

Activity Kit



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Circle of Trust

Aim of the activity



- To demonstrate that your group is inclusive, supportive and non-judgemental.
- To encourage ideas from young people.

Logistics



- You will need to have a space large enough for your group to make a circle ideally indoors or on dry ground.

Delivery Tips and Risks

- Ensure that the group are comfortable holding hands, if not, wrists would be acceptable, however this will impact on the group's ability to succeed at the challenge. Encourage the group to 'face their fears' and use this task as an opportunity to break down barriers and challenge inappropriate behaviour; discriminatory or non-inclusive behaviour.
- Explain that this is now the 'Circle of Trust' for the group in which you are going to work together to make the group be successful and supportive.
- Discourage the desire of some members of the group to try somersaulting in an attempt to solve the task.
- Demonstrate how to twist safely so as not to hold the hand of your partner so tight that fingers are crushed or shoulders become twisted. It is suggested that you demonstrate in a 'Strictly Come Dancing' style.
- When the group steps over the peers ensure that they all do this carefully and respectfully to ensure no one trips or stamps on the fingers of their peers. If the group do this well, praise them for looking after each other and taking care.

Directions



- Ask the young people to make a circle with you and other staff as part of the circle, with everyone facing inwards. Ask everyone to hold hands.
- The challenge for the group is to end up facing outwards whilst still holding hands, the circle must not be broken. This means that the entire group start with their hips facing the inside of the circle and must end up with their hips facing the outside of the circle.
- There are three ways of doing this; twist (as in Strictly Come Dancing style), over (one pair kneels down still holding hands and the rest of the group take it in turns to walk over their arms) and under (one pair hold up their arms as an archway and the rest of the group take it in turns to go under the archway).
- The idea is to encourage leadership from individuals in the group.
- The young people will have ideas (although they may be reluctant to share) and your role is to encourage the sharing of those ideas within the circle of trust.
- Take one idea at a time and encourage the group to work through it.
- When achieved, reverse the action to return to the beginning.
- Celebrate each accomplishment of the group.
- Move onto the next idea.

Similar Activities

The Human Knot would be an extension of this (see Team-Building).

Find Your Pair

Aim of the activity



- To encourage talking to each other within a new group.
- To facilitate asking appropriate questions.

Logistics



- Works best with groups larger than 10 people.
- You will need to have pre-prepared pairs of items on separate card or paper e.g. sun and moon, Batman and Robin

Delivery Tips and Risks

- Some young people may not know who or what they are looking for, so ensure everyone is aware of their pairings by quietly going round the group and checking in with people.
- Listen out for people who may be struggling to ask questions without the 'word' so that you can support them.

Adaptations

- You could put in groups of 4 e.g. all four decks of a pack of cards, all four seasons etc.
- You could ask them to find each other without talking.
- Put characteristics on a post it and stick to head. Ask only yes/ no questions - one person as you move around - to find out what you are, so you can meet your match.

Directions



- Mix the card/paper up and allow each young person to take one.
- Explain that they have to find their partner, the one who has the pair that matches their own.
- They are allowed to move around the room.
- They are allowed to ask questions however, as in the game 'Articulate', they cannot directly say the word they are looking for or say their own word e.g. you CAN ask - "are you in the sky at night" if they have the sun card and they are trying to find the moon, you CANNOT ask "are you the moon because I am the sun".
- They are not allowed to look at each other's bits of paper.
- They have to find their partner and then stand next to them while you wait for everyone to finish.
- You then ask everyone to call out their pairs.
- This now means you have the group in pairs should you wish to do another introductory activity.

People Bingo



Aim of the activity



- To allow young people to talk to people they do not know.
- To bring new people into an existing group.

Logistics



- You need 10 or more young people, although it can be adapted for less than 10.
- Any room that everyone can fit in.
- Pre-printed Bingo cards and pens; enough for each person.

Directions



- Give each young person a grid and a pen.
- Explain to them that the grid has nine characteristics written on and they need to go around the room and find nine people to match each characteristic.
- When they find a match, they write that person's name in the box.
- Each person's name can only be used once; this is to encourage young people to speak to lots of people and maybe go outside of their usual friendship groups.
- The first person to fill up their grid shouts 'bingo' and they are the winner.

Delivery Tips and Risks

Keep the characteristics general, do not put any characteristics on the grid that could offend or discriminate.

Adaptations

- This activity could be used if you have had a lot of new people join, and you could tailor the grid to encourage existing members to speak to the new ones, e.g. by having a box saying 'Someone I haven't spoken to before' or 'Someone who has been at the club less than a year'.
- If you want to encourage young people to speak to adults at the club, you could include a box like 'Someone who remembers the year 2000' or something similar that would only apply to leaders.
- If you have a smaller group, you might want to have fewer boxes on the grid or allow participants to write a person's name in two squares instead of one. For larger groups, you could add boxes to encourage participants to talk to more people.

Slap, Click Name Game

Aim of the activity



- To have fun with each other.
- To help learn names.

Logistics



- Any size group as you can have more than 1 circle. Keep each circle to about 20 people maximum.
- Indoor or outdoor space large enough for the group to sit in a circle (either on chairs or the floor).
- No equipment needed.

Delivery Tips and Risks

- Too much noise and excitement and not enough concentration is a risk. Ensure you manage the learning in a measured way and only progress if the group have the skills, understanding and ability.
- Be aware of how the laughter is managed, is it friendly or is there more to it?
- Warn the group against slapping their thighs too hard - over enthusiasm can lead to this!!

Adaptations

The point of the game is to learn names so do not worry too much if people cannot click their fingers, the movement would be enough. Alternatively slap thighs twice and then clap twice.

Directions



- Sit in a circle and get everyone to say their names, one at a time.
- Leader starts the rhythm; two slaps on the thigh, then right click, then left click. Keep the rhythm slow at this stage.
- Once the group have the rhythm introduce the point of the game; on the right click say your name and on the left click say the name of the person you are going to pass to.
- For practice just pass it round the circle to the person on your left until it returns back to the start.
- If this is successful, allow the group to move it round the circle wherever they want.
- Allow for three 'group doggy lives' as the group comes to terms with the rules.
- After these three doggy lives have been used, any mistake now means that the person making that mistake is out, BUT MUST STILL CONTINUE TO JOIN IN THE RHYTHM.
- Young people must stay aware of who is in and who is out, any mistake in name calling or rhythm means that student making the error is out.
- By a process of elimination two students will remain. Rock/paper/scissors decides the winner.

Similar Activities

Throwing and catching a ball whilst saying your name would achieve similar outcomes.

Two Truths and a Lie



Aim of the activity



- To get to know one another
- To think on the spot

Logistics



- Any number (you may want to keep groups no bigger than 10-12 people at a time).
- As long as you can fit your group in, any space.
- You can do this with no equipment but you may want to provide pencil and paper.

Directions



- Ask young people to think about or write down two true things about themselves, as well as one lie that should be believable.
- Each person takes it in turn to read out their two truths and one lie, not necessarily in that order, and the rest of the group have to guess which one is the lie.
- You can take guesses either as a whole group, e.g. ask for a show of hands for each statement; or you could ask individuals to guess first.

Delivery Tips and Risks

- This is not a disclosure exercise so you need to model an answer first that does not disclose information you are either not happy to give or should not give e.g. where you live.
- Encourage statements that are ambiguous and not obvious.
- If you are concerned about what someone might say, then check it with them first.
- If there are people in the room that know the speaker then ask them to wait before giving their guess.
- You can ask people to do this in pairs first before doing the activity as a whole group.
- Some young people may struggle to identify three statements or get confused about how many truths and lies there should be. When people are thinking ensure you help anyone who is looking 'stuck'.

Adaptations

Put all truths into a bowl, and pick one out at random. Read it aloud, and the group can guess who it is about. The person whose truth it is can also join in with 'guesses'.

Awesome Ball (aka Dunk It!)



Aim of the activity



- Fun competition.

Logistics



- This game does require at least a medium-sized room, up to a basketball court size.
- Will need enough young people to have at least two teams of 5-15 young people each. Any more and you can set up more teams.
- A ball the size of a rubber kick ball or a volleyball - nothing too small or too hard.
- Cones and two large empty bins or baskets.
- Set up the space so that the cones mark up an end-zone about 6-8 feet from the end walls with the bin/baskets in the middle of each end zone.

Delivery Tips and Risks

If playing with a mix of abilities, sometimes a group can dominate the play, so you can add a variant scoring rule: identify certain people who when they score a basket count for two points instead of one.

Adaptations

Play game sitting on the floor.

Directions



- The object of the game is simple; get more "baskets" than the other team.
- A basket is made by shooting, or bouncing the ball into the large bin, while staying outside the end-zone.
- The teams are going opposite directions, shooting on one "basket" and defending the other.
- While moving up and down the court, the ball is always live, in the air or on the ground and can be grabbed by either team. The player with the ball cannot run or walk, they must pass or shoot.
- Neither team is allowed to shoot or guard inside the end-zone, the only time to go in the end-zone is for the defensive team to retrieve a loose ball or ball that was scored in the "basket".
- If the player shooting the ball steps into the end-zone, it is an automatic turnover (the ball goes to the opposing team).
- If a player is caught walking while holding the ball, it is a turnover on the spot.
- A shot made in the bin that knocks it over then rolls out is not a scored basket. Sometimes the ball will go in knocking over the bin but staying in, this is a scored basket.
- Defenders must stay an arm-reach away from the opposing team member holding the ball.
- You can play to a certain number of points scored or a time limit.

Chair Ball (aka Chair Football, Chair Volleyball)



Aim of the activity



- Fun.
- Good sporting activity if you cannot go outside.

Logistics



- Hall space.
- Will need enough young people to have two teams so about 8 -14 young people. Anymore and you can have more teams.
- Enough chairs for everyone to sit on.
- Beach ball or balloon or juggling bean bag.

Directions



- Set up the hall like a football table with chairs as the blue and red team.
- The 'blue' chairs face to the right goal and the 'red' chairs face to the left goal.
- The goal could be a bucket, 2 chairs or maybe someone standing on a chair.
- The 2 teams have to sit on the chairs and hit the ball (or balloon) with their hands and try to get a goal at their end.

Delivery Tips and Risks

Space the chairs out so people do not accidentally hit each other but still close enough to minimise the gaps for the ball to fall in.

Adaptations

Stand in hula hoops, where people have to stay in their own zone.

Dodgeball

Active Games

Aim of the activity

- To have fun.
- To run around.



Logistics

- Enough room to run around in without hitting obstacles.
- Will need enough young people to have two teams so about 8 -14 young people. Any more and you can have more teams.
- You will need soft balls and some markers for a court e.g. flat cones.



Delivery Tips and Risks

- Ensure the balls are not too hard - football sized sponge balls are ideal for this.
- Make sure the balls are not thrown to hit above the waist, you can impose penalties should one team/person keep doing this.
- The key to doing the time trial well is to work as a team passing the ball between team members quickly.

Adaptations

If throwing the ball seems too intimidating for some young people, you can make the rule that the ball must be held when trying to get someone "out".

Directions

There are two versions: Classic and Time Trial



Classic

- Divide the playing area (an indoor court works perfectly) into two halves.
- Divide the group into two teams and designate one team to each half.
- To start the game, each player must be touching the baseline of their half.
- Place all the balls you're going to be using along the half way line of the playing field.
- When the game starts, players can run to get the balls first and then the action begins.
- The aim of the game is to get the opposition team out by throwing the balls at them.
- If a ball hits a player below the waist, they are eliminated and must sit out for the rest of the round.
- If a player catches a ball on the full then one eliminated player from their team may return to the game.
- The winner is the first team to get everyone out from the opposite team.

Time Trial

- Set out a playing area using markers.
- Divide the group into two teams - one starts in the middle of the playing area (size depends on number of players) and the other team spreads themselves around the outside of the playing area.
- Once the game starts the outside team has to try to get the players on the other team 'out' by throwing balls at them.
- Rules usually include: "Nothing above the waist counts and only underarm throws can be used".
- Have someone on a stopwatch so the time can be measured. Time stops when the last person is got 'out'.
- The team that stays in the longest wins!

Three Ball Football



Aim of the activity



- To get as many people involved in running around as possible.

Logistics



- Will need enough young people to have at least two teams e.g. 8-14, anymore and you can set up more teams.
- Enough space to set up a mock football pitch for your size group with a goal at either end.
- Three different coloured balls (or three different sized balls e.g. gym ball, football and tennis ball).

Directions



- Simply divide everyone into equal teams based not just on numbers, see next bullet point.
- Allocate the colour of the balls to certain characteristics e.g. one ball represents the boys only, another ball the girls, and the third ball is mixed OR one ball is for players aged 11, 12 and 13; another is for players aged 14,15,16, and the third ball is for everyone.
- Players can only kick the ball that is their colour (or size).
- Make sure the players are clear on which ball is for which group.
- Follow the basic rules of football.
- If a player touches the wrong ball on purpose, you can penalise them with a time penalty off the pitch.

Delivery Tips and Risks

- Football is a well-known game that everyone has a view on, the aim is to try and make this a fun game for everyone. Therefore be clear about the rules (and as referee you can add in what you want - see next bullet point) and that this is about everyone joining in.
- When refereeing this game, be a 'fun' supremo so football habits don't come in, don't be afraid to penalise people for not being polite to each other or if they haven't smiled. Give the ball to someone if they helped someone else etc.

Adaptations

This doesn't have to be restricted to football and could be done with netball or ultimate Frisbee for example. You could prevent any running and only allow walking pace. Play the game sitting on the floor, and sliding / shuffling on bums, only rolling the ball to each other.

Similar Activities

Crazy Football - where you only use one big gym ball.

Ultimate Frisbee

Active Games

Aim of the activity

- To have fun and run around.



Logistics

- Either an outside area or an inside space big (high) enough to throw a frisbee.
- Will need enough young people to have at least two teams e.g. 8-14, anymore and you can set up more teams.
- A frisbee.



Delivery Tips and Risks

- You may want to use basic netball rules for defending such as you have to stand one meter away to defend - this stops people getting in each other's faces and causing problems.
- You could use a ball if a frisbee is not available (this is also known as BenchBall).
- Be firm as referee - your decision is final - have fun with this but being firm prevents arguments.

Directions

- Divide the group into 2 teams.
- Create a playing field with 2 end-zones, which are essentially rectangles marked out with 4 cones on each end.
- The aim of the game is to get someone from your team to catch the frisbee in the end-zone.
- To start the game, each team stands at their end-zone and one team throws the frisbee all the way across the field to the other team.
- They can let the frisbee land and start playing straight away from there, or they can catch it and play on. However if they drop it, the other team takes possession.
- When you have the frisbee you can pivot, but can't take any steps.
- If you throw it to someone and it hits the ground in any way, even if the other team hits it out of the air, then possession swaps to the other team.
- To defend, a player may stand in front of the person with the frisbee and obstruct their throwing path, but cannot physically touch them. The defender can start counting to 10 and if they reach it and the attacker hasn't thrown the frisbee then possession swaps.
- If the person catches the frisbee in the end-zone, they then swap with the person that threw it into them.



Hot Mats



Aim of the activity

- To encourage working together.
- To learn from experience to solve a problem.



Logistics

- A floor space between 10 and 20m long e.g. half a badminton court.
- Can be done with as little as 6 people and as many as you have the equipment for.
- Will need cones to set up the start and finish lines.
- Something people have to stand on so they do not touch the floor e.g. carpet tiles, sheets of broadsheet newspapers, sport spots, a cut up gym mat - referred to now as mats.



Directions

- Divide the group into teams of between 6 and 10 people. Then give each team either 2 or three of the mats.
- The idea is to get your whole team from the start point to the finish without any feet, hands, legs etc from touching the floor.
- You can tell a story that the area is now hot lava and the only thing that can save them from being hurt is to stand on the mats provided.
- If anyone touches the 'lava' the whole team has to start again.
- The winner is the first team to get everyone and the mats across the 'lava'.
- To make it harder, all the team has to go at the same time i.e. you cannot make more than one journey across the lava.
- If more than one team, you can make this a race.



Delivery Tips and Risks

- Allow practice time, many groups will naturally start the task as a way of figuring out how best to achieve it.
- Encourage teams to talk to each other to see how they can improve their performance.
- Many groups start by throwing the mats too far apart, allow this to happen but watch out from a safety perspective when people try and jump from mat to mat. This is exacerbated if the floor is slippery.

Adaptations

- You can use blindfolds to even out competition e.g. if one team keeps winning, they have to have a couple of people blindfolded.
- After a while introduce blindfolds to all the teams, or make the teams compete in silence.

Similar Activities

- This builds on 'Penguins'.
- Outdoor centres do a similar activity with old tyres.

Hula Hoop / Rope Circle



Aim of the activity

- To encourage working together.
- To learn from experience.



Logistics

- Any space big enough for the group.
- Groups of around 6-10 people (if more, make more circles).
- A hula hoop or a knotted section of thick rope about 1m in diameter.
- Stopwatch/phone with a timer function (optional).



Delivery Tips and Risks

- With any team building/problem solving game, it is tempting for adults to help too soon. Don't be afraid to let them not do well at first, if this happens encourage them to think how they can improve their own and the group performance.
- If a competition is happening and one team keeps losing, you can go back to timing each group, and then the winner is the group who improves their time the most - often this is the team that loses the most.

Adaptations

You can blindfold one or more members of the group.

Directions

- Ask everyone to stand in a large circle holding hands with the person next to them.
- Introduce a hula hoop (or rope) into the circle so that the hands of two people go through the hoop.
- Explain that the group need to pass the hoop around the circle to get it back to its starting position, without letting go of each other's hands (this means the whole group will have to go through the hoop).
- The group will need to work together to pass the hoop over people's heads and around the circle.
- They may not realise this at first and think it's an individual effort but they should pick up on the teamwork aspect without too much prompting.
- The idea is to try and get quicker, which will require helping each other.
- After some practice you can time the group, and then let them discuss improvements and then time once more to see if they can get better.
- If more than 1 circle, you can have races to see who get the hoop round first.



Human Knot

Aim of the activity



- To encourage problem solving.
- To bring people together.

Logistics



- Any space big enough for the group to stand.
- Can be done in a big group but works best in groups of 10-15 people.
- No other equipment needed.

Delivery Tips and Risks

- Once they have had a few minutes trying to solve it, the group will naturally come to a stop so encourage talking to each other to solve the next steps.
- It may be appropriate to get the group or for you to identify a leader.
- Be aware of people twisting limbs, encourage light holding of hands so that people can twist and move without breaking hands.

Directions



- Get everyone to stand in a circle facing inwards with their arms by their sides.
- In turns, ask each person to step forward and take the hand of someone else in the circle until everyone is holding another person's hand. Repeat this for the other hand, but make sure everyone is holding the hand of two different people.
- The group should now be in a large knot. They need to work together to untangle the knot without letting go of each other's hands – this might involve stepping over other people or crouching down to go underneath other people's joined arms.
- Eventually the team should be able to untangle the knot so that they are stood in a circle holding hands.

Adaptations

- If someone does not feel comfortable taking part, then they can be appointed the observer leader, helping the group to spot where they can untangle.
- For a larger group you could split into two teams and get them to race each other, or if you don't have enough space, you could time each group and encourage them to beat the other team's time.

Similar Activities

This activity builds on Circle of Trust (see Icebreakers).

Splat

Aim of the activity

- To have fun together.
- To laugh with each other.



Logistics

- Need at least 5 people.
- Any large space that can fit the group.
- No other equipment needed.



Delivery Tips and Risks

- This is supposed to be a quick, fun game so keep it moving. The person in the middle has to be enthusiastic and loud for this game to really work.
- Encourage the young people to take responsibility for when they get it wrong, and sit down themselves.
- There should be lots of laughs and silliness.

Similar Activities

This game is a precursor to the fabulous game of Oogly Boogly Bop.

Directions



- Ask everyone to stand in a circle facing inwards, with a bit of space between them and the people next to them.
- Pick one person to start in the middle (this needs to be the group leader if the young people haven't played the game before).
- The person in the middle puts their hand flat out in front of them (as if you have a custard pie in your hand) and targets someone around the circle by pointing the 'pie' at them and shouting 'splat'.
- The target should duck down and the two people on either side of them have to turn to face each other and 'splat' each other using their hands as 'pies' and shouting 'splat'.
- The winner (the first person to shout 'splat') stays in but the loser sits down still in the circle, they are now out.
- If the person in the middle does not duck down they are also out and must sit down.
- If anyone else in the circle shouts 'splat', or turns to 'splat', or ducks down, they are also out and must sit down in the circle.
- By sitting in the circle, this allows everyone to remain engaged and also causes confusion as people are no longer exactly stood next to each other and so may have to 'splat' someone several people away.
- Eventually you will be left with only two players. They stand back-to-back like in the Western movies for a 'quick draw'. The leader says a word and for each word spoken, they have to take slow steps away from each other until the leader shouts 'splat'.
- At which point they turn around and try to 'splat' their opponent before being 'splatted' themselves.
- The winner is the person who gets there first or who does not make a mistake.

Towers

Team Building
Games

Aim of the activity



- To solve a problem together.
- To describe a vision and work to it.

Logistics



This can be done one of two ways -
Big or Small

- **For Small** - you will need packs of spaghetti and bags of marshmallows
- **For Big** - you will need bamboo canes and ball of string (cut up into about 20 cm lengths)
- The space will depend on whether you go Big or Small - if you go Big, you will need to be outside or a sports hall type space. If you go Small, you can do this anywhere.
- Each group should be about 4 - 8 people. You need enough equipment to for each group.

Directions



- Ensure the equipment is divided evenly between the groups.
- The task is to build the tallest free-standing structure using only the equipment given.
- Get the group to plan, do and review what they are proposing to build.
- Get the group to discuss what shapes, structures and buildings are. The group will inevitably suggest square shapes as that is what surrounds them in modern life. Try and get them to think historically. Try asking 'what structures are still around today centuries after they were originally built?' One answer might be 'the pyramids'. Give other clues Egypt, deserts, Sphinx etc. Get them to think more recent examples - Paris 'Eiffel Tower'
- The best (but no means only) solution to this task is to build a pyramid base that will support lengths of cane/spaghetti that can extend 20m/50cm from the ground/table. The canes will need to be tied together, the marshmallows hold the spaghetti together (put the length of spaghetti into the marshmallow).

Delivery Tips and Risks

- Set out the rules from the start particularly with the Big version: No canes can be thrown, used as swords, hit, poke or whack one another.
- If more string is required, you, the instructor, will cut it for them
- You have 10 minutes for planning, 30 minutes for construction, 5 minutes for photographs and 15 minutes for deconstruction if doing the "Big" version.. Make these times shorter for the 'Small' version.
- The task is only completed when all materials are returned and the area is as it was at the start of the challenge.
- Allow the discussion to happen but manage it to ensure that people have their say and are listened to.
- Some groups will find the 'production line' element difficult and may become disengaged. Keep an eye on the group(s) and be prepared to get involved.

Delivery Tips and Risks

- As leader, it may be necessary to observe covertly by just tying canes together and often young people will replicate this behaviour and ask you for specific help e.g. tie four canes together for me then tie them to this...
- This challenge needs to be managed carefully to the time available. There tends to be a rush to complete as time is running out. As leader you have to keep the pot simmering, 20-30 minutes into the task and the young people will recognise what needs to be done and a sense of urgency will ensue.
- The feeling of success and accomplishment is clear to be seen and why a photo must be taken to capture the achievement.

Adaptations

- You can use straws instead of spaghetti.
- You can use newspapers and tape

Similar Activities

Bridge building - make a bridge across two points, such as two chair seats, that is strong enough to roll a small ball from one side to another

Crossed/Uncrossed



Aim of the activity

- To develop problem solving skills.
- To develop patience and an understanding of how to overcome frustration.



Logistics

- Any space where the group can sit in a circle.
- A pair of scissors or two pens/pencils or any two small, long objects
- Any number can participate but 8 - 15 is ideal.



Delivery Tips and Risks

- Reiterate that this is an individual task that must be worked out by the individual. Resist the urge to tell your friends or shout out the answer.
- Encourage theories to be explored but ask them to keep their theory to themselves and not to think aloud.
- Monitor the room to ascertain levels of frustration and pacify where necessary.
- There will be a small number who are unable to think differently and will become increasingly entrenched, upset and/or frustrated. You can gently introduce clues so that everyone gets it in the end.
- Ensure that no one laughs at anyone else for not getting this. This is about everyone solving the puzzle and with the support rather than the answer everyone can find the resolve to succeed.

Directions

- Sit the group in a circle
- Pass the two objects crossed or uncrossed around the circle and say 'I am passing these to you (crossed or uncrossed)'. The object of the game is to ascertain whether they are really crossed or uncrossed.
- The 'trick' is to cross or uncross your legs when passing the two objects. It makes no difference whether the two objects are crossed or uncrossed. The two objects may not be crossed but if you have your legs crossed, you are passing crossed!
- The key is to be subtle about this and 'misdirect' the group initially ensuring the attention is kept to the two objects and away from what your legs are doing.
- Make sure that those that work it out do not blurt the answer out to their peers or laugh at them for not getting it.
- As the game progresses you may need to make your actions more obvious to aid the moment of realisation for all.



Adaptations

You could pass in silence to see if people notice.

Similar Activities

Any of the thinking activities.

Ball Juggling

Thinking
Games

Aim of the activity

- To work together to achieve an outcome.
- To consider different strategies for success.
- To compete in a controlled, pressured environment.



Logistics

- Either an outdoor space or an indoor space with a high ceiling.
- This works best with 8 - 15 people per circle, anymore and you can make two teams.
- At least 5 balls per group, up to enough balls for one group to have one ball per person. These can be any size.



Delivery Tips and Risks

- This activity is not about being quick or being able to throw and catch a ball, it is about people helping each other to keep the balls in the air. Therefore, encourage the group to throw balls at the right height and speed for the person catching.
- If a pairing are struggling e.g. 6 throwing to 7 is hard because it is too far across the circle, get the group to consider how they can be supported, or what needs to change.
- The more balls that go in, the more chaotic it is, so do not introduce too many too soon. Encourage quality not quantity.
- Get the group to consider what is important for helping each other e.g. making sure the person receiving is aware that a ball is coming because you have called their name and they have looked at you.
- Get the group to consider heights and position of people (staying in a strict circle is not important).

Directions

- Everyone stands in a circle about one arm's length apart.
- Go round the circle and number the players from 1 to however many you have e.g. 10.
- Then ask everyone to mix up so they are no longer standing next to a consecutively numbered person e.g. 5 cannot be next to 4 or 6, 1 cannot be next to 2 or 10 (as the last person in this example).
- When all mixed up, check that consecutive numbers are not standing next to each other by getting everyone to call out their number.
- The No. 1 player throws the ball to No. 2, No. 2 to No.3 and so on.
- This continues until the ball makes its way to everyone once and returns to the original person.
- Each player should receive the ball only once. Players are to remember to whom they throw the ball.
- The leader throws the first ball. As the rhythm of the pattern becomes smoother, and throwers and receivers get used to it, another ball is added, then a third, then a fourth and so on.
- Players should be able, depending on the size of the group, to keep six or seven balls moving at once, and ultimately there can be the same number of balls for the amount of people in the circle.
- Players should never have more than one ball in their hands, and balls are not allowed to touch the floor. If either of these things happen, start the rhythm again.



Adaptations

- This could be done indoors sat down, using items such as rolled up paper balls or bean bags.
- Can be used as a name game to start with (up to three balls) - calling out from me to you - e.g. from Sam to Natasha, from Natasha to Rob, etc

Similar Activities

This activity is both active and requires problem solving, so covers lots of similar activities.

Moon In The Spoon

Aim of the activity

- To develop problem solving skills.
- To learn to understand a bigger perspective.



Logistics

- Any number can participate but 8 - 15 young people is ideal.
- A space big enough for the group to sit in a circle.
- Ideally, to fit the story, you need some sort of spoon, however you could use any small object particularly if it is shiny.



Delivery Tips and Risks

- Be aware of the levels of frustration in the group, give clues where necessary but don't give the answer away.
- Allow the group to reflect on the different emotions and requirement to control their shouting out. Make these learning points to frame the experience.
- Encourage theories to be explored but ask them to keep their theory to themselves and not to think aloud.
- Monitor the room to ascertain levels of frustration and pacify where necessary.
- There will be a small number who are unable to think differently and will become increasingly entrenched, upset and/or frustrated. You can gently introduce clues so that everyone gets it in the end.
- Ensure that no one laughs at anyone else for not getting this. This is about everyone solving the puzzle and with the support rather than the answer everyone can find the resolve to succeed.

Directions

- Sit the group in a circle.
- Take a shiny dessert spoon and give it to a person in the circle and ask them what is it. They will look it and reply sheepishly a spoon? You say 'Yes it is a spoon but can you see anything else?'. 'No' will come the reply and you say "Thank you" making it a subtle response, whilst taking the spoon off the other person, then you look deep into the shiny object, tilt it to reflect the light, pause and say "I can see the moon in the spoon can you?" The group will look at you confused.
- Your job is to tell them a story, for when you look at this ordinary spoon you don't see a spoon you can see the moon in the spoon and that you want to know if anyone else can. All the group need to do is say what you said.
- Each member of the group passes the spoon around the circle in turn attempting to say what you said. Most will not have remembered that on the first time you said 'THANK YOU' as you took the spoon before then saying, "I can see the moon in the spoon". The magic phrase has to include 'thank you' on receiving the spoon.
- This is a difficult game for people to solve. They often become entrenched in looking and not listening, meaning they copy your actions but not what you say.
- Once some of the group solve the task and reflect the skills of subtlety and maturity empower them with decision making approving or disapproving the answers of their peers as professionally as you have. You must still adjudicate.



Adaptations

This game does require the need to recognise that thank you is being said, however, it does not mean that you cannot play it with people who have difficulty hearing, as it is about perception and picking up of clues when observing people.

Similar Activities

Any of the thinking activities.

Smiley Face

Thinking
Games

Aim of the activity



- To develop problem solving skills.
- To develop patience and an understanding of how to overcome frustration.

Logistics



- Use a room/outside space big enough for the group to sit in a circle.
- Any number can participate but ideal number is 8 - 15 people.

Delivery Tips and Risks

- Be calm and clear, and exaggerate the actions.
- Reiterate that this is an individual task that must be worked out by the individual. Resist the urge to tell your friends or shout out the answer.
- Encourage theories to be explored but ask them to keep their theory to themselves and not to think aloud.
- Monitor the room to ascertain levels of frustration and pacify where necessary.
- There will be a small number who are unable to think differently and will become increasingly entrenched, upset and/or frustrated.
- Ensure that no one laughs at anyone else for not getting this. This is about everyone solving the puzzle and with the support rather than the answer everyone can find the resolve to succeed.

Directions



- Get the group to sit in a circle.
- As leader, mime the drawing of a smiling face to the following words 'I can draw a smiley face. It has two eyes, a nose, some squiggly hair and a big smiley face. Can you?'
- The next in the circle has to repeat the words and attempt to draw a smiley face as you, the leader, has done.
- What the group won't have noticed is that you, the leader, will have drawn the smiley face with your left hand. Unless the young person draws it with their left hand then they will not have completed the task correctly.
- If you are right handed, the natural assumption is to perform the action with the right hand. The player will not have observed that you, the leader, have done the action with your left hand. If you are left handed, you will not realise why you are getting the task right.
- Doing the action with your left hand is key to solving this problem. The words are a distraction.
- If the group struggles encourage them to think about how we get information;
- Listening - Ears
- Watching - Eyes in this case the most important
- Doing - Touch
- If the individual gets it straight away i.e. they draw the smiley face with their left hand, this may be because they are naturally left handed. Therefore to 'test' whether they have worked the problem out ask them to NOT draw a smiley face correctly. In this case you would expect them to perform the action with their right hand.
- It is important that the ones who work it out don't tell their friends: you, the leader, are trying to get them to work this out for themselves. It is this moment of realisation that we want them to experience because it is replicable in other situations.

Smiley Face



Adaptations

- Judge when you need to make things easier to notice and so give extra clues.
- When you draw with your left hand, you can make the 'L' shape with your thumb and forefinger, this gives a clue.
- If necessary get them to sit behind you or other students who have solved it to observe and mirror the positive behaviour, but only as a last resort.

Similar Activities

Any of the Thinking Games.

Bin, Keep, Remember, Change

Issue
Games

Aim of the activity



- To encourage reflection.
- To evaluate previous event.

Logistics



- This is best with a smaller group of 10 or less, to allow discussion.
- Any space suitable for discussion.
- This does not necessarily need any equipment but you can do this as an art project, so sheets of paper and paint or felt tips, for instance.
- You may want to use flip chart paper with each one having a heading of Bin, Keep, Remember, Change.

Delivery Tips and Risks

- Encourage the young people to give their opinions but ask that they are respectful.
- No naming names!
- Encourage the group to wait their turn before speaking.
- Don't rush things, allow the young people to talk.
- Ensure the conversation is kept supportive and not judgmental.
- Ask the group to respect each other's confidentiality (in the bounds of safeguarding principles).

Similar Activities

- SWOT analysis.
- Using the Signs of Safety analysis technique.

Directions



- As a first time activity, you can ask the group to think of an event that they have been involved in e.g. last week's youth club session.
- Get them to discuss what they would Bin, Keep, Remember and Change about the event.
- Bin - identify what they think was terrible and would not want to happen again, this could be something that happened, a part of a game, an aspect of their behaviour, etc.
- Keep - identify something that they thought was very good and would want to happen again.
- Remember - identify something that you will always remember, was it something that made you laugh, or something else.
- Change - identify something that you would change to make the event better for you.
- As people call out their answers, facilitate discussion within the group.
- To extend this activity, you can get the young people to recall an individual event that happened to them recently e.g. an argument with a parent/carer but it could be either something that ended well or not. This allows them to reflect on behaviour of themselves and others.
- This can be done as a personal art or writing project e.g. do a poster.
- If the group feels able, get them to discuss their individual events particularly if done as an art presentation because they can talk through their poster.

Card Pairs

Issue Games

Aim of the activity



- To encourage reflection.
- To think about causes for behaviour.
- To consider how behaviour and emotions are linked.

Logistics



- Pack of playing cards
- Space that allows the group to talk
- This is suitable for smaller groups, so no more than 10 people.

Delivery Tips and Risks

- Encourage the young people to give their opinions but ask that they are respectful.
- Encourage sharing of thoughts but please remember your safeguarding responsibilities.
- No naming names!
- In addition, you can explore - what were you doing at the time? What led up to it? and encourage them to elaborate.
- Encourage the group to wait their turn before speaking.
- At the end find out what they find hard and/easy about the exercise e.g. was it hard to remember where the cards are, how did that make you feel?
- Don't rush things, allow the young people to talk.

Directions



- From the pack of cards take out two suits e.g. hearts and spades, and discard the picture cards (keep the aces as they are number 1). You should have the cards 1-10 for hearts and 1-10 of spades.
- Shuffle them and then lay them face down on the table in a random pattern.
- The first person chooses any two cards and turn face up.
- If they match they get to keep the pair and then have to answer a corresponding question below e.g. if they turn up the 3 of hearts and 3 of spades that is a pair and you ask question 3 below.
- Get the young person to give their answer and then open it up for a short discussion with the rest of the group. Record answers on post-it notes for a discussion tree.
- If the student did not get a pair, it moves round to the next person for their turn.
- Continue until all pairs have been found.
- Finish by bringing the discussion to a close.

Resources - Possible questions

Please give an example of

1. When you did something good? How did that make you feel?
2. When you got told off for something? How did that make you feel?
3. When someone else blamed you for something you didn't do? How did that make you feel?
4. When you have been ignored? How did that make you feel?
5. When you were praised for your behaviour? How did that make you feel?
6. When you got really excited about something? How did that make you feel?
7. When you were late for something? How did that make you feel?
8. When you told someone something bad about someone else? How did that make you feel?



Pass the Parcel

Aim of the activity



- To improve confidence in public speaking.
- To begin to learn how to give opinions.
- To start talking about emotions.

Logistics



- A pre-made up parcel, just like the children's birthday game - pass the parcel. The only difference is that when one layer is taken off, a number is on the next layer.
- The numbers correspond to the questions below. This is suitable for smaller groups, so no more than 10 people.
- Space that allows for the group to talk.

Directions



- Pass the parcel round the circle in the same direction, whilst the music is playing.
- When the music stops, whoever has the parcel takes/tears one layer of paper off (very carefully).
- They will get a number on it. The number corresponds to a numbered question below, you ask the young person the corresponding question.
- Wait for the young person to give their answer and then open it up for a very short discussion.
- When the music starts, continue passing the parcel and continue as before.
- If the music stops and it lands on a person who has already taken off a layer, pass it on until it gets to someone who has not. This ensures everyone gets a chance to answer a question.
- The final round will be for the prize and this will be won by whoever has the parcel when the music finishes.
- Finish by bringing the discussion to a close, exploring how they felt about having to give their opinion.

Delivery Tips and Risks

- Encourage sharing of feelings but please remember your safeguarding responsibilities.
- Encourage the students to give their opinions but ask that they are respectful.
- No naming names!
- Ask further questions of the student and group e.g. How does that make you feel, happy/sad etc?
- Encourage the group to wait their turn before speaking.
- At the end, find out what they find difficult and easy about the exercise e.g. was it hard to wait to have your turn, how did that make you feel?

Adaptations

- You could get members of the group to prepare the parcel and make their own questions.
- Instead of having pre-prepared questions, you could get people to ask a question when they take a layer off the parcel.

Resources - Possible questions

- What do you think makes people happy?
- What do you think makes people sad?
- What do you think makes people angry?
- What do you think makes people afraid/fearful?
- What do you like about the adults in your life that you think are great?
- What do adults do that make you annoyed?
- Who do you admire in your local community?
- Which famous person do you respect, what is your reason?

Question Ball



Aim of the activity



- To encourage discussion.
- To encourage speaking in front of others.
- To improve knowledge about current/relevant issues.

Logistics



- This is best with a group of up to 12, to allow discussion.
- Any space suitable for discussion.
- A ball; ideally a soft ball like a beach ball.

Delivery Tips and Risks

- Encourage the young people to give their opinions but ask that they are respectful.
- No naming names!
- Encourage the group to wait their turn before speaking.
- Don't rush things, allow the young people to talk.
- Ensure the conversation is kept supportive and not judgmental.
- Ask the group to respect each other's confidentiality (in the bounds of safeguarding principles).
- Particularly the first time you do this activity, you may want to have some questions prepped to prompt the group.

Adaptations

The group can choose what the upcoming topic is in advance so they can do some research prior to discussion.

Directions



- Identify a topic that the group may want to discuss e.g. politics.
- Prepare some questions that you can ask (so that you can prompt discussion) - see below.
- Sit everyone in a circle.
- You start by lightly tapping the ball, whoever catches it must ask the group a question about the topic e.g. if politics, they might ask - do we know who our Prime Minister is?
- It is important to note that the person answering the question does not have to know the answer; it could be something they want to find out.
- The group discusses the answer facilitated by you. If they do not know, you can either give the answer or encourage them to go away and find out.
- Remember this is a method to introduce topics that you can go on to explore further at a later date.

Resources - Possible questions

Prepared Question Examples - Politics

- What are the recognised political parties in the UK?
- What world leaders can you name including who is our Prime Minister?
- What are the Houses of Parliament?
- What are ministerial posts in the government - name a few?
- Can you name 5 other Prime Ministers?
- What other tiers of government are there?

Would You Rather?

Aim of the activity



- To encourage discussion.
- To encourage sharing of thoughts.

Logistics



- A space large enough for the group to sit in a circle.
- This is best with a group of up to 12, to allow discussion but can be done with any number.
- You need pre-prepared questions and a tub to put them in.

Directions



- Print out enough questions to have at least one for each person.
- Fold them so that you can't see the question, then put them into a box (a Tupperware container without the lid will work fine).
- Sit the young people in a circle and pass the box round, each young person takes out a question, reads it aloud and gives their answer.
- Encourage discussion from the rest of the group.

Delivery Tips and Risks

- Encourage the young people to give their opinions but ask that they are respectful.
- No naming names in the group!
- Encourage the group to wait their turn before speaking.
- Don't rush things, allow the young people to talk.
- Ensure the conversation is kept supportive and not judgmental.
- Ask the group to respect each other's confidentiality (in the bounds of safeguarding principles).

Adaptations

- The session leader could read out the question and nominate someone else in the group to answer the question (or ask for a volunteer). This would be useful if some members of the group struggle with reading, but can put people under pressure.
- You could also make up your own questions or ask the young people to come up with some.

Would You Rather?



Resources - Example questions

- Would you rather eat nothing but your favorite food for the rest of your life or never be able to eat it again?
- Would you rather have to skip everywhere or walk everywhere on your hands?
- Would you rather be able to run incredibly fast or jump incredibly high?
- Would you rather work really hard at a job you love or slack off at a job you hate?
- Would you rather have super strength or the ability to read minds?
- Would you rather be poor with lots of good friends or rich and lonely?
- Would you rather live in a very hot country or a very cold country?
- Would you rather only be able to whisper or only be able to shout everything?
- Would you rather save the life of someone that you're close to or save the lives of 5 random strangers?
- Would you rather never touch another human again or never touch a computer powered device again?
- Would you rather have 1 wish granted today or 3 wishes granted 5 years from now?
- Would you rather have to sit all day or stand all day?
- Would you rather take an ice cold shower and be clean or not shower at all?
- Would you rather be the worst player on the best team or the best player on the worst team?
- Would you rather be 10 minutes late or be 20 minutes early for everything?
- Would you rather give out bad advice or receive bad advice?
- Would you rather be a master of every musical instrument or be fluent in every language?
- Would you rather wear your pyjamas all day or a suit all day?
- Would you rather go forward or back in time?

Introduction to Global Challenges – Poverty

(This activity is taken and adapted from www.oxfam.org.uk)



Aim of the activity



- To introduce the group to the issue of global poverty.
- To introduce the complexity of climate change and its impact.

Logistics



- Space big enough for size of the group with tables to work on.
- The worksheet resource “Global Challenges Case Studies” - sufficient copies for the group numbers.
- Paper and pens or Flipchart paper and pens.

Delivery Tips and Risks

- Encourage questions because it is important for everyone to understand what you are discussing before moving on.
- Encourage sharing of opinions and thoughts but ask that they are respectful.
- Remember it is ok to have fun and laugh when doing these exercises.

Adaptations

- When doing any activity that involves discussion, it is important that you tailor the language to the level that is appropriate for the young people in the room. Make sure that everyone understands the concepts you are talking about so that it is safe to develop further ideas and discussion.
- It is also important to think about the age of the group you are doing this with; you may want to change some of the statements to reflect the age or developmental stage of the group.
- You may want to do this as a poster exercise, so that for each study they do a poster of the factors and then present this to the group.

Directions



- For this activity, it may be beneficial if you do some preparation by accessing the website (use the link above). The website has lots of resources and guides to running sessions. This activity is taken from Workshop 1 - Activity 3. It will also help if you are not clear of the answers and you need to add to your knowledge.
- Divide the group into smaller groups of about 5/6 people.
- Give each group, one of the 6 case studies provided on the worksheet resource.
- Ask the group to consider the case study and what key factors will affect poverty levels.
- This can be broken into sub topic headings of 1) Political (i.e. power) 2) Environmental 3) Social (i.e. people) 4) Economical (i.e. money)
- Once completed, get each group to feedback some of the factors they identified.
- Encourage discussion between the groups e.g. are there any common factors, what impact do we have on global poverty etc.

Resources

Worksheet - Global Challenges Case Studies

Move On Activities

There are more activities like this on the Oxfam website: www.oxfam.org.uk

Introduction to Politics

(This activity is taken and adapted from www.parliament.uk)



Aim of the activity



- To introduce the group to the UK Political System
- To demonstrate different political systems across the world.

Logistics



- Space big enough for size of the group with tables to work on.
- The worksheet resource "Compare the Vote - All levels" - sufficient copies for the group numbers.
- Pens or pencils.
- Optional - internet access as these activities can be done online.

Delivery Tips and Risks

- Encourage questions because it is important for everyone to understand what you are discussing before moving on.
- Encourage sharing of opinions and thoughts but ask that they are respectful.
- Remember it is ok to have fun and laugh when doing these exercises.

Adaptations

- When doing any activity that involves discussion, it is important that you tailor the language to the level that is appropriate for the young people in the room. Make sure that everyone understands the concepts you are talking about so that it is safe to develop further ideas and discussion.
- It is also important to think about the age of the group you are doing this with; you may want to change some of the statements to reflect the age or developmental stage of the group.
- There are 3 different levels for this topic; however the website provides a number of resources and ideas for activities.

Directions



- For this activity, it may be beneficial if you do some preparation by accessing the website (use the link above). This shows how these activities can be progressive and also the extra activities you can do online. It will also help if you are not clear of the answers and you need to add to your knowledge.
- Decide what level of activity you will need for the group, either 1, 2 or 3; and then print the appropriate level sheets from the worksheet resource.
- Level 2 Compare the Vote (pages 4-8) may be most appropriate for the age of your group and as an introductory activity.
- The task is to look at three voting systems and make comparisons between the three.
- For each voting system, there is a series of sentences with words missing, these are provided below the questions. All you have to do is fill in the gap so the sentences are complete and make sense.
- Once all three grids have been completed, you can have a discussion about the pros and cons of these systems, how the group feel about the systems etc. A comparison grid is provided in the worksheet.
- If using the on-line version - there are a series of quizzes and other activities they can do.
- As a follow-up, your group can go away and find out the name of their constituency and MP, and how they might contact their MP.

Resources

Worksheet - Compare the Vote: All Levels

Move On Activities

Similar activities available at: www.parliament.uk

Bullying

(This activity was adapted from the website bullyingnoway.gov.au)

Issue
Games Topic

Aim of the activity

- To open the discussion around bullying.
- To encourage the young people to think about other perspectives.



Logistics

- A space for the group to talk comfortably.
- Resources identified - may help.



Delivery Tips and Risks

- Talking about issues can bring emotions and upsetting experiences to the fore, therefore it may be better to do this activity with two adults so if anyone gets upset, they can support the young person.
- Encourage questions because it is important for everyone to understand what you are discussing before moving on.
- Encourage sharing of feelings but please remember your safeguarding responsibilities.
- Encourage the students to give their opinions but ask that they are respectful.

Adaptations

When doing any activity that involves discussion, it is important that you tailor the language to the level that is appropriate for the young people in the room. Make sure that everyone understands the concepts you are talking about so that it is safe to develop further ideas and discussion.

Resources

- Bullying Definition
- Inquiry questions

Directions

- Ask the group to consider what they define bullying to be (you can have a definition to and if you think it is useful - see resources).
- Identify one of the 'deeper' inquiry questions (in resources) to discuss in detail.
- Write on a flipchart the key ideas and thoughts.
- Get the group to consider their reasons for their ideas and thoughts - the evidence they have used to formulate an opinion.
- Use additional probing questions to encourage further discussion - see resources.
- Draw the discussion to a close by asking for each person to consider one thing they may do differently.



Move On Activities

To develop more understanding and further discussion it is always wise to bring in the specialist organisations who are experienced in dealing with issues that may develop. For more in-depth work on bullying, please contact the Safer Schools Partnership through your local police station.

Support

- If a young person needs additional support due to bullying please contact the Safer Schools Partnership. Another organisation who may be able to help is MAP, who run drop-in sessions in Norwich and Great Yarmouth.
- <http://www.norfolkbeatwise.co.uk/stay-safe/bullying.aspx> 'Beatwise' Norfolk Constabulary website
- ChildLine

Positive Relationships and Friendships

(With thanks to Norfolk Victim Support for providing the activity)



Aim of the activity



- To open the discussion about the healthy vs unhealthy relationships.
- To encourage the young people to think about other perspectives.
- To give young people the opportunity to think about how they treat others.

Directions



- Firstly lay out the various pieces of paper/card with the statements on them so that everyone can see. There should only be one statement per paper/card.
- Ask the group to put the statements into an order ranging from Healthy to Unhealthy.

Logistics



- A space for the group to talk comfortably.
- Resources sheet - "Healthy / Unhealthy Statements" made into individual cards that can be moved around. Please note these are suggested statements - you can decide not to use all of them or you can tailor them to fit your age group.
- Healthy / Unhealthy Cards.

Delivery Tips and Risks

- Talking about issues can bring emotions and upsetting experiences to the fore, therefore it may be better to do this activity with two adults so if anyone gets upset, they can support the young person.
- Encourage questions because it is important for everyone to understand what you are discussing before moving on.
- Encourage sharing of feelings but please remember your safeguarding responsibilities.
- Encourage the students to give their opinions but ask that they are respectful.
- Remember it is ok to have fun and laugh when doing these exercises.

Adaptations

- When doing any activity that involves discussion, it is important that you tailor the language to the level that is appropriate for the young people in the room. Make sure that everyone understands the concepts you are talking about so that it is safe to develop further ideas and discussion.
- It is also important to think about the age of the group you are doing this with, you may want to change some of the statements to reflect the age group e.g. instead of boyfriend/girlfriend, you may put friend to reflect behaviours in friendships.

Positive Relationships and Friendships



Resources

'Healthy/Unhealthy Relationship Statements' - resources sheet

Move On Activities

To develop more understanding and further discussion it is always wise to bring in the specialist organisations who are experienced in dealing with issues that may develop. For more in-depth work on relationship and Domestic Abuse please contact Victim Support on 01603 756354.

Support

If you need extra support for a young person following the discussion please call Victim Support where you will be directed to the right person.



Sexual Health – Consent

(With thanks to the Terence Higgins Trust for providing the activity)

Aim of the activity



- To open the discussion about consent in relationships.
- To encourage the young people to think about other perspectives.
- To give young people the opportunity to rehearse what they might say to a partner.

Logistics



- A space for the group to talk comfortably.
- Resources sheet - "Consenting Or Not".
- An optional resource is ready made green and red cards, although the activity can be done without these.

Directions



- This activity follows a scenario between two 17 year olds allowing the story to develop but pausing after each section to allow discussion.
- Read the first section highlighted in bold to the group. After each bold section there are bullet point statements. Read the first bullet point and get the group to decide if they agree or disagree with the statement. They can do this by either holding up the colour cards (RED = DISAGREE, GREEN = AGREE), or if no cards, ask them to put their hands up if they agree and leave them down if they disagree.
- Then get the group to discuss the reasons they have for either agreeing or disagreeing with the statement.
- When the discussion comes to a natural close or if you feel it is time to move on, read out the next statement and so on.
- The resource sheet has some useful questions and points you can use to encourage discussion.

Delivery Tips and Risks

- Talking about issues can bring emotions and upsetting experiences to the fore, therefore it may be better to do this activity with two adults so if anyone gets upset, they can support the young person.
- Encourage questions because it is important for everyone to understand what you are discussing before moving on.
- Encourage sharing of feelings but please remember your safeguarding responsibilities.
- Encourage the students to give their opinions but ask that they are respectful.

Adaptations

- When doing any activity that involves discussion, it is important that you tailor the language to the level that is appropriate for the young people in the room. Make sure that everyone understands the concepts you are talking about so that it is safe to develop further ideas and discussion.
- It is also important to think about the age of the group you are doing this with, as you may not want to introduce this to a younger age group e.g. under 13's. As Leader of the group, you will need to decide whether the group is mature enough and tailor the discussion accordingly.

Sexual Health – Consent



Resources

- 'Consenting Or Not' - Story sheet
- <https://www.youtube.com/watch?v=fGoWLS4-kU> this youtube clip is called Consent - its simple as tea

Move On Activities

- To develop more understanding and further discussion it is always wise to bring in the specialist organisations who are experienced in dealing with issues that may develop. For more in-depth work on sexual health including contraception and the C-Card scheme, please contact Norfolk branch of The Terence Higgins Trust on their main telephone line 01603 226666.
- For more specific work on raising awareness and preventing exploitative relationships of young people, contact The Jigsaw Programme (The Magdalene Group) on 01603 610256.

Support

- If you need extra support for a young person following the discussion please call the number for The Terence Higgins Trust where you will be directed to the right person.
- The Magdalene Group run a number of services aimed at preventing the sexual exploitation of young people and supporting those that may be affected. They can be called on 01603 610256.
- MAP also support young people with issues around sex and relationships:
<http://www.map.uk.net/pages/2012/01/17/looking-for-advice-about-sex-and-relationships-from-someone-you-can-trust/>

Sexual Health – Contraception

(With thanks to the Terence Higgins Trust for providing the activity)



Aim of the activity



- To open the discussion about the importance of contraception.
- To encourage the young people to think about other perspectives.
- To give young people the opportunity to rehearse what they might say to a partner.

Logistics



- A space for the group to talk comfortably.
- Resources sheet - "Views on using Condoms".
- Flipchart paper and pen (ideally but not essential).

Directions



- The first step is to ask the group to board blast some objections that people may have to using condoms e.g. 'it will spoil the mood'. Write these up on the flipchart/board/paper.
- Then ask them to call out what some of the counter-arguments might be e.g. 'they reduce worry about getting pregnant or a sexually transmitted infection'. The resource sheet provides some examples if the group are struggling.
- Next, encourage the young people to think about how they would use the positive argument to negotiate and counter the negative argument. This can be done in pairs or groups at first so they can think about the words they might use.
- Next, ask for volunteers who are happy to sit in the hot seat.
- For each volunteer, get someone to say a negative argument and the hot seat volunteer has to reply with the counter argument.
- Encourage them to think about how you might put across your counterargument, using body language, tone etc.
- If the group are robust enough, get them to help each other with how they could communicate better.

Delivery Tips and Risks

- Talking about issues can bring emotions and upsetting experiences to the fore, therefore it may be better to do this activity with two adults so if anyone gets upset, they can support the young person.
- Encourage questions because it is important for everyone to understand what you are discussing before moving on.
- Encourage sharing of feelings but please remember your safeguarding responsibilities.
- Encourage the students to give their opinions but ask that they are respectful.
- Remember it is ok to have fun and laugh when doing these exercises.

Sexual Health – Contraception



Adaptations

- When doing any activity that involves discussion, it is important that you tailor the language to the level that is appropriate for the young people in the room. Make sure that everyone understands the concepts you are talking about so that it is safe to develop further ideas and discussion.
- It is also important to think about the age of the group you are doing this with, as you may not want to introduce this to a younger age group e.g. under 13's.

Resources

'Views on using Condoms' - resources sheet

Move On Activities

- To develop more understanding and further discussion it is always wise to bring in the specialist organisations who are experienced in dealing with issues that may develop. For more in-depth work on sexual health including contraception and the C-Card scheme, please contact Norfolk branch of The Terence Higgins Trust on their main telephone line 01603 226666.
- The C-Card scheme gives young people aged 13-24 access to free condoms across Norfolk, for more information see www.areyougettingit.com

Support

If you need extra support for a young person following the discussion, please call the number for The Terence Higgins Trust where you will be directed to the right person.



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