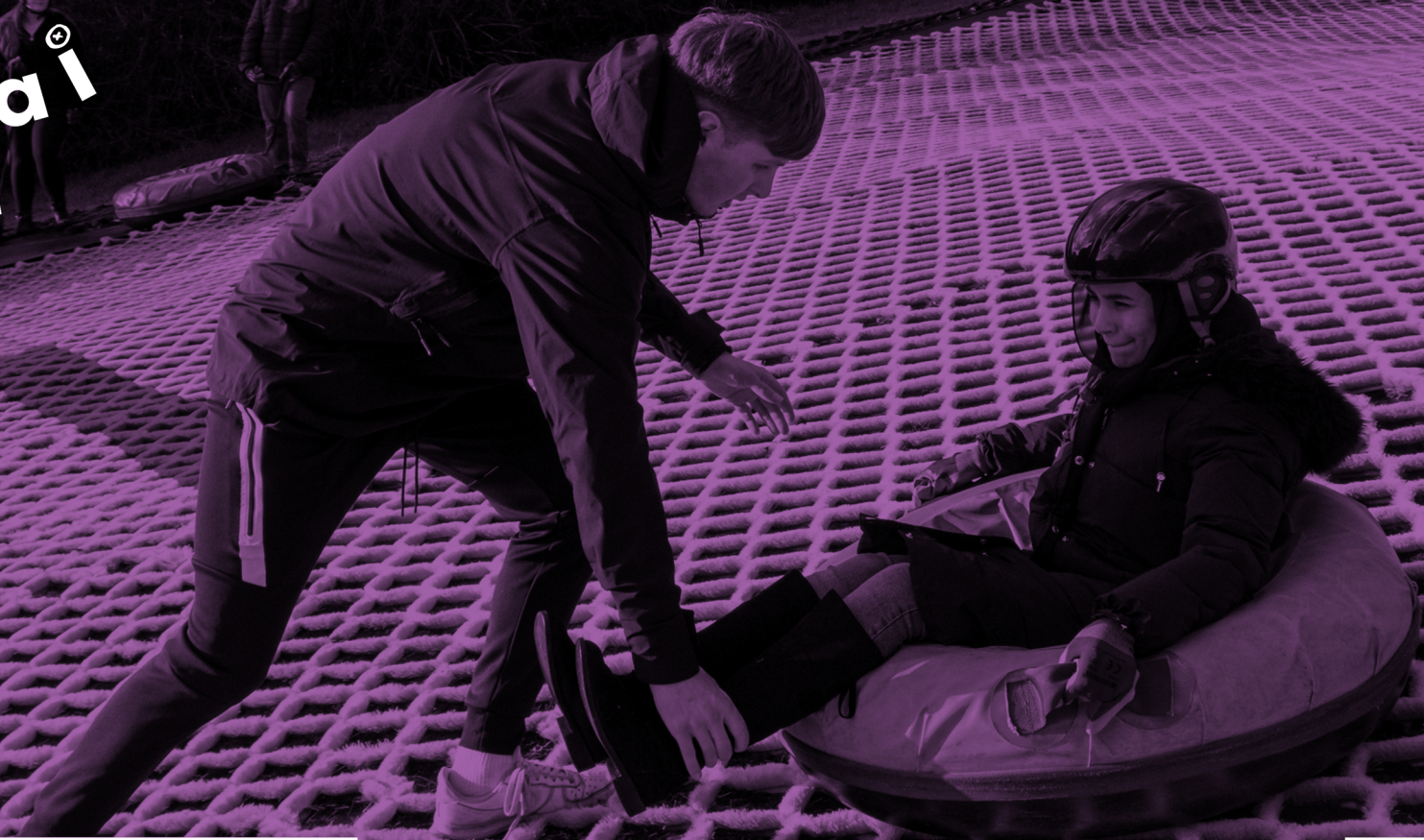


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ACTIVITY 1

FIRST IMPRESSIONS

DESCRIPTION OF ACTIVITY

Assumptions, stereotypes, and how they affect a group's ability to work together best describe this high-energy activity. Participants begin by mingling and interacting with each other as the characteristic cards taped on their backs indicate. For example, if a player had "I am a superstar musician" on his or her back, everyone would treat him or her that way. Players do not know what is on their backs, and try to figure it out later. Next, group members, while still in character, try to squeeze into a small square on the floor at one time. First Impressions stimulates discussion about how stereotypes and assumptions influence everyday life and how a group functions.

With the masking tape, outline a 2 to 3 foot square on the ground. This size is generally appropriate for group sizes between 12 to 15 people. You can

make bigger squares depending on the number of people in your group. Remember that the smaller the square in proportion to your group size, the more challenging the activity becomes.

INSTRUCTIONS AND KEY POINTS

- Ask each participant to take a random characteristic card from the pile (see below for examples) and tape it securely to the back of another person. Remind the participants not to tell each other what the cards say.
- Explain that the participants will interact with each other as the cards on their backs indicate. Discourage inappropriate comments and actions. Provide a 2 to 5 minute mingle time for them to get used to it.

- Next, participants must work to get everyone standing within the tape square for at least 5 seconds while continuing to treat each other as the characteristic cards indicate. No one may touch the ground outside the square.

- Start time when they are all in, and stop time whenever someone steps out. If any person steps out, the group must restart.

VARIATION

Start with multiple squares of different sizes and remove squares, forcing your group out of "cliques" and into the final large square. Ask group members to enter any square with whomever they feel most comfortable. Ask them to take a look around and see if it is surprising to see with whom they ended up. Now, ask them to exit and remove the first

square. Continue until there is only one square and everyone is in it. You may also choose to facilitate the two sections of this activity independently. Inspire! Team Building & Group Development

REFLECTION

First Impressions can bring up many issues related to stereotypes. Participants should have an easy time relating to this exercise.

1. **Discover:** What was this event like for you?
2. **Discover:** How did it feel to have people talk to you the way they did? Why?

Time	Activity	Anticipated Outcomes	Resources
10- 20 min	First impressions	Barriers will diminish; participants will be more relaxed and comfortable with each other. This should help with the delivery of the session.	<ul style="list-style-type: none"> • Masking tape • Characteristic Cards (Below) • Markers • Stopwatch or other timepiece

FIRST IMPRESSIONS (CONTINUED)

Everything I say is funny	I make people nervous	I am a superstar	No body seems to listen to me
I talk too loudly	I talk too quietly	Everybody likes me	No body likes me
I smell really bad	I smell wonderful	Everyone ignores me	People are scared to talk to me because I am so powerful
People always make fun of me	I am always so nervous and need reassurance	I am Santa Claus	I am the tallest person in the world



DESCRIPTION OF ACTIVITY

Have the group sit in a large circle. Explain to the group that you will need one of them to leave the room. One of the remaining group members will be asked to start a clapping rhythm which all other group members must try and follow. The person who originally left is then to re-enter the room and try work out who is controlling the clapping rhythm. The person controlling the rhythm must change the rhythm at intervals while the rest of the group is to try and follow. This can be done as many times as the group wants it to continue.

Time	Activity	Anticipated Outcomes	Resources
10 min	Sneaky rhythm	Participants able to manage their own group so that they can respect what it is they are doing and have ownership over it.	<ul style="list-style-type: none"> • Flip chart/paper & pens • or filming device

UNIQUE AND SHARED

DESCRIPTION OF ACTIVITY

Unique and Shared is a get-to-know-you game as well as a team-building activity. The game helps people see that they have more in common with their peers than they might initially realise, while highlighting their own individual strengths that they can contribute to the group.

Ask participants to form groups of five people with the people around them. Pass out sheets of paper and writing utensil. The first half of the activity is the Shared part. Instruct a note taker for each group to create a list of many common traits or qualities that members of the group have in common. Avoid writing things that

are immediately obvious (e.g. don't write down something like "everyone has hair" or "we are all wearing clothes"). The goal is for everyone to dig deeper than the superficial. Allow about five or six minutes and then have a spokesperson from each subgroup read their list. If there are too many groups, ask for a few volunteers to read their list.

The second half is the unique part. Keep the same groups or, optionally, you can ask everyone to rearrange themselves into new groups. On a second sheet of paper have them record unique traits and qualities; that is, items that only apply to one person in the group. Instruct the group to find at least two unique qualities and

strengths per person. Again, strive for qualities and strengths beyond the superficial and past the obvious things anyone can readily see. Allow another five or six minutes. When time is up, share the unique qualities in one of the following ways: (1) each person can share one of their unique qualities themselves; (2) have each person read the qualities of the person to their right; or (3) have a spokesperson read a quality one at a time, and have the others guess who it was.

Time	Activity	Anticipated Outcomes	Resources
15- 20 min	Unique and shared	Barriers will diminish; participants will be more relaxed and comfortable with each other. This should help with the delivery of the session.	<ul style="list-style-type: none"> Paper and pens/pencils

ACTIVITY 4

WARP SPEED

DESCRIPTION OF ACTIVITY

Start by asking the group to stand in a circle and throw the ball back and forth from person to person so that everyone in the group gets it at least once, and it ends up back at the first person. Without telling the group, time the activity. Once the activity is complete, tell the group the time in which they completed it.

Then explain: "We are now going to see how quickly we can send this one ball from start to finish through the system. The only rule is that the ball must pass through the system in the same order that we have already established. (IMPORTANT: how you frame this rule will define the boundaries for how this task can be accomplished.)

I will start time as soon as the ball leaves the first person

I will stop time when it returns to him/her. You may begin when ready." Time their first attempt. Applaud their attempt; whatever it is (one second per participant or longer is quite normal). And prompt them with "you can do better." Allow for planning, additional attempts and more planning. At some point the group will ask you how fast this can be done or how fast you've seen it done or what the ultimate goal is. Answer for most groups of 20 people or less- less than one second. Continue until the group attains the elusive "warp speed" or ceases to be actively engaged in trying to reach it.

NOTES

Once the group learns of the goal (of less than 1 second), expect responses like "no way" and "are you kidding?" This will however alert them to the fact that the whole system needs to fundamentally change. Don't reveal this goal too early.

Fundamental changes that the group might progress through include movement (e.g. moving closer together, changing the position of the participants in the circle, moving out of a circle to a line or some other shape), changing how the ball moves through the system (e.g. from a toss to a hand off to a roll across hands or along the ground).

How creatively you allow the group to interpret its objective and the stipulation is a function of your assessment of the group and your learning goals. Groups sometimes ask if they can just put the ball on the ground and then touch it in succession, does this satisfy the objective? [Does it? Pause here and reflect ...] A good response in this case is usually to ask the group to answer its own question. Does the ball actually pass through the system in the correct order? Most groups usually choose to continue to seek another

solution, and it is good to encourage their creative thinking even if it didn't exactly provide the solution - it shows movement in the right direction.

DEBRIEF QUESTIONS

What went well? How did communication and planning impact the process? What major changes did you make in how you processed the ball through the system?

VARIATION

1. Now change the object for an egg, but make sure you ask if they are willing to take the challenge.

Time	Activity	Anticipated Outcomes	Resources
10 - 15 min	Warp speed	Barriers will diminish; participants will be more relaxed and comfortable with each other. This should help with the delivery of the session.	<ul style="list-style-type: none"> • A throwable Object (Small Balls, Dog Toys, Etc.) • Timer (stop watch or watch with a second hand) • Eggs (for variation)



TYPES OF GROUP BEHAVIOUR

DESCRIPTION OF ACTIVITY

Pin up drawings of the 13 character animals together with a brief description on the walls of the training area (pictures of the animals will need to be sourced). Ask participants to walk around, look at the animals and consider the different characters from the perspective of how they might contribute to a group. Hold a brief discussion about which characters are especially helpful and which ones are rather difficult within groups. Emphasise those that are difficult. Ask participants to think of the advantages which these difficult characters could bring into a group. Then let participants sit together in groups, and distribute the 13 animal drawings among the groups, so that each group works on 3-4 animals. Ask them to elaborate on:

- what these characters could contribute to the group
- in what way they could be disturbing
- how to deal with them so as to bring out the best in each what they themselves can do in order to improve their contribution to the group

Discuss each group's work and let the participants contribute more to the findings. Add your own inputs if necessary. Arrange for the lists to be typed, copied and distributed. Encourage the participants to use these lists as "resources" in their further work. Emphasise the fact that each person is able to enrich a group, once they are themselves have a will to do so.

THE ANIMALS GROUP (ROLES IN A GROUP)

Which characters are useful in a group which are disturbing?

Which characters are needed in a group?

THE DONKEY

- is a true and reliable friend, who follows the group's rules and contributes to achieving the group's tasks.
- (s)he can also be stubborn and unwilling to change his/her point of view.

THE LION

- is a strong and energetic leader, expecting others to bring their best to a group's activities
- But (s)he also get into fights whenever others disagree with his/her plans or interfere with his or her desires

THE RABBIT

- is the one that always runs two steps ahead if the others, making them work a bit faster. With him/her the group never stops to rest.
- But (s)he can also be the one who runs away as soon as (s)he senses tension, conflict or an unpleasant job. This often means quickly switching to another topic

THE OSTRICH

- buries his/her head in the sand and refuses to face reality or admit there is any problem at all

THE MONKEY

- is an entertaining friend, always ready for a joke and makes the whole group laugh.
- But (s)he can also fool around, chat and prevent others from concentrating on serious business

THE ELEPHANT

- is the one who speaks with his/her loud and convincing voice especially when representing the group. The others can hide behind his/her large back.
- But this behaviour can hinder the group members from becoming self-reliant after a while.

THE GIRAFFE

- is ambitious to attain the group's and his/her personal aims; (s)he urges the group be more effective and reach higher;
- But (s)he can also look down on the others, and on the programme in general, feeling "I am above all this childish nonsense, I know much better."

THE TORTOISE

- Withdraws from the group, refusing to give his or her opinions; (s)he is quiet, waiting anxiously to be called out of their house

THE CAT

- is always looking for sympathy. "I can't do this, it is too difficult for me" Or (s)he sticks to her/his own lonesome ways,

TYPES OF GROUP BEHAVIOUR (CONTINUED)

DISCUSSION

1. Ask the participants with which of the “13 Character Animals” they can identify themselves mostly. Explain that their choice should reflect the specific characteristics and behaviour with regard to working in groups.
2. Let everybody reflect why they had chosen their characteristic animal and invite participants to present this to the group.
3. Explore the additional classifications of types of behaviour, shown below, and further explore where individuals believe they would place themselves when working in groups.

SELF-ORIENTED

- dominates discussions
- interrupts others
- does not listen to others
- over-reacts
- rejects responsibility

TASK-ORIENTED

- initiating a task by offering new suggestions, topics for discussion
- asks for information
- gives information
- gives opinions
- explains by example
- clarifies by asking questions
- summarises main points

MAINTENANCE-ORIENTED

- encourages others by being friendly
- gate-keeps by giving quiet members a chance to join in
- diagnoses difficulties
- expresses feelings
- harmonises by helping those in conflict
- relieves tension by putting problems in wider perspective

If time permits, present and discuss the following page, more theoretical, types of team members.



TYPES OF GROUP BEHAVIOUR (CONTINUED)

The Coordinator	<p>The team's natural chairperson; confident, talks easily, listens well, promotes decision-making, able to encourage contributions from all team members, need not be of high intellect</p> <p><i>Allowable Weakness: slightly manipulative</i></p>	The Monitor/ Evaluator	<p>The team's rock, strategic, sober, analytical, introvert; capable of deep analysis of large quantities of data; is rarely wrong</p> <p><i>Allowable Weakness: unexciting and lacks imagination</i></p>
The Energy Plant	<p>The team's vital spark and chief source of ideas, creative, unorthodox, imaginative</p> <p><i>Allowable Weakness: lacks practicality, a bit of a handful, up in the clouds</i></p>	The Teamworker	<p>A counsellor and conciliator; social, perceptive, accommodating, aware of undercurrents and others' problems; promotes harmony; most valuable in times of crisis</p> <p><i>Allowable Weakness: indecisive</i></p>
The Implementer	<p>The team's workhorse; turns ideas into practical actions and gets on with them logically and loyally; disciplined, reliable, conservative</p> <p><i>Allowable Weakness: can only adapt if told why; lacks imagination</i></p>	The Implementer	<p>The team's workhorse; turns ideas into practical actions and gets on with them logically and loyally; disciplined, reliable, conservative</p> <p><i>Allowable Weakness: can only adapt if told why; lacks imagination</i></p>
The Resources Investigator	<p>The fixer; extrovert, amiable, good at making and using contacts, an explorer of opportunities</p> <p><i>Allowable Weakness: undisciplined, short attention span</i></p>	The Completer/ Finisher	<p>The team's worrier and stickler for detail; deadlines and schedules, has relentless follow-through; chief filter for errors and omissions</p> <p><i>Allowable Weakness: reluctant to let go; worries about small things</i></p>
The Shaper	<p>Usually, the self-elected leader, dynamic, positive, outgoing, argumentative, a pressuriser; seeks ways round obstacles, flexible</p> <p><i>Allowable Weakness: not always likeable; tendency to bully; provokes opposition</i></p>	The Specialist	<p>The team's chief source of rare knowledge and skill, a single-minded loner; self-starting, dedicated and makes the occasional dazzling breakthrough</p> <p><i>Allowable Weakness: contributes on a narrow front</i></p>

TYPES OF GROUP BEHAVIOUR (CONTINUED)

Time	Activity	Anticipated Outcomes	Resources
35 - 40 min	Types of Group Behaviour	<p>Participants will be able to:</p> <ul style="list-style-type: none"> • explore their own, as well as others, roles within a group setting • identify characteristics of their role and be able to explore the characteristics of other roles • explore the possible strengths and positive channels that can be gained from difficult characters 	<ul style="list-style-type: none"> • Drawings of the 13 animal characters • Printouts of character descriptions • Paper • Pens/Pencils

ACTIVITY 6

BODY SPELL

DESCRIPTION OF ACTIVITY

This is a fun activity that will have all participants falling about.

Divide the young people into teams of five. They will need to play this game with bare feet. The groups can play against each other or the clock (five second time limit). Using a felt tip marker write three letters on each team member. Either two hands (palms) and one foot (sole) or one hand and two feet.

1. TDO, 2. HYI, 3. HER, 4. BFT & 5. OCS

As you call out a series of 4, 5, 6 or 7 letter words the group has to spell the word using combinations of hands and feet. Select 20 words from the list below. The finished words must be clearly visible to the leader.

4 Letter words: rest, fist, dice, trot, crib, boot, rich, host.

5 letter words: shoot, first, drift, shirt, roost, shred, hired

6 letter words: forest, theory, bitter, bother, frosty, boiled, strict

7 letter words: thirsty, ostrich, October, boosted, shifted, hoisted.

8 letter word: stitched

Time	Activity	Anticipated Outcomes	Resources
20 min	Body Spell	Participants will learn how to communicate and order themselves to fulfil set objectives.	<ul style="list-style-type: none"> Non-permanent marker pens

ACTIVITY 7

GIANTS, WIZARDS AND ELVES

DESCRIPTION OF ACTIVITY

Giants, Wizards, and Elves is an icebreaker that is similar to Rock, Paper, Scissors — except more hilarious! It’s also a versatile game — it works in groups of all sizes, including large groups of 50 or above. It requires no special materials to play and works both indoors and outdoors, so go ahead and have fun!

SETUP FOR GIANTS, WIZARDS, AND ELVES

This game involves two teams who will act as one of 3 characters: giants, wizards, and elves. When a player acts out a character, he or she does the specific hand motions and also makes the noise associated with the character.

- **Giants.** Stand on your tippy toes, raise your arms like a giant, and make a menacing growling noise: “Rarrr!”
- **Wizards.** Crouch slightly, as wizards are a bit shorter. Wave your fingers as though you’re casting a magical spell, and make a magical noise: “Shaazaam!”
- **Elves.** Crouch down very low, cup your hands around your ears, and make a high pitched elf noise: “Eeeee!”

Make sure everyone knows the motions and sounds. Feel free to practice until everyone knows how to become each character. Split everyone into two teams and divide them into separate sides of the room. For each round, both teams huddle and choose to become a giant, wizard, or elf. When ready, both teams then line up and stand facing each other, about five or six feet apart. At the start of each round, the leader says “Three, two, one, go!!”

At this point, each team acts out the character they chose (giant, wizard, or elf). As soon as they do this, the winner tries to grab the loser — as many people over to their side as they can. The loser tries to retreat back to their own

side to be safe for that round. If captured, a person now belongs to the other team. The following determines who beats who:

Giants beat elves, because giants are able to “squash” elves. Elves beat wizards because they outsmart them. Elves chew at their legs. Wizards beat giants because they are able to zap them with a magic spell. If both teams show the same character, no one wins. Rounds keep repeating until one team wins (the other team is completely captured).

Time	Activity	Anticipated Outcomes	Resources
	Giants, Wizards & Elves	Barriers will diminish; participants will be more relaxed and comfortable with each other. This should help with the delivery of the session.	

ACTIVITY 8

IF

DESCRIPTION OF ACTIVITY

Ask the group to sit in a circle. Print off and place the 20 'IF' questions (below) face down in the middle of the circle. The first person takes a sheet, reads it out and gives their answer, comment or explanation. The sheet is returned to the bottom of the pile before the next person takes their card.

This is a simple icebreaker to get young people talking and listening to others in the group. Keep it moving and don't play for too long. Write your own additional 'IF' questions to add to the list.

Time	Activity	Anticipated Outcomes	Resources
10 min	If	Barriers will diminish; participants will be more relaxed and comfortable with each other. This should help with the delivery of the session.	<ul style="list-style-type: none"> 20 If activity cards (see below)

IF (CONTINUED)

If you could go anywhere in the world, where would you go?	If I gave you £10,000, what would you spend it on?	If you could wish one thing to come true this year, what would it be?	If you could live in any period of history, when would it be?
If you could have any question answered, what would it be?	If you could watch your favourite TV show now, what would it be?	If you had to be allergic to something, what would it be?	If you sat down next to Jesus on a bus, what would you talk about?
If you could eat your favourite food now, what would it be?	If you could learn any skill, what would it be?	If you could buy a car right now, what would you buy?	If you had one day to live over again, what day would you pick?
If you could be someone else, who would you be?	If you could talk to anyone in the world, who would it be?	If you could watch your favourite movie now, what would it be?	If you could do your dream job 10 years from now, what would it be?
If you were sent to live on a space station for three months and only allowed to bring three personal items with you, what would they be?	If money and time was no object, what would you be doing right now?	If you could change anything about yourself, what would you change?	If you could have any kind of pet, what would you have?



IT COULD BE WORSE

DESCRIPTION OF ACTIVITY

Set up the group in a circle or in pairs.

The starting player says something innocuous, such as “I almost overslept.”

The next player says something, such as “It could’ve been worse, you could’ve been late.”

Then the next, or other, says something worse, such as, “It could’ve been even worse than that. You could’ve been in your underwear.”

And then the next person tries to find something worse than that.

And the game continues until everyone has a chance to contribute (or it gets to be too much).

Time	Activity	Anticipated Outcomes	Resources
10 min	It could be worse	Barriers will diminish; participants will be more relaxed and comfortable with each other. This should help with the delivery of the session.	

JEDI NUMBERS

DESCRIPTION OF ACTIVITY

This is more challenging than it sounds...

Ask the group to stand in a circle. Set a numeric goal for the group to reach (start with 15 or so). Explain to the group that once the activity begins, participants can only say a number - no side conversations or strategies!

Once the leader says, "Go," someone (whoever decides to start) in the group starts by saying, "One," followed by someone different (whoever decides to speak next) calling out, "two," and so on until the group reaches its goal.

The challenge is that if more than one person calls out a number at the same time, the group

needs to start over at the beginning. Since there is not a set order, this happens quite a lot!

As a variation, you can give the group a time limit (say 10 minutes) to reach the highest possible number.

Time	Activity	Anticipated Outcomes	Resources
10 min	Jedi Numbers	Barriers will diminish; participants will be more relaxed and comfortable with each other. This should help with the delivery of the session.	



ACTIVITY 11

NAME GRID

DESCRIPTION OF ACTIVITY

Divide the young people into groups of four. Each group needs paper and pens. Ask them to draw a grid on which they write their forenames. For example,

Give each team three minutes to write down as many words (three letters or more) that they can make only using the letters in their names. Letters must adjoin each other in the grid, but do not have to be in a straight line.

S I M O N

When the time is up each team adds up their score.

W E N D Y

3 or 4 letter words = 1 point

R O B E R T

5 letter word = 2 points

A N N E

6 letter word = 3 points

Time	Activity	Anticipated Outcomes	Resources
10 min	Name grid	Barriers will diminish; participants will be more relaxed and comfortable with each other. This should help with the delivery of the session.	<ul style="list-style-type: none"> Paper and pens



NAME THAT PERSON

DESCRIPTION OF ACTIVITY

Divide into two teams. Give each person a blank piece of card. Ask them to write five little known facts about themselves on their card. Include all leaders in this game too. For example, I have a pet iguana, I was born in Iceland, my favourite food is spinach, my grandmother is called Doris and my favourite colour is vermillion.

Collect the cards into two team piles. Draw one card from the opposing team pile. Each team tries to name the person in as few clues as possible. Five points if they get it on the first clue, then 4, 3, 2, 1, 0. The team with the most points wins. (Note: if you select the most obscure facts first, it will increase the level of competition and general head scratching!)

Time	Activity	Anticipated Outcomes	Resources
15 - 20 min	Name that person	Barriers will diminish; participants will be more relaxed and comfortable with each other. This should help with the delivery of the session.	

PEOPLE BINGO

DESCRIPTION OF ACTIVITY

Give the 5*4 sheet below out to each member of the group. Supply pens or pencils. Encourage the group to mix, talk to everyone to try and complete their card. If one of the items listed on the bingo card relates to the person they are talking with, have them sign their name in that box.

End the activity after 10 minutes and review some of the interesting facts the group has discovered about each other. You can add your own statements appropriate for your group.

Time	Activity	Anticipated Outcomes	Resources
10 min	People bingo	Barriers will diminish; participants will be more relaxed and comfortable with each other. This should help with the delivery of the session.	<ul style="list-style-type: none"> • Activity sheet (below) • Pens or pencils

PEOPLE BINGO (CONTINUED)

Have brown eyes	Has made a long journey	Has eaten weird food	Plays Tennis
Is wearing blue	Speaks a foreign language	Knows the difference between vegetarian and vegan	Plays a musical instrument
Have 2 or more pets	Has been to many foreign countries	Hates broccoli	Have 2 or more siblings
Name has an 'S' in it	Loves Chinese food	Loves to ski	Can name the planets in the solar system in order
Likes rugby	Favourite TV show is currently on	Would like to change something about their appearance	Likes to get up early



REACT AND ACT

DESCRIPTION OF ACTIVITY

React and Act! is a funny icebreaker in which players randomly select a sheet of paper that has an occurrence on it (for example, winning a million dollars in the lottery) and they must react to the occurrence using animated expressions, gestures, and words. After a set amount of time, other players try to guess what happened that caused those reactions and actions.

SETUP FOR REACT AND ACT

React and Act involves some preparation; however, this is part of the fun! Pass out sheets of paper and pens to the players. Have each person write an event. Tell them to be creative! Examples of events can include:

- Being surprised by a large, aggressive bear in the woods
- You just won the lottery
- You have just been proposed for marriage with an engagement ring
- You just got fired by an incompetent boss
- Making the game winning pass to win the Six Nations
- You just fell in love

Once everyone writes an event, fold the paper once and place it into the bag. Divide the group into two teams (or select five volunteers if it is a very large group).

INSTRUCTIONS FOR HOW TO PLAY

Ask five people on each team to randomly select an event from the bag. Instruct them to react to this event, without explicitly giving away what the event is. Choose a time limit (usually 30 seconds to a minute works well) and when you say "Go!," have all five people to simultaneously react to their event using exaggerated gestures, facial expressions, and their voice.

For example, the person who has just won the lottery could raise his or her arms and scream excitedly, jumping up and down. The person who has just confronted a bear might make a terrified look, shake in fear, and call for help. And so on. Each of the five actors can interact with each other, but they must stay "in character" and continue reacting and acting based upon what their sheet said.

After time expires, the other members of the team try to guess what happened for each person. If you wish to keep score, each team gets a point for each correct guess. This game is a great way to break the ice, while watching people act out silly (and usually hilarious) things.

VARIATIONS TO TRY

There are many variations to React and Act, that changes the way the game is played. Try experimenting with these and see whether you like them.

- No talking allowed, but noises are okay. This increases the difficulty of the game by a lot, but it can be more hilarious.
- Narrator explains the event before each person acts.

Time	Activity	Anticipated Outcomes	Resources
10 min	React and act	Barriers will diminish; participants will be more relaxed and comfortable with each other. This should help with the delivery of the session.	<ul style="list-style-type: none"> • Paper • Pens • A bag

ACTIVITY 15

SCARS

DESCRIPTION OF ACTIVITY

Everyone sits in a circle and one person starts by showing everyone a scar that they have on their body, keep it clean, of course.

This is a great ice breaker because you will be able to see what activities, etc. that the kids are into because the scar usually will be a result of it.

Each person begins by telling the story behind the scar. After they are done, continue on around the group until everyone has had a chance to share an experience.

Time	Activity	Anticipated Outcomes	Resources
10 min	Scars	Barriers will diminish; participants will be more relaxed and comfortable with each other. This should help with the delivery of the session.	

THE QUESTION WEB

DESCRIPTION OF ACTIVITY

You need to have a spool of string or wool for this game. Ask the young people to stand in a circle. Hold on to the end of the string and throw the ball/spool to one of the young people to catch. They then choose a question from 1-20 to answer. A list of 20 sample questions is given below. Adapt for your group.

Holding the string they then throw it to another member of the group. Eventually this creates a web as well as learning some interesting things about each other!

At the end of the game you could comment that we all played a part in creating this unique web and if one person was gone it would look different. In the same way it's important that we all take part to make the group what it is, unique and special.

1. If you had a time machine that would work only once, what point in the future or in history would you visit?
2. If you could go anywhere in the world, where would you go?
3. If your house was burning down, what three objects would you try and save?
4. If you could talk to any one person now living, who would it be and why?
5. If you HAD to give up one of your senses (hearing, seeing, feeling, smelling, tasting) which would it be and why?
6. If you were an animal, what would you be and why?
7. Do you have a pet? If not, what sort of pet would you like?
8. Name a gift you will never forget?
9. Name one thing you really like about yourself.
10. What's your favourite thing to do in the summer?
11. Who's your favourite cartoon character, and why?
12. Does your name have a special meaning and or were you named after someone special?
13. What is the hardest thing you have ever done?
14. If you are at a friend's or relative's house for dinner and you find a dead insect in your salad, what would you do?
15. What was the best thing that happened to you this past week?
16. If you had this week over again what would you do differently?
17. What is the first thing that comes to mind when you think about God?
18. What's the weirdest thing you've ever eaten?
19. If you could ask Christ to change one problem in the world today, what would you like him to change?
20. What book, movie or video have you seen/read recently you would recommend? Why?

Time	Activity	Anticipated Outcomes	Resources
10 min	The question web	Barriers will diminish; participants will be more relaxed and comfortable with each other. This should help with the delivery of the session.	<ul style="list-style-type: none"> Spool of wool or string

THE SHRINKING BLANKET

DESCRIPTION OF ACTIVITY

Explain to the group that because the ground is so cold, you've provided a nice cosy blanket for them to stand on.

Spread the blanket on the ground or floor.

Ask the whole group to get on it so that no body parts are touching the ground off the blanket.

Once the group successfully completes standing on the blanket, advise them that you've received a report that another group needs half of their blanket to keep their feet warm, too. Ask them to get off and fold the blanket in half.

Repeat the above process as many times as possible. Each time you fold the blanket, the group will need to be more creative (and cosy) to successfully stand on the blanket.

Time	Activity	Anticipated Outcomes	Resources
10 min	The shrinking blanket	Barriers will diminish; participants will be more relaxed and comfortable with each other. This should help with the delivery of the session.	



THE TOASTER GAME

DESCRIPTION OF ACTIVITY

Everyone sits in a circle. In the middle of the circle is a toaster.

Put a piece of bread in the toaster and pop it down. Once the toast is down, go round the circle and people have to quickly say one thing about themselves. When the toast pops up,

the person talking has to eat the toast with whatever topping you (the leader) decides. Start off with simple ingredients such as jam, butter, etc. and slowly add more unusual ones (like potato, ice-cream, mashed banana). Works best if you have the toaster on a short cycle!

Time	Activity	Anticipated Outcomes	Resources
10 min	The toaster game	Barriers will diminish; participants will be more relaxed and comfortable with each other. This should help with the delivery of the session.	<ul style="list-style-type: none"> Toaster, bread and toppings (be creative)

ACTIVITY 18

WHISPERS

DESCRIPTION OF ACTIVITY

“Whispers” is an exercise which makes participants aware of the difficulties in communication. It demonstrates how important it is to communicate clearly and openly.

To conduct the exercise, invite your participants to sit in a large circle. Then whisper a short message, consisting of a few sentences into the ear of one participant who then has to whisper the same message to the person sitting next to her/him. That person passes the message

to the next person and so on. In this way, the message goes around the circle until “the whisper” reaches the last person, who has to say out loudly, what he/she has heard. During the exercise no one is allowed to ask questions and none of the participants are allowed to repeat the message even if the recipient did not hear.

This exercise generally causes amazement when the group hears to what extend the message has changed. The following questions can lead the discussion to highlight the aim of this exercise:

- Of the initial message, how much was lost? How much was added?
- What errors or differences occurred as the story passed among the group members?
- How could we have increased the comprehension of the story? How do we get feedback in the real world?

Time	Activity	Anticipated Outcomes	Resources
10 min	Whispers	<p>Barriers will diminish; participants will be more relaxed and comfortable with each other. This should help with the delivery of the session.</p> <p>This activity should also show participants how easily communication can be misinterpreted and that it is important to identify facts and not act upon information passed on through others.</p>	

WHISTLE AND BURP

DESCRIPTION OF ACTIVITY

Invite three couples to take part in this simple game. Ask them to sit together at the front of the group. Give each of the boys five crackers and give each of the girls a can of coke. On the signal the boys must eat the crackers as fast as

possible and then whistle a pre-selected tune to the satisfaction of the rest of the group. They then hand over to their partner (girl) who must drink the coke and then burp audibly. The first couple to finish wins a packet of crackers and a can of coke!

Time	Activity	Anticipated Outcomes	Resources
10 min	Whistle and Burp	Barriers will diminish; participants will be more relaxed and comfortable with each other. This should help with the delivery of the session.	<ul style="list-style-type: none"> • Crackers • Cans of cola

WOULD YOU RATHER

DESCRIPTION OF ACTIVITY

Questions may range from silly trivia to more serious content. On the way you might find out some interesting things about your young people! Place a line of tape down the centre of the room. Ask the group to straddle the tape.

When asked 'Would you rather?' they have to jump to the left or right as indicated by the leader. Don't forget to encourage your adult helpers to join in too! There are 20 starter questions, just add your own and let the fun begin.

Would you rather..?

Time	Activity	Anticipated Outcomes	Resources
10 - 20 min	Would you rather	Barriers will diminish; participants will be more relaxed and comfortable with each other. This should help with the delivery of the session.	<ul style="list-style-type: none"> • Roll of masking tape • 20 starter questions (see below)



WOULD YOU RATHER (CONTINUED)

Visit the doctor or the dentist?	Eat broccoli or carrots?	Have a beach holiday or a mountain holiday?	Be an apple or a banana?
Be the most popular or the smartest person you know?	Make headlines for saving somebody's life or winning a Nobel Prize?	Be handsome/beautiful and dumb or be ugly and really smart?	Always be cold or always be hot?
Be stranded on a deserted island alone or with someone you don't like?	See the future or change the past?	Watch TV or listen to music?	Wrestle a lion or fight a shark?
Be three inches taller or three inches shorter?	Eliminate hunger and disease or be able to bring lasting world peace?	Go without television or fast food for the rest of your life?	Not hear or not see?
Have permanent diarrhoea or permanent constipation?	Be invisible or be able to read minds?	Own a lizard or a snake?	Be hairy all over or completely bald?

