 seconds or so, ask everyone to stop and to change roles.
- This time Line Two members should push against Line One members, and Line One members can respond as they choose.
- After another 30 seconds or so, ask everyone to sit down in a big circle.

Feelings statues ³⁷



Materials needed: music

- Play some music.
- When the music stops, the facilitator calls out a scenario that the participants then ‘freeze’ in the action of expressing, such as:
 - Opening Christmas presents
 - Someone is picking on your little brother/sister
 - Winning at school sports
 - You are just about to sit a test that you haven’t studied for
 - A friend is moving away from school
 - Patting a puppy dog
 - Eating a favourite food
 - Biting into an apple and finding a worm.
- Facilitators can ask participants what feeling is associated with each ‘freeze’ scenario.

Everybody's It ³⁸

- Everybody is it.
- All participants can tag anyone.
- If you are tagged you must freeze in place.
- Anyone can free a tagged person by 'high-fiving' them.
- It is the participant's choice together tag people, free people, or try a combination of both.
- Reflection on this game should focus on why some people chose to tag and some chose to free others
- Do some people do through life ‘tagging’ others? [In this context, ‘tagging’ would mean limiting people’s freedom, access to opportunities, creativity, expression etc.] Who can you think of in your life that goes around ‘tagging people’? Why do you think they do that?
- Who can you think of in your life who goes around ‘freeing’ people? [In this context, ‘freeing’ people would mean encouraging people to speak out, to be seen and heard, to be active agents of change in their lives etc.] Why would they do that? Which is better, to tag or free people? Why?

Back to back ³⁹



Materials needed: Box or packs of 20 – 30 plastic drinking straws

- Divide participants into pairs, sitting back to back.
- Give both participants the same number of drinking straws, instructing one to make a pattern.
- When they have finished they instruct their partner how to make the same pattern without looking around.
- Participants can discuss what was hard/easy about this activity.

Pump up the Emotional volume ⁴⁰





- Participants are asked to act out different emotions from a range from one to six, with one being the least expression of the emotion, and six being the biggest and most intense expression of the emotion.
- Can use feelings such as 'happy', 'angry', 'sad', and 'fear'.
- Can lead group from one through to six, then back down to one again and then to neutral, shaking out each emotion, encouraging participants to intensify the feelings as the volume is turned up.
- Talk to group about what intensity they felt comfortable with. As the volume goes up the participant experiences their feelings as they become more intense. But as the facilitator calls out numbers to turn the volume of their experience down, the participant can have a sense that feelings aren't out of control but can be turned up or down, and that they can have a sense of regulation over them. It can proceed to a discussion of when and why the volume of responses should be turned up or down.

Geometric Shapes



Materials needed: flipchart paper

- Explain to the group that they will now play a game where they will see the importance of good communication skills
- Have the group move all tables and chairs back against the walls and clear the middle of the room
- Divide the group into two teams of roughly the same size
- The rules of the game are as follows:
 - The two teams will be shown a shape on the flipchart paper
 - The teams must move their team members to form that shape by holding hands
 - No talking is allowed
 - Gestures etc. are allowed
 - The team that makes the shape correctly the quickest is the "winner" [you can opt to have prizes like sweets available]
- Display the shapes on the pre-prepared pieces of flipchart paper in the order below.
- Give 2-5 minutes for each shape
- Make sure no one talks.

Shape 1	Shape 2	Shape 3	Shape 4
			

Teambuilding & Cohesion Games

Trust Circles ⁴¹

- Ask all participants to stand together in a small, tight circle in the middle of the room. (If you have many participants, make small circles of about six people each.)
- Each participant in turn should stand in the middle of the circle and then close his or her eyes or put on a blindfold.
- He or she then falls backwards, sideways, or forward—keeping eyes closed—and will be caught in the safety of the arms of the other participants.
- Each participant needs to have a few turns at this before someone else goes in the middle of the circle.
- It can feel quite scary at first but should be perfectly safe provided the group works together.

String Spider Web ⁴²



Materials needed: large ball of string

- Ask everyone to sit or stand in a circle. Produce a big ball of string.
- Hold on to the end of the string, then roll or toss it across to someone sitting or standing opposite you, saying something positive about him or her as you send it.
- Keep holding on to your end, tightly.
- Ask the recipient to hold on to the string so that it makes a taut line between you.
- Then ask him or her to send the ball back across the circle to someone else, saying something positive about him or her as he or she rolls or tosses it.
- Everyone continues with this procedure, until the circle is full of taut lines criss-crossing the circle.
- Each person should be holding tightly to a bit of string.
- The ball of string should finally be sent back to you so that you hold the beginning and the end of the string.

Hand-in-Hand ⁴³

- Everyone stands in a tight circle.
- Ask the first person to your left to put his or her right outstretched arm into the middle of the circle and say what he or she has found difficult about the topic, and then add something he or she has found good about the topic.
- Ask him or her to use these phrases: “I didn’t like it when ...”, followed by, “I did like it when ...”
- Ask the person to your left to repeat this, placing his or her hand on top of the hand already in the middle, and also saying one difficult and one good thing about the topic.
- Continue around until all of the participants have their right hands placed in a tower on top of one another in the circle.
- This tower of hands can represent our strength together as a group.

Common Ground ⁴⁴

- Divide the programme group into small groups of 4-6 people.

- Give each group a specific time (perhaps 5 minutes) to write a list of everything they all have in common. Tell them to avoid the obvious ("we're all on the Journey").
- When time is up, ask each group how many items they have listed.
- Ask them to announce some of the most interesting items.

The Straight Line ⁴⁵

- Take the group outside to an area where the ground is flat.
- Choose starting point and an end point such as a tree or pole.
- Have the group form a loose circle that surrounds the starting point and the end point.
- Provide a blindfold or scarf.
- Invite a volunteer to come forward and walk slowly in a straight line across an open space to the identified end point.
- Put the blindfold on him or her and turn him or her around several times before he or she sets off in a straight line across the circle to the end point.
- Instruct the rest of the group to keep completely silent, giving no encouragement or guidance at all.
- They should also not touch him or her.
- When the blindfolded person reaches the other side, ask him or her to take off the blindfold.
- Compare how close he or she is to where he or she intended to reach.
- Ask him or her how he or she felt about having no comments from the others.
- Ask him or her to replace the blindfold and repeat the exercise, this time with the verbal encouragement of the others.
- Give each member a turn.

Pat on the Back ⁴⁶



Materials needed: flipchart paper

- Have everyone draw an outline of their hand on a sheet of paper, then tape it to their back.
- Have group members mingle and write things on everyone's back that tells them something positive.

Magazine mix up ⁴⁷



Materials needed: Magazines

- Buy two copies of the same weekly magazine.
- Take one copy and cut out all the page numbers and take out the staples.
- Hand out the pages all 'jumbled up' to participants and ask them together to put the magazine back in its original form.
- When the group has finished, compare their reconstruction with that of the other original magazine.
- A time limit can be introduced to create an atmosphere of excitement in racing against the clock.
- This can also be done in two small groups with each group having a copy of the same magazine (minus page numbers) and introducing an element of competition to the game.

Marooned! ⁴⁸

- Tell the group that they are all marooned on an island.
- What five (you can use a different number, such as seven, depending upon the size of each team) items would you have brought with you if you knew there was a chance that you might be stranded.
- Note that they are only allowed five items per team, not per person.
- You can have them write their items on a flip chart and discuss and defend their choices with the whole group.
- This activity helps them to learn about other's values and problem solving styles and promotes teamwork.

Cat and mouse ⁴⁹

- Participants form a circle
- The facilitator asks for two volunteers - one to be the mouse and the other to be the cat. Both go in the middle of the circle.
- The cat is blindfolded and attempts to find the mouse. Every time the cat calls "meow, meow", the mouse must say "squeak, squeak."
- The cat tries to tag the mouse, with the rest of the group keeping the form of the circle to contain the space and keep them physically safe.

Hole in Space ⁵⁰



Materials needed: 10 shoe laces

- Tie two shoelaces together to form one circle.
- Have two people from each team hold the circle with two hands each. This will stretch the circle into a square
- Split each team into two smaller groups and put each half on either side of the pair holding the shoestring square.
- The goal is for each team to get one-half of their team through the square so that they are ALL ON ONE SIDE.
- **Rules:**
 - No touching the string (except the two holding the string)
 - No jumping or throwing people through
 - No using furniture or anything to stand on.
- **Solution:**
 - Option one: one half passes the other half through the square head or feet first.
 - Option two: the two holding the string sit on the floor and people crawl through carefully.

Follow the Leader ⁵¹

- Trust, communication and peer pressure resistance exercise.
- Take the group outside.
- Ask the members to stand in a circle.
- Choose one member to be the leader.

- The leader stands inside the circle, starts to run on the inside of the circle, and calls out, “Follow! Follow! Follow!” to which the group replies “Follow! Follow! Follow!” as they run on the outside of the circle.
- The leader repeats, “Follow! Follow! Follow!” The group repeats, “Follow! Follow! Follow!”
Leader: “Follow the leader.” Group: “Follow the leader.”
- Now the leader starts to do some other action such as dancing, jumping, sitting, or singing, and says, “I dance! I dance! I dance!” (or “I jump! I jump! I jump!”) The group responds by mimicking everything the leader does.
- The leader continues with “Follow! Follow! Follow!” and the entire process until everyone is exhausted.

Chapter Five: Evaluating & Reviewing Games

Hand-in-Hand⁵²

- Everyone stands in a tight circle.
- Ask the first person to your left to put his or her right outstretched arm into the middle of the circle and say what he or she has found difficult about the session, and then add something he or she has found good about the session.
- Ask him or her to use these phrases: “I didn’t like it when ...”, followed by, “I did like it when ...”
- Ask the person to your left to repeat this, placing his or her hand on top of the hand already in the middle, and also saying one difficult and one good thing about the session.
- Continue around until all of the participants have their right hands placed in a tower on top of one another in the circle.
- Finish by saying that this tower of hands can represent our strength together as a group.

Ball Toss⁵³



Material needed: Bean bag or medium / large soft ball

- This exercise is used to summarise learning material or discussions.
- Have everyone stand up and form a circle.
- It does not have to be perfect, but they should all be facing in, looking at each other.
- Toss a foam ball or bean bag to a person and have them tell what they thought was the most important learning concept.
- They then toss the ball to someone and that person explains what they thought was the most important concept.
- Continue the exercise until everyone has caught the ball at least once and explained an important concept of the material just covered.

Chapter Six: Programme Closure Games

Graffiti sheets ⁵⁴



Materials needed: flipchart paper, Prestik and pens

- This game should be played in the final session of the programme.
- Graffiti sheets are a ritualised way of writing messages to each group member so they have a personalised note from everyone to take away with them.
- There are a number of variations as to how this can be done.
 - Variation #1
 - Facilitators prepare a large piece of paper with each participant's name on it.
 - Each participant writes an individual message on each group member's (including the facilitator's) piece of paper.
 - Graffiti sheets are then given out to each member at the end of the group program.
 - Variation #2
 - Pieces of paper are cut into special shapes e.g. heart, star, or circle.
 - Each group member writes a special message to every other member in the group on a separate shaped piece.
 - Envelopes are provided to put messages in, and are presented to each member at the end of the group.

Pass the parcel ⁵⁵



Materials needed: pieces of paper (one per person)

- This is a traditional game played at parties but used with a slight variation.
- On pieces of paper, write out different qualities; e.g. give to someone who is good at sports; give to someone who has a nice smile; give to someone who is a good listener, etc.
- Make up the parcel with these instructions and optional lollies/stickers inside.
- It is optional if you want to put a lolly in each layer of wrapping for both people involved.
- Pass the parcel around and when the music stops, the person who has the parcel unwraps it, then gets to read the directions on the piece of paper, and gives it to the person in the group they think possess these qualities.
- There is no specific big prize at the end of the wrapping, but again this is optional.

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End Notes

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- 1 (Honeycutt, 2012)
 - 2 (Honeycutt, 2012)
 - 3 (Honeycutt, 2012)
 - 4 (Honeycutt, 2012)
 - 5 (Fletcher & Kunst, 2006)
 - 6 (Annan, 2003)
 - 7 (Peace Corps, 2001)
 - 8 (Annan, 2003)
 - 9 (OVC, 2012)
 - 10 (OVC, 2012)
 - 11 (OVC, 2012)
 - 12 (The Lions Club, No date)
 - 13 Adapted from (The Lions Club, No date)
 - 14 (The Lions Club, No date)
 - 15 (Peace Corps, 2001)
 - 16 (The Lions Club, No date)
 - 17 (Audette & Bunston, 2006)
 - 18 (Audette & Bunston, 2006)
 - 19 (Audette & Bunston, 2006)
 - 20 (Audette & Bunston, 2006)
 - 21 (Audette & Bunston, 2006)

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- 22 (Audette & Bunston, 2006)
23 (Audette & Bunston, 2006)
24 (Audette & Bunston, 2006)
25 (Peace Corps, 2001)
26 (Peace Corps, 2001)
27 (Peace Corps, 2001)
28 (Heck, No date)
29 (Peace Corps, 2001)
30 (Peace Corps, 2001)
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33 (Audette & Bunston, 2006)
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36 (Peace Corps, 2001)
37 (Audette & Bunston, 2006)
38 (Fletcher & Kunst, 2006)
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50 (Heck, 2006)
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52 (Peace Corps, 2001)
53 (The Lions Club, No date)
54 (Audette & Bunston, 2006)
55 (Audette & Bunston, 2006)