Facilitation Tips and Tricks
This Toolkit will give you:

- A clear plan for the sessions
- A range of names games and teambuilding games for groups
- Guidelines for doing a group contract or group agreement with groups and addressing hopes and fears
- A sample of activities on the theme of diversity and inclusion to use with groups.
- Evaluation methods to record what impact you have made and what learning has happened
- Some fun closing activities to end on a positive fun note.
Introduction to Facilitation

What is facilitation?

It is about supporting everyone in a group to take part in activities and discussions where they can develop and learn. It should encourage participation, learning through doing and draw the learning out from the individuals involved. It is about creating a safe space where everyone feels their opinion is valued and they have something to offer.

Values in facilitation

- See the best in people
- Inclusion: it is important the group and facilitator take responsibility to ensure everyone is included
- Respect all opinions
- Positivity
- Listening
Here’s A Few Tips to help You Facilitate

Inclusive Practice

You will want everyone in the group to participate but what should you do if someone really does not want to take part in an activity? An option is to create a small area where people who do not want to take part can sit and watch and let them know that at any point they are welcome to join in again. If possible it may be worth trying to find out what their fears or concerns are and try and address these

Group Support

The group needs to take some responsibility for inclusion and agreeing on a group contract can lead to a discussion about how we make people feel part of the group. It is useful to have everyone think about a time when they felt left out and to reflect on how what this was like. They can suggest actions they can take to help make the group sessions fun for everyone

Difference vs. Similarities

Don’t always focus on difference. We are all different in many ways but we also share a lot in common with each other. Sometimes a focus on difference can single people out or embarrass them. We have many identities so someone may see me as ‘the person in the wheelchair’ but I am also a sister, a football player, a chef etc.
Competition

We need to be careful of competitive games where people get put out as we don't want people to feel like a failure. These games may not recognise the different skills in the group so someone who may not be good at running, can remember a list of 20 objects in another game.
**Group Contract**

Ways to facilitate the agreement; if a group contract or agreement is an essential way to set boundaries before beginning a programme or session. The group contract is an agreement which the group create to help the process run smoothly and ensure that everyone feels safe and able to participate.

There are various ways to facilitate a group contract, but if you are having a one off session with young people or time is limited, it’s a good idea to use The 3 R’s.

**The 3 R’s**

<table>
<thead>
<tr>
<th>Materials Needed:</th>
<th>Aim:</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Flipchart</td>
<td>To establish a good working environment and boundaries that will ensure the safety of everyone</td>
</tr>
<tr>
<td>*Markers or Chalk</td>
<td></td>
</tr>
</tbody>
</table>

*This is a good way of introducing the group to expectations, you can tell the group that you have a limited amount of time to get through the session and to do this it would be great if everyone could follow the 3 R’s.*

1. Respect
2. Responsibility
3. Really good Time
It’s a good idea to ask the participants if they agree to the 3 R’s. You can do this by asking them to give a ‘thumbs up’ if they agree.

Tip: Talk through the 3 R’s if you don’t have flipchart or chalkboard. The 3 R’s individually ensuring everyone is clear on what each word means.
**Group Contract**

Materials Needed:  
* Flipchart  
* Markers or Chalk

Aim: To establish a good working environment and boundaries that will ensure the safety of everyone

If you are working with a group for a longer period of time and have time to build a relationship with them, you can facilitate a contract and get their input. Getting the young people involved and asking for their opinion is very important and helps young people to feel valued and respected.

1. You could start by asking the group if anyone knows what a group contract is. Have they ever heard the word contract before? What does it make them think of?

   You may get a varied range of answers, some people may think of phone contracts or lawyers and some may say it’s a grown up thing.

2. Explain to the participants that there are many types of contracts. Tell them that this is a contract that they are going to create and it will help to determine what sort of behaviour is acceptable/unacceptable and what factors will make your time with the group more beneficial and enjoyable for everyone.

3. You can offer examples to help the group get started and it is a good idea to say what you want to put on the contract, this might be something that is missing; i.e. participation, time keeping etc...
4. Once the group have agreed that the contract is finished ask everyone to sign the Flip chart/Chalkboard and display if possible.

Variations:
If the group are very large, split the group into 2/3 smaller groups and ask them to design a group contract in their groups and feedback to larger group. Once all the groups have given their feedback, design a large contract collating the groups together.
**Introductions and Name Games**

It is important to put the group at ease when you introduce yourself so you might want to mention why you are at their school and say a few things about yourself.

Name games are worthwhile if you have a longer session with a group or you have the chance to work with them for more than one session.

**All Name Game Instructions:**

1. **Invite participants to sit in a circle**

2. **Explain that you are a visitor, and you would be really interested in getting to know everyone’s name**

3. **Always begin with yourself**

   This is to get each participant to think of a descriptive word that begins with the same letter of their name. Encourage participants to use only positive adjectives.

   1. As facilitator, you should listen carefully and try remember each descriptive word to help you recall the participant’s name

   2. Begin with yourself – “Hello, my name is Helen and I am Happy

   3. Invite all participants to say “Hello Happy Helen”

   4. Repeat for each participant
Here are some variations for this game

Name and animal e.g. ‘Helen the Hyena’

Name and gesture/action- I say my name and then make an action (e.g. Helen and I bow). The group then all say ‘Hello Helen’ and they all repeat the action and bow. Go around the group and repeat with a range of actions.

Name and what it means or why you were called that.- My name is Helen and I am named after my Granny. Or, my name is Helen and it means light on a hill.

Remember Names are Important

*They affirm a person’s identity, and it is very important in a group that all names are remembered, and no one is overlooked*
Hopes and Fears

<table>
<thead>
<tr>
<th>Materials:</th>
<th>Aim:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slips of paper or post it notes</td>
<td>To see what expectations the group have and whether you can meet these. To address any fears they might have at the start.</td>
</tr>
<tr>
<td>Pens/pencils</td>
<td></td>
</tr>
</tbody>
</table>

1. Hand out 2 post its to each person (they can be different colours)

2. Write a ‘hope’ for the session on one and a ‘fear’ on the other

3. Collect the hopes and fears in separate containers

4. Invite each participant to choose a Hope out of the container and read it to the group. Do this until all hopes are read

5. Address any hopes/expectations that are unrealistic or unrelated to the session (e.g. if someone hopes for a trip explain that although that would be great it isn’t part of the session/programme) Remember... honesty is the best policy!

6. Invite participants to take a fear out of the container and read it aloud to the group. The group can make suggestions for actions they can take to alleviate the fear.

If you do not have much time, the facilitator can write these up on the board and talk through them.

This leads on really well to developing a contract (see page 8) as often the suggestions made to address the fears and to achieve the hopes are things that can be in the contract e.g. Respect other peoples
opinion can address the fear that people will attack you for speaking your mind.
**Ice-breakers and Teambuilding Activities**

These activities can serve several purposes:

- Helping individuals get to know each other and build friendships and trust.
- Develop the group as a team who can work together to solve problems and develop ideas.
- Energise the group and have fun.
- To refocus a group and settle them down.
- The learning from games can be applied to a wider context, for example, to demonstrate discrimination etc.

You will need to make a judgement on when to use these games and when not to.
The chair on my Left

This game is great for groups that are learning each other's name and promotes inclusion as it is non-competitive.

Materials Needed:
* 1 Chair per person
* 1 spare chair

Aim:
To get people moving and interacting with each other. This is also a great game for learning names and introducing drama (see variations).

How to play:

1. Ask everyone to sit in a circle on their chair. Make sure everyone can see each other.

2. The facilitator should place an extra chair to her left

3. The facilitator should explain that the chair on her left is free, and she would like to invite a particular person to sit on it. E.G. She should say “The Chair on My Left is Free, and I would like Donna to sit on it”

4. Donna should then move to the chair, which will leave Donna’s original chair free at another participant’s left hand side

5. That participant should say, e.g. “The Chair on my Left is Free, and I would like Susan to sit on it”
6. **This can be continued until all group members have had a chance to speak and move**

7. **Explain to the participants that they should ensure that everyone gets a turn and if they can try to pick someone who has not had ‘a go’ that would be brilliant!**

   **Tip: Before staring the game you might want to ask everyone to raise their left hand and wave! This way they will all be clear which side is left**

**Variations:** you can change the game by introducing an extra part to the statement and asking the participants to invite their peers to sit on the chair like an animal: “My name is Donna, the chair on my Left is free and I would like Helen to sit on it like a Monkey” etc...
**Fruit Bowl:**

**Materials Needed:**
*Chairs

**Aim:** the aim of this game is to break the ice. This will also energise the students and help them focus for the session.

**How to play:**

1. Ask everyone to put their chairs in a circle. Remove your chair from the circle and stand in the middle.

2. Go around the circle and give each participant a fruit name (e.g. Mango, Banana, Orange, Strawberry) pick 4 types of fruit and use them, you should alternate so that you have the same amount of fruits in each group (4 mangos, 4 bananas, 4 oranges and 4 strawberries).

3. Ask them to remember the name of their fruit.

4. Next, explain the rules of the game. Tell them that you are going to call the name of a fruit and if you call the name of their fruit they must get up, and find another seat. Tell them that you are trying to find a seat too and when you do, someone will be left in the middle and should call the next fruit.

5. After a few turns and once the group are clear on what they are doing you can introduce something new, explain that as well as the name of the fruits they have the choice also to shout ‘Fruit Bowl’ which will mean that everyone must get up and change seats.
Variations: You can vary the fruit name or if you are introducing drama to the participants you can give them animals names instead (duck, monkey, frog etc.) and ask them to move like their animal when their animal gets called. In this variation you could call “feeding time at the zoo” instead of ‘fruit bowl’ as this will get everyone moving and energised.
All Change

Materials needed: *Chairs

Aim: This energetic exercise will help build relationships within the group and will highlight commonalities.

How to play:

1. Before you start explain that everyone must be very careful and there is not to be any pushing or moving chairs.
2. Arrange the chairs in a circle with space between them and ensuring that everyone can see each other.
3. Ask everyone to sit on a chair. The circle should have one less seat so the facilitator should stand in the middle and explain the rules.
4. Explain that because you don’t have a seat, you are going to try to pinch one of theirs. You will do this by calling out a statement and hoping that some people in the group will have this in common.
5. When you call out a statement (e.g. “All change if you have like summertime”) if it is true to anyone else in the circle they must get up and change seats.
6. Sometimes this game can get quite personal so it’s a good idea to lead on this for a few turns so that everyone understands fully. Explain to the group that it is important to use statements that are inclusive of everybody. (see examples below)
7. After a while, you can join in and pinch a seat, this means that someone will be left without a seat and this person should continue on with a new statement (e.g. “All change if you like dancing”)

Materials needed: *Chairs

Aim: This energetic exercise will help build relationships within the group and will highlight commonalities.

How to play:

1. Before you start explain that everyone must be very careful and there is not to be any pushing or moving chairs.
2. Arrange the chairs in a circle with space between them and ensuring that everyone can see each other.
3. Ask everyone to sit on a chair. The circle should have one less seat so the facilitator should stand in the middle and explain the rules.
4. Explain that because you don’t have a seat, you are going to try to pinch one of theirs. You will do this by calling out a statement and hoping that some people in the group will have this in common.
5. When you call out a statements (e.g. “All change if you have like summertime”) if it is true to anyone else in the circle they must get up and change seats
6. Sometimes this game can get quite personal so it’s a good idea to lead on this for a few turns so that everyone understands fully. Explain to the group that it is important to use statements that are inclusive of everybody. (see examples below)
7. After a while, you can join in and pinch a seat, this means that someone will be left without a seat and this person should continue on with a new statement (e.g. “All change if you like dancing”)

Materials needed: *Chairs

Aim: This energetic exercise will help build relationships within the group and will highlight commonalities.

How to play:

1. Before you start explain that everyone must be very careful and there is not to be any pushing or moving chairs.
2. Arrange the chairs in a circle with space between them and ensuring that everyone can see each other.
3. Ask everyone to sit on a chair. The circle should have one less seat so the facilitator should stand in the middle and explain the rules.
4. Explain that because you don’t have a seat, you are going to try to pinch one of theirs. You will do this by calling out a statement and hoping that some people in the group will have this in common.
5. When you call out a statements (e.g. “All change if you have like summertime”) if it is true to anyone else in the circle they must get up and change seats
6. Sometimes this game can get quite personal so it’s a good idea to lead on this for a few turns so that everyone understands fully. Explain to the group that it is important to use statements that are inclusive of everybody. (see examples below)
7. After a while, you can join in and pinch a seat, this means that someone will be left without a seat and this person should continue on with a new statement (e.g. “All change if you like dancing”)

Materials needed: *Chairs

Aim: This energetic exercise will help build relationships within the group and will highlight commonalities.

How to play:

1. Before you start explain that everyone must be very careful and there is not to be any pushing or moving chairs.
2. Arrange the chairs in a circle with space between them and ensuring that everyone can see each other.
3. Ask everyone to sit on a chair. The circle should have one less seat so the facilitator should stand in the middle and explain the rules.
4. Explain that because you don’t have a seat, you are going to try to pinch one of theirs. You will do this by calling out a statement and hoping that some people in the group will have this in common.
5. When you call out a statements (e.g. “All change if you have like summertime”) if it is true to anyone else in the circle they must get up and change seats
6. Sometimes this game can get quite personal so it’s a good idea to lead on this for a few turns so that everyone understands fully. Explain to the group that it is important to use statements that are inclusive of everybody. (see examples below)
7. After a while, you can join in and pinch a seat, this means that someone will be left without a seat and this person should continue on with a new statement (e.g. “All change if you like dancing”)

Materials needed: *Chairs

Aim: This energetic exercise will help build relationships within the group and will highlight commonalities.

How to play:

1. Before you start explain that everyone must be very careful and there is not to be any pushing or moving chairs.
2. Arrange the chairs in a circle with space between them and ensuring that everyone can see each other.
3. Ask everyone to sit on a chair. The circle should have one less seat so the facilitator should stand in the middle and explain the rules.
4. Explain that because you don’t have a seat, you are going to try to pinch one of theirs. You will do this by calling out a statement and hoping that some people in the group will have this in common.
5. When you call out a statements (e.g. “All change if you have like summertime”) if it is true to anyone else in the circle they must get up and change seats
6. Sometimes this game can get quite personal so it’s a good idea to lead on this for a few turns so that everyone understands fully. Explain to the group that it is important to use statements that are inclusive of everybody. (see examples below)
7. After a while, you can join in and pinch a seat, this means that someone will be left without a seat and this person should continue on with a new statement (e.g. “All change if you like dancing”)

Materials needed: *Chairs

Aim: This energetic exercise will help build relationships within the group and will highlight commonalities.

How to play:

1. Before you start explain that everyone must be very careful and there is not to be any pushing or moving chairs.
2. Arrange the chairs in a circle with space between them and ensuring that everyone can see each other.
3. Ask everyone to sit on a chair. The circle should have one less seat so the facilitator should stand in the middle and explain the rules.
4. Explain that because you don’t have a seat, you are going to try to pinch one of theirs. You will do this by calling out a statement and hoping that some people in the group will have this in common.
5. When you call out a statements (e.g. “All change if you have like summertime”) if it is true to anyone else in the circle they must get up and change seats
6. Sometimes this game can get quite personal so it’s a good idea to lead on this for a few turns so that everyone understands fully. Explain to the group that it is important to use statements that are inclusive of everybody. (see examples below)
7. After a while, you can join in and pinch a seat, this means that someone will be left without a seat and this person should continue on with a new statement (e.g. “All change if you like dancing”)
Here are a few examples of statements that are inclusive and not too personal:

All Change if you have stroked an animal!

All Change if you have ever fell and scrapped your knee!

All Change if you have swam in the sea!

All change if you like football

All change if you like chocolate etc..

**Tip:** Set a mission to the last person to make the last statement as inclusive as possible so that everyone must get up and change seats
My Granny went to France:

Materials needed:
*Chairs

Aim:
This fun game will get everyone moving and interacting. It helps to inject some positive energy into the session

How to play:

1. Explain to the group that you are going to tell a story and it’s about your granny who went to the Market 5 times a year. Tell them you are going to tell them what she brought you back this year.

2. Explain that everyone in the group will help to tell the story

3. Explain that you will start by telling the person on your left, the person on your left must then tell the person on their left and this should continue until everyone in the circle has had a go.

4. Start passing it around by saying “My Granny Went To market” invite the person beside you on your left to ask “did she?” respond by saying “she did, and she brought me back a fan”

5. When you say the word fan you should fan your face with your hand you should continue with this action for the remainder of the game.

6. The person to your left should then tell the next person the same thing until everyone in the circle is fanning their hand.

7. Start again by saying “My granny went back to the market” invite the person on your left to ask “did she?” respond by saying “she did and she brought me back a rocking chair”
8. When you say rocking chair rock back and forth on your chair
   Remember... you should now be rocking and fanning)

9. Allow time for this to pass around the circle and start again. Explain to the class that your granny brought you back:
   - **Nodding dog** (nod your head)
   - **Jack in the box** (stand up and sit down)
   - **Cuckoo Clock** (push head out and say “cuckoo”)

At the end of the game all participants should be doing all the actions together, this will be really good fun and will possibly get everyone laughing and taking part.

End the game by saying “My granny never went back to Market.”
**Giants, Elves and Wizards**

**Materials:**
*None*

**Aim:**
The aim of this game is to get participants working together and having fun. It will also help students get to know each other.

This game is a variation of Rock, Paper and Scissors. It can be played in pairs or the group can be split into 2 teams and can play against each other.

**How to play:**

1. Teach everyone the following actions:
   - **Giant** - Tip-toes, raise hands above head, curl fingers, growling sounds
   - **Wizard** - Crouch slightly, wave and point a magic wand, shouting "kazaam!"
   - **Elf** - On haunches, hands cupped for big ears, shrill screeching noises

2. Give everyone a chance to practise a few times.

3. Ask the group to get into pairs and ask them to silently think if they want to be a Giant, Wizard or Elf.

4. Explain that depending on which one they chose they will either win or lose. Explain that:
   - Giant wins by 'squishing' an Elf
   - Elf wins by 'outwitting' a Wizard
   - Wizard wins by 'zapping' a Giant
   - Identical characters are a draw
5. You should tell the participants that when you count down from 3 they must do their action to their partner.

Variation: You could split the group into 2 large teams. And play against each other, using the same actions as above. Encourage the teams to decide their action quietly. And give them 5 seconds to decide in their group.

Make sure they line up facing the other team and count down from 3 before they do their action.
## Count on each other

<table>
<thead>
<tr>
<th>Materials Needed:</th>
<th>Aim: To focus the group and get them working as a team</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>None</em></td>
<td></td>
</tr>
</tbody>
</table>

1. Get everyone to sit in a circle and close their eyes (no peeking!)
2. Explain that as a team you are aiming to count from 1 to 10, one person and one number at a time
3. Explain that they are not allowed to go around in a circle
4. If two or more people call out the number at the same time the group must start at the beginning again
5. This sounds simple, but it’s actually very difficult and loads of fun!
6. Good luck!

**Tip:** If the group are struggling and this is very challenging. Put an object in the middle of the circle and ask participants to take a breath, look at the object and try again!
Getting to know you

Materials needed: None

Aim: This is a fun way of opening a session and getting to know the group! You can also develop this exercise and ask all the questions. This helps participants use their imagination and get creative.

*If you could be in a movie, what kind of movie would it be, who would star as you? What is the plot of the film?

*If you had a superpower, what super power would you choose (flying, invisibility etc.) and why?

*If you were an animal, what would you be and why?

*If you were a bar of chocolate what would you be and why?

There are loads of questions you can ask that really help you to get to know the person in a fun and light hearted way!

Tip: You can use one of these at the beginning of a session, invite participants to introduce themselves and answer one of the above.

To develop this, ask participants to come up with a story or role play using the answers from the group... this is a fun and creative way of doing role play and using imagination.
2 Truths and a lie

Materials Needed: *None

Aim: This is a fun way of getting to know the group and encourages the group to think imaginatively

Split the group into pairs. Encourage them to pair with someone they don’t know that well.

In their pairs explain that they must tell the partner 3 things/facts about themselves. 1 of these “facts” must be a lie and their partner must guess which one.

Examples: Hi, I’m Mary. My hair was almost to my waist in high school, I once swam with a shark and I speak four languages.

Feedback to the larger group by having the pairs introduce each other as opposed to themselves (e.g. Michael will tell the group about his partners ‘facts’ and the larger group can guess the lie. Then his partner will tell the group about Michael etc...)

Tip: Invite the larger group to guess the lie... you may be surprised what you find out!
**Storytelling through objects: ‘This reminds me…’**

**Materials Needed:**
*Range of objects (a pair of glasses, a rusty key, a stone, toy etc)*

**Aim:**
To use the creative medium of objects and storytelling to encourage people to share something about themselves or express themselves.

*Creates a safe space for participants to recall events in their life, and share them through creative story telling. Again, it is inclusive for all, as it means no one can dominate, and it is a safe space to encourage more shy people to express themselves*

**Activity**

- Ask the group to pick an object that reminds them of something about their life/past.

- If the group is more than 20 people in it then you may want to split into 2 or three groups but you will need a facilitator in each group.

- You start and share your story starting with ‘I picked this object and it reminds me or when I was......’

- Go around in the circle and until everyone has had a chance to share.

- If you have time you can ask the group to pass their object to the person on the right and then do the ‘Reminds me’ activity again to see how the same object can mean something totally different to a different person.
Debrief:

Q. What did you think of that game?

Q. Was it easier to make a story with the object you had selected yourself compared to the object you were given on the second round?

Comment: It is interesting how me and the person beside me can have the same object but have two very different stories relating to it. We all see the world in a different way and this is ok. It is ok to have different opinions and ideas from the person sitting beside you.

Important: This activity is more suitable for older kids or adults, sometimes people may disclose information that is very personal or may be cause for concern. If any child protection issues arise you MUST contact the child protection officer at your organisation.

Tip: Ensure that everyone is aware that they do not have to disclose or share anything that will make them feel uncomfortable and clearly state this before the activity starts.
**SWOPSHOP listening exercise**

<table>
<thead>
<tr>
<th>Materials:</th>
<th>Aim:</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>None</em></td>
<td><strong>To encourage active listening skills and team work</strong></td>
</tr>
</tbody>
</table>

**Activity:**

- Invite each person to think of one thing they like.

- Write each item up on the board or chart.

- Ask each person to cup their hands together and imagine their item is inside their hands.

- Invite everyone to stand up and swop their items with everyone else different people rather than everyone else in the room. You demonstrate this first with a volunteer by saying ‘here is my car’ and swopping with volunteer ‘here is my pencil’. I did have a car but I now have a pencil. I will now swap my pencil for something else from someone else in the group. Keep swopping until the leader shouts stop.

- After one or two minutes of swopping you can shout stop and ask people to take a seat. Ask them to keep in memory what imaginary item they now have in their hands.

- Go through the list on the board and check what, if any, items have gone missing in the swop???
Debrief:

Have any items disappeared? How was that?

Why did some of the items go missing?

What ways can we make sure the items don’t go missing?

Reassure them that this game is designed to make the items so missing so not to get upset as even when we do this with teachers, they always lose items too!!
Human Bingo

Materials needed:
* human bingo sheet (see appendix)
* pens or pencils

Aim:

to learn new things about each other. A quick and easy icebreaker

How to Play:

Give each participant a bingo sheet and a pen

Tell them to write their name at the top

Explain that they need to find someone in the room for each bingo box. They cannot write the same person twice

Explain that when you shout START they must talk to as many people and fill up their bingo boxes as soon as possible

When their bingo sheet complete, Shout BINGO and give it to the leader.
**Earth, Air or Water**

**Materials needed:**
*Bean Bag or Ball

**Aim:** to have fun and encourage focus within the group

**How to Play:**

1. Invite participants to stand in a circle
2. Explain that you will throw the ball randomly to participants
3. When you do this you will call out either EARTH, AIR OR WATER.
4. Explain that if you call EARTH, participants will have 3 seconds to call out the name of something that lives on the Earth (eg: Giraffe, dog, human etc)
5. Explain that if you call AIR they must name something that flies (e.g sparrow, eagle, butterfly)
6. Explain if you call WATER they must call something that swims or lives in water (e.g alligator, trout, tadpole)
7. It is important to make sure that they say something more specific than bird or fish as this limits the game
8. If the participants don’t call out something within the 3 seconds or call out the wrong thing, they are out and the circle gets smaller until only one person is left.

**Tip:** Give participants a chance to think of some before the game starts and have a few practise runs
**Themed Activities: Diversity and Inclusion**

### The Potato Game

**Materials Needed:**
* a bag of potatoes

To help the group understand how we are similar and different. To introduce the concept of stereotyping, to value and respect differences and similarities

- Select one potato for your demonstration.
- Hold up your potato in front of the class and say, “I have here a potato. I don’t know about you, but I’ve never thought that much about potatoes. I’ve always taken them for granted. To me, potatoes are all very alike. Sometimes I wonder if potatoes aren’t a lot like people.” Pass around the bag of potatoes and ask each student to take one potato.
- Tell each student to “examine your potatoes, get to know its bumps, scars, and defects and make friends with it for about one minute or so in silence. Give your potato a name, and get to know your potato well enough to be able to introduce your new ‘friend’ to the group.”
- After a few minutes, tell students that you’d like to start by introducing your “friend” to them. (Share a story about your potato and how it got its bumps.)
- Then tell the students that the class would like to meet their friends. Ask who will introduce their friend first. (Ask for several, if not all, to tell the group about their potatoes.)
- When enough students have introduced their “friends” to the class, take the bag around to each person. Ask them to please put their “friends” back into the bag.
• Ask the class, “Would you agree with the statement ‘all potatoes are the same’? Why or why not?”

• Ask them to try to pick out their “friend.” Mix up the potatoes and roll them out onto a table. Ask everyone to come up and pick out their potatoes.

• After everyone has their potatoes and you have your “friend” back, say, “Well, perhaps potatoes are a little like people. Sometimes, we lump people of a group all together. When we think, ‘They’re all alike,’ we are really saying that we haven’t taken the time or thought it important enough to get to know the person. When we do, we find out everyone is different and special in some way, just like our potato friends.”

Discussion

Ask students to think about groups at school or in the community that we tend to lump together. If they have trouble thinking of groups, you may want to prompt them with some of the following groups:

➢ People of a certain religion
➢ People in special education classes
➢ People from a certain racial or ethnic group
➢ People who live in rural settings
➢ People who live in the city
➢ all of the girls
➢ all of the boys

Use groups that are relevant and meaningful for the school/community you are addressing.
If you have time you can discuss answers to the following questions:

1. When we lump everyone from the same group together and assume they all have the same characteristics, what are we doing? What is this called? (Stereotyping)

2. Do you know a lot of people from the groups we tend to lump together? Do they all fit the stereotype?

3. Why are stereotypes dangerous?
Stealing the jewels...

### Materials Needed:
* Blindfold  
* Keys or a noisy object

### Aim:
To promote active listening, teamwork and to experience what is like to rely on other senses

1. At the front of the space, someone sits blindfolded with jewels (a bunch of keys or a noisy object) in front of them.

2. The other players sit at a distance, in a semi-circle facing towards the person who is blindfolded.

3. If the person who is blindfolded suspects that there is a jewel thief and hears noise, they must point at the direction the noise is coming from.

4. One at a time (in random order) each player tries to creep forward, steal the jewels and return to their seat without being pointed at by the person who is protecting the jewels.

**Debrief:** After the exercise invite students to sit in a circle. Ask them to think about the exercise they just completed. Questions you might want to explore further are:

- Was it easy being blindfolded?
- Was it easy to sneak the keys/object without being caught?
- Which role did you prefer, the protector or the thief, why?
- Is there anything that could have been done to help the thief/protector?
- How did the spectators find the exercise? Did they help?
Mad, Sad and Glad

Materials Needed: Paper, Markers

Aim: The aim of this game is to explore feelings and promote inclusion through this. It will also help students to get creative.

How to facilitate Mad, Sad and Glad:

1. Provide each a student with 3 bits of paper and markers.
2. Encourage them to think about a time when they felt left out or excluded, maybe from a game in school?
3. Ask the students to think about how this felt, encourage students to write or draw how they felt when this happened?
4. Ask them what someone would look like if they were sad? What would their face look like, what does sad sound like? Encourage students to stand up and all do the facial expression/sound at the same time.
5. Next encourage students to reflect on a time when they felt mad at something, (this may have been a time when they were left out of a game or felt excluded.) Ask them why they were mad? Encourage them to use the paper to draw and write.
6. Again, ask students what its looks like to be mad, are there any sounds that you make when you are feeling mad at something? Encourage students to stand up and all do the facial expression/sound at the same time.
7. Next, ask students what could help them if they were feeling sad or mad? What actions could they take? Again, invite students to write or draw this on their portrait. Who could you talk to if you were feeling
mad or sad? (This is a good opportunity to signpost – you could explain that they could talk to a teacher or someone they trust)
8. Next ask students to think of a time when they have felt glad about something? They might want to share this with you.
9. Ask them to think about what it looks like and sounds like to feel glad? Encourage students to do this together.
10. Invite them to draw and write this on a new piece of paper.

Tip: Display the feelings for the class to look at and remember the positive reinforcement always helps motivate a class!
Moving Debate

Materials needed: Statements Agree/Disagree posters

Aim: To stimulate debate within a group on a range of statements

- Prepare a list of statements (see examples below)
- Stick up an AGREE sign on one side of the room and a DISAGREE sign on the opposite side of the room.
- Explain the exercise to the group and trial out a funny statement to demonstrate.
- Invite participants to ‘vote with their feet’, do they agree or disagree with the statement? Go to agree side or the disagree side. If they are not sure or they don’t care they can stand in the middle but we prefer that people take a side. It is a spectrum of opinion so the closer they stand to the sign the more they agree with it.

Sample Statements

Funny/simple statement to start with (Football is better than rugby)

- This is a great place to live
- Adults don’t care what our opinions are
- All children should be able to go to school if they want to
- It is not fair that some people have lots of money and others don’t
- Girls and boys are equal
- It’s scary meeting people who are different

Adaptations

You can also make instant posters from this debate if you are well prepared. These are great for classroom displays. You need big sheets of paper with the debate statement written at the top. Write agree down one side of the sheet of paper and write disagree down the opposite side. Give out post its or pieces of paper and ask the students to write their opinion on the piece of paper and stick it on the poster where their opinion was. For example; I might strongly disagree with the statement ‘this is a great place to live’ so therefore I will write my comment on the slip ‘Too much litter and pollution’ and I will stick this close to the disagree side of the poster.
Evaluations

It is important to evaluate learning activities for the following reasons:

- To see what is working and what needs removing or changing
- To assess how the activities are being delivered and how they could be improved
- To see how the activities are being received by the participants

Evaluation is a great way of getting the students opinions and feedback from your session. Encourage students to be honest when evaluating and use their feedback to improve your workshops
A Closing Circle

Materials needed:
*Chairs

Aim: To evaluate a session and close the session as a group

How to facilitate a closing circle:

1. Invite students to sit in a circle and ask that their chairs be touching the chairs beside them. This should be a really tight circle.
2. Ask everyone to relax and think about the activities they took part in today, you may want to recap
3. Next explain that you would like if everyone in the circle could tell you how they are feeling after the session. You may want to suggest that everyone use only one word to describe their feelings after the session if you have limited time.

Variations: You can ask the participants to talk about a number of things in the closing circle:

- Today I liked....
- Today I did not like....
- My favourite game was...because??
- What would be your ‘please don’t play again game’
- I think that games like today are good because....or maybe someone might want to say they are not good because...(this might throw up what they learned, and will give the facilitator an idea of impact)
• All things considered, and after taking part today, I now feel....
Another variation is to invite students to close their eyes while you are recapping the session; this keeps the class relaxed and focused.
How to facilitate thumbs up/thumbs down:

1. Before evaluating any session, it is a good idea to recap on what activities you have covered. When you have done this ask everyone to stand in a circle.

2. Read out the following statements (or adapt these to suit your own session)
   - I have enjoyed today’s session
   - I have learned something new
   - I would have liked to do something different

3. After each statement ask participants to either give a ‘Thumbs up’ if they agree with the statement or a ‘thumbs down’ if they disagree.

4. You can invite participants to share why they agree/disagree and talk through some of the statements to ensure they are fully understood.

Tip: Depending on the material in your session, you can alter the statement and include some fun ones too! (E.g. if there was dancing in the session you could say “I am a great dancer!”)
4 Questions:

<table>
<thead>
<tr>
<th>Materials Needed:</th>
<th>Aim: to get feedback from the session and use the evaluation to improve on future workshops</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Flipchart/Board</td>
<td></td>
</tr>
<tr>
<td>*Markers/Chalk</td>
<td></td>
</tr>
</tbody>
</table>

How to facilitate 4 Questions:

1. Recap on the activities and session you have just completed
2. Write up on flipchart or chalkboard 4 questions which will help you evaluate the session
   - Did you find today useful, what was useful?
   - What did you learn?
   - What would you do differently?
   - What would you like more of/less of?
3. Invite participants to take some time and write their answers on the flipchart or chalkboard
4. Thank them for their participation

Tip: you can adapt the questions or make them more specific (e.g. what did you learn about inclusion today?)
Closing Activities

It is important to end the session on a positive note so all the kids leave feeling they contributed and had fun. At this point you can thank them for taking part.

The Rainforest

<table>
<thead>
<tr>
<th>Materials:</th>
<th>Aim: To work together as a team and stimulate noises of the rainforest and release some energy</th>
</tr>
</thead>
<tbody>
<tr>
<td>*None</td>
<td></td>
</tr>
</tbody>
</table>

Activity

- Stand in a circle if possible
- Explain the Mexican wave first.
- One person makes a large wave movement using their two arms moving them up from their knees above their head and back down again. This passes along the group in turn. Practice this first getting faster and faster.
- Explain that this time we are going to be passing noises as well as actions along the circle so you need to watch the person on your right to make sure you follow whatever action they are doing.
- You start rubbing your hands together. The person on your left copies and eventually everyone in the circle is rubbing their hands.
- Next movement is tapping one finger on the palm of your other hand. Again the facilitator begins this action...This passes around the circle
and everyone keeps going this until you introduce the next movement.

- Next facilitator led movement is loud claps like a storm
- Then while continuing loud claps start stamping your feet
- Whilst clapping and stamping feet start making screeching monkey noises
- Reverse all this, stop the monkey noises first, then after a round stop the stamping, then the clapping, then start the tapping and finish off with the rubbing of your hands and a quiet Sssshhhhhhh.
- Please note that there may be times that you can't do this activity if you are going to disrupt adjacent classes.
Shake Down

Materials Needed: *None

Aim: To release the tension and get people moving

Activity

- Ask participants to imagine something really disgusting and sticky and smelly stuck to their hands. Yuk. They need to imagine they are shaking it off.

- Oh no, the yuk has moved to their other hand so shake it off that. Oh no, the yuk has moved to their right foot. And then the left foot. Good work.

- This time we are going to start the shake down and we have to count at the same time. We will do 8 shakes of the right arm in the air, left arm in the air, right leg and left leg, then 4 shakes of right, left arm, right left leg, then 2 and then 1 and then everyone shakes their bodies at the end.
**Pat on the back**

**Materials Needed:**  
*None*

**Aim:** To refocus group and congratulate them for working well.

**Activity**

- Group stand in a circle
- Ask group to turn to the right to face the person's back
- Ask them to give the person in front of them a pat on the back and say well done.
- End with a round of applause for everyone.
Useful things to pack in your bag of tricks

* Blindfolds
* Chalk
* Toy (If needed in group discussions, only the person holding the toy can speak)
* Bag of random objects
* Markers
* Paper including flipchart paper if possible
* Ball
* Post its
* Wool
* Blue tac
* Sellotape
* Blindfolds
* Set of quotes/images.
<table>
<thead>
<tr>
<th></th>
<th>Has visited another country</th>
<th>Has a doctor or nurse in their family</th>
<th>Has ever cut their own hair</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can speak more than one language</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Is the eldest child in the family</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Has a friend from a different religion</td>
<td>Has a pet</td>
<td>Doesn’t like spiders</td>
</tr>
<tr>
<td><strong>Was born in another country</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Can play a musical instrument</td>
<td>Has a friend from another country</td>
<td>Walks to school</td>
</tr>
<tr>
<td><strong>Loves to swim</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Has blue eyes</td>
<td>Enjoys singing</td>
<td>Has been involved in a campaign</td>
</tr>
</tbody>
</table>
Useful websites:

Get googling... these websites have a range of activities which you can adapt to suit your group. There are loads out there so it might be worth investing a bit of time and getting familiar with these!

www.improvencyclopedia.org/games/index.html

www.drama-in-ecce.com/category/drama-activities-for-children/

www.dramaresource.com/games

www.teachkidsdramastuff.com/sample-games

www.primaryresources.co.uk

www.youthwork.com

www.kidstogether.org

www.amnesty.org.uk

www.childrensrightportal.org