

# KITBAG



## **A Selection of Games and Activities for use in Youth Work**

(Developed by George Shaw for the Prince's Trust Team August 2001. Modified by  
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## Foreword

This 'kitbag' is designed to equip group leaders with an array of basic activities that build young people's spirit and develop individuals.

## Health and Safety

All of the activities are low risk activities however, they require full consideration of the health and safety of individuals and the environment in which they are set.

## Disclaimer








The activities in this document have been provided for your use with individuals and groups of young people. The document writers shall not be liable for any mis-use or injury arising from participating in these activities.

## Symbols

The following symbols appear in the boxes at the top right of each exercise. Use this list to see which type of team building exercise they represent.

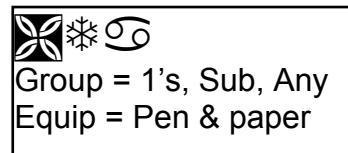
The symbols used are not an extensive list, and you may use the exercises for many other uses not listed.

### Type of team exercise

	<b>Icebreakers</b>
	<b>Trust</b>
	<b>Energisers</b>
	<b>Issue based</b>
	<b>Communications</b>
	<b>Team work</b>
	<b>Reviewing</b>

### How to use the symbols

Symbols appear in boxes at the top right of each exercise. This exercise box example would be a team energiser that involves trust. Individuals, pairs or small groups could do this exercise and all they need is pens and paper.



The group size appear next. They range from : 1's = individuals, 2's = in pairs, sub-groups = 3 or more, all = whole group, and any = any of the range. The equipment appears last. This is a quick reference for you to see what equipment you will need to do the task.

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4. Nightline
5. Blind square
6. Blind triangle
7. Blind tent
8. Blind room survey
9. Newspapers

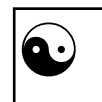
## **2.5 Team**

1. Juggernaut
2. Sheep and shepherd
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5. Orienteering
6. Treasure hunt
7. Siamese soccer
8. Skis
9. Circle up
10. Silent aim
11. Squares
12. Egg Rocket
13. Building bridges
14. Nuclear waste
15. Gas platform

## **Section 3 Reviewing techniques**

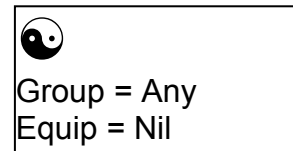
1. Questions & Answers
2. The Good, the Bad and the Funny
3. Creative pictures / drawings
4. Unfinished sentences
5. Statement cards
6. Graphs
7. Car
8. Weather chart
9. Faces
10. Quote / Unquote
11. Activity based reviews
12. Thumbs up / down
13. Role play
14. Hidden feelings
15. In the middle

# SECTION 1 ICEBREAKERS



Icebreakers are a great way of raising energy and letting people get to know one another. Lively snappy activities with lots of physical movement are good ways of breaking down barriers. Consider individuals abilities to understand instructions, and alter them with each group, to fully involve each person.

## 1 Name and Sport



### Objective

Group stand or sit in a semi-circle. Leader says their name and either a sport or interest they like and includes a mime of the action associated with it. Next person to right repeats leaders name and sport and performs the action, then their own name and sport with the action. Person on the right then repeats the leaders and the first persons names and sports before their own. Do this for the whole group, helping each other as it becomes more difficult. At the end the leader goes through all of the group to prove they were listening and not taking an easy option by going first.

Example :

Leader starts

- My names Jim and I like Snooker (Action hitting a snooker ball )
- 1st person - His name is Jim and he likes Snooker ( with the action )
- And my name is Julie and I like Horse Riding ( riding action )
- 2nd person - His name is Jim and he likes Snooker (with action )
- And her name is Julie and she likes Horse Riding ( with action )
- My name is David and I like Running ( with running action )

May be used again to re-introduce each other or new group members

## **Alternatives**

Leader performs an action, such as scratching his ear and says I'm cleaning my teeth. Person to the right does what the leader has said, cleans teeth, but says I'm combing my hair. The next person combs hair, but says I'm brushing my shoes - and so on around the group. Use on day one to break the ice and know each others names.

## 2 Partner up



Group = Any  
Equip = Pen & paper

### Objective

Leader hands out pens and paper. Group to partner up and talk to each other for 5 minutes, then introduce their partner to the rest of the group.

Questions to ask could include:

- What is your name?
- How old are you?
- Where do you come from?
- What are your interests?
- What contributions can you offer the group?
- Why did you join the programme

Use on day one to break the ice. Uses presentation skills and is an easier way of introducing themselves. Individuals find it easier to talk about someone else and may therefore open up more. Gives an insight into confidence of the speaker.

## 3 Famous names



Group = Any  
Equip = Names on paper

### Objective

Leader places the names of famous people on each team members back. Individuals have to find out who they are by asking questions for which they can only receive either a yes or no from team members. They can only ask one team member one question at a time.

### Alternatives

Use objects instead of names.

Can also be used as an energiser or later in the programme.

## 4 True or false



Group = Any  
Equip = Pen & paper

### Objective

Leader hands out pens and paper. Individuals write 3 true and 1 false statements about themselves, that they don't mind sharing with others, then show them to each other. They can ask if one statement is the false one. Exercise ends when each person's false statement is found.

### Alternatives

Only use 1 true and 1 false statement or any quota.  
Maybe used with Shield

Use as an energiser also.

## 5 Interesting fact

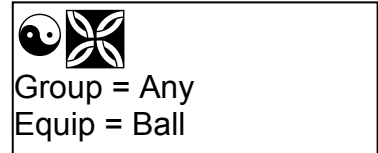


Group = Any  
Equip = Pens, paper, flipchart

### Objective

Upon arrival leader asks individuals to put an interesting fact about themselves, that they don't mind sharing with others, on paper without showing others. Collect papers and then write them onto flipcharts and place them up in the room. Ask individuals to question each other to find out their names and fact.

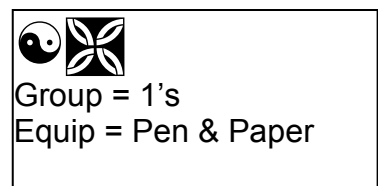
## 6 Ball and name



### Objective

Group stand in a circle. Leader has a ball. Says name before throwing it to a group member. Group member catches and says their name before throwing the ball on, and so on. After names have been said a few times start saying the name of the person before you throw.

## 7 Shields



### Objective

Using the shield below, participants fill in their own details, views and opinions. These are then shared with others, to enable getting to know each other better. Shields maybe used during reviews of individuals.

Name
Age
Town

I'm taking part in this programme because...
--

Something I like about this programme is....
--

Something I dislike about this programme is...
--

A change I'd like to see in the programme is....
--

What I'd like to take away from this programme is....
---

## 8 Autograph party



Group = Any

Equip = Auto sheet & pens

### Objective

Leader hands out autograph sheet and pens. Individuals have to get as many autographs as possible within the time limit set by leader. Example sheet

<b>Get as many autographs as possible to the questions below in ____ minutes</b>	
Someone who plays a musical instrument	
Someone who has blue eyes	
Someone with brown hair	
Anyone with eye glasses on	
Who went on holiday abroad	
Who plays sport	
Has an ear ring	
Been on a residential before	
Knows someone else here	
Likes red clothes	
Reads Stephen King books	
Knows where the Voluntary bureau is	
Can tell the team about health and safety	

Can use any questions that will not become personal. Use full sentences. Lead discussions by questioning individuals who fulfil the questions.

## 9 Autograph bingo

### Objective

The leader gives each participant a copy of the autograph bingo sheet below and a pen. The participants try to obtain as many autographs against the statements as possible in a maximum time limit, by questioning other team members.

Only one signature is allowed from each participant. Questions should not become personal, therefore encourage participants to move around quickly obtaining autographs.

The icebreaker may be used like bingo, with the first line completed being called, diagonal line and finally the completed sheet.

Holds an NVQ	Enjoys martial arts	Plays a musical instrument	Went on holiday abroad last year
Reads science fiction books	Has a child under 5 years	Has done a bungee jump	Has been a Prince's Trust "Volunteer"
Plays games with balls	Enjoys outdoor pursuits	Wears contact lens	Travels more than 5 miles to get here
Has met a TV personality	Likes playing on computers	Has met someone here before today	Has worked abroad

## SECTION 2 TEAM BUILDING EXERCISES

### 2.1 TRUST



Exercises that develop trust build on team spirit. Used in conjunction with icebreakers, energisers and team building exercises, the exercises below will enable the team members to feel comfortable with one another. Always be prepared to undertake any activities yourself. Trust exercises introduce an element of physical touching that individuals may not appreciate until they have become familiar with their group, therefore conduct them at an appropriate time in the programme. Leaders should intervene to prevent risky solutions to problems, for example, lifting, climbing or falling where injury may result.

**Leader** Briefs, Spots, Listens for good communication/leadership, Reviews. Spotting is not a passive pastime. Spotters look out for individuals who may lose balance for what ever reason and give assistance by offering a steady hand or breaking a fall.



Group = 2,3,4,5, all  
Equip = Open space

## 1 Trust falls

**Objective** To develop trust by supporting a falling team member

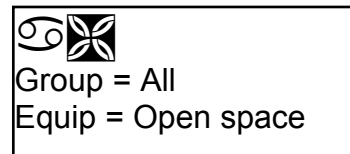
Start by asking a volunteer to stand up right with arms crossed across chest. Take up a stance close behind them with one foot in front of the other and hands behind the fallers back to support the weight of the volunteer. Faller asks if the catcher is ready, catcher confirms that they are ready, faller says falling and the catcher supports the faller and returns them to the upright position making sure that the faller does not fall to the ground at any time. The faller must stay on the same spot and fall back rigid.

Safety is paramount in this activity as individuals may get carried away with enjoyment. After demonstrating, partner the group up to practise, exchanging positions with each other. Leader acts as spotter and checks that the group are conducting the falls correctly. Spotting is vital to avoid injuries.

Develop the activity by using a catcher at the front and rear, then by using 3 catchers in a triangle and then 4 and so on up to the whole group. Leader spots throughout and checks that the group are considering the strengths and weaknesses of each other in forming groups and circles.

Individuals may have reservations about being the faller in a larger number of people. Make sure that the group keep close together and do not push people about roughly. They should be gently passed about. Faller could be blindfolded or close eyes. This activity involves the group to think about their strengths and weaknesses, concentration and communicating.

## 2 Trust lift

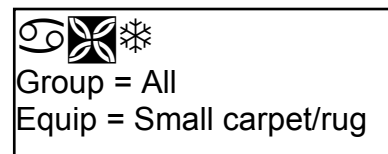


**Objective** To lift a team member to shoulder height

Slightly different from Trust falls in that a team member is lifted from the ground horizontally and held at shoulder height by the team. The team can then either rotate 360 degrees or pass the person forward by bringing the rear people to the front and so on until they have passed a mark set by the leader.

Either lift requires a lot of trust in the team. They are a good lead into activities such as spiders web. Leader spots throughout.

## 3 Shrinking Island



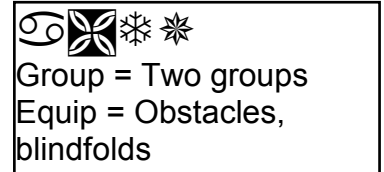
**Objective** To see how small an 'island' the team can stand on.

Leader tells the team their island is shrinking. Everyone must have at least one foot on the island. Nobody is allowed to have a foot in the surrounding water. Nobody may be carried on anyone's backs or lifted off the ground.

Once the team are on the island, the sea comes in and washes away half of the island (the leader turns half the carpet) and the team attempt to stand on it again. This is repeated 2 or 3 times. It is best to end up with a successful attempt.

Set a time limit for the attempt and 5 -10 seconds for keeping on the island. The team develops trust in one another, by holding each other up.

## 4 Minefield



**Objective** To get a blindfolded team member through a minefield without touching an obstacle.

Use an open space outdoors or in the team room and set obstacles in the path of the team. Use books, chairs, tables or anything that they will have to avoid.

Split the group into two and start two people off at the same time, one from each end. The rest of the group tell the blindfolded person how to walk through.

Trust in their own groups develop as they can not see if they are about to touch an obstacle. This activity will involve a lot of communication. With two groups trying to instruct two people, lines of communication will become difficult. Sit back and see how the groups resolve this problem.

Ideally they will nominate one person to direct each time and cut out lots of instructions, but they may still achieve the task another way. Everyone should take a turn crossing the minefield. Anyone afraid of being blindfolded can be encouraged to instruct as well. When people have crossed they could change sides and help the other team.

Which ever way the two groups decide to instruct each other across, always seek a response from the blindfolded people who had to cross. Question why they used their type of instruction? How did they or how would they have incorporated someone with learning difficulties who does understand simple instructions or left and right? What was it like being blindfolded?

The activity develops trust and the team's social awareness.



Group = Partners  
Equip = Nil

## 5 Personal space

**Objective** To realise individuals personal space barriers

The team are split into two by the leader and stand facing each other about ten yards apart. Each person must have a partner who they face. One line of the team will walk towards the other and the person standing will tell their partner when to stop. This being their personal space distance.

The closer their partner is, the less personal space that team member needs, the further away then that person needs more comfort space when being approached.

Try it a few times changing partner over. You can gauge how people are interacting with each other and about individuals.



Group = Partners  
Equip = Eggs, balloons,  
water

## 6 Egg / balloon toss

**Objective** To throw an egg/balloon to a partner with out breaking it.

Stand team as for Personal Space above. One partner has an egg or balloon filled with water. Start by standing close together and take a step back each throw. See how far they can step apart before breaking the egg/balloon.

Develops trust in one another as nobody wants to get egg or water splashed on them. Good fun activity to end off the day.

## 7 Blind man's lead



Group = Any  
Equip = Wood,  
obstacles, open space

**Objective** To lead a blindfolded partner and build trust.

In pairs, one person is blindfolded. The sighted partner guides the blindfolded one without physical contact. There could be obstacles or it could be in a wood. Pairs swap over and take turns leading one another. This will develop trust and team bonding. An alternative would be to use open space and run with blindfolds on.

This type of activity leads into other blindfolded exercises and will allow you to gauge individuals abilities. Individuals may develop social awareness.

### Alternatives

Use an open space and build up to running alongside the blindfolded person. See who can run the fastest.

## 8 Blind man's dog



Group = Any  
Equip = Clear space

**Objective** To lead a blindfolded partner and build trust.

Stand the team in pairs in a circle, one person in each pair kneels on the ground( the dog ) and is given a name by the blindfolded dog owner. Dogs then lead owners to places around the room. Be careful not to step on dogs paws. Dogs can not lead owners into other owners, dogs or objects.

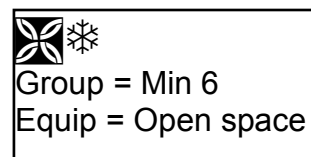
Alternate to blindfolded dogs being called to their owners.

## 2.2 ENERGISERS



Energisers are a great way of rejuvenating a tiring group and will also develop individuals skills. Use energisers when group members are familiar with one another as there is a great deal of physical contact involved. Set time limits on some of the exercises, thereby implementing an element of time management.

### 1 Wizards, giants and dwarfs



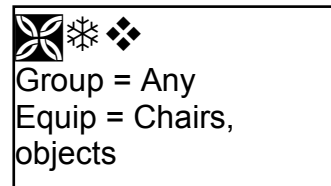
**Objective** To build team decision making and have fun.

The team split into two and decide whether they will be a wizard, a giant or a dwarf, then stand facing each other about two yards apart. On a count of three, each group act as either a wizard, giant or dwarf and perform the same act. Wizards shake hands in front of their faces, Giants stand tall with their arms up and Dwarfs kneel.

Wizards beat Giants, Giants beat Dwarfs, Dwarfs beat Wizards. Each group try to grab the opponents when they have won. When they lose they must try to get away. Each side tries to collect all of the opponents. Set a boundary about ten yards. Same principal as Paper, Scissors and Stone. Repeat until one side has all of the people.

Builds on groups decision making process and is fun.

## 2 Orange and lemons



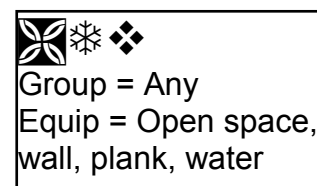
**Objective** To lift the energy levels of tired teams.

Sit the team in a circle around you or stand on an object, e.g., a stone if outdoors. Tell each person they are either an orange or lemon. Start by asking all the lemons to move places. Nobody can move to a place right next to them, they must cross over. You take a place and one person will be left in the middle. They say either orange or lemon and find a place when people move.

Play the game this way for sometime, then develop it to what people are wearing, e.g., anyone wearing jeans move now, wearing trainers. Good fun activity to get the team moving again.

This activity may also be used as a reviewing technique by getting people to move if they enjoyed the last activity, learned tolerance and so on.

## 3 Line game



**Objective** To test listening and communication skills.

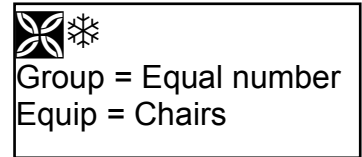
Team members stand in a line facing the leader, this can be done on any open ground, but a small wall or a plank of wood over water adds an element of trust and team building.

The leader asks them to re-arrange themselves in order of their heights. If using a wall or plank of wood, spot for the team. It will be obvious to see if they have completed the task. Develop the activity on by getting them to re-arrange themselves into date of birth order, or distance travelled or age.

Further development would be to get them to do it without speaking to each other. Here they would have to problem solve a new form of communication.

This activity could also be used to gauge peoples' understanding of something, where people would place themselves at one end or

the other based on the questions, and also as a review where they do the same again or get a partner to place them. Each end could be from 0% to 100%.



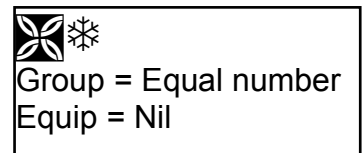
## 4 Noughts and crosses

**Objective** To form lines of three by listening and working together.

This energiser is in the format of the game noughts and crosses, only with humans as either the noughts or crosses.

Set nine chairs out in a square format so that three people can form a line of either noughts or crosses. Split the team into two, one noughts and one crosses and have them number themselves. Equal numbers are needed. Start by shouting out a number. Team members must listen for their numbers being called out then run and sit on a vacant chair and try to form a line of three, to win the game. Repeat until the team are re-energised.

Develop the game on by using bingo terms, e.g., on its own number one or by using maths, e.g., six minus two equals four.



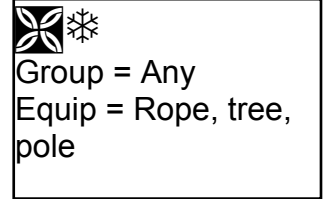
## 5 Tied in knots

**Objective** To un-tie themselves and form a circle by team work and communication.

Get an even number of people to stand in a circle and face inwards. Put their left hand into the middle and take hold of someone else's hand. Then do the same with the right hand but hold someone else's hand. They could also do this activity blindfolded. Set a time limit related to the teams ability and set them off.

They have to un-tangle themselves by ducking and diving until they can open themselves out into a full circle without letting go of any hands. Check for people breaking their grips. Listen for leaders, good effective communication and spot uninterested participants and review these points.

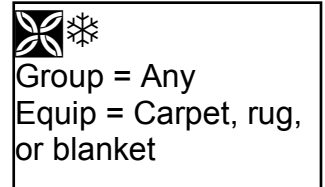
## 6 Tie a knot



**Objective** To work together in tying a knot.

Use a long rope and a tree or pole, make handhold on the rope so that each team member is attached to the rope. Start by standing in one long line. They must walk, duck and dive to tie a knot around the tree/pole. This activity is similar to tied in knots but further develops the problem solving aspects. It becomes frustrating because you have to stay in place on the rope, therefore each person will play a part in organising the team.

## 7 Turn a carpet

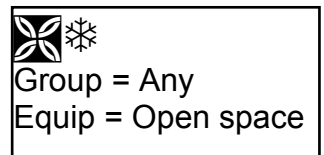


**Objective** To turn a carpet over completely without stepping off it.

Using a rectangular piece of carpet, a rug or a blanket. The team will have to stand on one side and turn the carpet over without stepping off it. Give the team a reasonable amount of planning time, let them practise also. Time starts when they all step onto the carpet. They can still plan when they have started, but will find it much more difficult when they get going.

The carpet must be fully reversed and the team all stand on the reverse side to finish. This activity may take several times before the team can complete it. Keep coming back to it in the programme and see if they can solve the problem.

## 8 Mushroom tag

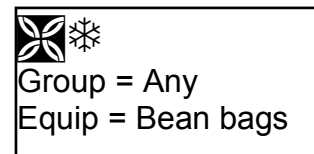


**Objective** To energise and warm up the team

One person is it and tries to tag the others. Once tagged they should stand still with their arms out like a mushroom. They can be un-tagged by other team members running under their arms.

Develop this on by having two people doing the tagging, then three or more. Just a fun way of running about.

## 9 Bean bag bulldog

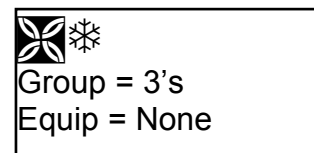


**Objective** To tag the bulls by bean bags

One team member armed with bean bags is in the middle. The other team members are bulls and have to run within a set boundary. As they run the person in the middle throws the bean bags and bags the runners. They then help the person in the middle and bag other runners.

Be very conscious of the health and safety risks involved.

## 10 Clay, Sculptor, Model

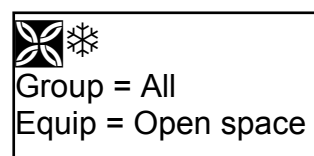


**Objective** To position clay into model pose by touch only

Split the team up into threes. One to be the clay, one the sculptor and one the model. The clay and sculptor are blindfolded. The model takes up an amusing position, using their body only, e.g., arms in the air and on one foot. The sculptor then touches the model all over to position the clay in the same position. Can be great fun.

Swop positions until everyone as had a chance to be the sculptor.

## 11 Yurt circle

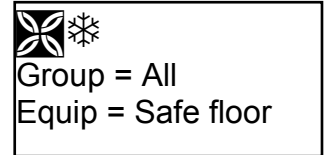


**Objective** To form a perfect zig zag circle

The team join hands in a circle. Each person is numbered 1 or 2 so that half the team are 1s and the other half are 2s. On the leaders command the 1s lean forward as the 2s lean backwards. The form a perfect zig zag the team must work together.

If at first they don't succeed re-distribute the strengths and weaknesses around the circle and try again.

## 12 Rolling pin

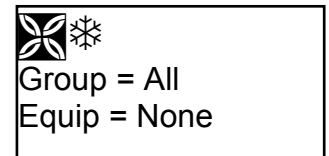


**Objective** To pass a person over the team

The team lay face down in one continuous line on the floor. One person lays across the middle of team members backs starting at one end. Team members then roll over and send the person from one side to the other.

Once the first person is over the next end person can start.

## 13 Shopping trolley

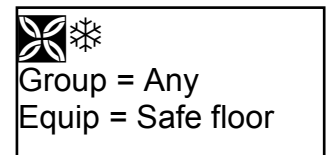


**Objective** To go imaginary shopping

The team stand in a circle. The leader starts by having everybody follow their movements. Start by holding a trolley with both hands, take turns around the shop, pick up items from the shelves and place them in your trolley. Reach for high and low items, so as to stretch team members.

You can let your imagination run wild and include paying at the check out, loading the goods into a car and driving off.

## 14 Body Parts



**Objective** To have the least parts of the body on the floor

The Leader briefs the team that the winning group have the least points. Split the team up into 3s or 4s. They need to plan how they will achieve the task.

Set a points system e.g:

Feet 10 points  
Backside 8 points  
Hands 2 points each  
Stomach 2 points  
Head Zero  
and so on

The group must be in contact with each other, and not use the same part.

## **15 Going through the motions**

**Objective** To energise the team

The team stand in a circle. The Leader starts with a movement, e.g bends a finger. The next person must then bend their finger and then bring in another action such as winking one eye.

As the turn goes around the team, each person adds another action until by the end everybody is involved. The first movements need to be small ones, so that everybody can include an action.

## **16 Passing an object**

**Objective** To pass an imaginary object around the group

The team stand in a circle. The Leader starts by doing an action, e.g cleaning teeth, but says something else. What they say must be done by the next person, so they clean their teeth and then say something else. They could say they are combing their hair, so the next person pretends to comb their hair.

This goes on until the whole team have had a go. Carry it on the next time with everybody doing what the speaker says. Can be quite amusing.

17 Matching groups (groups with watches, blond hair)

18 Passing precious objects  
(pass most important object, try to guess what it is)

19 Name call (laying on floor)

## 2.3 ISSUE BASED



Issues are difficult to tackle at any time. These exercises may bring out issues that hadn't surfaced before or highlight existing ones. Be prepared to deal with them and to stop the exercise. An emphasis should be on the group's ability to compromise and make decisions together.

**Leader** Briefs, listens to the discussion and conducts the reviews, bringing out the pertinent points and recognises issues. Should be very conscious of non-verbal communications and hidden feelings, and confident enough to deal with any problems or know where to seek support.

# 1 Town planning



Group = All

Equip = Brief, cards

**Objectives** To plan a new town in role plays

Leader needs to re-produce the briefing sheet and then cards from list of facilities below. The brief is read out and then the role plays are handed out. Leaders may add to the roles. You should set an appropriate time scale. Emphasis is on issues that may arise from the exercise, but a great deal of compromise and decision making is required also.

## Briefing sheet : **TOWN PLANNING**

The Government has made a decision to flood a small town and the surrounding area in order to create a reservoir large enough to support a new hydroelectric plant as part of its policy to generate alternative sources of power for future generations.

Representatives of the town's residents, chosen from across section of the community, have been given the task of forming a committee to plan a new town into which all residents will be re-housed.

As a committee your objective is to plan and design the new town and to serve the best interests of the community. Each of you will have a given role and must stay within that role throughout the exercise. While serving the best interests of the community, each representative has their own values and beliefs which they bring to this planning committee.

### **Rules**

- The town must have only 3 roads
- Each person must stay in their role throughout the exercise.
- All facilities without a 'price tag' must be included within the final plan.
- The Government has assured Parliament that these facilities will be included and are, therefore, they are non-negotiable.
- Other facilities / services which carry a 'price tag' can be purchased as agreed by the planning committee.
- Minimum amount which must spent is £300,000.

- Maximum expenditure allowed is £500,000, this figure must not be exceeded.

**NON-NEGOTIABLE FACILITIES ( Produce these on cards )**

On the plan, draw three main roads wherever the committee decides

**Middle class residential area**

**Council estate**

**Middle class residential area**

**Council estate**

**Very rich residential area**

**Police station & One Car only**

**Shopping centre**

**Infant/Junior school**

**Home for the elderly**

**Sewage works**

**Leisure centre**

**Play area**

**Park**

**Mosque**

**Church ( Roman Catholic )**

**Church ( Church of England )**

**PRICE TAG FACILITIES** ( Produce these on cards )

**Homeless shelter  
£10,000**

**Train station  
£200,000**

**Youth club  
£20,000**

**Industrial estate  
£200,000**

**PTV centre  
£25,000**

**Police car  
£10,000**

**Senior school  
£100,000**

**C A B centre  
£20,000**

**Home for disabled  
£50,000**

**Playground activities  
£5,000**

**Bus routes,  
to be drawn on the plan.  
Maximum available 4.  
£5,000 each**

**Cycle paths,  
to be drawn on the plan.  
Maximum available 3.  
£1000 each**

## ROLE PLAYS ( Cut out, each participants chooses a role )

1. **Leader of the Council.** You are a highly motivated political animal. You have a keen interest in housing issues, having once been Chief Executive of a National Housing Association. You remain vehemently opposed to the Government's policies on the creation of a new town. However you see this as an opportunity to create a more integrated town, particularly related to residential facilities. You are keen for the council estates to provide better quality housing for tenants and want to avoid creating a ghetto as was the case in the old town.
2. **Homeless, aged 24.** You have been homeless for the last two years. You are keen to have a base in the new town from which you want to start to rebuild your life in terms of accommodation and future employment prospects.
3. **Social Democrat Councillor, holds the balance of power.** A staunch Roman Catholic, you changed political parties at the last local election because you could no longer support the Government's policies. You have been a local councillor for a number of years and are well liked by the local residents who you represent, many of whom are also Roman Catholic. You are keen for the church to be well away from any other religious centres.
4. **Teenager, works in a shop but has 3 'A' Levels and wants to work in industry.** In addition to your career ambitions you have a keen interest in sport. You are a county swimmer and need facilities close at hand for you to train regularly in order to break into the National Squad. Your aim is to swim at the next Olympics and hope that you will be able to secure a job with an employer who could also provide sponsorship and allow a flexible working pattern to accommodate your training schedule. You currently live at home with your parents on one of the town's poorer council estates.
5. **Chief Constable.** As one of the 'old school' police officers, you believe that the biggest threat to society is a break down in moral values and a lack of parental guidance. You see youth crime as the biggest challenge and believe that many of the problems stem from the council tenants. You are keen that there be a noticeable police presence in the new town to combat youth crime and other problems caused by what you see as overly liberal policies. You are also a lay preacher within the Church of England.
6. **Asian Community Leader.** You are the country's youngest community leader outside London. You are politically motivated and have a keen interest in issues affecting young people. You firmly believe in integrated communities and, as such, want the mosque to form the heart of your community but want housing in the new town to be more integrated in an attempt to avoid ethnic community becoming isolated as they are within the old town.

7. **Money bags.** Having inherited a vast personal fortune from your mother, your only interest is to preserve your life-style and care nothing about the needs of others. You were only invited onto this committee due to your contacts within the Government which have increased over the last few years as a result of your generous sponsorship of their election campaigns. Your family have lived in the old town for generations and you are keen to secure a prime location for the select very rich residential estate - far enough away from any other form of residential accommodation.
8. **Unemployed young person.** Since completing your degree you have remained unemployed. As a result you have lost your confidence and are unclear as to what sort of career you would like to pursue. A friend has just completed a Prince's Trust Volunteers course in the North East and you have been impressed by the changes in them.
9. **Mother with 4 children aged 1, 3, 9, 14.** You work full-time in the local supermarket as Chief Cashier. You work hard to maintain the balance of full-time employment and raising a family and running a busy home. Your husband works shifts. Having had a disrupted education as a child, you are keen for your children to have quality education and see the provision of good schools as a key issue in development of the new town. You are particularly keen that the education of your two oldest children is subjected to minimal disruption. You feel that they are at important stages of their education with the 14 year old studying for the G.C.S.E's and the 9 year old reaching that difficult stage where they have to transfer to a senior school. You are strongly opposed to the view that your children could travel to another school situated in the next town which is 15 miles away.
10. **War widow. No family, only source of income is state pension.** You have been a widow since your husband died at the end of the Second World war. You are actively involved in voluntary work but are beginning to feel isolated and cut off from your peer group. You are keen to move from your council house into the proposed new home for the elderly.
11. **Social worker, responsible for youth work projects: homeless; the elderly; disabled.** While you have responsibility for a number of areas, you tend to focus on issues affecting people with disabilities. This stems from the fact that you are the main carer for your 17 year old son who is confined to a wheel chair as the result of a car accident.
12. **Community Activist, politically motivated, far left of centre.** A determined individual, you are keen on youth issues seeing them as a crucial resource for the future of this country. You believe that the Government is inept and has failed to invest in young people both in terms of education and training as well as employment. Your view the proposed Prince's Trust Volunteers centre as an ideal opportunity for the young people. However, it causes you a personal dilemma as you are


vehemently opposed to the Monarchy. You are also keen to see an integrated housing policy adopted by this committee.

13. **Solicitor, openly gay, specialises in working with activist groups and a wide variety of social issues.** Determined and ambitious, you have complete commitment to what you perceive as social injustices. You currently run free legal surgeries from your own home but want to set this up on a more formal basis. You are keen to continue providing this service by linking up with the Citizen's Advice centre. You have also submitted a proposal to this organisation to form a support group and counselling service for gay and lesbian young people who require support and guidance.
14. **Transport Executive in charge of buses, trains and roads.** You envisage that the new town will become an important area of industrial development for the Region. You are keen to ensure that the town is accessible by all forms of transport. Politically motivated, you are also aware of the need to keep environmentalists happy and may have to be prepared to be seen to compromise on some of your transport policies.
15. **Single parent with 2 children aged 2, 5.** You work full-time as a marketing executive. One of your children has just started school and the youngest is looked after by a child minder while you are at work. You are keen to see a quality infant / junior school included in the development of the new town. You are impressed by the quality of education currently on offer in the existing school and want your child taught by the existing staff with whom they have started to develop good relationships. This is important for you as it gives you peace of mind and enables you to concentrate on your job.
16. **Unemployed, used to be Managing Director of a car manufacturing complex.** You have been out of work for 12 months now and are keen to secure a new job but are not prepared to accept just anything. You want a position which is at the same level and gives you the same status as when you were a Managing Director. You have a friend who is a Senior Director within Railtrack who has guaranteed you a job if you can get the train station approved.
17. **Industrialist, very wealthy, wants to set up industrial estate.** You are new to this area and have lived in the old town for only 6 months. You see the development of the new town as a prime opportunity to further develop your business and, of course, increasing your personal wealth.

This type of activity may cause conflicts and infighting due to its nature. It may be used when an issue is surfacing to bring it out into the open or as a team exercise to aid planning for projects and challenges.

Be prepared to deal with, by discussion, any major issue which can cause conflict in the team, e.g., prejudice, racism, etc. Suspend the timing for planning if necessary or else address the issues immediately after the activity.

## 2 Fall out

 Group = All Equip = Brief, cards
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**Objectives** To decide a selection criteria and an order of survivors in role play.

The briefing sheet below should be re-produced for this exercise. The brief is read out and then the roles are handed out. Emphasis is on issues that may arise, and also the decision making criteria and the process of the final priority order. You do not have to tell them how many people are allowed in the shelter until the end.

### FALL OUT

There has been warning of an imminent nuclear explosion. Your only chance of survival is in a specially designed shelter but it will not house all of you.

As we don't know how large the shelter is your job is to ensure your group agree a priority order for survival based on the arguments individuals put forward.

Remember you and your group are the only know survivors and the continuance of the human race may depend on your decision.

Timings ( vary timings according to group )

10/15 mins      Briefing, allocation of roles and agree criteria for selection

30/45 mins      Debate and reach your decision

10/15 mins      Conduct review of the activity

## ROLE PLAYS ( Cut out, each participants chooses a role )

1. **Mrs Scott, Female, Age 37.** Jewish. Degree in Psychology. Works in psychiatric wing of hospital. Married to Professor Scott. Good health. Parents died in concentration camp.
2. **David Scott, Male, Age 13.** Attends a special school for children with learning difficulties. Likes animals and watching television. An only child. Very artistic and expressive through his art. The only child of Professor Scott and Mrs Scott.
3. **Professor Scott, Male, Age 39.** No religion. University teacher in History at London University. In good health. Married with one child. Would like to enter politics. Strong left wing politics.
4. **Jean Riley, Female, Age 33.** Irish. Roman Catholic. Works as a waitress in a pub since been abandoned by her husband. One child. Good health.
5. **Karen Riley, Female, Age 11.** Irish. Brought up Roman Catholic. Very protective to her mother. Good health and works hard at school. Determined to succeed and provide for her mother later on.
6. **John Ryder, Male, Age 14.** English. Father a Methodist Minister. Exceptional footballer. Usually finishes at top of his class at school. Independent character.
7. **Jim Cotton, Male, Age 41.** Spent 15 out of the last 24 years in prison for violence and robbery. Been going straight for the last 5 years. Wife disabled through an accident. 3 children. Provides a caring role at home and in the community helping young people. Trained carpenter and builder.
8. **Jung Chang, Female, Age 19.** Chinese. Sociology student in England. Parents live in Peking. Very attractive. Has received offers to go on TV. High moral values. Respects parents wishes for arranged marriage.
9. **Jobe Naidoo, Male, Age 38.** Born in South Africa. Actively involved with ANC politics. Christian minister. Married with 4 children. Enjoys jazz music. Experience of guerilla activities during South Africa's struggles. A resourceful character.
10. **Jayne Annis, Female, Age 34.** Housewife. English. 3 children. Known to have had extra marital affairs. Open relationship with current partner. Expert at household management and decorating.
11. **Mrs Hussian, Female, Age 29.** Pakistani. Devout Muslim, teaches at a sixth form college. Has a first class education, multi-lingual and ambitious.

12. **Dr Imshad, Male, Age 62.** Indian Sikh who has spent years working on Cancer research. Feels that he is close to a major break through. Had two heart attacks in last five years.
13. **Sister Clare, Female, Age 40.** Worked in Asia with starving people. Experienced agriculturist in developing food programmes from poor land. She is now chief fund raiser for her order. In good health.
14. **Susan Carter, Female, Age 23.** Trainee nurse. English, engaged to Frantz. Only child, gives up a lot of her spare time doing voluntary work.
15. **Frantz Holtein, Male, Age 31.** German pianist and composer. Lives in England, engaged to Susan. Has won world acclaim for his music. Atheist. Has a drink problem.
16. **Randolph Winston, Male, Age 31.** West Indian in final years at Medical school. Plans are to earn as much as possible as a GP doctor then retire to travel the world. He is bisexual.

This type of activity again may cause conflicts and infighting due to its nature. Use other role play descriptions if you like. An alternative could be to ask participants to recall their childhood ambitions, and that they have now been realised and they must role play within them.

**Alternatives**      A balloon drop out  
                               A cave filling with water

### 3 Space trip



Group = 1's, Sub  
Equip = Brief & items

**Objectives** To decide an order of important items.

Use this exercise to let team members think about orders of importance. Could be used when deciding project or challenge tasks. Can be completed individually or in small groups.

#### **NASA RESCUE EXERCISE**

Imagine that you are an astronaut on the moon. Unfortunately you have been separated from the mothership as your transport vehicle has broken down. You are 200 miles from the mothership so it will take you several days to get back.

Below is a list of 15 things that you have found in your transport vehicle. Obviously you will not be able to carry them all, so put them in order of importance from 1 - 15 so that you can take the most valuable things.

**Solar powered FM  
receiver/transmitter**

**Box of matches**

**Food concentrate**

**50 feet of nylon rope**

**Parachute silk**

**Portable heating unit**

**Two .45 calibre pistols**

**One case of dehydrated canned milk**

**Two 100lb tanks of oxygen**

**Stellar map of Moon's Constellation**

**Life raft**

**Magnetic compass**

**5 Gallons of water**

**Signal flares**

**First aid kit with injection needles**

## Correct Order

1. Two 100lb tanks of oxygen
2. Gallons of water
3. Stellar map of Moon's Constellation
4. Food concentrate
5. Solar powered FM receiver/transmitter
6. feet of nylon rope
7. First aid kit with injection needles
8. Parachute silk
9. Life raft
10. Signal flares
11. Two .45 calibre pistols
12. One case of dehydrated canned milk
13. Portable heating unit
14. Magnetic compass
15. Box of matches

## 4 Ten seconds



Group = Any  
Equip = Nil

**Objectives** To make a decision very quickly

Clear a space in a room or use the outdoors. Tell the team they will have 10 seconds only to decide one way or the other. Indicate where team members should stand to show which answer they have chosen ( e.g, different corners of the room )

### Examples

You see someone breaking into a car.

Do you : 1 - confront them, 2 - inform someone or 3 - do nothing.

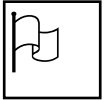
You see an elderly lady leaving a post office and drop a £50.

Do you : 1 - give it back to her or 2 - keep it.

When they have decided they talk to their particular group for 1 minute about why they choose this area. Then 2 minutes is spent debating with the other groups which is the best area to stand. Participants are allowed to move, based on others debates.

You could use other scenarios that young people might discuss. The debating may reveal some issues that you have to confront. Emphasis is again on issues and quick decision making with a debating time to change.


## 2.4 COMMUNICATIONS



Every team building exercise requires communication in some form or another, these exercises are specific to communication where attending and listening skills can be developed. These exercises could be used during team building, or project/challenge preparation where team members may not be listening to others effectively.

**Leader** Briefs, spots and listens for good/bad communication and reviews the exercises making particular emphasis to the communications points.

### 1 Communications drawing

  
Group = 2's, 3's, Any  
Equip = Pens & paper


**Objective** To copy a drawing from spoken directions only

This activity can be used in a number of ways. The leader draws a pattern with different shapes on them, eg, circles, boxes, triangles, etc, and then either directs team member to copy the pattern from their instructions only ( they can not see the pattern ) or gives it to a team member to explain. This may be done in pairs, three's of four's.

Who ever gives the instructions will soon realise that it is not easy. Decide before hand if the copiers are allowed to speak and ask questions, this depends on the group.

This activity develops attending and listening skills as well as communication.

### 2 Building blocks

  
Group = 2's, 3's, Any  
Equip = Building blocks,  
objects, lego

**Objective** To arrange building blocks as directed

Similar to communications drawing only with building blocks, objects or lego bricks. Face team members away from yourself or the person giving the instructions. They must have exactly the same building blocks as the instructor. The instructor lays theirs down and gives the others the directions to lay theirs.

When the instructors has finished, everyone compares lay outs for differences.

Again this activity develops attending and listening skills.

### 3 Questions



Group = All  
Equip = Questions,  
Pens & paper

**Objective** To test listening skills by answering questions.

The questions need to be asked in a quiet environment away from distractions. The questions are not aimed to trick anyone and you should not keep records of the results. Team members require pens and paper, chairs and something to lean on.

Tell them you will only say the questions once and that they are not allowed to speak. Example questions :

1. How many animals of each species did Moses take into the Ark?
2. Some months have 31 days, some have 30, how many have 28?
3. Which Country has a 4th July, the UK, US or France?
4. If you are alone in a deserted house at night and there was a lamp, firewood and a candle and you only had one match, which would you light first?
5. Why can't a man living in York be buried west of the Trent?
6. If you have two coins totalling 11 pence, and one of them is not a 10 pence piece, what are the two coins?
7. Is it legal for a man to marry his widow's sister?
8. If you drove a bus leaving Waterloo with 40 passengers and dropped off 7 and picked up 2 at Aldwych, stopped at Holburn and picked up 10 went on to
9. St Pauls, dropped off 8 there, and picked up 5 then drove on to arrive at Liverpool Street 6 minutes later, what was the station name from where you left?

Use other questions you may know along similar lines. The answers are irrelevant. Participants should not be marked down, but a review will analyse individuals attending and listening skills.



Group =Any  
Equip = Wood, obstacles

## 4 Nightline

**Objective** To follow a line and pass instructions to each other.

This is an ideal activity to use at night. Set up a rope obstacle route through a wood or forest. You can use a room if you like. The whole team must wear blindfolds and stay together throughout. Brief them about the exercise and get them to agree on a communication system. They may nominate a leader. They should allocate some responsibilities and all know what they are going to do. They must keep one hand on the rope at all times and follow the route until the end.

Get them to stand in a line of their choosing and tell them they must remain in contact with the person in front at all times. Lead the leader to the rope and set them off. Spots for tree branches that may cause harm and other dangerous obstacles. Listen for good/bad communication points, effective leadership, understanding of the communications system they had planned to use and review these points.

An alternative would be to start two groups off at either end at the same time. Change the orders in the group to let people at the back be at the front.



Group =All, sub  
Equip = Rope


## 5 Blind square

**Objective** To form a square with a rope whilst blindfolded.

Similar to tied in knots. Each team member puts on a blindfold and the leader leads them to a tangled rope laying on the floor. They must keep one hand on the rope but can let it run through their grip. When each person has an hand on the rope they must first un-tangle the rope by ducking and diving and then try to form the rope into a square.

The rope doesn't have to be too tangled up. The task is made difficult in that people can not pass each other. They can not let go with their hand. They have to find a way of making a square within the time limit. They tell you when they are ready.

Again listen for review points and check the quality of the final square. You could set two groups the task at the same time and see the results.



Group =All, sub
Equip = Rope

## 6 Blind triangle

**Objective** To form a triangle with a rope whilst blindfolded

As for blind square only this time forming a triangle. Needs a slightly different approach to achieve this task. Again review the activity and check the quality of the triangle.

## 7 Blind tent



Group =All, sub
Equip = Tent

**Objective** To erect a tent whilst blindfolded.

This activity requires smaller groups of about 5 or 6. Let the team decide a leader and blindfold the rest. The leader has to direct the others to erect the tent. They can not touch any of the pieces. They can move. Set a time limit.

This activity could be used for the Key Skills unit Working with Others as it requires the team to plan, do and review. Individuals can be allocated responsibilities and a plan given by the team. The team can be observed by the leader doing the task, meeting their responsibilities and then reviewing their contribution.


## 8 Blind room survey


Group =Any
Equip = Room, pen & paper

**Objective** To conduct a survey of a room and draw the room.

Using an un-familiar room, the team can only enter wearing a blindfold. They have to try to measure the room and then draw it scaled down. Each person can only measure one side. The

exercise can develop if you ask them to describe the rooms contents, structures and possibly purpose.


Group =Any
Equip = Newspaper

## 9 Newspapers


**Objective** To re-arrange a newspaper under directions.

Similar to the blind tent process, blindfolded team members have to re-arrange a newspaper into the correct page under instructions from a sighted team member. You may have several groups working at the same time with different newspapers.

## 2.5 TEAM



The team building exercises listed below involve a great deal of physical activity. They build on icebreakers, trust and communication exercises in forming the group into a single working unit. Safety issues to consider are the equipment you are using, the physical environment, personal safety and individuals psychological fears and phobias about doing certain activities that involve risks.


Group = All, Sub
Equip = 2 Planks,
3 barrels

## 1 Juggernaut

**Objective** To get the whole team across 'chemical waste' using planks & barrels.

Equip the team or sub-groups with 2 planks and 3 barrels each. The planks should be long enough for the number of people in the group to stand on. Set the distance of the chemical waste that they have to cross. They can not use any other materials, walk around or leave any equipment in the chemical waste.

Only the barrels can touch the waste, no planks or humans. They re-start if they touch the ground or lose time. Set a time limit of 15 mins for planning and practising, and then 30 mins to complete.

It is achieved by standing two barrels on their ends and placing the planks across them so that they stick out over the ends of the barrels. Participants can mount the planks now making sure that there is sufficient weight in the middle to support the people on the ends. Make sure they can reach the last barrel. Roll the last barrel on its edge to the front person, who places it out in front as far as they can reach in line with the other barrels.

Everybody must then stand on one of the planks only and slide the other plank forward so that it overlaps the front and middle barrels. Everyone must now move onto the forward plank and then slide the rear plank forward to join them up again.

Finally the last person should be able to reach the last barrel and roll it on its edge to the front again and the pattern repeats until the group are crossed the chemical waste. They have finished when all of the equipment is over the finish line.

This is an excellent activity to set a team or two groups as there are a lot of skill areas that may be developed. It may also be used for the Key Skills unit Working with Others.

## 2 Sheep and Shepherd



Group = All  
Equip = Blindfolds,  
whistle

**Objective** To herd the sheep safely into a pen.

Brief the team that they need to choose a team member who will be a shepherd. The shepherd will direct the other team members who will be blindfolded sheep into a pen.

The sheep can not see or talk, therefore they must plan how they will get all the sheep into the pen using non-spoken communication. Depending on the group, you can decide whether you allow them to use one, two or more noises, eg, claps, whistles, barks, sheep bars. A whistle may help the team at this stage.

The sheep will be scattered over a defined area, not too big. Use a safe environment, e.g, flat, firm ground. The shepherd remains stationary throughout. Place the pen some where using a rope or any thing that is an obvious pen after the sheep have put on their blindfolds.


They have 10 mins planning and practise time and then 20 mins to complete.

There are a number of solutions. The usual way team decide to do it is to number the sheep and then direct them in one by one. They, therefore have to distinguish claps or whistles for numbering sheep and for giving directions.

Example; Claps	One clap =	Forward
	Two claps =	Turn right
<b>Directions</b>	Three claps =	Turn left
	Four claps =	Stop
<b>Sheep numbers</b>	Quick claps starting from Five for the sheep	

Other solutions include one clap for stop, two claps for rotate right and three claps for forward. Or all of the sheep and walk toward the claps and when everyone is there, the shepherd can direct them to the pen together. Or one sheep can be directed to collect all of the other sheep and lead them into the pen like a sheep dog would.

This activity may result in all the sheep walking off in different directions. Make sure a signal for Stopping the activity is understood. Get the team to re-plan how they can achieve and start again. A good example of how effective use of planning and preparation can accomplish a task.


Group = All
Equip = Rope, elastic, string, trees, posts

### 3 Spiders web



**Objective** To pass the team through the Spiders web without touching.

Using two trees or posts, form a Spiders web using elastic or string with enough holes for the team number, make sure they are wide to pass team members through. The highest hole at shoulder height. Use a safe flat area free from hazards.

Team members choose one hole that they will be passed through. Holes are nominated by putting a hand through it. That hole must be taken by that person.

The whole team have to be passed through the web without touching it one at a time. If a person passing through the web, or anyone assisting them, touches the web, the person being passed has to return.

The team should use the same method as for the electric fence and pass people feet first for the higher holes. People can pass head first through a lower hole, if they can do so without being lifted off the ground by the rest of the team.. The planning order is important. Check for un-safe practises and set a shorter time limit if the team achieved the electric fence within time.

   
Group = All  
Equip = Brief, pens &  
paper

## 4 Community Orienteering

**Objective** To work as a team and in pairs, to survey the local area and present the findings.

Brief the team with the information listed below. This activity requires the team to work in pairs, listen to each other, write up plans to see how they can work together and cover the marked in area of the map, allocate individual responsibilities and collect information from a variety of sources.

They have to manage their own time effectively and present back their findings. The quality of the presentation will be a good indicator of how well they have worked together. Aspects of social awareness may surface.

## COMMUNITY ORIENTEERING BRIEF

Using the map section given, you have X amount of time to survey the local area and prepare a presentation.

Rules        You have to work in pairs and allocate individual responsibilities  
              Each pair will choose and survey a particular area only  
              You must travel on foot, or public transport  
              You will have to show evidence of your planning and implementing  
              Each pair will produce a flip chart from leaflets and information found

Topics to cover in your presentation.

              The facilities for young people in the area  
              The opportunities for volunteering  
              One potential team project

This activity is very good for local area awareness. The team may get ideas on voluntary placements and an idea for the team project. Team members will gain ownership of their places and projects if they are the ones that find them.

The difficult part is maintaining control. The young people may be very nervous approaching people for information. People may request identification. It may not be safe for young people to walk the streets. Consider these factors and the role you can perform. Use the information found if possible and review the individual contributions of each pairing to recognise developments. The major development area being communications and team work.

## 5 Orienteering



Group = All  
Equip = Map, compass,  
marker points

**Objective** To follow an orienteering route.

Similar to community orienteering only using a set course, compass and maps. Find out if there is a course set up close to your base. If there isn't set the team the task of creating one.

Basic Navigational skills will be required. Set the task where they have to collect all of the marker points or letters as a team or in sub-groups and bring them together at the end. This way the groups have to plan and decide how they will achieve collecting all of the markers.

## 6 Treasure hunt



Group = All  
Equip = Rope, trees,  
gates, paper & pens

**Objective** To use clues and complete tasks to reach treasure.


This activity may be used in conjunction with a variety of other ones. You need to set up a number of tasks that the team would have to complete to receive information that will lead them to their treasure.

For example they would have to pass the team over an electric fence to find out the name of the place where the next activity is, then go there and complete that activity to go to the next one and so on.

Use riddles and questions that the team must answer. If you don't have a treasure hunt then set the team the task of producing one. It should be fun either way.

This type of activity uses creativity and would produce lots of evidence for meeting skill areas. Teams could set a treasure hunt for children as part of a team challenge.


## 7 Siamese soccer

  
Group = All  
Equip = Wall

**Objective** To play three legged soccer

Using the whole team, pair everyone up and get them to tie one leg together to become three legged. Use a ball and set them of the play soccer. Excellent fun way to involve the whole team.

## 8 Skis

  
Group = All  
Equip = 2 planks,  
rope

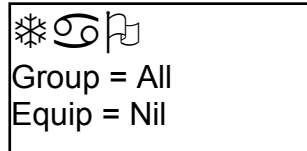
**Objective** To walk a set distance on skis together

You need two planks of wood the same length with holes drilled through them to place pieces of rope. The ropes should be just about waist height and there should be enough for each team member. Place the planks on the ground next to each other.

The team stand on the planks and take up a rope in each hand. They then have to walk forward to cover the set distance you have marked.

They have to work out how to all move at the same time. After some trial and error they should start to move forward using left and right steps in time with one another. This activity is good for communication and co-ordination.

## 9 Circle up



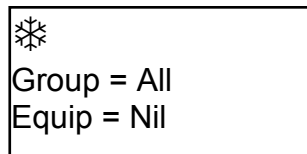
**Objective** To support each other on knees only

Stand the team in a circle facing inwards, shoulders touching. They should distribute weight around the circle. Turn them to their right and close up the gaps by shuffling towards the centre. On a count of three they should sit on each others knees and support each other without falling over.

This activity calls for co-operation. Set a time limit they have to achieve.

**Alternative** Give each other a pat on the back for a job well done


## 10 Silent aim



**Objective** To rotate around a circle.

Similar to Oranges and Lemons, stand the team in a wide circle. Leader starts in the middle. The leader starts by looking and smiling at a team member who nods and looks and smiles at another team member. The leader starts to walk slowly to the first team members place which is vacated when they start moving towards the person who has nodded to them.

This activity requires a lot of concentration by the whole team. They should be following where the smiles and nods are and help out the smiler's by nodding for them. This way the exercise can be speeded up.


Group = All
Equip = Slabs, chalk

## 11 Squares

**Objective** To form the correct order of numbers in a square.

Using paving slabs, chalk mark the numbers one to eight. Leaving one blank.

You can make it bigger for more team members.

	1	2
3	4	5
6	7	8

Pin the numbers one to eight on eight team members and place them in the square on different numbers. They have to re-arrange themselves into the correct order marked on the ground but they can only move one step at a time. Just like a Rubik Cube. They can not step out of the square. This is difficult because they can not see each others numbers and will all call out instructions.

## 12 Egg Rocket



Group = All  
Equip = Listed

**Objective** To land an egg rocket on a target

Using only the equipment listed below, split the team up into sub-groups of no more than seven. Set a time limit for them to design and make an Egg Rocket that will carry an egg test pilot on its maiden voyage on to or near a target. The egg must remain visible and not break to gain points.

The groups can practise but not on the launch area. Each team must give a 5 minute presentation prior to the launch, to promote the spaceship to potential buyers. They shall inform the audience of how they designed and made their craft. The presentation should be amusing and entertaining.

Equipment: 3 test pilot eggs	5 pieces of A4 card
30 pieces of A4 paper	1 roll of sellotape
12 paper clips	1 pair of scissors
3 different coloured marker pens	1 pritt stick

Use a flip chart sheet with a target drawn on for the target.

## **EGG ROCKET TEAM BRIEF**

Using the equipment provided, you have 1 hour to design a spaceship to carry an egg test pilot on its maiden voyage. The egg must be easily placed and visible.

Prior to the launch you must give a 5 minute amusing and entertaining presentation to promote your craft to potential buyers and state how you designed and made it.

- Rules:
- 1 The whole team must be behind the launch line.
  - 2 One egg per test launch. Maximum 3 launches.
  - 3 Launch distance 20 feet
  - 4 The egg must be easily placed and visible
  - 5 The egg must not be wrapped or taped in
  - 6 The whole group must present at the launch
  - 7 Only minor repairs are allowed between throws

This activity is a lot of fun, but involves a lot of planning, creativity and imagination. Lots of evidence will be generated for skill areas and Key Skills.



Group = All  
Equip = Lego bricks

### 13 Building bridges

**Objective** To build a bridge that will earn the maximum possible points

Another fun activity. You need a quantity of Lego bricks for this. Give the groups the briefing sheet and observe them working together to complete the task. Keep a record of the points scored and compare them with the other groups. This is healthy competition as the results are meaningless. How the team work, compromise and solve problems is more important.

#### **BUILDING BRIDGES BRIEF**

Your task is to build a bridge which will earn your team the maximum possible points using the bricks provided.

You have 30 minutes to design and plan your bridge before the demonstration begins

#### Points

- \* Your bridge must have a single span of at least 40cms ( 40 points )
- \* Each additional cm will earn 5 points
- \* The span must be at least 10 cms at its highest point ( 10 points )
- \* The bridge must stand unaided for 1 minute ( 60 points )
- \* One point will be deducted for each second under 1 minute the bridge stands if the full time is not achieved.
- \* Each brick you use costs 5 points
- \* You have to say:
  - 1 What the dimensions of the bridge will be
  - 2 How many bricks it will use
  - 3 How long it will take to build

- \* Building time scores: 2 minutes = 20 points  
for each 10 seconds less than 2 mins  
+ 10 points  
for each 10 seconds over 2 mins - 10  
points



Group = All  
Equip = Listed

## 16 Nuclear waste

**Objective** To remove nuclear waste from a guarded area.

Using only the equipment you provide the groups have to remove a bucket of nuclear waste from a guarded area and place the bucket into a second larger bucket outside of the guarded area. Nothing is allowed to touch the ground in the guarded area.

You provide them with more materials than they actually need. They must work this out.

## NUCLEAR WASTE BRIEF

During a freak accident at a Nuclear reactor plant, a container of nuclear waste ( c ) has been damaged spreading harmful radioactivity within the guarded area (a).

The only way to contain the radioactivity is to place the container 'c' into container 'b'.

Immediate death will occur if container 'c' is not contained within 10 minutes or if anyone steps into or leans over the guarded area of spillage 'a'. No equipment must touch the ground

Equipment:

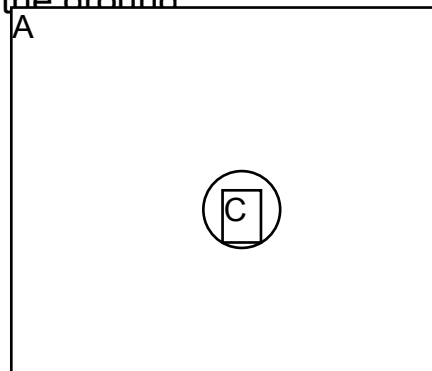
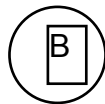
2 elastic bungees

Sellotape

4 lengths of rope

2 lengths of wood

String



Make the guarded area a reasonable distance. The task is solved by tying the bungees to the 4 lengths of rope. Two people take an end each of one of the new ropes and stand on either side of the guarded area and hold the bungee up to the lip of the container 'c'.

Two other people take the other new rope and stand next to the other and hold their bungee up to the other side. They cross the ropes over each other and keep going until the ropes are fully twined and take up a firm grip around the container. The container can now be lifted and walked over above container 'b' and then lowered in.

The team may solve this in another way and that fine as long as they don't break the rules.

## 15 Gas platform

**Objective** To design and construct a model gas platform

Using only the equipment allowed groups have to design and construct a model gas platform. The winning group construct the safest structure and the most attractive price.

### GAS PLATFORM BRIEF

#### The problem

An engineer must take into account many factors when finding a solution to a problem. Two important considerations are safety and cost. Your group must build a model of a gas platform, using only drinking straws and paper clips, which can support an house brick at least 200mm high.

Each straw you use costs #200 and each paper clip #500

#### Equipment available

Drinking straws  
Paper clips  
Ruler  
Pair of scissors

#### Time

1 hour

#### Assessment

Your model will be judged according to the following criteria:

- 1 Does it meet the specified height?
- 2 Is it safe i.e. does it take the brick?
- 3 What did it cost?

#### Alternatives

Use spaghetti and marsh mellows to build a bridge between two chairs.

## SECTION 3 REVIEWING TECHNIQUES



Reviewing activities are essential to draw out the development and learning for individuals. This section lists examples of creative reviewing techniques designed to stimulate discussions during reviews, they are starting points to engage participants and should be supported by good facilitation skills and questioning by the leader.

**Leader** Initiates reviews and encourages each individual to contribute. Picks up points made and analyses them with the team. The leader draws out the learning gained from the activity.

Group = All, Sub, Ind  
Equip = Nil

## 1 Questions and Answers

Use questions to review activities which led into discussions. Leader facilitates the group, maintaining control, keeping the focus and drawing out the learning gained. Questions can be directed to the whole group, sub-groups or individuals. Using the 4 Stage Reviewing model is a good starting point for questions.



LAST ACTIVITY  
ACTIVITY

NEXT

What did you dis/like about the activity? What can we do better next time?

What were your strengths/weaknesses? Which strengths can you build on?

Positive/negative points

**REFLECTING**

**PLANNING**



**MAKING CONNECTIONS  
TRANSFER**

**LEARNING**

What does this activity compare with?  
from this?

What have you learnt

What have you done like it before?

What experiences have

LIFETIME DEVELOPMENT OF KNOWLEDGE, UNDERSTANDING &  
SKILLS

Many young people enjoy reflecting upon an exciting activity. Leaders should encourage the group to make connections with other activities, plan for future ones and analyse what skills or experiences they have gained from participating in this activity.

Open questions requiring details instead of Yes / No should be used. Almost all of the creative reviews listed below aid individuals to reflect upon an activity, they require questioning to draw out the individuals learning gained.

Group = Any  
Equip = Cards

## 2 The Good, the Bad and the Funny

Participants reflect upon the good, bad and funny aspects of the activity. Good for asking each individual and going around the whole group. The Leader should take up relevant points that require further discussion, and draw out constructive criticisms, strengths and weaknesses and the learning gained by individuals and the team.

These types of reviews can be used in different ways and at varying periods of a teams development. The focus could be on improving on the teams overall ability whilst developing individuals.

**Alternatives** Positive and Negative feelings, around the group.  
Red and Black playing cards. Red - Pos, Black -  
Neg.  
Good, bad, good

▽  
Group = Any  
Equip = Magazines, scissors,  
paste, paper, bubble tree

## 3 Creative pictures / drawings

Group cut out pictures or quotes from a magazine and paste up on to a board that reflect upon the activity / programme. Leader seeks the explanation for a cuttings inclusion that reviews the persons feelings to the activity and Leads to reviewing questions that draws out the learning gained.

These types of reviews may appear to be activities themselves and therefore more participants will engage in the process. May be used whilst conducting individuals reviews to keep the team active. Differing in sizes, a picture board makes for presentation displays and end of programme reviews.

**Alternatives** Draw a picture - cartoons / animals / cars /  
football teams.  
Cartoon bubbles - individuals place themselves  
on bubble people tree which reflects how they  
feel after an exercise or task  
Graffiti boards

Group = Pass around  
Equip = Sheet of unfinished  
questions

#### 4 Unfinished sentences

Each team member completes an unfinished sentence about the activity. Indicates developments / achievements / strengths.

- Examples-
- a The reason I'm taking part in the programme is ...
  - b The thing I've enjoyed the most about today is ...
  - c Something I'll remember about today is ...
  - d I'd like to say thanks to ( name ) for ...
  - e One thing I didn't like about this activity was ...
  - f The best thing about working with this group is ...
  - g If I could go back in time to start again ...
  - h If we didn't have any staff working with us ...
  - l The thing I'm most pleased I did was ...
  - j Something I wish I hadn't done was ...
  - k The biggest improvement that could be made is

...

- l I'd compare that activity with ...
- m That was very similar to the ...
- n By this time next year I hope ...
- o The skill area I learnt the most from was ...
- p Something that really makes me learn is ...
- q I can take away from this activity ...
- r Next time I will be more ...
- s I've learnt that ...

Participants should be encouraged to come up with their own.

## 5 Statement cards

∇  
Group = Any  
Equip = Statement

Use statement cards to review an activity. Individuals may be criticised. Hand out or Lucky Dip. Could give cards to individuals.

Examples :

Someone who comes up with ideas	Someone who takes the lead in the group
Someone who keeps ideas to themselves	Someone who is good at solving problems
Someone who encourages other members of the group	Someone who prefers to let other people take the lead
Someone who is quick to see problems when a new idea is suggested	Someone who listens to other people
Someone who is prepared to ask for help when needed	Someone who shares their ideas and feelings
Someone who finds it hard to accept help from others	Someone who is impatient to get on with a group task
Someone who explains things to other people	Someone who often reviews progress
Someone who works hard	Someone who sits back
Someone who makes us laugh	Someone who we should listen to more

Someone who can be tactless	Someone who puts others first
Someone who doesn't always listen	Someone who can be stubborn
Someone who seems confident	Someone who avoids unpleasant jobs if possible
Someone who likes to please themselves	Someone who we rely upon
Someone who seems determined	Someone who doesn't always stick to group decisions
Someone who's good at seeing other people's point of view	Someone who is patient
Someone who is a good organiser	Someone who usually speaks their mind
Someone who always thinks they are right	Someone who finds it hard to admit being wrong
Someone who expects to get their own way	Someone who I admire
Someone who I've learned a lot from	Someone who can put other people down
Someone who I owe an apology to	Someone who I respect

Thoughtful	Sporty	Warm - hearted
Trustworthy	Kind	Even - tempered
Adventurous	Considerate	Cheerful
Humorous	Good listener	Honest
Responsible	Sensitive	Co-operative
Popular	Threatening	Un-helpful

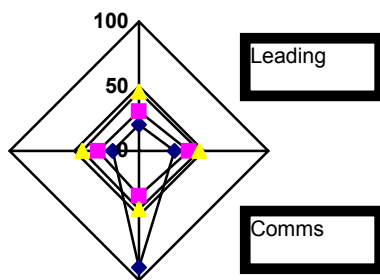
These are examples only use others to aid reviews. The Leader seeks explanations as to why certain people receive cards. Draws out the individuals contributions and characteristics.

Group = Any  
Equip = Flipchart,  
Marker pens

## 6 Graphs

The group review themselves by placing a mark on a graph for themselves or others.

Use a spider graph, like a target or dart board or an horizontal graph. The centre being the highest rating. Each section can be a skill area. Individuals place a mark and record where they are or place marks for team members. Use before and after subsequent activities to gauge progress.



This type of review may analyse individuals perceptions of where they consider themselves, to the positions where others consider them. It may also be used on a number of occasions throughout the programme to gauge improvements.

☒☒  
Group = Any  
Equip = Flipchart,  
Marker pen

## 7 Car

Leader asks the team which kind of car they are? Eg : Lada, Sierra, BMW. Indicating how good / bad the team perceive themselves. Draw this onto a flipchart. Then ask individuals which part of the car where they?

Eg : the engine - doing all the hard work  
the fuel - offering lots of ideas  
a window - looking out and not being involved

Explore responses and individuals contributions then open the cars' boot. Ask the team what they have got in the Tool Kit that they keep after doing the activity. Responses could include - Strengths, weaknesses, skills learned and experiences.

This type of review goes through the reviewing model and may be referred to from time to time to gauge progress.

☒☒☒  
Group = Any  
Equip = Flipchart,  
Marker pen

## 8 Weather chart

Leader draws the country / region / county on a flipchart. Asks the group whether they feel hot or cold about the activity, and then how they solved problems and the outcome using weather forecast terminology. Review highlights cloudy fronts at the start of activities, the wind sweeping the clouds away as the team solve the problem and the clear sunny sky as the team complete the task successfully, or not leaving patches of mist.

This type of review could be used during particularly difficult problem solving activities where the team or individuals come through a tough time.

## 9 Faces

Group = Any  
Equip = Pen &  
paper, faces sheet.

Leader uses lots of expressions on faces to gauge individuals responses to an activity. Can get individuals to draw their own. This type of review may be re-used time and time again to gauge responses.

Group = Any  
Equip = Pen & paper

## 10 Quote / Unquote

Leader writes down quotes spoken by the team during the activity and reads them out during the review. Team members guess who said what to whom and why. Insight into how they relate to one another.

## 11 Activity based reviews

Group = Any  
Equip = Pen & paper

### Blind steps

Group line up blindfolded facing open ground. Leader asks a question that individuals either agree to by stepping forward one place or stand still if they disagree. Questions need to correspond with each other. Individuals remove their blindfolds at the end and check positions. Leader can note non-movers and question final positions. Individuals must give an unbiased response to this type of review.

### Marks out of ten

Individuals respond to a question by showing fingers / placing themselves on a 1 to 10 imaginary scale / placing a partner / writing their score. Leaders explore responses. Good visual gauge of individuals feelings.

### Corners

Leader dedicates each corner of the room a colour or descriptive word to review the activity. Individuals place themselves or partners in the corner that corresponds to their contribution / feeling. Leader asks team members to explain their positions.

## Oranges and Lemons

Also an energiser. Team sit or stand on objects, leader starts in the middle and ask a question relating to the activity, eg, If you enjoyed the task move now? Team members either move if they enjoyed the task or not. Person left standing asks the next question and so on. Leaders should be prepared to lose often to ask more relevant questions and lead the review.

### 12 Thumbs Up / down

Group = Any  
Equip = Nil

Leader asks individuals to put their thumbs up for good and down for bad in response to a question on the activity. Quick gauge of the groups reaction. Be careful to spot thumbs down and lead into full review.

### 13 Role play

Leader asks the group to re-enact the activity, playing another member of the group. Demonstrates individuals involvement's in activities in a fun way.

⊃ ⊄ ≠ ∇  
Group = Any  
Equip = Nil

**Alternatives**      Leader as a reporter  
                            Famous people  
                            Leader as a foreigner

### 14 Hidden feelings

Group = Any  
Equip = Pen &  
paper, bucket/pot

Each team member writes an hidden feeling about the group or individuals and throws it into a bucket / pot in the middle of the room. Each member then takes turn in reading out the feeling to the group. Writer and respondee stay anonymous.

## 15 In the middle

♂▽ Group = Any Equip = Chair
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Each team member takes it in turn to sit in the middle and receive constructive comments from the others. Could be used as a closing exercise with individuals blindfolded and the leader reading out responses from others.

**DOCUMENT END**