

# Bin, Keep, Remember, Change

## 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



## 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.

## 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?

## 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.

# 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.



## 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.



## 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.



## 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?