

Learn4Life!

A Holistic Life Skills Programme

MANUAL III

Methods & Activities



• masifunde
• LEARNER DEVELOPMENT
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Notes

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Introduction

Dear Reader,

Thank you very much for your interest in Masifunde Learner Development and our Learn4Life! programme in particular.

Masifunde has been successfully running its Learn4Life! programme since 2009. What started with a small number of children in Walmer Township has grown into a programme that spread its wings over schools all over Nelson Mandela Bay.

With the growth of the programme, more and more people need to have an in-depth insight into the programme, its objectives, methods, tools and content. Therefore, a comprehensive manual series has been developed that aims at making the programme components accessible and give standardized advice to facilitators in implementation level.

The guideline series consists of four manuals:

- 1. Learn4Life! Facilitators Guide I** provides a detailed overview of the programme's core objectives and indicators of success. It introduces all major components of the programme: lesson units, excursions, project work and the annual summer camp, as well as the Learn4Life! curriculum with the capacities and learning targets by grade. It serves as a reference book for the facilitators and a detailed introduction for all interested externals, potential partners, educators, parents and funders.
- 2. Learn4Life! Facilitators Guide II** is a detailed guideline for facilitators on implementation level, focussing on the structure of the programme, the preparation of successful implementation as well as post-processing activities.
- 3. Learn4Life! Facilitators Guide III:** As Learn4Life! does not use traditional teaching methods, this handbook gives a detailed overview of approaches, pedagogic concepts and interactive and creative teaching methods.
- 4. Learn4Life! Facilitators Guide IV** contains a series of booklets that provide all the information pertinent to the topics enshrined in the Learn4Life! curriculum. This manual provides content and activity tools the facilitators will need to plan their lesson units, the end-of-term handouts and quizzes.

All manuals are written in such a way that all chapters can be seen as closed entities. This enables the readers to leave out certain parts or read them at a later stage. Therefore, some contents have to be repeated briefly in other chapters for those who have not read the previous chapters.

**Learn4Life!
Facilitators**

Guide I

The Changemaker
Concept

**Learn4Life!
Facilitators**

Guide II

The Term and Lesson
Structure

**Learn4Life!
Facilitators**

Guide III

Activities and Methods

**Learn4Life!
Facilitators**

Guide IV

The Curriculum

1. GROUP DYNAMICS

The Learn4Life! programme demands the participants to work as unit, not only for the group to achieve its term goals but also to ensure that the principles of the programme are kept alive. When facilitators notice that participants are incapable of resolving their conflict they should use one of the above methods. No conflict should remain unresolved as that could be detrimental to the group.

Before a detailed description of activities and methods for the Learn4Life! facilitation process is presented, it is necessary to consider different principles regarding the participants' relationships. Following are general advises on how to work with conflict within a Learn4Life! group:

1. If possible, facilitators should try not to intervene in any of the participants' relationships. Otherwise it could be understood that this level is a desired part of the lesson; this could slow down the working process. However, if the participants approach a facilitator with a problem, one needs to be open minded to listen and deal with problems.
2. If problems arise during a lesson which result from a personal relationship level, facilitators should try to observe the situation and do not intervene right away. This will give them a chance to assess whether the participants are capable of solving the conflict on their own and/or if the conflict ends by itself.
3. If the problem still persists, the best approach is to rather conduct a reflection together with the concerned participants but do not intervene directly.
4. Where conflicts have a negative impact on the entire group or include physical, verbal or emotional violence, the facilitator has to intervene and mediate.
5. It is very important for facilitators to remain neutral and not take sides when intervening. They should try to stimulate an understanding for each party and encourage the finding of a compromise.
6. There are different forms of intervention that a facilitator can use when facing a conflict during a lesson:



1.1 TALKS

- applicable when only a small part of the group is concerned and problems have not lasted long;
- The facilitator acts as moderator and makes sure that the rules of feedback are observed, that every party explains their view and tries to encourage understanding and compromising.
- Can be used as a form of reflection for the group and/or within small groups

If individual working groups or the entire group are concerned, one of the following methods can be applied:

1.2 GROUP ARRANGEMENTS

- The group is split into small groups, receives a board and tokens according to the number of participants (the tokens need to have one side that can be used as face)
- The participants' task is to put up the group constellation in a visual way on the board, using the provided tokens. The distance of the placed tokens stands for the emotional closeness/friendship of the participants and/or the distance between the participants. The way the faces are looking symbolises either harmony or disharmony. The constellation is presented by the participants and discussed together

1.3 GROUP PICTURE

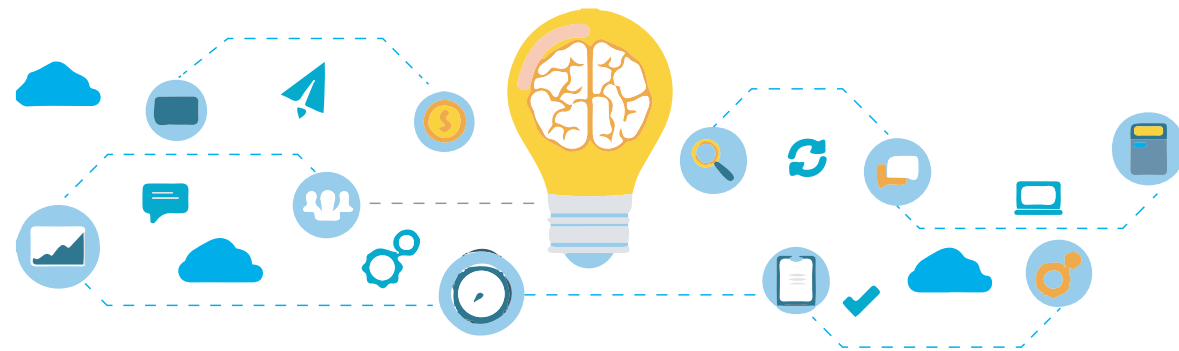
- The method of drawing a group picture is similar to the group constellation.
- Small groups are equipped with paper and crayons or markers. The participants need to draw the group's characteristics on the group picture. Instead of original portraits learners are asked to demonstrate typical actions, relations or symbols. Names are not allowed to be added.

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2. THE FACILITATION PROCESS

There are two generic methods that facilitators can use while creating a learning process for Learn4Life! lesson units: facilitator-focused and participant-oriented methods. All methods following in this chapter belong to either one of those two generic methods.

2.1 Facilitator-focused Methods and Activities

2.1.1 Concept

The concept of facilitator-focused activities describes activities taking place during a lesson unit, including the following characteristics:

- the facilitator guides and controls what happens;
- the facilitator speaks most of the time and addresses individual questions to individual participants or to the group;
- the facilitator gives lectures on a topic;
- the communication is carried out between facilitators and participants but rarely between participants;
- the activities are mainly based on speaking, providing explanations on the topic and do not involve much practical action.

2.1.2 Purpose and Application

The facilitator-focused activities adopt a somewhat similar structure that one finds in most schools where learners engage with passive learning. In order to obtain sustainable learning results, facilitator-focused activities should only take up a small part of the lesson unit because participants easily forget the newly acquired knowledge due to the lack of independent work and practice. However, the application of facilitator-focused activities has two functions when put to practice: to transfer new knowledge and to ensure participants good behaviour.

Transfer of Expert Knowledge

- The facilitator-oriented methods are an effective way to cognitively transfer expert knowledge.
- The facilitator knows more about a topic than the participants who are dealing with the topic probably for the first time. Furthermore, the facilitator is aware of the context, problems and questions of a topic. Therefore, it is convenient to have the facilitators give a lecture.

Participants' Discipline

- Facilitator focused methods usually help the group to settle down and concentrate on the facilitator.
- The facilitator controls the course of the lesson and tries to maintain the participants' discipline. This can be achieved by giving praise, criticism, by involving participants and asking questions.
- The group behaves in a disciplined way due to external control by facilitators but not out of their own motivation. Self-discipline is not developed with this concept. To obtain development of

IMPORTANT

If the group is quiet, it does not necessarily mean that the participants are concentrating on the topic of the lesson unit. Often, the participants carry out other activities (e.g. play with phone, draw, pull faces) or daydream.

self-discipline, the participants have to work independently in order to become aware of their own expectations regarding their behaviour.

- Based on these functions, the implementation of facilitator-focused methods may be suitable for the introduction of new topics as well as the conclusion of topics but should not be considered as ideal method to convey knowledge within the Learn4life! setting.

Introduction of New Topics

The facilitator can present the new topic in a concise way including corresponding questions, problems and introducing the work in small groups. In the latter the facilitator divides participants into small groups and each group is given a topic which the facilitator will introduce.

Conclusion of Topics

- The facilitator summarizes the new knowledge that the participants have acquired. By leading the conversation and asking the relevant questions, the facilitators are able to provide the participants with the required structure for recapping the knowledge.

2.2 Participant-oriented Activities

2.2.1 Concept

The participant-oriented concept combines methods that require increased participants' activity and reduce the focus on the facilitators. This means:

- the facilitator prepares tasks for the participants;
- the participants work independently on the solution;
- in doing so, they acquire new knowledge on their own;
- the interaction takes place mainly between the participants;
- the participants are in charge and in control of the process;
- the facilitator supervises and is available to answer questions.

2.2.2 Purpose and Application

- The tasks for participant-oriented activities are usually solved in small groups or with partners (in case of pair work). While facilitator-focused activities concentrate on the knowledge-acquisition or knowledge-check, the participant-oriented activities focus on the acquisition of key competences. Following are some of the key competences that are acquired through participant-focused activities:

Team Work

- during the team work with a partner or group, all participants work together on the same goals with regards to the content
- each participant is required to show a certain degree of solidarity in order to solve the task together
- when solving the task together, the participants automatically have the chance to try out and improve their individual team skills
- Independent Thinking
- the participants are supposed to learn to be independent by taking over responsibility for their thoughts, feelings and behaviours
- this is trained by independently carrying out tasks without the facilitators' constant supervision or instruction
- premature interference by the facilitators is to be avoided so that the participants are encouraged to develop their own understanding
- Creativity
- the participants should be encouraged to flexibly react to problems;
- They should creatively develop their own approach without orienting themselves on stereotypical behavioural patterns.
- The methods of solving a task should be varied (e.g. changing the patterns such as role play, debate, wall paper) and examples should be provided, thus participants are challenged to be creative.

2.2.3 Challenges of Implementation

In order to reach the goals mentioned above, the following difficulties during the implementation process of methods and activities may occur in practice:

Participants' Role Comprehension

Group work requires a role comprehension which is somewhat unusual to the participants. Due to the facilitator-focused activities often applied in school and other extra-curricular programmes, the participants tend to think that:

- a learning process has to be managed by the facilitator;
- tasks are worked on by receiving instructions and not out of their own motivation;
- they cannot act in self-responsible manner;
- they have to work alone when solving tasks.

The participant-oriented methods, however, have different requirements, such as:

- the interest in working together as a team (despite occurring conflicts);
- the planning, implementation and saving of results of group tasks;
- the development of self-determined thinking and acting.

Ideally, an increased responsibility, self-discipline, own initiative and independency is developed during participant-oriented methods. These altered requirements have to be explained to the participants and the necessary skills have to be put to the test according to their individual steps.

Facilitators' Role Comprehension

The facilitators have to fulfil different requirements as well. Contrary to the facilitator-focused activities, the control of the learning process is carried out by the participants. Due to this change in control, the facilitators have to adapt to the following behavioural patterns:

Presentation Role

- The facilitators organise the learning process by structuring the course, preparing material and formulating tasks.
- During the task execution, the facilitators are available for providing advice without taking over control.

Allowing Conflicts

- The facilitators have to provide the participants with the opportunity to solve problems by themselves, even if they make mistakes.
- Instead of intervening, the facilitators should observe the situation and only support when necessary.
- Observed behavioural patterns can be reflected upon together in retrospect.

Giving Time

- The participants need considerably more time to independently work on their task (in a team) compared to the theoretical presentation of the topic by the facilitators or to individual work. However, the expert knowledge is transferred more effectively and at the same time social and acting skills are being trained.
- The required time has to be provided and scheduled in order to reach the diverse learning goals.

2.2.4 Group Division

Most participant focused activities demand the participants to be divided in either pairs or small groups. Dividing participants into groups is often carried out spontaneously and sometimes depending on a situation or topic of a lesson unit. When dividing the participants into groups, a facilitator has to consider different options and to which extent they are beneficial to the attainment of learning outcomes. When dividing learners into groups, a facilitator should consider the following factors: friendship groups, group size, number of groups, participants' performance, and the participants' views.

Friendship Groups

Friendship groups make participants feel at ease with each other. As a result, they become more open, feel comfortable and interact on an intense level. Nevertheless, the high level of familiarity can impact negatively on the group's productivity as well. Friendship groups can provide a challenge for ensuring that "difficult" participants or outsiders are integrated and accepted.

Group Size

The number of participants in a group depends on the targets and content of the lesson. Big groups are helpful when collecting different ideas, but disturbing when a consensus needs to be reached. Furthermore, big groups make it difficult for everyone to have a role and thus increase the chances of social loafing. Working in small groups ensures that all learners take part in group discussion or tasks execution. Large groups can sometimes become dominated by a few people or ideas, stifling creativity and the contributions of others. By contrast, smaller groups allow time for everyone to speak and to feel involved and can therefore be less intimidating. Another important advantage is efficiency; many topics can be discussed more effectively in a smaller group, for example the details of a newsletter's layout.

Number of Groups

When working on assignments with the same topic and probably similar results, only few groups should be formed in order to avoid repetitions during the presentations. However, when working on assignments with different topics, the number of different views within the range of topics should determine the group numbers.

Participants' Performance

The forming of groups of equal performance is recommended when the participants are working on improving personal weaknesses and strengths (this is only done rarely in the Learn4Life! lessons). Groups formed according to performance are recommended for general topics that are not specifically addressing personal matters.

Participants' Views

When the assignment asks for the collection of different opinions, participants having controversial views should work together.

When arguments referring to a point of view are collected, the participants sharing the same opinion should work together in order to obtain a greater variety of argumentation.



2.2.5 Methods for Group Division

Groups division occurs on a regular basis during Learn4Life! lessons. Hence it is important to use different methods when dividing the participants. Following, are examples of how to divide the participants into small groups.

Extroverted Learner vs. Introverted Learner

In this method, a facilitator combines the participants who actively participate during the lesson with those who like to quietly participate during the lessons. The main goal of this method is to give the shy or reserved learners a chance to talk in a small group setting with the learners who always participate.

PLEASE NOTE “participation” should not only be defined through verbal expression: being quiet does not necessarily mean the learner is not engaged – he/she may just prefer not to verbally express their opinion but rather write or give input in small groups.

Random Group Division

In this group division method, a facilitator randomly divides the participants into small groups. This is done to prevent the participants from always working with their friends during small group discussions. A facilitator could use the 1, 2, 3 – method, whereby the participants could be assigned one number between 1, 2 and 3. Then all the participants who were assigned number 1 form a group, the same applies for the number 2s and 3s.

A variation of the random group division method is the animal-post-its method. In this method the facilitator prepares 15 post-its cards with one of the three animals, e.g. cat, snake and a cow. Each animal has to be drawn on 5 post-its cards. The idea of this game is to divide the participants into three groups of five in a fun manner. The facilitator pastes the post-it's on the participants' backs in a random manner. Once that is done the facilitator informs the participants that they need to find out what kind of animal they are, without talking. They are only allowed to make sounds. Once the participants know what kind of animal they are, they need to find their group members. For example: if one finds out that one is cat, one has to find other cats and form a group with them.

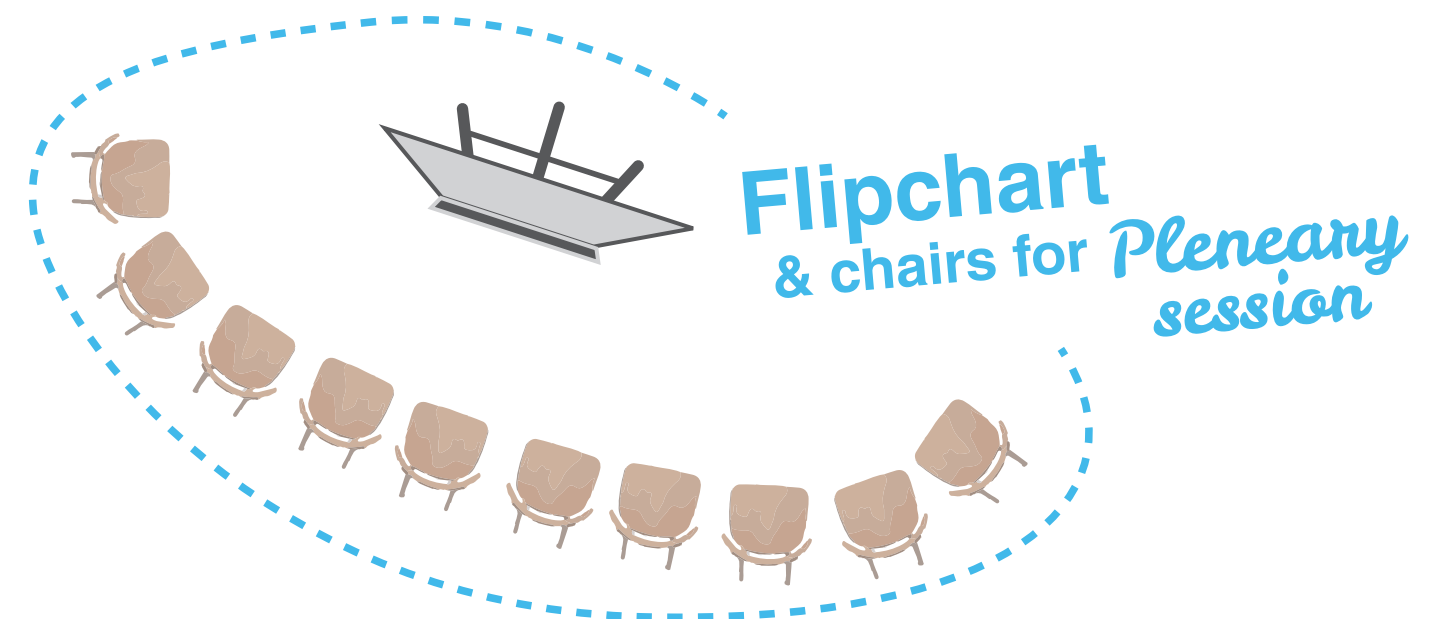
Introverted Learner vs Extroverted Learner

In this method, the learners who quietly participate during a lesson unit are grouped together. This is done to eliminate the chances of the loud learners dominating the group discussions while increasing the chances of the quiet learners participating during the discussions because they do not have the louder learners to rely on.

Room Set-up

In contrast to facilitator-focused activities, it is important for pair or group work that the participants in one group can see each other and have enough work space. There has to be enough distance between the groups in order for them to not disturb each other. Furthermore, the facilitators need enough space in order to be able to walk back and forth, and between the groups. There should also be a space which facilitators can use to observe the groups, yet be easily approachable for the participants in case of any questions.

Ideally, the room should be set up in a way that group work can be carried out without having to rearrange the set-up. This can be done e.g. by preparing a chair (semi-) circle with a flip chart in the front of the room for the whole group, and tables with chairs in the back of the room for the small groups to work on. Later on, the tables and chairs only have to be rearranged a little.



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3.1 Group Rules and Norms & Goal Setting

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Once they are done writing down their suggestions, the participants present their goals to the plenary. The learners stick the goals on a flipchart paper, board, or a wall. If a rule or goal has been presented, the learners do not have to repeat it. Once all participants have presented, the group discusses in a plenary setting with the aim of reaching consensus on which goals or rules are best suited for their group. The advantages of this method is that all learners get to participate in goal setting. However, it needs to be considered that it takes up a lot of lesson time to have all learners present.



This method is similar to the Card Method explained above. Instead of working individually, the learners work as pairs or groups in this method. A facilitator divides the learners into groups or pairs. In their groups the learners discuss the rules of the term. A facilitator gives the learners small facilitation cards to write their suggestions on. Each group has to select a representative who will present. If a rule has been presented the learners do not have to repeat. After all groups have presented, a facilitator will encourage a plenary discussion about the rules that have been suggested. The learners have to reach consensus on which rules are best for the term. A facilitator will explain to the learners that the rules agreed on will be the group's goals for the upcoming term. At the end of the term, the learners together with the facilitator will review these goals.



A facilitator asks the learners about their ideas of the group's term goals. The learners raise their hands to give answers what they think should be the rules. The facilitator writes all the learners' suggestions on a flipchart or whiteboard and asks the group if they agree with the rules proposed. After that, the facilitator emphasizes on these rules to be the group's goals for the term. The group discusses how they will ensure that they achieve the group's term goals.

3.2 Term Planning

The main goal of a term planning session is to develop the content and schedule of a term together with the learners in order to ensure that learners gain new knowledge and to avoid receiving information that will not be useful to them. As much as the term goals are enlisted on the detailed curriculum, it is always best to do planning with the learners. Therefore, a facilitator is able to assess the existing knowledge of the group about a topic. The lesson units might not be interesting for the learners if they repeat content they already know.

Card Method

Material Needed

- Flipchart Papers
- Three empty boxes
- Coloured paper
- Makers / Koki pens
- Tape / Prestik

A facilitator prepares a list of possible topics for the term and writes everything the participants will learn about the topic on a flipchart paper or a whiteboard. The flipchart hangs on the wall or board, a place where all the learners can see it. Each learner is given a number of small facilitation cards. Looking at the possible topics, the participants have to categorize the topics into three categories, namely:

- What I am interested in
- What I already know about the topic
- What I am not sure about the topic

The facilitator puts up three boxes which have the above categories as titles. Individually, the learners look at the topics and put them into a category they believe the topics belong to. Each learner writes each topic on the small facilitation cards that were provided and puts each card into its respective box. After this activity, the facilitator reads out all topics that the learners are interested in and those that they are not sure about. Together with the learners the facilitator will draft a plan for the term.

Video or Documentary

Goal: to formulate a term plan using a video or documentary.

Material Needed:

- Flipchart papers
- Markers/Koki pens
- Video or documentary
- Beamer
- Laptop
- Projector screen/Wall

A facilitator plays a video or documentary that is about the term topic the learners are dealing with. The video or documentary has a message that covers the subtopics linked to the term topic. After watching the video, a facilitator does a flashlight with the group about what they know and think of the topic in the video. The facilitator collects all the information that the learners know about the topic on a whiteboard or flipchart paper. Using the information the learners provide, combined with the term goals provided detailed in the curriculum, a facilitator drafts a term which takes into consideration what the learners already know.

3.3 Project Planning

Following the term planning session is a project planning discussion. In this session, the participants come up with a project which will enable them to transfer the information they learnt throughout a Learn4Life!-term. Like the term planning session, this session demands that the participants are actively involved in decision and planning processes.



Plenary Discussion

Material Needed

- Flipchart papers
- Whiteboard
- Markers / Koki pens

Different ideas and their implementation are presented to the participants after they have a clear understanding of the topic to be covered during the term. The participants decide together on their favourite project. A facilitator helps them realise the advantages and disadvantages of each project idea.



Card Method & Group Work

Material Needed:

- Flipchart Papers
- Coloured paper
- Makers / Koki pens
- Prestik

The participants are divided into groups; in their groups they discuss ideas for project work and implementation. Each group is given a set of facilitation cards to write down their project work ideas. The groups are given a time limit to discuss and then have to present to the plenary. Once all groups have presented, the participants vote anonymously for their favourite project work idea. For the voting session, give each learner a facilitation card which they will use to note the project work idea they are voting for.



3.4 Activities and Methods for Project Work Preparation

3.4.1. Performance Based

Role Plays

Role plays are defined as a way to experiment with or experience a situation or viewpoint by playing a different role. The role play project work allows participants to act out different scenarios in front of an audience while they (participants) transfer knowledge learnt during a Learn4Life!-term.

Role plays project work preparations can be done in two ways. The most common form is the one that allows the participants to summarise information after lessons which will be used for the role play. Not only do the learners summarise the information, they also develop and rehearse the role play. All lessons build up to the project work implementation day.

The main advantage of this method is that the participants get the opportunity to apply the content knowledge they learn immediately after the received input. This fosters better understanding of a topic. Furthermore, the participants get ample of time to prepare and rehearse the role play.

Skills Learnt Through Role Plays:

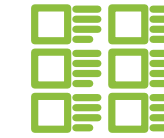
- > Communication Skills
 - > Social Skills
 - > Assertiveness
 - > Team Work
- > Project management skills
 - > Self-Discipline
 - > Time management
 - > Leadership
- > Live Performance Skills
 - > Being Articulate

PLEASE NOTE: A dance piece or song creation as project work is similar to the role plays project work in terms of preparations. Therefore, approaches used and the steps taken to execute project work is somewhat the same. If the participants decide to create either a dance piece or a song, the project work can be approached similar to the creation of a role play.

One main disadvantage of this method is that the participants spend less time learning theory as the lessons have to be split to accommodate theory and practical learning.

Another way of preparing for project work is for the participants to only develop and prepare the role play towards the end of a term or closer to project work day. During the course of a term, the participants learn about a topic and it is only towards the end of a term that they decide on key points they would like to teach to their peers. Unfortunately, when implementing this approach, the participants might forget some of the crucial information as role play preparation only occurs late within a term. To prevent this from happening, the participants should summarise the information learnt after every single lesson.

Regardless of an approach used for a role play project work, the following 3 steps should be followed:



Step 1: Story Line

A story line is the information the participants decide to share with their peers or the community. It is the messages the participants would like to get across. The participants together with their facilitator decide on an information they would like to share, selecting from everything that was covered during the lesson units.



Step 2: Smaller Groups

It is always wise to divide the participants into smaller groups. This way the work to be covered can be shared amongst the groups. Dividing the participants into small groups makes it easier to monitor the progress made. Each group will be given its own topic or task, concurrent, all tasks are linked together to form one big role play. Moreover, each group will be responsible for preparations of their respective contributions which add up to the role play. As much as the preparations and rehearsals are done during the lesson units, the participants work in their respective groups. The facilitators' role is to monitor the progress of the groups.



Step 3: Milestones

Once each group is aware of its tasks or contribution, the participants together with their facilitators decide on milestones which will lead to final project work day preparations and implementation. This will allow the participants to constantly check if the group is on track in terms of their tasks or contributions for project work day.



Step 4: Bring in an Expert (Optional)

If possible, the facilitator should invite a person who knows more about role plays in order to run a workshop with the participants. This visitor should bring in expert knowledge on how to create role plays. Ideally, the expert is an external person, a new face to the participants.

Frozen Pictures

The implementation of role plays can become a little tricky when working with young participants, like grade 3s and 4s. However, it is difficult to do role plays with younger participants. It just becomes a little more challenging to get them to assume responsibility and to remember their lines during a role play.

For this reasons, it is sometimes best to select frozen pictures instead of role plays. Frozen pictures are somewhat the same as role plays as both methods tell a story. The difference is found in frozen pictures telling a story through pictures instead of a live performance.

The best way of preparing for a frozen pictures project is to adopt the theory and practice approach. The participants should learn about a topic, but also apply it during the lesson. At the beginning of a term, the participants together with their facilitators come up with a story line or the message they would like to get across through the frozen pictures. One of the facilitators (in case there is more than one facilitators) should be in charge of taking pictures while the participants practice the content they learnt. Each lesson should provide the participants with the opportunity to practice what they learnt.

Towards the end of a term, participants should be divided into groups and each group will be given a task which contributes towards the implementation of project work. One group can be in charge of sorting pictures, while another group could be in charge of developing the speech bubbles for the frozen pictures. Moreover, a group could be in charge of pasting the pictures and speech bubbles on a poster or a booklet.

PLEASE NOTE: For presentation day, the participants could either distribute or present frozen pictures to their audience. One group or the whole could be in charge of either distributing the story or doing a presentation.

Skills Learnt Through Frozen Pictures

- > Communication Skills
 - > Social Skills
 - > Assertiveness
 - > Team Work
- > Project Management Skills
 - > Self-Discipline
 - > Time Management
 - > Leadership
- > Organisational Skills

3.4.2 Presentations**Speech Presentations****Workshops**

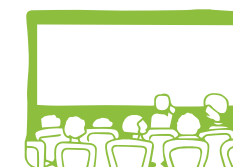
This is one of the most time consuming end-of-a-term project works. The reason is there are few things that the “Learn4Life!” participants would need to understand before they can implement a workshop. As a result, this type of project work is more applicable to participants from grade 6 upwards. However, that does not mean that the younger grades cannot be able to implement workshops.

Workshop Development

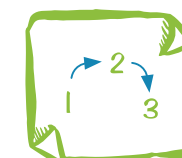
When the Learn4Life!-participants decide they want to run a workshop as an end of a term project work they would need to follow a few steps. The first thing they would need to do is to develop a workshop plan. The workshop plan development could be done in one lesson or two. Following are steps the participants will have to follow when developing a workshop plan.

**Step 1: Determine objectives of the workshop**

The participants have to define the main aim(s) of the workshop. They need to define exactly what their trying to achieve with the workshop.

**Step 2: Determine the audience of the workshop**

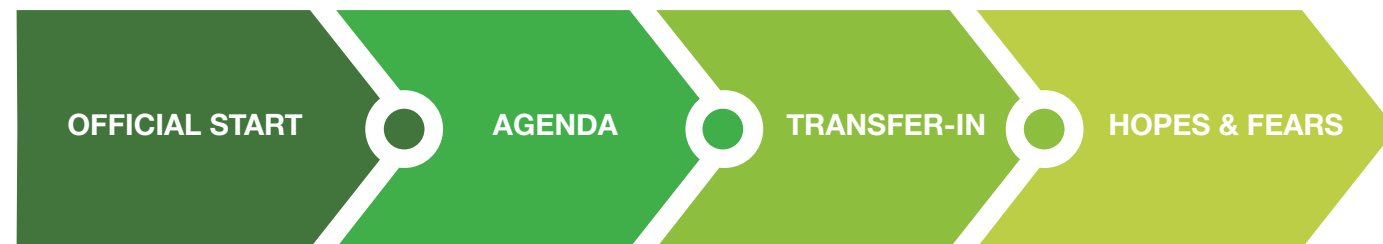
The target audience for the workshop will be informed by the objectives of the workshop. The audience has to be people who do not have sufficient information on a particular topic. The workshop is tailored in such a way that fits the target audience's needs.

**Step 3: Create an outline for a workshop**

The workshop plan has three main phases namely the introduction, the middle, and the end of a workshop.

Introduction

The introduction of a workshop has four components which are the official start, agenda, transfer in, and hopes and fears.

**OFFICIAL START**

The Official Start is a stage in a workshop where the facilitators introduce themselves, where they come from and idea behind the workshop without revealing the workshop objectives. Depending on the size of the workshop participants, they (workshop participants) could be given a chance to introduce themselves.

AGENDA

On the stage, that is when the facilitators explain the workshop objectives and briefly explain what they have planned for the workshop participants. At this stage it very important to ask the participants if there is anything they would like to add on the agenda.

TRANSFER-IN

The Transfer-In stage follows the agenda stage. The goal of the transfer in stage is to play a game which transfer the workshop participants from their environment into a workshop setup and topic. The idea of the transfer in game is to get the workshop participants to be mentally ready for the workshop. The transfer in game could be a scale game where the workshop participants rate their knowledge on the workshop topic. For example the facilitators could ask participants to rate their knowledge on a scale of 1 to 5 or 0 to 100. Or it could be any energiser which is related to the workshop topic.

HOPES & FEARS

Once the participants are in the workshop mode, the next stage is the hopes and fears. At this stage the participants share their expectations for the workshops and the things they fear would happen.

The Body of a Workshop

This is the main part of a workshop where the knowledge and skills transfer happens. It is at this stage of the workshop where participants learn more about the workshop topic. The facilitators give input while the participants are given tasks, do educational activities and voice their opinions on the topic.

To prepare for the body of the workshop stage, facilitators develop workshop material which will be used to explain concepts. The workshop material could be handouts with definitions and explanation of concepts, diagrams, pictures, and graphs.

The End of a Workshop

This is the last part of the workshop, where the facilitator together with the participants summarise what was done in the workshop. The end of a workshop is marked by a reflection session where the participants give feedback on how well (or not) it was for them and if they learnt anything from it (or not).

**Step 4 Estimate time for each item on the outline**

Once the outline of a workshop is finalised, the next step is to estimate time for each item on the outline. The facilitators need to know how much time they will have for energisers, activities, educational games for example.

Facilitation Skills

Once the “Learn4Life!” participants know what they want to do in their workshop, the next step if them to learn facilitation skills. The first step is for them to understand the meaning of the concept facilitator and the characteristics of a facilitator. This could be done in one or two “Learn4Life!” lessons.

Wikipedia defines a facilitator as a person who helps a group or team to achieve results in interactive manner by using a range of skills and methods to bring the best out in people as they work together. Facilitators guides the participants through a learning process.

Characteristics of a Good Facilitator

A good facilitator does the following throughout a workshop session:

- Interacts with the participants
- Listens attentively to the participants’ views, ideas and requests
- Articulates well
- Makes use of a variety of methods and activities
- Establishes a clear structure without compromising flexibility
- Focuses on the results and makes use of a practical approach to achieve those results
- Leads the group throughout the workshop but allows the participants to maintain their independency when they execute tasks.

The best term approach for the workshop development project work is the theory to practice approach. In this approach the participants learn the content of a topic at the beginning of a term. Then in the middle of term they start preparations for project work. The combination of theory and practice can also work in this type of project work. The participants could learn the topic and at the end of a lesson summarise information they will need for the workshop. However this approach should be used when the participants have run workshops before

Debate

Debates are more suitable for a structured argument. They are mostly used as a discussion method in a “Learn4Life!” lesson. However they can also be used as a project wok at the end of a term. In a debate two sides speak alternately for (affirmative) and against (Opposing) a particular argument usually based on a topical issue. Each participant is allocated a time frame in which they are allowed to speak for and any interruptions are carefully controlled. The topic of a debate is prearranged as a result the participants may find themselves having to support opinions with which they do not normally agree with.

Roles in a Debate

- 1. A moderator:** is a person who acts as a neutral participant in a debate, between opposing sides, by asking questions intended to allow the debate participants to fully develop their arguments. This person is one of the facilitators.
- 1. A time keeper:** is a person who keeps track of the time limits. This person is one of the participants. Before a debate starts the facilitator asks for a volunteer from the participants who will be a time keeper. This person does not take part in the preparations of a debate.
- 1. Judges (optional):** could be three or more people who are responsible for determining the winner and loser of a debate round as well as assessing the relative quality of the participant speakers. These could be external people for example teachers, etc.

The participants are given a topic which the debate will be based on. The participants are divided into two groups, one group will be for (affirmative) while the other group is against (Opposing) the topic. To ensure that the assigning of the topic is not biased, it is very important to do a coin toss.

Once the participants know which side of the debate they are on, they prepare their arguments. They can use books or print outs provided by the facilitator(s) or do an online research. The participants must select four members within their team who will represent the group. These representatives will be the speakers of the debate.

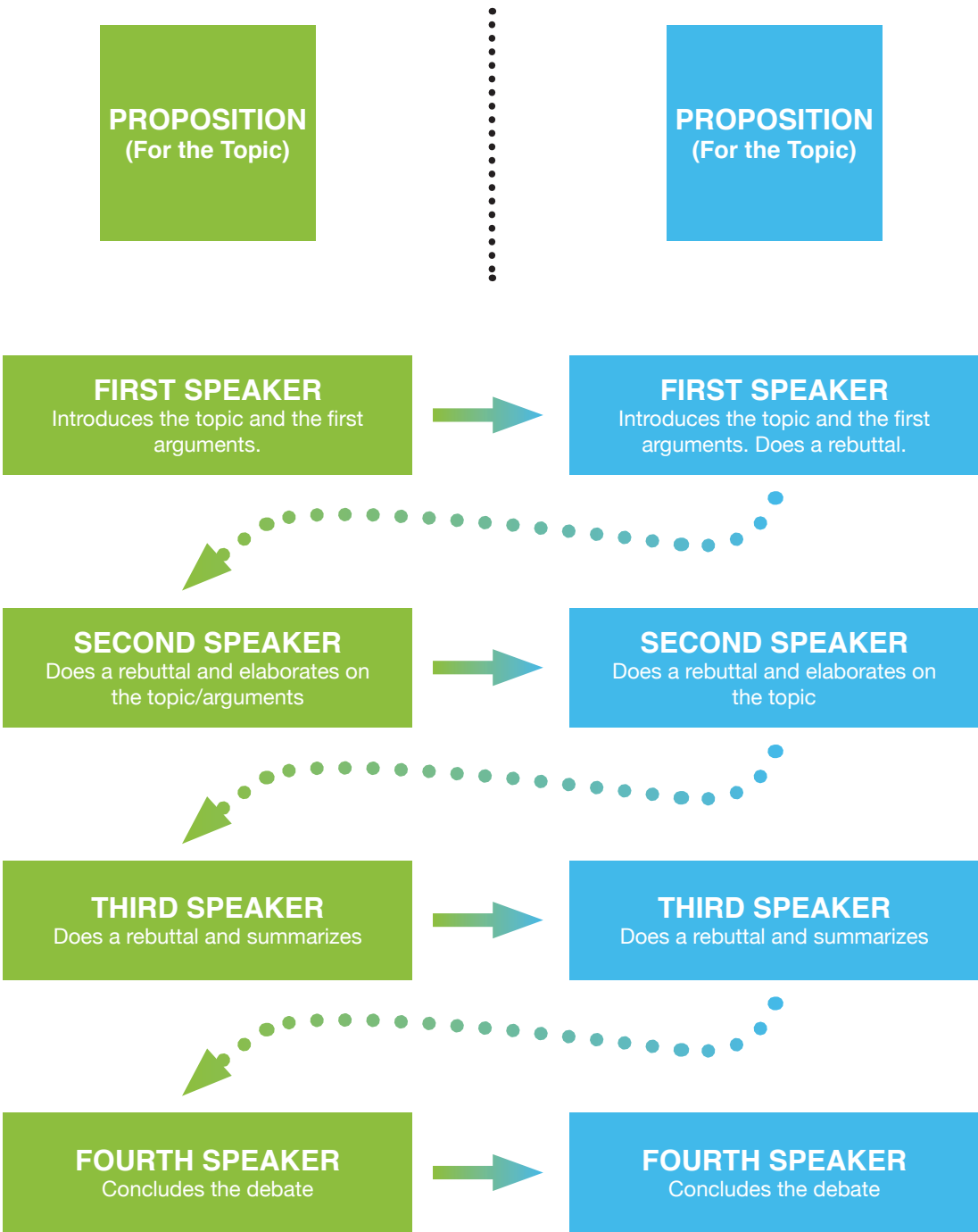


Skills Learnt Through Workshops

- > Communication Skills
- > Presentation Skills
- > Attentive Listening
- > Social Skills
- > Assentiveness
- > Team Work
- > Project management skills
- > Self-Discipline
- > Time management
- > Leadership
- > Organisational Skills

Typical Format of a “Learn4Life!” debate

A moderator introduces the topic and the two teams, affirmative and against. The moderator also give the participants the rules of a debate. Depending on the time the facilitator(s) has designated for the debate, each speaker could have up to 5 minutes. The time keeper will ensure that each speaker does not take longer than 5 minutes.



The best term approached for the debates is the theory to practice and practice to theory. The participants learn the content of a topic at the beginning of a term. Then in the middle of term they start preparations for project work.

3.4.3 Documentation

Debates are more suitable for a structured argument. They are mostly used as a discussion method in a “Learn4Life!” lesson. However they can also be used as a project work at the end of a term.

In a debate two sides speak alternately for (affirmative) and against (Opposing) a particular argument usually based on a topical issue. Each participant is allocated a time frame in which they are allowed to speak for and any interruptions are carefully controlled. The topic of a debate is prearranged as a result the participants may find themselves having to support opinions with which they do not normally agree with.

Posters & Flyers

In most cases people tend to think that posters and flyers are the same, however that is not true. A flyer is normally smaller than a poster and can be handed out to individuals. A flyer usually contains more information than posters, whereas posters are designed to be read quickly and in passing, as they are stapled or glued on flat surfaces. A poster is intended to be displayed on a surface and, generally, read from a short distance, usually in passing. A poster should not contain so much information that a viewer has to stop read the message being communicated. Furthermore, a poster normally has a number of big pictures, graphs and/or diagrams that make it easier for people to read. will be the speakers of the debate.

A flyer on the other hand is intended to be held and read in the hand. By its nature, it can contain much more detailed information than you might find on a poster. A flyer can be kept and read later, whereas a poster would not. A decision to create a poster or a flyer as project work will be influenced by how much information the participants intend to share and their ability to write a text. That is a main reason why poster creation is much more applicable for young participants like grade 3s, 4s and 5s than it is for the older participants. Furthermore, flyers normally demand that the participants have basic computer skills as they would need a computer to create a flyer. A poster on the other hand can be created using a computer or could be handmade.

An approach that works best for flyers and posters is the theory to practice structure where the participants learn the topic and only start working on the project towards the end of a term. However, after all lessons units leading up to project work preparations, the participants should sum up the key information they would like to share with their peers. Summarising all lesson units makes it easier to create a poster or flyer as the text will be easily accessible.

Skills Learnt Through Flyers & Posters Creation

- > Communication Skills
 - > Social Skills
 - > Assertiveness
 - > Team Work
- > Project management
 - > Self-Discipline
 - > Time management
 - > Leadership
- > Organisational Skills
 - > Summarising skills
 - > Presentation skills

PLEASE NOTE: Facilitators should create the flyer or poster using a computer when they know how Microsoft Office and the internet works or know of someone who can teach the participants how a computer works. If facilitators do not know of anyone who can assist, it is advised to avoid creating flyers and posters using a computer. In this case, the participants should rather create the project by hand. The creation of flyers and posters using a computer takes a long time, especially if the participants do not have basic computer skills, and needs to be considered by the facilitator.



Step 1: Group Division

It is best to divide the participants into smaller groups and give each group a task that contributes towards the creation of one poster or flyer. Sometimes it is possible that a group will create more than one poster, then in this case each group should focus on the creation of their respective posters.



Step 2: Creating a Headline

In their respective groups, the participants together with the facilitator, come up with key messages they want to send across with their poster. These messages should be the headlines of the flyer or a poster. The participants should visualize the headlines simple and big.



Step 3: Visual Aid

A poster or a flyer should have a summary of the key message written in simple statements. The participants should use pictures or diagrams which will make it easier for the target group to read. The participants can download the pictures or diagrams on the internet or alternatively cut them out of old magazines or newspapers or draw.



Step 4: Distribution

Once the participants are done creating the poster or flyer, a decision about the distribution has to be made. Ideally, the participants choose to hand deliver them to the target audience. A poster can be posted on a wall or in a place where the target audience is most likely to see and read it. It is recommended to do a brief presentation to the target audience before posting the poster: if the target audience is a grade in a school, the participants could present the poster to that particular grade before placing it on the school's notice board, library, clinic or community hall.

Booklets

Debates are more suitable for a structured argument. They are mostly used as a discussion method in a “Learn4Life!” lesson. However they can also be used as a project work at the end of a term.

In a debate two sides speak alternately for (affirmative) and against (Opposing) a particular argument usually based on a topical issue. Each participant is allocated a time frame in which they are allowed to speak for and any interruptions are carefully controlled. The topic of a debate is prearranged as a result the participants may find themselves having to support opinions with which they do not normally agree with

Since the creation of booklets involves a lot of writing, typing and layouting, it is best to implement the booklet project work with older participants. The participants from grade 3 to 6 might experience difficulties in creating booklets. However it is not impossible.

A best approach for articles is a combination of theory and practice. In this approach the lesson units are designed in such a way that the participants learn the information and summarise so that they can start writing the articles straight after the lesson on in a lesson unit that follows. The disadvantage of this approach is that participants would need to know the steps of article writing before they can do that.

The theory to practice approach is also applicable for the booklet creation project work. In this approach, the participants learn the topic content throughout the term and it is only towards the end of a term that they start creating the booklet.

It is recommended to facilitators to invite an expert who has experience in article writing, giving the learners input on necessary writing and researching skills. The expert could be, for example, an experienced older participant that has created a booklet project work before, a facilitator or a journalist who writes articles for a living. The article writing process for a booklet is based upon five steps. It is best to begin this process by dividing the participants into small groups before embarking on the following steps. Each group focuses only on writing a number of articles based on a topic(s) assigned to them.

Skills Learnt Through Flyers Creating Booklets

- > Communication Skills
 - > Assentiveness
- > Project Management
 - > Team Work
 - > Self-Discipline
 - > Time Management
 - > Leadership Skills
- > Organisational Skills
 - > Summarising Skills
 - > Article Writing
 - > Note Taking
- > Basic Computer Skills



Step 1: Prewriting

This is when most of the initial thought processes and proper preparation takes place. Prewriting involves a lot of brainstorming and collecting as many ideas as possible. In addition, it involves sharing of ideas on how to write an article in the participants’ respective groups as well as narrowing down ideas based on prior knowledge of the participants.



Step 2: Composing

This contains the actual writing process of the articles, the participants put down on paper their thoughts about the topic and begin to build a logical, flowing paper. Thus the participants collect, analyse and summarize the material. Composing can include a first draft or even several drafts before the final draft is reached. If possible, the participants should consider adding a couple of pictures, graphs or diagrams.



Step 3: Revising

This step occurs after the participants have finished the rough draft of their articles and involves a critical observation of their work so far. The participants need to decide if the information needs to be supported by additional research material. They jot down missing components and identify areas of further research

Following questions need to be considered:

- Have the participant expressed their thoughts clearly?
- Is the article including the information they wanted to share with their peers?



Step 4: Editing

This step can be done by participants who know the English language well. This process requires proof reading of the articles to check for any technical errors. Technical errors can include punctuation errors, grammatical, spelling errors etc.



Step 5: Publishing

This is a final step where the participants combine their final articles to create the booklet which they are going to share with their peers or community.

PLEASE NOTE: All booklets should have the following:
A cover page | A title | A table of content | An introduction

3.4.4 Events

Event project works include a number of different events such as talent shows, fundraising and public holiday events. These events are linked to a specific topic that the participants were learning throughout a term. The events could also be linked to a public holiday that is related (sometimes not) to the topic the participants were learning about in a term. One common thing about events is that the learners reach out to a minimum of 30 or 50 people. All L4L grades should have at least one event in a L4L year which reaches a wider audience.

The approach that is normally used for events linked to a topic is the theory to practice approach. The participants learn about a topic and only get a chance to do preparations for the event towards the end of a term. Nevertheless, foundation work should be done well in advance. The participants should be aware at the beginning of a term if they are planning to do an event project work. They should also be aware who the potential target audience will be and know their options for possible event venues.

The public holiday's event can occur at the beginning or middle of a term, depending on the respective date of the event. In this case, the term approach would change.

The following steps provide guidelines for accurate event planning:

PLEASE NOTE: Event planning is time consuming. Sometimes it could be too much planning, preparing and implementing for one "Learn4Life!" group. It is possible to have one event which serves as a project work day for more than one group. For example, one group could be in charge of planning the event; another group could do speech presentation at the event; while another could provide entertainment.



Step 1: Collecting Ideas

This process starts with a brainstorming or discussion session between the participants and their facilitators on key message(s) they would like to get across with the event. The discussion includes further issues like the place and time of the event etc.

Step 2: Organising Committee

Once the participants have an idea of topic and theme of the event, divide the participants into groups. Ideally, divide the participants in terms of their skills and capabilities. Likewise, the participants should be assigned roles and responsibilities based on their expertise, interests, skills and experience.

Roles and responsibilities include:

- > Cleaning,
- > Venue setup and set down
- > Catering
- > Organising material
- > Marketing

Step 3: Marketing

This step involves the participants deciding on best marketing strategies to create awareness about the event. There are quite a few options for marketing: e.g. word of mouth, invitation letters or flyers and posters. The marketing of the event should be done at least three weeks before the event. The participants will need to decide on who the target audience will be and how many people should come to the event.

Step 4: Financial Planning

A disadvantage of the event project works are the costs that are coming up with the project. Financial planning involves the thinking process in terms of where to raise funds for the event. Costs could be covered from a "Learn4Life!" budget, or if this is not possible, the participants could contribute themselves. Furthermore, fundraising could be an option. The facilitator needs to note that a proper documentation of all finances is very important. The participants need to decide what needs to be bought and how much. After this process a list of all expenses should be written down.

Step 5: Venue

The venue that the participants select should be best suited for the event and be easily accessible for the target audience. Furthermore, the venue selected should not require venue hire. Venues like a school hall, community hall or a classroom are mostly suitable as they normally do not require any payment. The participants, together with their facilitator should also consider any potential hazards that could be found in this venue. Additional issues to consider are the venue's availability and a contact person.

Step 6: Catering (optional)

This step is optional and depends on the budget a facilitator has available for the event. Refreshments and light snacks are usually provided for people who attend a "Learn4Life!" event. The participants could prepare the snacks or catering could be outsourced.

That sums up the project work preparation and implementation methods. It is now time to look at other special methods that usually come after project work implementation, that is feedback sessions methods. The following chapter looks at methods the participants can use to give each other feedback in terms of how well they worked as a team to execute project work.

4. METHODS AND ACTIVITIES FOR FEEDBACK SESSIONS

The main goal of the feedback sessions is for the learners to give each other constructive feedback on the things they are good at and the things they need to improve. Feedback sessions are done once in a while after the participants finished a huge task or project. They can also be done when the facilitator notices that the participants are not working as a team. In this case feedback sessions could be done as a team building session where the participants learn to appreciate each other.



THE ENVELOP METHOD

Material Needed:

- Envelops
- Small slips of paper
- Pens or pencils

A facilitator gives each learner an envelope, pen or pencil, and several small slips of paper. The facilitator then asks everyone to put their name on an envelope and then pass their envelope to the person sitting next to them. The task is for all learners to write the attributes they admire about each other on pieces of papers, add their own names below the comment and put them back into their respective envelopes. The learners continue passing the envelopes around until everyone has written down a comment for everyone else in the group.

Once all of the envelopes are full, they are passed to the facilitator. The facilitator then selects one of the envelopes and selects a comment to read out loud to that person, without reading the name of the person who wrote it. The person whom the comment was written about will then try to guess who wrote the comment, and if they guess correctly, they receive a point. The objective is to be the one with the most points at the end.

The facilitator goes around the circle reading one comment from each envelope before starting over with the first person. Continue in this manner until all the comments are read from each person’s envelope. After the game is finished, each person may collect their own envelope and keep it as a reminder of all their good qualities.

After the game has ended the facilitator asks the following questions:

1. How do you feel after hearing all those positive things about yourself?
2. Do you often hear positive things from others? How does this affect you? How does it affect the group?
3. Will you keep this envelope? Why or why not?
4. Why is it important for group members to affirm one another?



BACK TO BACK

Material needed:

- A4 Paper
- Pens or Pencils
- Prestick

A facilitator will put an A4 size paper on each of the learners backs. The A4 paper has two categories namely “what you admire about me (things that I do well)” and “what I still need to improve on”. Each learner gets a chance to write on everyone’s feedback page. The learners will write on each other’s backs, they do not have to write down their names. Once all the learners are done, they have to take the A4 feedback page from their backs. The facilitator will ask for volunteers who would like to share with the plenary, if it happens that the learners do not understand something the facilitator will ask the person who wrote it to clarify. After the sharing session, a facilitator will encourage learners to reflect in a plenary how the exercise was for them.



CHAIR OF GLORY

Material Needed:

- Chairs

A facilitator assembles chairs in half a circle. One chair is left in front of the semi-circle, which will be called the ‘Chair of Glory’. In alphabetical order, learners are asked to sit in the chair. The other learners state the things they like about a person sitting on the chair of glory, things they are good at, and give a picture of how the group would be like without this person.



ALTERNATIVE CV

Material needed:

- A4 Paper
- Pens or Pencils
- Prestic

Give the participants A4 coloured sheets of paper and coloured pens. Ask everyone to draw a pattern of their choice on their piece of paper. When all participants are done, ask them to fill the pattern with words or phrases describing what they like about themselves, skills they have and skills they would like to have. Then ask everyone to write their name on their piece of paper. Pass around the finished patterns for everyone to look at or hang them up on the wall. This exercise helps people to appreciate themselves and others for who they are, laying a good foundation for working together.

PLEASE NOTE: Facilitators need to teach the participants rules of giving constructive feedback. For example one rule is, a person who gives feedback should start a statement with “I feel or think that you.....” instead of “We feel or think that you.....”. Secondly the person giving feedback should always sandwich a criticism with two positive things about another person. For example person A gives person B feedback, begins with a positive trait then a criticism and finish off with another positive trait.

The feedback section sums up the methods that are used for special occasions. The following chapters introduce methods for individual lesson units. Facilitators should note that the structure of the following chapters resembles a typical structure of a lesson unit, that is we start looking at methods used to introduce a topic or tasks then look at methods used in the middle of a lesson unit and the last chapter looks at reflection methods which are used at the end of a lesson unit.

5. METHODS AND ACTIVITIES FOR TOPIC INTRODUCTION



CONTROLLED DIALOGUE

Material needed:

- Flipchart papers
- Markers
- Whiteboard
- Coloured Paper

This method is used when a facilitator wants to guide a discussion. The method changes between verbal transfer of information by the facilitator and participant-oriented questions to develop knowledge. Normally the facilitator’s input comprises 66% while the participants’ part takes up to 33% during this method. This method can be used for every topic as long as the participants have previous knowledge about the subject matter in order for them to contribute to the lesson answering questions.

The goals of a controlled dialogue include the following:

- To transfer new expert knowledge in a more interactive way than the facilitator’s lecture
- To identify the pre-knowledge of the participants
- To make sure the participants understood the content
- Introducing a new topic, conveying basic knowledge, figuring out whether the participants have previous knowledge in the field.
- Planning a practical work process for the successive steps, e.g. developing a wall newspaper or planning a public presentation (often at the beginning of the topic development in small groups).
- Evaluating the results or the process
- Summarising the acquired topical knowledge

What to consider when choosing this method?

- Facilitators think about the previous knowledge the participants may possibly have and base their questions on that.
- They avoid asking too many question. The goal is to achieve a lot with only a few questions; chain questions and/or imprecise questions are to be avoided. It is helpful to think through and prepare the questions when planning the lesson unit.
- The facilitators ask questions because they want the participants themselves to find the answer in order to acquire new knowledge and/or recap existing knowledge.
- Provide the participants with enough time to be able to answer your question and do not answer in their place.
- The facilitators paraphrase the participants’ statements in order to encourage them to continue talking.
- They try to be aware of the unequal attention when calling on participants and try to avoid it. All participants deserve the same attention.
- Use descriptive, perceptible and interactive methods to make the guided conversation more vivid.

PLEASE NOTE: When leading a discussion, an unconscious unequal attention towards the participants may occur, for example:

- High-performing participants receive more attention, are asked more often and are observed in a more differentiated way.
 - Weak-performing participants receive less praise and facilitators tend to have less patience with them.
- Disturbing participants receive an increased attention compared to participants who quietly work on their own.

How to conduct a controlled dialogue?

Facilitators should be aware of these examples and try to avoid them. How to conduct a controlled dialogue?

1. Determining the Theme of the Conversation
 - The facilitator presents a topic by formulating questions, a problem or task. The question or task could be written on small facilitation cards, or on a flipchart paper or a whiteboard
2. 2. Conversation
 - Asking about previous knowledge;
 - Discussing and revising possible solutions or alternatives;
 - If needed, the facilitator provides the know-how and factual information.
3. Summarising the results of the conversation
 - Pointing out solutions;
 - Finding a consensus;
 - Considering possible consequences.

QUESTION	PURPOSE	EXAMPLE
Knowledge Questions	Check the participants’ previous knowledge	Which websites do you know of? What is Google?
Think Questions	Participants have to think logically in order to answer the question and do not need to have any expert knowledge	Which of the three website seems trustworthy and why? What effect does this website have on you?
Closed Questions	Can be answered by giving a correct or wrong answer	When was the website last updated? Should we trust information on Wikipedia without reservations?
Open Questions	Different answers can be given because these questions ask for personal views and reasons; there is no “right” or “wrong” answer	Why did you choose this homepage? Do you like using the internet to do research? And why?
Content Questions	Ask about expert knowledge	Which characteristics should a trustworthy website have? Where would you start your research?
Process Questions	Ask about the course of the task solving or the lesson unit.	Have you already read through all the websites? Do you need a break?
Relationship questions	Refer to the interpersonal level between the participants and between the participants and the facilitators	Are you tired? Why are you arguing?
Scattershot questions	Are not very clear and only aim roughly at the topic; the goal is to address as many participants as possible and have them participate	Who has used the internet to research school projects before? Which website do you use?
Balloon Questions	Lesson content is anticipated in order to check the participants’ previous knowledge	Who knows why Wikipedia is not reliable? What distinguishes a reliable website from this one?

QUESTIONS THAT FACILITATORS SHOULD AVOID:		
Chain Questions	Many succeeding questions that do not leave enough time for the participants to think and answer.	When was this website last updated? How often do you use this website? Why do you use this website?
Imprecise Questions	The facilitator expects a precise answer to an imprecise question and continues asking until he/she gets the desired answer	What do you know about this topic? What have you learned today? What was new to you?
Suggestive Questions	The facilitator does not want to learn something new by asking a question but uses it to reach consent.	Do you also think now that Wikipedia is not reliable?
Echo Questions	The facilitator repeats the statement of a participant in the form of a question	Would you also trust this website?
Killer Questions	A direct address of individual participants in order to have them refrain from doing something and/ or to win back their attention. Often these questions are embarrassing for the person concerned.	Nolu could you answer the question for us or is your cell phone more interesting? Zenani what is so funny right now?

5.1 THEORY INPUT OR LECTURE

FACILITATOR’S LECTURE

Material needed:

- Flipchart papers
- Markers
- Prestick
- Whiteboard
- Coloured Paper
- Powerpoint Presentation

Lectures can be used to introduce a new topic and introduction or preparation of a task. A lecture should not be done during the topic development because the active learning process will only be carried out in a limited way. Contrary to the guided conversation, the only person talking in this form of conversation is the facilitator. The participants are often asked additional questions during the lecture to make sure they understand and to repeat important knowledge.

A facilitator’s lecture is done to convey important knowledge effectively. A lecture can be used for all topics in order to transfer new expert knowledge. Lectures can also be prepared and held by participants. Facilitators can ask learners to prepare a mini lecture about a certain topic. During the planning process, the facilitator should discuss the content with the participant or group in order to ensure that the subject matter is presented correctly, clearly and in an understandable manner regarding structure and language.

PLEASE NOTE. A LECTURE COULD BE DONE IN A NUMBER OF WAYS WHICH INCLUDE THE FOLLOWING:

1. A lecture can be done using flipchart papers. The advantage of using flipchart papers is that a facilitator gets to prepare the input for the lecture beforehand. However, the interaction aspect of a lecture is compromised as facilitators will tend to read out what is on the flipchart paper instead of asking the participants questions. To remedy this situation, a facilitator should use small facilitator cards cut out from an A4 coloured paper. Using this method, the summary of a lecture is written on the facilitation cards, however before revealing the information on the card facilitators ask learners about what they already know about the concept or topic.
2. A lecture could also be done using a white board or any other board. Using the white board makes a lecture more interactive. The reason is that facilitators ask the participants questions throughout the lecture and can write down their responses as well as a summary of a lecture on a white board or flipchart paper.
3. Power point presentations could also be used during a facilitator’s lecture. The advantage of a PowerPoint presentation is that it makes the lecture more visual and interesting for the participants since a PowerPoint presentation can incorporate pictures, graphs, videos and music.
4. Videos and Documentaries can be used as a facilitator’s lecture. Learners could watch a video or a documentary which have a theme related to the concepts or topic the participants are learning about.

PROCEDURE

1. Presenting the topic including the structure and target of the lecture.
2. Holding the lecture. The most important contents of each sub-topic are summarised after their presentation.
3. Working with the acquired knowledge e.g. by summarising or discussing the subject matter
4. Saving of results. The participants get an opportunity to summarise knowledge which was presented during a lecture and receive the chance to ask questions for clarity.

The lecture has to be prepared well and carefully in order to spark the participants' interest. This means:

- Formulating the topic clearly and in a simple and understandable manner which is limited to the main aspects of the topic;
- Giving short and precise presentations with a maximum time of 20 minutes;
- Providing well-arranged structure, presenting subheadings;
- Summarising the most important information before presenting the next (sub)topic;
- Making use of vivid teaching methods
- The facilitator has to show motivation and enthusiasm in order to arouse the participants' interest

That sums up the section on methods to use when a facilitator introduces a topic or a task. The following chapter focusses on methods used to help the participants develop more knowledge on a topic.



Notes

[illegible]

6. METHODS AND ACTIVITIES TO DEVELOP A TOPIC
(MIDDLE OF THE LESSON UNIT)

6.1 World Cafe

This group discussion method is more suitable if a facilitator would like the learners to give 100% of their participation during discussions. World café ensures, that even the shy and reserved learners receive an opportunity to participate during the lesson. Additionally, the learners receive an opportunity to give their opinions on different topics and hear other’ opinions on the topics.

Goals of the World Café

- Collecting different ideas and points of view
- Developing new, creative solutions
- Looking at things from different perspectives

Due to the informal situation of this method, the participants are encouraged to come up with unusual ideas.

Material needed:

- Flipchart papers
- Markers

The setting should be prepared before the lesson starts. If possible, a facilitator prepares a few small tables with four chairs on each. The number of tables will depend on a number of topics or questions to be discussed.

Each table has a flipchart paper with a question on it. The participants are going to discuss the question(s) provided on the flipchart paper. The tables will have different questions, however, of the same topic or sometimes of a different topic.

The participants are divided into groups of 4 or more participants. Each group will be assigned a table. The participants are given 10 minute intervals to discuss the questions on each table. They write a summary of their discussions on the flipchart paper they find on each table.

Once the first ten minute interval is over, the participants move to a new table, leaving one participant behind who will summarise their discussion to a new group. Once the second interval is over, the participants rotate to a new table leaving again one participant behind. The participants continue to do this until they have discussed the questions on all tables.

Once all the participants have been to all the tables, they will present and discuss the results in the plenary.

Variations

To make the world café method a little more dynamic, a facilitator could let the participants leave a table once they have nothing else to add. They move freely between the tables, join a discussion and pull out once they are done. This makes the method more experiential for participants.

In cases where it is not possible for the participants move from table to table, the facilitator could use Static World Café. Instead of moving from table to table, the participants remain at their respective tables.

EXAMPLE
Study Skills

The participants should come up with strategies that help them to study successfully.

Questions for the tables could be:
Which study method works out best for you?
Where do you prefer studying?
How do you motivate yourself?
How do you manage your time?

In static world café each group receives flipchart papers which they can use to write their answers. The facilitator(s) gives the groups one question at a time to discuss for 5-10 minutes. Once the participants are done answering the first question, the facilitator(s) goes from table to table to get their answers. The same thing applies for the following questions.

6.2 Fish Bowl

This method could be an alternative to the world café method. It is also suitable for debate discussions which demand all participants to contribute. The fish bowl method allows the entire group to participate and gives the learners an opportunity to work on and improve their communication and social skills.

Material needed:

- Flipchart paper (optional)
- Markers (optional)

Four to five chairs are arranged in an inner circle. This is the fishbowl. The remaining chairs are arranged in concentric circles outside the fishbowl. A few participants are selected to fill the fishbowl, while the rest of the group sits on the chairs outside of the fishbowl. In an open fishbowl, one chair is left empty. However in a closed fishbowl, all chairs are filled.

The moderator (facilitator) introduces the topic and the participants in the inner circle start the discussions session. The audience outside the fishbowl listens in on the discussion. The inner circle is divided into two; half of the people in the inner circle agree with a topic and the other half does not. Topics discussed in a fishbowl manner are of a controversial nature.

In an open fishbowl, any member of the audience can, at any time, occupy the empty chair and join the fishbowl. When this happens, an existing member of the fishbowl must voluntarily leave the fishbowl and free a chair. The discussion continues with participants frequently entering and leaving the fishbowl. Depending on how large the audience is, it is possible to have many audience members spend some time in the fishbowl and take part in the discussion. When time runs out, the fishbowl is closed and the moderator (facilitator) summarizes the discussion.

An immediate variation of this is to have only two chairs in the central group. When someone in the audience wants to join the two-way conversation, they come forward and tap the shoulder of the person they want to replace, at a state when the person is not talking. The tapped speaker must then return to the outer circles, being replaced by the new speaker, who carries on the conversation in his/ her place.

In a closed fishbowl, the initial participants speak for some time. When time runs out, they leave the fishbowl and a new group from the audience enters the fishbowl. This continues until many audience members have spent some time in the fishbowl. Once the final group has concluded, the moderator closes the fishbowl and summarizes the debate.

6.3 Plenary Discussions

The plenary discussion method involves discussion rounds where participants discuss a topic without the fear of being judged. In this method, everyone takes a turn to speak on a subject without interruptions or comments from other participants

Material needed:

- Flipchart Papers or whiteboard
- Markers

A setting which is more appropriate for this method is a semi-circle which will allow all the participants to see each other. Plenary discussions are useful for equalising participation and giving everyone some clear space to express their opinion. To keep it focused, the purpose of the plenary discussion is clearly stated and written as a question on a flipchart/whiteboard where everyone can see it. It is important to set a time limit, as the participants might get a little carried away with the discussion. Please note that a plenary discussion can be used in combination with some of the methods discussed in the following section.

6.4 Brainstorming

Brainstorming is similar to a world café method in that it is a tool for sparking creative thinking and helping to quickly gather a large number of ideas.

A brainstorming session starts by giving the participants the topic or tasks to be brainstormed. The participants are asked to call out all their ideas as fast as possible – without censoring them. Crazy ideas are welcomed as they can help people to be inspired by each other.

Material Needed:

- Flipchart Paper or Whiteboard
- Makers

In order to capture everything that is brainstormed during the session, one or two volunteers are asked to be note takers in order write all ideas down on a flipchart or whiteboard. Similar to the plenary discussion method, in a brainstorming session, no discussion or comment is given on others' ideas. Structured thinking and organising can only follow afterwards.

In a brainstorming session, the participants sit in a semi-circle with the note takers in the middle, sitting on the floor or standing. With this method, all the participants are involved in plenary brainstorming session.

Another way to hold a brainstorming session is to divide the participants into small groups. The participants are given a topic which they brainstorm about in their respective groups for a specific time. They select a volunteer within their groups to take notes. Once the brainstorming session is done, the groups select people who will present a summary of their group discussion. The results of the brainstorming sessions are then discussed in a plenary.

6.5 Debates

Debates are more suitable for an exchange of structured arguments. In a debate, two sides speak alternately for (Affirmative) and against (Opposing) a particular argument usually based on a topical issue. Each participant is allocated a time frame in which they are allowed to speak for a while

any interruptions are carefully controlled. The topic of a debate is prearranged, as a result, the participants may find themselves having to support opinions with which they do not normally agree with.

Material needed:

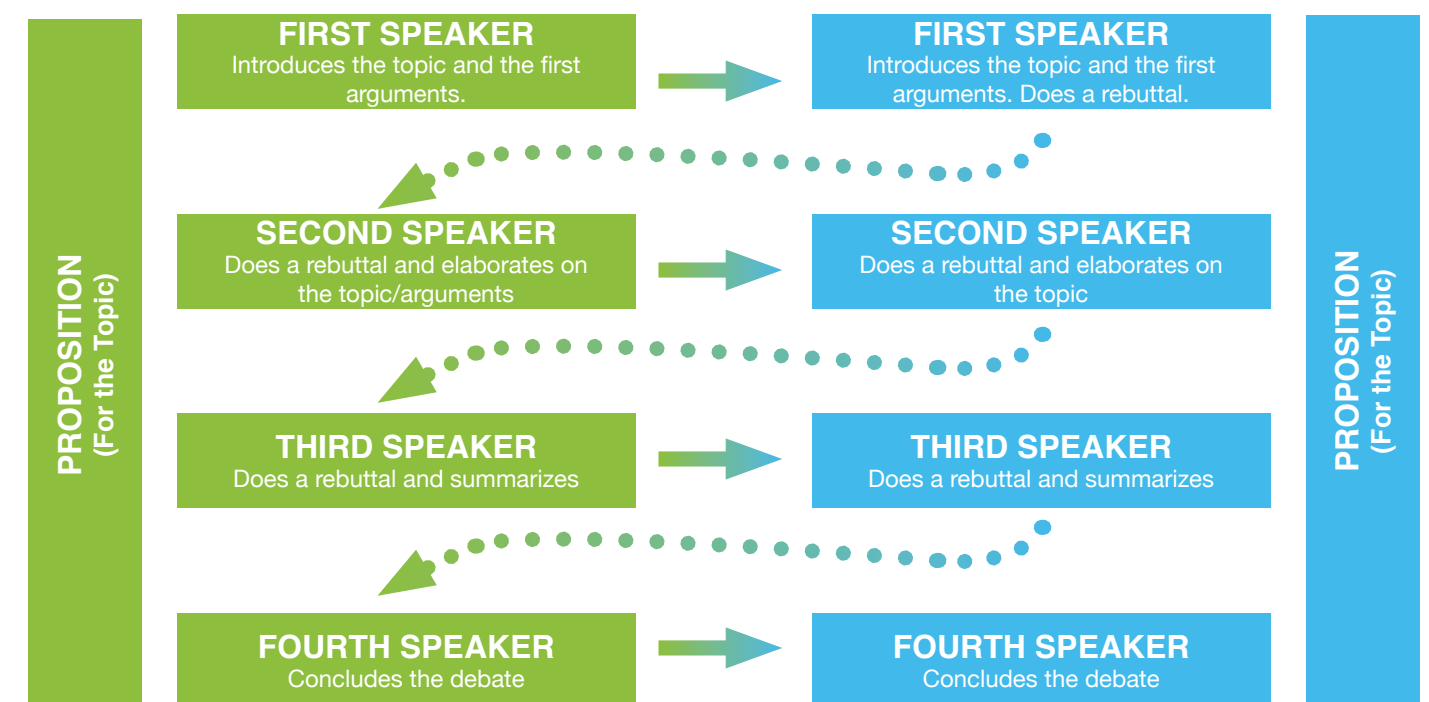
- Research Material (books, handouts, newspaper articles, internet
- Pens or pencils
- Exam Pads

Roles Needed

- **A moderator:** is a person who acts as a neutral participant in a debate, between opposing sides, by asking questions intended to allow the debate participants to fully develop their arguments. This person is one of the facilitators.
- **A time keeper:** is a person who keeps track of the time limits. This person is one of the participants. Before a debate starts, the facilitator asks for a volunteer from the participants who will be a time keeper. This person does not take part in the preparations of a debate.
- **Judges (optional):** could be three or more people who are responsible for determining the winner and loser of a debate round as well as assessing the relative quality of the participant speakers. These could be external people, for example teachers, etc.

The participants are given a topic they will debate about. Divide the participants into two groups, one group will be for (Affirmative) while the other group is against (Opposing) the topic/statement. To ensure that the assigning of the topic is not biased, it is highly recommended to do a coin toss. Once the participants know which side of the debate they are on, they prepare their arguments. They can use books or print outs provided by the facilitator(s) or do an online research. The participants have to select four members of their team who will represent the group. These representatives will be the speakers of the debate.

While the participants prepare their speeches, the facilitator(s) prepares the setting. The setting will be a cinema style with two tables, each with four chairs in front.



6.6 Parking Lot

Parking lot is a method that can be used as a combination for plenary discussions or brainstorming sessions. This method makes sure all ideas get recorded and participants don't feel ignored or left out. Whenever anything comes up that is not relevant to the discussion at hand, it is put on parking lot. The parking lot could be a flipchart paper or the wall or a white board.

All issues that are put on the parking lot will be discussed at a later stage of the lesson / term. This allows the group to stay focussed but reassures participants they will be heard. In order to ensure that people do not feel ignored, it is very important to deal with parked items. That means facilitators should consider having a slot reserved within the lesson unit to deal with parked items.

6.7 Talking Sticks

This tool allows the participants to voice out their opinions without the fear of being interrupted. The participants are asked to sit in a circle. A stick or any other distinctive object is placed at the centre of the circle.

Material Needed:

- A stick or any distinctive object
- Flip Chart Paper or Whiteboard
- Markers

Introduce a topic or problem to be discussed. The participants take the stick from the centre, voice out their opinion and return the stick to the middle.

Only the person holding the talking stick is permitted to speak (a time limit can be set if necessary). This tool allows people to consider and take their time in voicing their views as they don't have to be afraid that someone else might jump in. It also makes learners conscious of when they interrupt others and helps them to break the habit.

Another way of introducing the talking stick method can be used when participants are shy to contribute to the discussion. The facilitator can be in charge of giving the talking stick to participants who are not contributing to the discussion.

Note taking is optional for this method.

6.8 Matchstick Discussion

The matchstick discussion method is used to place limits on dominant or overeager participants. It also encourages shy speakers to contribute.

Material Needed

- Box of Matches

This discussion method begins with a facilitator introducing a topic or problem to be discussed. Each participant is given the same number of matches (one to five matches depending on time available.). Every time someone speaks s/he gives up a match. When a participant has used all their matches they may not speak again until everyone else's matches are gone as well.

Optional: the facilitator together with participants can decide beforehand whether people may give their matches to other participants if they do not have anything else to contribute. However, this should not be done in such a manner that only a certain group of participants contributes.

6.9 Paired Listening

This is another method that ensures that all participants contribute to a discussion. Paired listening is a tool that creates a space where everyone is heard, enabling participants to explore and formulate their own thoughts or feelings on an issue without interruption.

Material Needed

- No material but attentive listening skills are required

This method can help in uncovering and resolving conflicts as well as allowing people to gather and consolidate their thoughts before a group discussion. Listening in pairs is also a good way of developing skills in active listening.

The participants are split into pairs, one person is the listener, the other the speaker. The speaker talks about their thoughts or feelings on the issue that the facilitator has chosen. The speakers are encouraged to speak first thoughts. This means speaking as thoughts enter the mind without analysing or holding back.

This may seem difficult at first. Nevertheless, the participants are encouraged to think of it as holding an internal monologue, but out loud.

The role of the listener is to give full attention to the thinker without interrupting, questioning or commenting. The listener can provide an attentive and supportive atmosphere through eye contact, body language, encouraging noises, smiles and nods.

If the first speaker gets stuck, the listener may ask neutral questions such as "How does that make you feel? Why do you think that?" After a set time (one to four minutes is usually plenty) speaker and listener swap roles. This exercise can be followed by a plenary discussion, with every participant summarising the thoughts of their partner.

6.10 Role Plays

This method is more suitable if a facilitator would like the learners to give 100% of their participation. Furthermore, it deepens participants' knowledge on a topic as the facilitator uses scenarios or role plays to explain a topic.

Material Needed

- Briefs for the role plays
- Exam Pads
- Pens and Pencils

A facilitator starts by introducing the topic and informs the participants that they will do role plays as an activity. The participants are divided into small groups. The number of participants in a groups depends on the topic and the number of participants present in the lesson unit.

Each group is given a brief for their role play and is asked to find a quiet space which they will use to prepare for the acting. This space could be within the classroom, lesson venue or outside.

Once the groups find their space, the facilitator goes to each group to explain what they have to do. The facilitator also informs them of the time limit they have to prepare for the role plays.

It is very important that the facilitator supervises all the groups, even the ones outside, just to ensure that the participants are doing what they were supposed to do. Once all the groups are done with their preparations, they take turns acting their role plays.

Role plays take time to perfect that is why it is also important to do a quick evaluation after the plenary discussion. The evaluation gives participants and observers the chance to assimilate and analyse what has happened and how well they put their skills into effect.

The evaluation sessions start by asking the players how they felt in their roles. The observers are asked for their impressions and then allow discussion. Another question that could be asked for both the role players and the observers is “What have they learnt and how will they apply their insights in real life?”.

The evaluation is not about telling the role players what they should have done. It is all about complimenting the participants who took part for having the courage to participate regardless of how the scenario turned out.

A role play is a tool that is there for learning. It is very important to use encouraging language such as “Another option that you might try is...”, “Perhaps this would work...”, “I learned ... from your tactic and would like to try...”. If new insights come up, the group might want to try them out in a new exercise rather than talk about what might happen.

After any role play it is important to provide participants with the chance to de-role in order for them leave their roles behind and any strong emotions attached. A facilitator will need to judge the level of de-roleing required, depending on the intensity of the role-play. A simple shake, or a few deep breaths may be all the participants need. Other options include taking a break, a physical game, or a visualisation that takes people's attention elsewhere to a pleasant memory, for example. These games can be found on the team building games activities chapter.

6.11 Creative Arts (Clay, Painting, Magazines Collage)

These methods are usually used in combination of other methods, such as a lecture, controlled dialogue, role plays, etc. The participants learn about a topic using one of the above mentioned methods. Afterwards, a creative method can be applied to show that the learners understood the topic. These can be clay, paintings or magazines.

Material Needed

- Clay
- Paints and Brushes
- Coloured Pens/Crayons
- A4 Printing Paper
- Old magazines
- Glue Stick

The participants are given clay or a paint and a brush. Each participant creates an artwork of what they learnt during the lesson, using the clay or painting a picture on an A4 size paper. The time limit for this method is a minimum of 20 minutes.

If the facilitator does not have paint and brushes, the participants could also use coloured pens or crayons to draw a picture instead of painting it. Moreover, the facilitator can provide old magazines and newspapers. The participants will then look for and cut pictures in order to describe what they learnt during the lesson.

Once the activity is fulfilled, each participant gets to share what they have created with the rest of the group.

6.12 Movies

The participants watch a movie or a documentary which refers to the topic they are dealing with. This method could take from 20 minutes up to 90 minutes. Thus the movie method can be used in combination with other methods or it can be a lesson unit on its own.

Material Needed

- A movie
- DVD or USB stick
- Laptop or DVD player
- Projector Screen or a Whiteboard

A facilitator plays the movie. Afterwards, the participants discuss things they learnt from the movie.

That sums up the methods that facilitators can use in the middle of a lesson unit. The next chapter focusses on methods that could be used to reflect on the knowledge the participants learnt in the middle of a lesson.

Notes

[illegible]

7. END OF A LESSON UNIT - REFLECTION

7.1 End The Sentence

During this reflection method, the group is sitting in a big circle. The facilitator provides the beginning of sentences (verbal or writing). Each participant has to find a personal statement to end the sentence. Facilitators can make as many rounds as they want, each with one sentence.

Depending on the sentence a facilitator can ask the following different aspects;

- Knowledge: „I didn't know before that“, I will never forget that...“, It surprised me that“
- Feelings: „I really enjoyed“, „I was nervous when...“
- Social /methodical skills: „It was easy for me to do....?“ „I struggled with...“, „I would describe our teamwork as...“

It may be the case that the participants repeat each other's sentences. To remedy this, it is best to then ask the participants to first write their responses/statement on small facilitation cards which they will later share in the plenary.

7.2 Barometer Of Public Opinion

The facilitator makes a statement and the participants have to express their opinions/ feelings about this statement. This method can also be used for different competences, but mainly it is used to identify feelings.

The answers that the participants give should not be commented on, only if necessary a facilitator can ask for an explanation from the individual participants.

This reflection method can be done in different ways:

- Each corner of the room presents a possible reaction to the given sentence. (It can also be that the facilitator asks a question and each corner presents a different answer). Now the participants have position themselves in the corner with the statement/ answer they agree the most.

EXAMPLE:

Question:

What do you think about your team work?

Answers:

- We had a lot of problems.
- We were a perfect unit.
- We supported each other.
- Some people didn't want to work

Statement:

I enjoyed the lesson today.

Answers:

- Yes because it was practical.
- Yes, because I learned a lot of new things.
- Yes, because I can make use of it for my daily life.
- Not really, it was like every lesson.

- There is an imaginary line horizontal scale through the room. One end of it represents 100% agreement, the middle of the room represents 50% while the other end represents 10% agreement. The facilitator gives a statement and the participants have to find a space on the scale that best describe how they feel about a statement.
- The scale can also be drawn vertical in the room. Lying or kneeling can mean that you disagree and if you jump or climb on a higher object you agree 100%.
- Hand signals can also be used as a scale. For example thumb down, middle and up. The participants close their eyes upfront while the facilitator reads out a statement. They all have to take out their thumbs and show their opinion. Keeping the thumbs still uplifted they can open their eyes, to see how the group thinks about it. In this way, a facilitator can avoid participants from influencing each other.
- Colour coded cards can also be used as a barometer of opinion. Each participant gets three cards: green, yellow and red. The green card stands for “highly agree” with a statement, yellow stands for “I am not sure”, while red stands for “highly disagree”. Similar to the hand signal, the facilitator will read out a statement and the participants have to close their eyes. With the eyes closed they then pick a card that best describes their response to the statement.

7.3 The Flash Light

The group is sitting in a circle, as relaxed as possible. A facilitator can play relaxing music as an optional asset.

The participants are asked to close their eyes while the facilitator asks them about specific experiences about a task, project or event they completed. The participants are asked to build mental pictures of their specific experiences for a few minutes. The participants are then asked to open their eyes and share these experiences.

The facilitator continues asking the participants about a few more experiences while having have their eyes closed. Before they open their eyes again, the facilitator must ensure that the participants have enough time to think in-between. During this time, both the facilitator and the participants need to be quiet as everyone has to concentrate on the imagination of certain experiences. After everyone opened their eyes, they share their moments one by one.

This method is mainly used to share feelings but can be also used to share impressions about social skills such as team work or problem solving. Example: The participants can be asked to “Think of a problematic situation that occurred during a team oriented tasks but you managed to solve it”.



7.4 The Metaphor

In this reflection method, the participants have to describe their feelings concerning the process of a lesson or a special event using a metaphor provided by the facilitator. The participants could be asked to describe their feelings using weather conditions. They can use the different weather conditions (sunny, windy, rainy, cloudy...) and the temperatures as indicators to describe their feelings. They have to explain their choices. Possible examples could be: I chose sunny because I was happy when we went to Umhlobo Wenene FM.

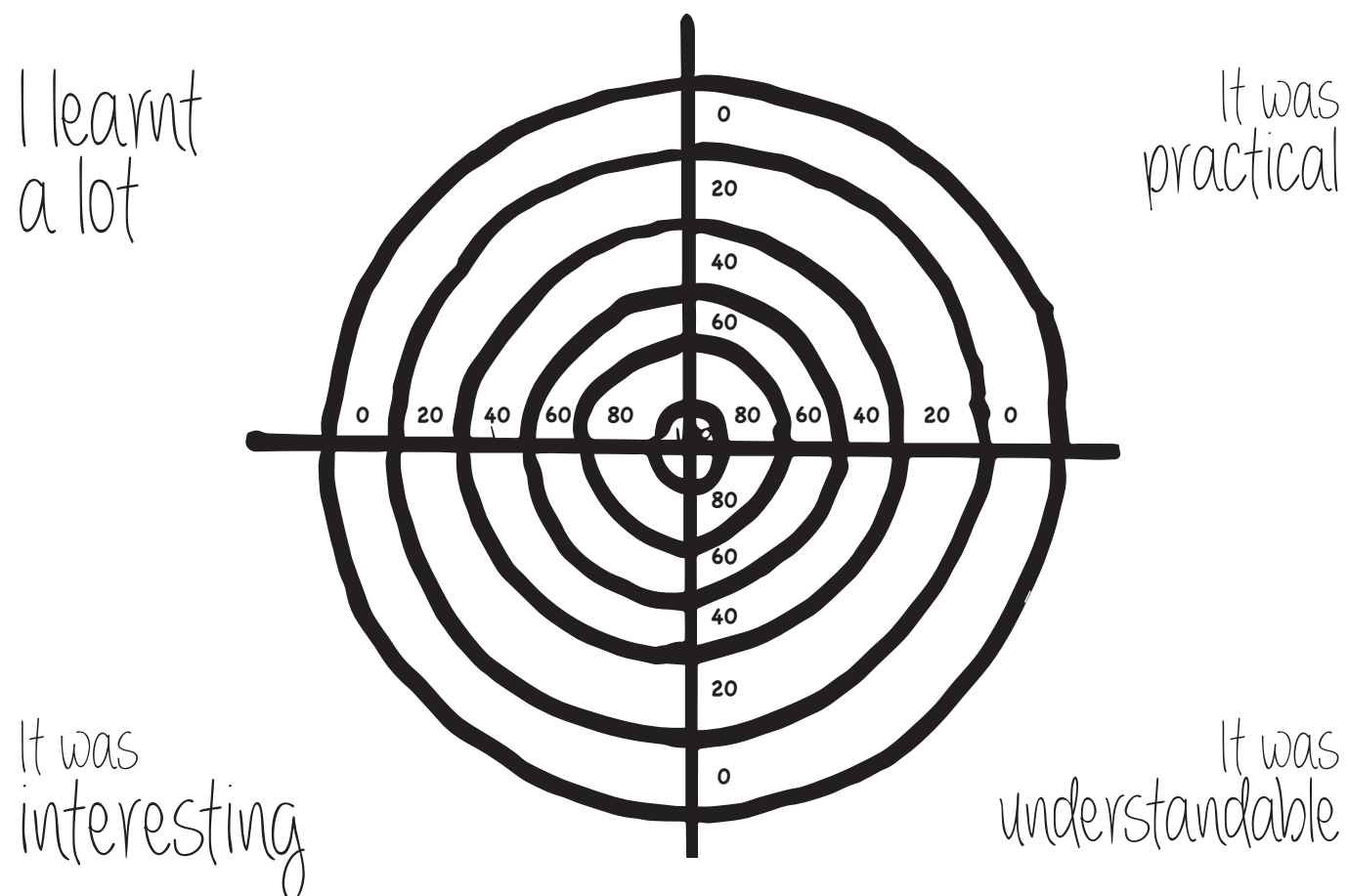
It is advisable to discuss with the participants upfront the possibilities that they have to describe their feelings.

7.5 The Dart Screen

The facilitator draws a dart screen on a flipchart paper or whiteboard, similar to an actual dart screen: in the middle there is a circle with 100% and the other following circles represent less percentage up to the outer circle that represents 0%.

On another flipchart paper, the facilitator writes sentences which the participants have to judge. The questions could be as follows:

- The learning success: "How understandable was the topic?", "How useful was it regarding your daily life?", "How much do you still remember?"
- The methodical composition of the lesson: "how interactive was it?", "How practical was it?"
- Personal feelings: "How did you like the lesson?", "How comfortable did you feel in your team?"
- Personal importance of a topic: "How interesting was the topic for you?", "How relevant was it to your life?"



7.6 Learning Diary

This reflection method is not only used during a single lesson, but over a period of time, e.g. a whole term. Each participant is given a small book which they can use as a personal diary. The learners have to document thoughts, feelings, emotions and observations about their personal learning progress regarding lesson units, a term or special events.

The participants also write about their own strengths and weaknesses. This could shed light on the personal goals the participants have to set in order to overcome their weaknesses.

Before the participants start writing on their learning diaries, the facilitator gives them guidance. The guidelines are based on the following:

- What did I learn?
- What out of this new knowledge is important for me?
- What was easy or difficult for me?
- When did I feel comfortable and uncomfortable?
- Which are situations where I am self-confident and when not?
- How do I learn best?

Certain chapters of the diary can also be used as an instrument to give feedback. After the participants wrote down their thoughts, they can hand it in to the facilitator who then adds comments or questions about what the participants wrote down. The latter is optional for the facilitator to implement.

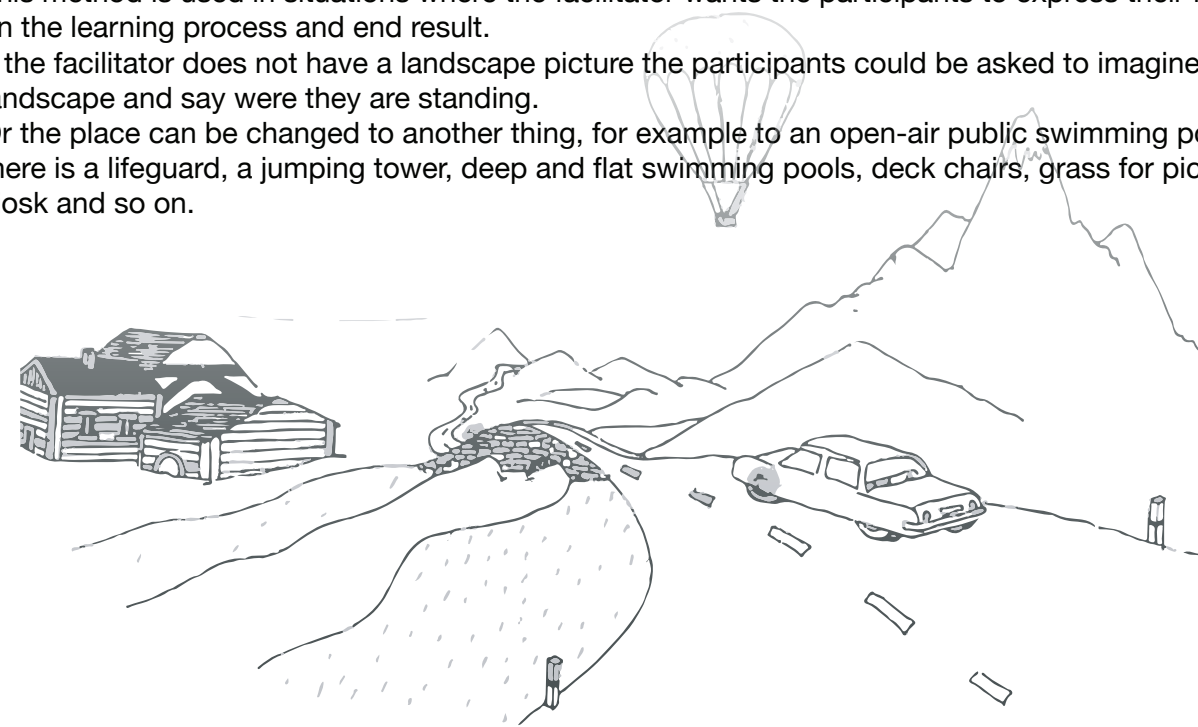
7.7 The Evaluation Landscape

The facilitator shows the participants a picture of a landscape and asks them to make one or more dots on it. The dots express the participants' opinion about a given statement or question. The participants have to find an association which best describes how they feel about a statement. For example a dot on the way to the top of the mountain can mean that "I reached a lot", or a dot next to the top of the bridge can mean "now I am able to solve my problem". Each participant comes up with their own association. There is no wrong or right association, the important thing is that learners explain the meaning to the group at a later stage.

This method is used in situations where the facilitator wants the participants to express their feelings on the learning process and end result.

If the facilitator does not have a landscape picture the participants could be asked to imagine the landscape and say where they are standing.

Or the place can be changed to another thing, for example to an open-air public swimming pool, where there is a lifeguard, a jumping tower, deep and flat swimming pools, deck chairs, grass for picnicking, kiosk and so on.



Notes

7.8 Treasure Chest, Dust Bin, Office Tray

In front of the group are two objects, a dustbin and a treasure chest. The dustbin symbolises what the participants want to leave behind, things that didn't work out; negative things, what they didn't like, what they want to forget, bad moments, and experiences. The participants are given small facilitation cards, which they use to write their thoughts down.

The treasure chest symbolises everything they want to keep, to take with them; these are positive experiences which they want to apply in their life or moments they still want to remember. Now the participants get time to write down keywords on facilitation cards, and each card must have one keyword. When everybody is done, each participant gets the time to read out their keywords one by one and explain them shortly and put them in the respective place. If it is negative, then it goes into the dustbin, if it is positive, it goes into the treasure chest. Additionally, a facilitator can add an office tray. This represents the things that are not useful right now but maybe later. These are neutral experiences, where the participants cannot state if they were positive or negative.

7.9 The Alphabet

The participants sit in a semi-circle in front of a white board or a flipchart stand. On a flipchart paper (white board) the facilitator writes letters in alphabetical order (e.g. A, B, C,.....Z). The participants are asked to write everything they learnt throughout the term in small facilitation cards. The things they learnt could be regarding the main topic or the skills they learnt or learnt by the group. Each participant has to find a suitable word which starts with an alphabet. E.g. if the lesson was about democracy then on the letter E the participant might write "election process" which means they learned about the elections. The participants have to try to find suitable words for all letters of the alphabet.

7.10 Workshop Gifts

Workshop gifts is a contemplative and fun game which is used at the end of a lesson unit or a term. Everyone is given a card with a 'gift' written on it. Everyone then takes turns to explain what they will do with their gift. Example of the gifts are: an apple tree whose fruit has the power to grant a wish to whoever eats it, an empty train that can travel anywhere in the world, and a cloak that turns the wearer invisible. In their explanation of what they will do with their gifts, they have to include one or two things they learnt in the lesson or term.

7.11 Writing A Letter To Yourself

This method is a lovely way for everyone to take time to think about what they have learnt through a lesson unit or a term. Each participants gets a piece of paper (preferably A4 size), an envelope and a pen. The participants are going to write a letter to themselves that outlines the main things they have learnt in the lesson (or term), and the changes they would like to bring about. After they are done writing their letters, they will put their letters in envelopes and address it to themselves. The facilitator collects the letters and explains that the letters will not be opened. However the facilitator will post them in in a couple of weeks or months.

That sums up the methods facilitators can use at the end of a lesson units or term. Please note that this methods can be used to reflect on an excursion, workshop and project work. It is important for facilitators to do reflection session after every event, tasks or educational trip the participants finish.

The following chapters focus on games for physical and mental preparation. These games can be used as ice breakers or energisers at the beginning of a lesson. They can also be used during the lesson unit when facilitators notice that the participants need to be energised. However before we get to ice breakers, let us quickly look at some introduction games.

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8. GAMES FOR PHYSICAL/MENTAL PREPARATION - ICE BREAKERS

8.1 Introduction Games

PERSONAL INTRODUCTIONS

Each person gives their name, where they are from and one other fact about themselves. This third fact could be freely chosen by each individual or the facilitator could suggest a theme (e.g. what kind of food they like, what their hobbies or interests are, or something good that happened to them in the previous week). The introductions could take 30 seconds to a minute.

PAIR INTRODUCTIONS

Ask the participants to pair up with other participants they don't know or those whom they speak less with. One participant interviews the other for three minutes, then roles are switched.

Interview questions can be based on the following themes:

- Name, interests and hobbies
- Something the group does not know about a participant.
- Expectations for the lesson
- Something they already know about a topic

After the interviews the whole group reforms and the pairs introduce each other, giving as much detail as they can remember. This activity takes 15 up to 20 minutes.

NAME GAMES

Ask the participants to stand in a circle facing each other. Each participant needs to think of a verb (action word) that begins with the same letter as their name. Have an initial go round where the participants say what their name is (e.g. Jumping Jabulani). When all participants have said what they're called, start off by throwing a (real or imaginary) ball to someone while saying their name and acting out the verb (throw a ball to Jumping Jabulani, and he should jump while you say his name). Jabulani then throws the ball to the next person, while saying and acting out their name (Laughing Linda). In large groups you can add to the challenge and keep everyone on their toes by using several balls at the same time. This activity takes 15 up to 20 minutes.

PEOPLE MAP

This introduction game is about creating a human map to show where people consider their home. Indicate North, East, South & West, and allow participants to position themselves to create a map. Ask the participants furthest away where they are from. Continue with each cluster of people. People can also reposition themselves. You could vary this by asking where people would like to live or go on holiday etc. This activity takes 5 up to 10 minutes.

PUNCTUAL PAULO

Running the Activity

1. Ask the participants to think about an adjective that begins with the same letter as their name.
2. Form a circle and ask each participant to say their name with the adjective, in turns
3. After all the participants speak, ask them to go clock-wise telling the name and adjective for the participants at their side.
4. After a few turns, ask the participants to repeat step 3 going anti clock-wise.

TWO TRUTHS AND A LIE

Have each participant write three unique statements about him/herself – two of which are true, and one, which is false. Each participant reads his/her statements, and the other members try to guess which one is false.

BALLOONS

Prepare questions on small pieces of paper. Put one question inside a balloon and blow up the balloon. Have people pop the balloons to get the question and have everyone answer their questions to the group.

TOSS A NAME

Ask the participants to form a circle and give one of the participants a ball. Standing in a circle, the participant with the ball calls someone by name and tosses the ball to them. When the other person catches it, they say, "Thank you, _____" (the name of the person who threw it to him/her) and then calls upon another person to toss the ball to. After the balls have been tossed for a couple of minutes, start a second ball going at the same time, then a third, and finally a fourth.

IMPORTANT ITEM

Ask the participants to each bring something to the lesson that means something special to them. Get them to take turns telling about it. To make things interesting you could have people try to guess who the items belong to.

PEOPLE BINGO

A flexible and gentle icebreaker. Write down a list of questions you would like each person in the group to find answers to from other people in the group. The question can be specific to the session e.g. "What qualities do you have that makes you a good speaker?" or generic "How are you feeling today?" It is useful for everyone to have questions on sheet of paper to carry around and fill in answers as they get them. Each person should only ask one question to one person then find somebody else to introduce themselves to and ask another question. When they have found answers to all their questions they shout bingo and have finished. Ten questions gets people well mixed and a lot of information shared.

M&MS

Everyone loves M&Ms, so when the participants are meeting each other for the first time, bring in a large bag of M&Ms for the participants to introduce each other. Have the group sit in a circle. Pass the bag around and ask the participants to help themselves to the M&Ms, but not to eat them yet. When the bag has been around the full circle, each participant must tell one thing about themselves for every M&M they took. A variation is to assign a number of things a person must tell about themselves to every color. Of course, don't tell the participants about this aspect of the game until they have already grabbed a handful.

TOILET PAPER GAME

This game is similar to the M&M game. The facilitator brings a roll of toilet paper and explains to the group that they are going camping and need to take as much toilet paper they think they are going to need for a day trip. Once everyone has an ample supply, explain to the group that for every square in their possession, they must share something about themselves.

WHERE WERE/ARE YOU?

Pick a year or a date before the lesson and give each participant a chance to tell what they were doing on that date (December 2013, January 2015 etc.).

PAPER PLATE DATES

Give each participant a paper plate. Have them draw the face of a clock on their plate with a line next to each number. Then have the participants walk around and find a "date" for each hour, writing their date's name on a line. The catch is no one can make a "date" with more than one person per hour. After everyone has made their dates, speed up time to allow 1-3 minutes for each hour. The pairs will then get the chance to get to know each other.

BLANKET NAME GAME

Ask the participants to divide themselves into two groups. Tell them to sit on the floor facing each other. Hold up a blanket between the groups so that each team cannot see the other. A member of each team is quietly selected to move up to the blanket. On the count of 3, drop the blanket so that each of the selected members is facing each other. Then race to see who can remember the others name first. Whoever loses goes to the other team.

MOCK THUMPER

Ask the participants to sit in a circle. Each participant decides on a hand sign or motion. The first person starts by introducing with his/her name and sign, e.g. Siwe and a snap with both hands. After that, the person sitting on the right continues with repeating the previous and adding their own name and sign. This goes around the circle until everybody had one turn. This means that the last person in the circle has to repeat each and every name and motion.

NAME AEROBICS

Ask all participants to stand in a circle. Then ask them to think of the first letter of the name they would like to be called, and think of an adjective that begins with the same letter and describes them (e.g. Jolly Jonas, Crazy Christina). Then they have to think of how many beats or syllables are in the adjective and their name (e.g. Crazy Christina would be four beats: Cra-zy Chris-tina). Ask each participant to take a moment and think of series of movements so that there is one distinct and repeatable movement for each beat in his/her adjective and name.

Have one person in the group start with his/her adjective and name, and the movements that go along. The entire group then repeats with the same movements. The second group member follows with his/her adjective name, and then the group repeats.

Follow this pattern until everyone in the group has done theirs and the group has followed.

RECEPTION LINE

Divide the participants into 2 groups and have them stand facing each other. Each person talks to the person across from him or her until signaled. At the signal, the person at the end of one line moves to other end, consequently, everyone has a new person to talk to.

Possible conversation topics include:

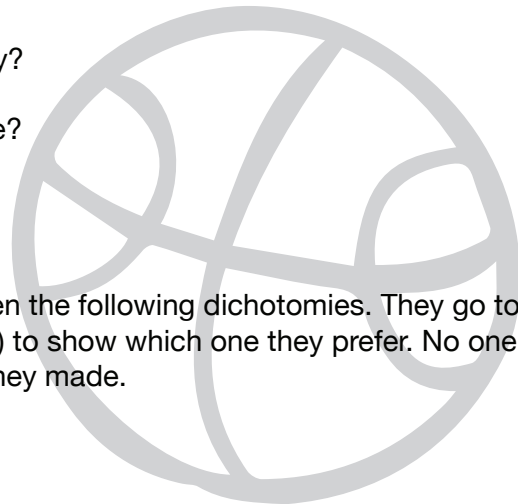
- What is your favorite movie/TV show/ music group, and why?
- Who is your biggest role model and why?
- If you could travel any where in the world, where would it be?
- What is a quote that you live your life by?
- What's your favorite hobby or pastime?

PICK A SIDE

The participants are asked to choose their preferences between the following dichotomies. They go to one side of the room or the other (designated by the facilitator) to show which one they prefer. No one can be in the middle. Discuss why people made the choices they made.

Possible dichotomies:

- Play before you work or finish your work so you can play
- Design a car or build one
- Jeans or Khakis
- Soccer or Rugby
- Johannesburg or Cape Town
- Plan your vacation or decide what to do when you get there
- Butter or Margarine
- Morning or night
- Hangout with a few close friends or get together with a large group of people
- Listen or speak
- Love or Money, Etc.

**FAMOUS COUPLES**

Prepare Papers with famous couples on it, e.g. Bonny & Clyde, Micky Mouse & Minny Mouse, Snow White & The Seven Dwarfs, Peanut Butter & Jam, Burger & Fries etc.

Each participant will pick a piece of paper from a bowl. The task is, to find their matching partner/group by asking questions. They are not allowed to tell who they are.

EXCITEMENT SHARING

Ask the participants to share something exciting that has happened to them recently. Examples are: "I've passed my Math test with an A", "My aunt from Cape Town came to visit," "I've got a new phone". This creates a lot of positive energy for the lesson and puts participants more in touch with each other's lives. You can use this instead of introductions when people already know each other. Make sure people keep it brief. Discourage comments or questions. Don't confuse excitement sharing with announcements.

FEELING SHARING

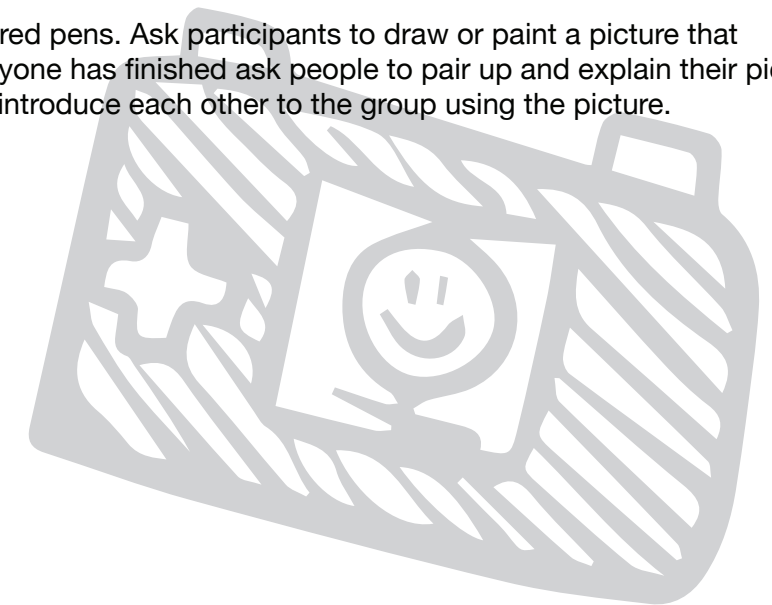
Ask participants to listen inwards and to consider how they feel. Then have a round with participants describing in a couple of words or sentences how they feel, for example curious, nervous, tired, and excited. This allows the facilitator and the group to tune into each other. If people are tired have an energiser and open the windows. You can use this at the start and then the end of a lesson to see if the lesson has had an effect on people's feelings.

PERSONAL OBJECT GAME

Ask the participants to sit in a circle around a large sheet of paper. Ask everyone to take a personal item out of their pocket or bag – something that has some personal significance to them – place it on the paper and draw round it with a marker pen. Once they have drawn round it they can put it away again. Then take turns to pick one of the outlines. The person whose outline it is explains what the item is and why it's significant to them.

PICTURE YOURSELF

Hand out coloured paper and coloured pens. Ask participants to draw or paint a picture that expresses who they are. When everyone has finished ask people to pair up and explain their pictures to their partners. The partners then introduce each other to the group using the picture.



8.2 Energizers

BACK TO BACK

1. Instruct the participants to find a pair of similar size and weight
2. Ask everyone to sit on the floor, back to back with their pair
3. Ask the pairs to hold their arms while keeping their backs together
4. Tell everyone their goal is to stand up, while keeping the arms and backs together
5. This activity is really fun. People will laugh. Typically a few pairs will be able to stand up fast while others have a hard time. Consider not running this activity if you feel some participant is not capable of standing up, or they will feel bad by sitting on the floor.

TACK THE BALLOON

1. Instruct the participants to tie a balloon to their left foot (you need balloon and strings for all participants)
2. Everyone gets a balloon and a string
3. Divide the large group into several smaller groups
4. Instruct everyone about the team's mission and the game duration:
5. "All teams have the same goal: to protect the team balloons. The game goes for 3 minutes, at the end we will count and announce the team with highest number of the full balloons."
6. Say go and count down 3 minutes.

LET IT RAIN!

It's raining, It's pouring! The group is going to make rain! Here's how! The facilitator explains that through an ancient series of movements, the ancestors would recreate the sounds of rain hoping for a plentiful crop and future growth. The group will recreate this activity by doing five simple things in sequence. Divide the group in 5 smaller groups:

1. Have group 1 rub their hands together
2. Have group 2 snap their fingers slowly
3. Have group 3 begin snapping their fingers quickly
4. Have group 4 lightly slap their thighs
5. Have group 5 pound their chests
6. Now, put all of this together!

LOOK UP, LOOK DOWN!

The objective of this activity is to be the only person left in the circle. Ask the participants to gather in a circle and look at the ground. When you (facilitator) say, "look up", each person should look into another participant's eyes. If eye contact is made (if the person you are looking at is looking directly at you), both of you must cover one eye. When the leader says "look down", everyone looks down. Continue following directions. When a participant loses sight in both eyes, they must leave the circle.

TRUST LADDER

Ask the participants to form two parallel lines facing each other, standing close together in all directions. One participant volunteers to go first and stands at one end of the parallel lines and fall forward, crowd surfing style. The group lifts them and passes them down their double line, gently depositing them at the end. They then take their place in the ladder and the next volunteer has a go.

MIRRORING

Divide the participants into pairs standing opposite each other. One person makes movements, the other tries to mirror them as well as they can. After a couple minutes ask the pairs to swap roles. When both have played both roles, they can try to coordinate movements with each other, so that both become player and mirror at the same time. This works best with slow movements and needs a lot of practice.

JUMP IN – JUMP OUT

Ask the participants to stand in a circle. This game always brings laughter and confusion.

1. Jump In
2. Jump Out
3. Jump Left
4. Jump Right
5. Jump Up
6. Jump Down

First round: The participants must do what the facilitator says, and repeat what the facilitator says.

Second round: Now participants must do the opposite of what the facilitator says, but say exactly what the facilitator says.

Third round: Now the participants have to do what the facilitator says, but say the opposite of it.

OPPOSITES

Ask the participants to stand in front of their chairs.

The task is to do the opposite of what the facilitator says:

- When the facilitator says sit, the participants must stand
- When the facilitator says stand, the participants must sit on the chair

Whoever makes a mistake is out of the game and can assist the facilitator in observing. The last person in the game is the winner.

SKILLED HAND EXERCISE

Give the participants papers and pens. Ask everyone to draw around their hands and to write something they do well into each of the fingers. Then divide them into pairs.

Pairs take turns discussing things they do well and how they acquired those skills. This exercise not only helps people find out more about each other, but also develops people's confidence.

TITANIC

The participants were all passengers of the famous titanic that sank on sea. Now they are stranded on open water, swimming around and have to follow instructions. Let them wander (swim) around in the room/outside area and sing a song.

When the facilitator calls out a number, the participants have to quickly group up according to that number. If a passenger does not manage to stick to a group with the correct number, the person is out of the game.

FISHERS OF MEN

Ask the participants sit on chairs. One volunteer or the facilitator sings a song. The participants have to listen carefully:

- If the letter F at the beginning of a word comes up, all females stand up
- If the letter M at the beginning of a word comes up, all males stand up

"I will Make you Fishers of Men, Fishers of Men, Fishers of Men, I will Make you Fishers of Men, if you Foooolow Me."

Start singing the song slowly, then faster and faster.

CAN IT!

Have participants sit in a circle with their feet extended. Place a can on the foot of one of the participants. The object is to move the can around the circle without touching the can with your hands or having it fall. The can must be on at least one foot of each participant. Timing and balance are key!

STOP AND DANCE

The participants dance around to music. Whenever the music stops, everyone has to stop dancing and stand still without any movement. If a person moves, he/she is out of the game.

HOOLA HOOP PASS

Have the group form a circle holding each other's hands. Rest a hoola hoop on the shoulders of one person in the circle, but again, have them take the hand of the person next to them. The idea is to pass the hoola hoop around the circle without breaking the circle until it gets to the original point. Participants will have to maneuver the hoop by stepping through or raising their arms, while keeping the circle intact. Speed is the key! Now, having done that, try sending two hoops around the circle, in opposite directions!

TURN AROUND

Divide the participants into two groups. One group has to turn around while the other group quickly changes small things about their appearance, e.g. unbutton a button, take off an earring or ring, change a jacket etc.

The other group has to then find out which changes have been made. Change tasks afterwards.

EVOLUTION ROCK, PAPER, SCISSORS

Ask the participants to wander around the room and battle each other in Rock, Paper, Scissors. The winner evolves to the next stage and the loser devolves into the lower stage of evolution (the egg stays an egg).

The stages are:

1. Egg - person holds both hands on top of their head so they look like an egg.
2. Chicken - make chicken sounds and flap your wings.
3. Dinosaur - act like a dinosaur (roar).
4. Gorilla - act like a monkey.
5. Human - wave and act like a human (say I'm a human).

The first player to win as a human wins the game.

Feel free to add in additional stages of evolution if you'd like to make it hard - just be creative, e.g. a jedi after the human etc.

**BEAR, MOSQUITO, SALMON**

This activity is a more active version of rock, paper, scissors. Two people stand back-to-back and count 1...2...3. On three, they jump to face the other person and perform one of three animals. The Bear (arms raised with claws, making a growl sound) eats the Salmon (hands above head with the palms together, wiggling the hips and body), the salmon eats the Mosquito (hands clasp together in front of body with pointer fingers out front, moving like a stinger, making a buzzing sound), Lastly, the mosquito has malaria and kills the bear.

1. Start with the entire group together and practice each of the three in unison. This not only makes sure that people understand, it also makes people feel more comfortable when everyone in the room looks as silly as they do. For further clarification, have two people do one in front of the group to model.
2. Have the group get into pairs, back-to-back. If there is an odd number of people, it is okay to make a group of three.
3. The leader counts so that all groups do it in unison.
4. Have the groups trade partners and repeat the activity several times.
5. 5)For the last round, have "Championship Bear, Salmon, Mosquito." The loser sits back in their seat. This gets everyone settled and builds a climate to see who in the room wins the Bear, Salmon, Mosquito Gold Medal!

MAKE A MACHINE

Select a machine, the more unusual, the better! As a group, you must replicate the machine, involving each person in the process. If the group is large, divide the group into teams of 6-8 and have them act out the machine, while the other groups guess! Be creative!!

Possible machines:

• Fax machine • Telephone • Bottle top making machine • Typewriter • Donut hole maker • Computer • Car assembly line • Nintendo Game

MRS. MUMBLES

The goal of this game is to never show your teeth. Participants sit in a close circle. All participants must hide their teeth at all times. If, at any time, a participant shows his/her teeth, that person is out of the circle. The first person to start looks at his/her neighbor and asks: "Is Mrs. Mumbles home?" Then the neighbor responds: "I don't know! Let me ask my neighbor." He/she then asks the person seated next to him/her: "Is Mrs. Mumbles home?" and so on. If someone shows his/her teeth and thus leaves the circle, that person's job is then to do all he/she can, except for touching people, to get others to show their teeth.

ANIMAL SOUNDS

Think of five or six different animals that make distinct animal sounds such as: cat, dog, snake, monkey, cow, pig, etc. Give each participant a piece of paper with one of the animal names and have them find each other by making that animal sound. For example, all the dogs would find each other by barking. You can use blindfolds to make it a little more interesting.

GOSSIP

The group sits in a circle and Gossip begins with the facilitator sharing a secret with the person next in the circle. The secret is passed as each person shares it with the next person. In telling the secret, it may not be repeated twice to the same person (so the listener must get it all the first time.) When the secret is finally back to the facilitator, it is shared out loud. The facilitator then reads the original and a comparison is made.

BLIND POLYGON

Ask the participants to form a circle and put on their blindfolds. Give them a rope. Ask each person to grab hold of the rope, and then, as a group, to form a perfect square. When they believe the task is accomplished, they are to stand in position and remove the blindfolds. Using the same procedure, ask them to form any geometric shape you think is possible with the group.

CONTRASTING STATEMENTS

Think of several contrasting groups such as coke/fanta, hammer/nail, etc. After saying each pair, have the group divide in two and join the group for which they best relate (to the word). Within the group, have them explain why they chose to say the hammer instead of the nail.

HOG CALL

Divide the group into two pairs. Each pair must choose two things: a machine and an animal. They then have to decide who is which. The pairs then divide up on opposite sides of the room. Everyone must close their eyes, and by only making the noise of their character would make, the must find their partner. When they find their partner, they can open their eyes and wait until everyone is done. When conducting an activity with eyes closed, have the group raise their hands in front of their chests as bumper guards, and have at least one person (leader) acting as a spotter.

SOLEMN AND SILENT

This activity is all about self-control. Divide the participants into pairs and get them to stand back to back. On the count of three, everyone must face their partner, look each other in the eye, and try to remain solemn and serious. No speaking! The first to smile or laugh must sit down. All who remain standing then take a new partner and the activity continues until only one person is left. If you get a pair at the end who are both keeping a straight face, the rest of the group can act as hecklers to disrupt them.

COUNT TO TEN

Ask the participants to come together into one group, side by side with each other. When everyone is together, Inform them that the goal of this activity is to count to ten as a group. But the catch is that each person is only allowed to say one number. If two people speak at the same time you must start over. The same person cannot start the exercise twice in a row. To make it even more challenging, have the group members close their eyes.

BODY ENGLISH

Split the group into two groups. Each group must plan and spell out the words by using their bodies (no hand signals or signs). The other group must figure out what they are spelling. Start with single words and move into phrases as the groups are better at spelling.

ANATOMY SHUFFLE

The group is divided into two circles of equal size. One circle stands outside the other so that the members of the inner circle face out to the members of the outer circle, creating pairs. During the game, the circles walk in opposite directions until the leader yells out two body parts (for example, head to knee or foot to elbow) at which time the partners must find each other and touch those parts. The last ones to touch are eliminated from the game and the others return to the circles. The game continues until one pair wins.

PROGRESSIVE STORY

For this exercise, a group of people must know one another and feel comfortable discussing personal issues. Everyone must be able to hear the other members of the group, but people don't have to see one another. So, the group doesn't have to be sitting in a circle. A facilitator begins the story by setting the initial scene and mood.

i.e.: “on my way to the lesson the other day”
 “A good friend called last night and”
 “I had the most amazing weekend! I”

Members of the group then take over the story. They add another element to the plot. The information that is added can be light-hearted, serious, true, fabricated, funny etc. The main point is to make sure everyone adds something.

Sometimes the progression of the story indicates where the group members are emotionally and is representative of what is high on their lists of priorities/concerns/thoughts.
 i.e.: If everyone returns to school-related examples, then school may need some discussion and processing. Maybe there are issues that need extra attention. If the story is hilarious, we can assume the group is feeling confident and secure.

FRUIT SALAD

The objective of this game is to find a sit. The group starts out sitting in a circle with one group member standing in the middle. Each person is given the name of one of three fruits. When the person in the middle calls out the name of a fruit, all those people must find another seat. The participants are not allowed to sit in the chair next to them, they need to find a sit across from where they are sitting. The person who is left without a chair will call out a name of fruit so that he or she gets a sit.

THE SUN SHINES

Make a circle large enough for everyone in the group, except for one person. The person standing says,
 “The Sun shines on those who..... “ and fills in the blanks with a phrase of his/her choice. For example, “The Sun shines on those who love eating pizza.” After the person makes the statement, everyone it applies to gets up and changes chairs. The one remaining standing makes up a new phrase and the game continues.

INNOVATIVE IDEAS

The facilitator should set up a collection of unrelated items (computer disk, calendar, picture, soccer ball...anything goes) on a table in the front of the room. Divide the large group into smaller groups of 3-4.

Have a member of each group select 4-5 items from the table and bring them back to the group. Instruct each group to plan a program using all of the items they selected in some way. You can specify a type of program: social, educational, alcohol awareness, etc., or leave the floor open.

FLY-FLY

The game is about naming animals. Ask the participants to stand in a semi-circle with you (facilitator) standing in front of them. Sing “Fly-Fly; Butterfly; A hen can fly; A bird can fly;”

For the animals that can fly the participants have to clap three times in order to show that they agree the animals mentioned can indeed fly. There is a twist though to make sure that the learners are listening, the facilitator mentions the names of animals that cannot fly for example “a cow can fly”.

The participants that clap when the facilitator sings ‘a cow can fly’ they are eliminated because they agree that a cow can fly and that is false. The game continues until there is a winner.

RIVER- BANK

Put a string horizontally on the floor. Ask the participants to stand on one side of the string, which is the bank of the river while the other side is the river. Give the instruction “bank” or “river”, which tells the participants in which side they have to jump. The participant who fail to follow the instruction is out of the game. The game continues until one person wins.

SIMON SAYS

Ask the participants to stand in a circle and tell them that they have to do everything “Simon says” they should do. Remind the participants that they have to do only the things that “Sion Says” they should do. If the facilitator gives them an instruction without saying “simon says” the participants should not follow that instruction. If a participant follows that instruction they are out of the game.

For example:

- Simon says jump, (=participants jump)
- Turn around, (=participants do not move)
- Simon says clap your hands (=participants clap the hands)

JUKU DANCE

Ask the participants to form a circle and instruct them to do the things that you do. Do a quick demonstration for the participants so that they know what they have to do. While you demonstrate sing the following:

“Bums Out; Knees together; Toes together; Juku Jiver.”

When you sing “bums out” push your bums out a bit and ask the participants to also do the same. The same goes for the knees, and the toes. Sing the song again however after “toes together” add “tongue out”. Sing the song together with the participants with your tongues out while you all do the routine. This game continues for at least three rounds.

ZICK-ZACK CIRCLE

Ask the participants to stand straight up in a circle. Instruct every second person to lean back while the others lean into the middle of the circle. After this round ask the participants to do is the other way around.

SUGAR CUP

Prepare a cup filled with sugar (or water to make it more difficult) and put on a blanket or sheet on the floor. Put a rope next to the blanket which forms a line. If you do not have a rope you can just draw a line. Now the participants have to get the cup with the sugar in it to the other side of the line, without touching the cup itself. But they are allowed to touch and tighten the blanket. The cup must not however fall over.

AVOIDING 21

Either get into a circle or establish a path through a seated group. The group is going to count around the circle up to 21. The person who is forced to say 21 is “out”.

Each person can say one, two, or three numbers in a row. For example, 1st Person “1,2”; 2nd Person “4,5,6” 3rd Person ,“7”, etc.

PASS THE SOUND

Ask the participants to form a circle with you standing in the middle. Then throw an imaginary object and make a sound while you are throwing that object. The person catching the object has to imitate the tossed sound and throw it to someone new with a new sound. The sound can be anything from animal noises to goofy sounds.

PEOPLE MACHINE

Each person creates a simple motion with their body with an accompanied machine sound. One person starts the machine and each group member physically connects to the machine until the entire group is moving and making noise.

WARM-UP EXERCISES

This activity calls for a group to do group exercises from a standing position. It is a bit like mime exercises. Count them off together and ham up the physical effort.

Start with:

- 1) 10 Push ups where people stick their arms out in front of them. They should bring their arms close and extend them. Also add one handed push-ups and the kind where you clap in between.
- 2) 10 sit-ups where people sit in chair by leaning forward. On the count, “Sit up in the chair” and then slouch, etc.
- 3) 10 Pull ups where arms go above head with hands gripped like you are holding a bar. On the count bring arms down so that imaginary bar going under chin.
- 4) 10 Deep knee bends where you stand on one leg and bring other leg bent at the knee behind you. Can switch legs.
- 5) Be creative!

BEAT JAM

Have your participants stand up in a circle.

The objective of this game is for everyone to come up with a series of beats to form music.

The first person starts with one beat which is done twice. This could be tapping legs or feet, clapping or snapping fingers, or drumming on a table top.

After the first person finishes the beat two times, the next person on the right has to do the 1st person’s beat twice and then add another beat. The 1st person will continue her / his beat.

After the second person finishes the beats twice, the third person does the first and second participants’ beats and adds their own. The first and second person continue their beat. And so and so forth until everyone has taken a turn and everyone has created a piece of music.

PUKING KANGAROO

The instructions of this game are simple. The members of the group sit in a circle. The game leader (facilitator) chooses one of the group members and the figure he/she must perform. The neighbouring members of the group sitting to the right and to the left of the chosen player automatically become the fellow players. The game leader may also simply call out three names of players who must represent the chosen figure.

The difficulty level is increased according to the speed at which the figures are called out. For small children, only a few simple figures should be chosen, which have already be shown in detail. Teenagers can start to play the game with just a verbal description of the figure.

Elephant

The player in the middle uses both arms to make an elephant’s trunk (index finger and thumb held onto the nose and the other arm pushed through the loop) and makes the trumpeting noise of an elephant. The other two players represent the flapping ears (using their hands or arms in front of the middle player’s ears)

Kangaroo (puking kangaroo)

The player in the middle makes a circle with his arms (a pouch), the players to the left and right pretend to throw up into the pouch and make the necessary sound effects.

Microwave

The three players stand next to each other and stare forwards without moving. After 5 seconds, all 3 players stretch the palms of their hands forward and say „ping“

Mixer

The player in the middle is the mixer. Both hands are stretched out sideways with the fingers pointing downwards. The other two players position themselves under the hands of the middle player and spin around.

Granny

The player in the middle pretends to have a crooked back (like an old woman). The left and right-hand players pretend to have a walking stick in the left/right hand.

Toaster

The two outer players face each other holding hands. The middle player bends down between them, says „ping“ and jumps up quickly out of the toaster.

Washing machine

The two outer players make a circle with their arms (the door of the washing machine). The middle player bends forward and spins his head around wildly inside.

WOOSH BALL

Ask the participants to form a circle. An imaginary fireball is passed around the circle. It may be passed only in 3 different ways:

- Woosh: woosh it to your left or right neighbor
- Boing: reject it with a boing, crossing your arms in front of you, in that case it goes back to the previous person
- Pow: Pow it across the circle, you may not pow to your left or right

If any mistakes are made, e.g. boing it across the room, pow it to the left, then the person is out of the game.

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> <http://www.funretrospectives.com/category/energizer/>

> <http://www.scu.edu/csl/upload/Energizer-Ideas-2.pdf>

> https://schoolweb.dysart.org/iplan/publicresources/g_00013_201202271524_High%20School%20resources_energizers.html

> <https://www.level-up.cc/leading-trainings/icebreakers-energizers>

> <http://seedsforchange.org.uk/tools.pdf>

Notes

8.3 Team-Building Activities

LINE UPS

The goal of this activity is for the participants to line up in a particular order without speaking. Speed and safety are key! There are many different options for this activity. Try any of these:

- Birthday line-up
- Timeline line up (by who has been here longest, to shortest length of time.)
- Number of siblings
- Who lives nearest and farthest from this point
- Age

Be sure to move any obstacles and watch that participants are safe! Variation: if you are outdoors, have the participants blindfolded or stand on an obstacle like a Tree stem or Newspaper.

BLIND NUMERICAL ORDER

Give the participants the following instructions

1. There is no talking
2. You must keep your blindfolds on at all times
3. Each of you will have a number whispered into you ear
4. The goal is for the group to arrange itself in numerical order without speaking and without the use of sight.

Blindfold all the participants. Whisper a number to each of them (do not allow other participants to hear). The number should be RANDOM (not just 1-12, etc). For a few participant, use negative numbers, “0”, really high numbers, etc. After whispering the number, move the participant to a random location. Once every participant has a number, they should begin. Make sure all participants are safe throughout the exercise. Some participants can be restricted even more by not allowing them to use their right arm, etc.

Possible processing Questions:

- What was the most difficult aspect of this exercise?
- Did you have a sense of working together? Why/why not?
- How frustrating was it when you could not talk?
- What was necessary in order for you to be successful?
- Did you assume that the assigned numbers would be in order (like 1-12)?
- How important is good communication in groups? How does this activity relate to our group?

TRUST CIRCLE

Ask the group to form a tight circle facing inwards. One person stands in the centre. They allow themselves to relax, and fall backwards, safe in the knowledge that their teammates will catch them and then ‘bounce’ them gently round the circle. The tighter the circle, the less risk of accidents! Allow everyone that wants to have a turn. This can be a lovely, relaxing and enjoyable game that brings groups together, but it obviously carries some risk, and requires everyone to be reasonably able-bodied.

KNOT US!!

Participants should stand shoulder to shoulder in a circle. Each person should put his/her right hand into the middle of the circle and join hands with someone across the circle (and not directly to his/her right or left). Each person then places their left hand into the circle and joins hands with a different person, and not the person directly to their left or right.

When the participants have their hands tangled, inform them they need to be untangled without ever breaking grips within the group. Note that there are three possible solutions:

- a circle
- two interlocking circles
- two circles with a knot in it

Participants should not make sudden or large movements since they’re all connected.

Possible processing questions:

- Was this challenging? Why? Or why not?
- How did the group approach this task?
- What was done effectively? What could have been done more effectively?
- What role did you personally take in this exercise?
- For those who were facing out, and couldn’t see what was happening, how did you feel?
- How could each of you have increased participation in this activity?

PAT ON THE BAG

Have everyone draw an outline of their hand on a sheet of paper, then tape it to their back. Have group members mingle and write things on everyone’s back that tells them something positive.

CHOCOLATE RIVER

Teams have to cross a dangerous chocolate river by stepped over marshmallow stepping stones. The stepping stones must be anchored down or they will float away! There must be teamwork.

1. Set up boundary lines on either end using rope or chalk. In between the boundaries is the hot chocolate river.
2. Give each team a set of marshmallows to set out on the chocolate river (these can be newspaper squares). The rule is that the marshmallows have to be anchored down by a person standing on them. If no one is standing on a marshmallow while it is in the river, it will float away (i.e., the facilitator will take it away).
3. Once everyone crosses the river successfully, the team wins!
4. The team has to communicate and work together for this exercise. The facilitator can evaluate with the participants afterwards.

LIFELINE

This exercise uses a huge sheet of paper with a long “lifeline” drawn across it. Each member marks dates on the line to represent the highs, lows, significant events, turning points, etc. of her/his life to date (can also project the future). Each date should be labeled to help explain it. Members of the group each share their dates with other members. The group may ask questions about each other’s lifelines.

CHALKBOARD SENTENCES

This exercise asks the participants, working in teams to race against one another to formulate a sentence to which each team member has added a word. The facilitator begins by explaining that participants will be competing to see which team is the first to complete a group sentence. Next the members are asked to divide into two teams. If the group contains an uneven number, one participant may compete twice.

The teams are then lined up 3 meters from the chalkboard/flipchart. After giving the first person in each team's line a piece of chalk/a pen, the leader explains the rules:

1. Each member is to add one word to his/her team's sentence.
2. The first person in each line is to come forward and write the first word of their team's sentence, passes on the chalk to the next team member, and returns to the end of the line.
3. No preplanning of sentences is allowed.
4. Each player may add only one word
5. The winner is the team that is the first to build a full sentence using words contributed by all group members.

WEBS

A ball of string or yarn is needed. The group is to sit in one large circle, preferably on the floor. The facilitator holds a large ball of string and tells the group that they are now going to discuss a particular topic such as why they chose to become a member of the L4L community, their greatest personal experiences, etc.

The first person to begin tosses the ball of twine to another member of the group seated across the circle. That person then shares his/her experience holds onto a piece of the string and tosses the string to another participant. This process continues until each member of the team has his/her time to share.

By tossing the string around the group, participants weave a web, which connects all the members of the team in the same manner. The facilitator then asks two or three members to "drop" their string. The web begins to sag and appears to be very weak and vulnerable.

The facilitator can then discuss how important each participant is to the team and the effect that low levels of involvement and commitment has on the entire team. If time allows, the team can unravel the string and talk about another topic or issue while rewinding the twine. Group members can also cut a piece of the string from the web to keep as a reminder of the exercise and the thoughts the group shared.

LIGHTHOUSE-ROWBOAT

Ask one participants to volunteer to be the lighthouse. He/she should stand at one end of the room on a chair facing the group. Have another person volunteer to be the rowboat. He/she should stand at the opposite end of the room with their back facing the group. The rest of the group should then position themselves around the room standing, sitting, and or lying on the ground in between the lighthouse and rowboat. These are the "rocks."

The rowboat cannot talk and must close his/her eyes. It is the lighthouse's responsibility to give the rowboat instructions on how and where to move so that the rowboat can make it safely to the lighthouse without tripping or falling. The lighthouse can give any kind of instructions they want, as long as they do not leave the lighthouse stand.

BALL TOSS

The group's goal is to hit the ball 100 times in a row (number can be adjusted) without it falling to the ground. In addition, each team member must hit the ball five times (and no participant can hit the ball twice in a row).

If the ball ever hits the ground, the group must start over. A group may exceed 100 hits, if that's what it takes to get everyone to hit the ball five times.

Processing Questions:

- If you were successful, what caused this success?
- What strategies did you use to make sure that everyone was included?
- What was challenging about this exercise?
- What did this exercise illustrate to you about leadership?
- How does this activity relate to our group?

YURT CIRCLE

The group forms a circle facing each other and counts off by two. You must have an even number of participants for this exercise. Individuals with shoulder and/or arm problems should not participate in this activity for their own safety.

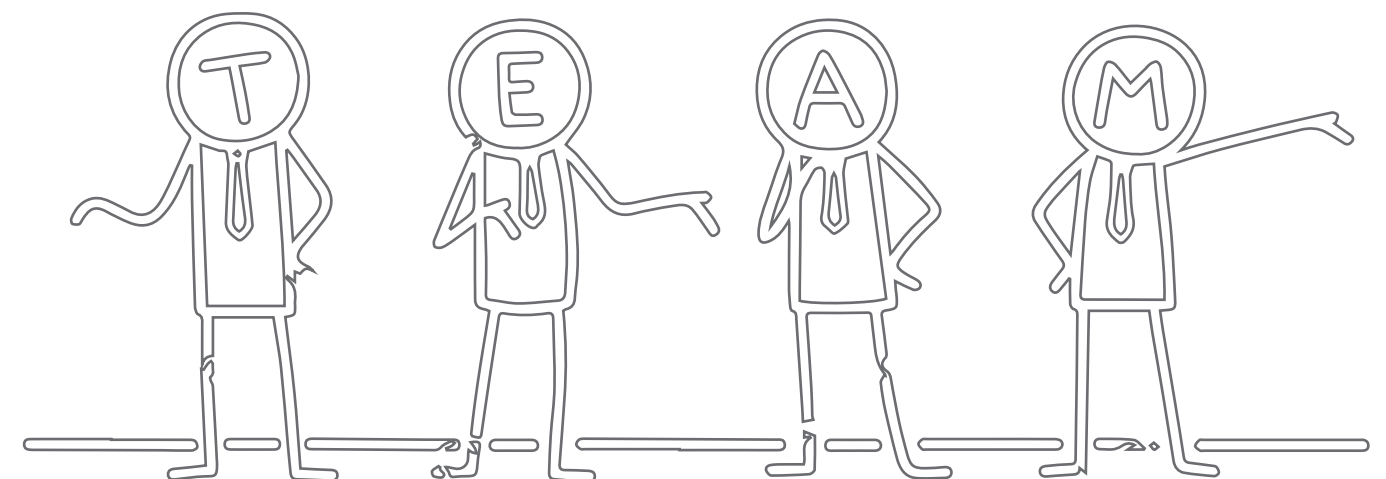
Members grasp hands in the circle. Make sure that height and weight of participants is evenly distributed around the circle.

Instruct the group to simultaneously lean in the opposite direction while supporting each other. This means that the 1's lean forward and the 2's lean backward. Lean gradually, not all at once. Do it again. Change directions. Do it with eyes closed.

Variations: Do it silently. Face outward and work through the process.

Processing Questions:

- Was anyone tentative at the beginning of this exercise?
- How did it feel to be reliant on others for support?
- What would have happened if only one person let go?
- How does this relate to working in teams?
- How can we develop more trust in our group?
- How important is the support we give to others?



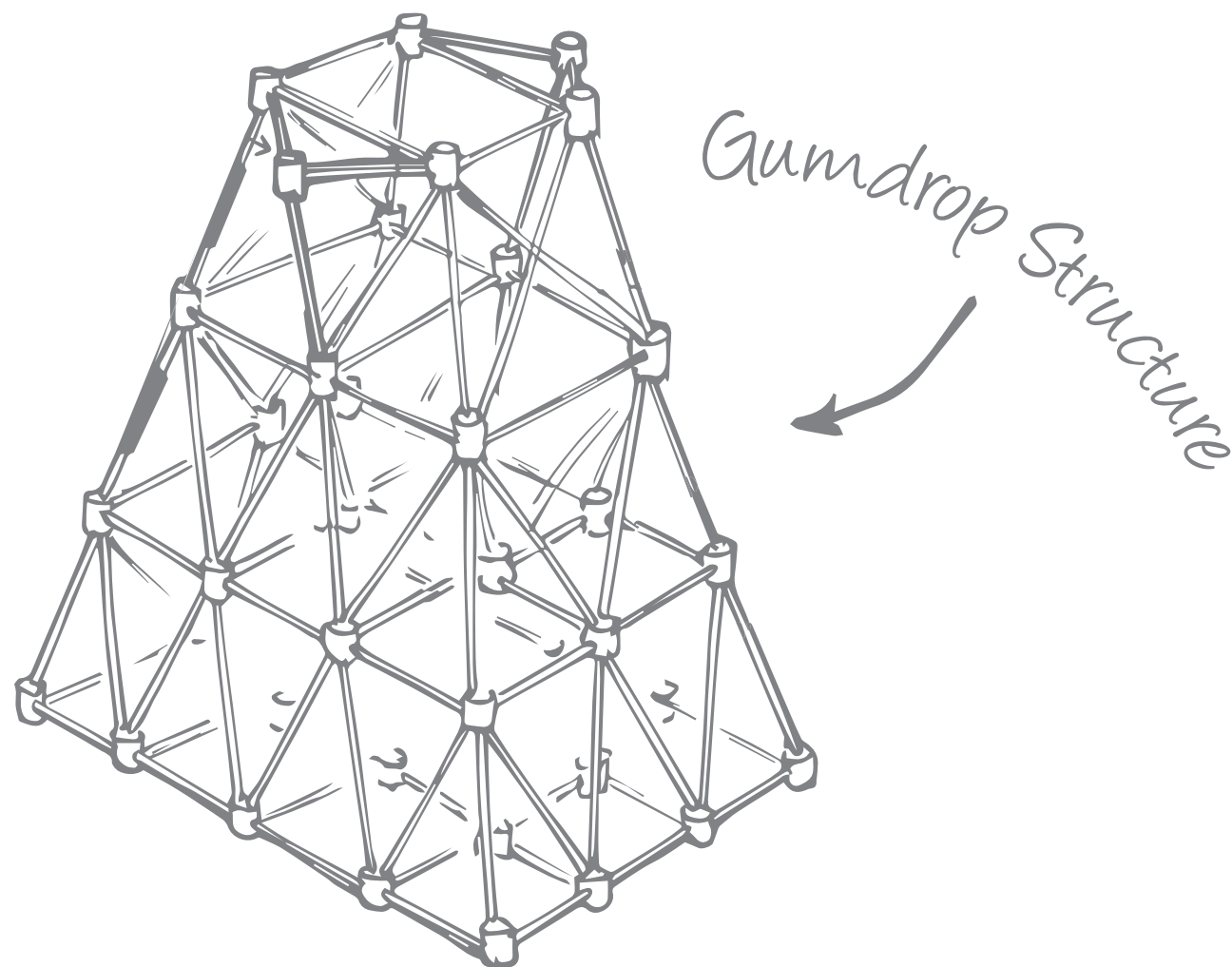
GROUP WALK

Ask one participant to volunteer to be the leader of this activity. Assemble the group in a single line and then blindfold them. Each person holds onto the shoulder of the person in front of them. The leader is not blindfolded.

He/she will lead the group from one place to another. The facilitator may choose to limit talking or allow talking only for safety commands. The leader works to navigate the surroundings and keep his/her group safe. At different points, the leader may change; the former leader will now join the rest of the group and be led.

Possible processing Questions:

- How did it feel being led by only one person?
- How trusting were you of the person in front of you? Of the leader?
- Did anyone ever question where they were going or demand an explanation?
- Why did so many individuals simply follow the person in front of them?
- How many times in our houses, do we just follow our leaders (i.e., President, RA/CA, Peer Mentor) because we are supposed to?
- Why do they continue to “go with the flow” and not question what we are doing?
- What happens if we trust certain leaders and they lead us astray?
- How do we encourage more team-based leadership?

**BUILDING A GUMDROP STRUCTURE****Materials needed:**

Gumdrops & toothpicks.

In an area unseen to the participants, structures made of gumdrops and toothpicks should be previously constructed by the facilitator. These are the structures that the participants will need to re-construct (within the given guidelines in their groups.) This is a teambuilding exercise for larger groups & most groups will have six people.

Each group will be told to choose one “Seer,” three “Runners,” one “Builder” and one “Observer.” Explain: In a separate room (or space) is a structure made of gumdrops and colored toothpicks. Seer: Only person allowed to see the structure. Unlimited opportunities. Must communicate what the structure looks like to the Runners.

Runners: Carry messages from the Seer to the Builder. Runners may not ask questions of Seers. Nonverbal signals are ok, but only the Seer can talk to the Runner. Runners may only talk to the Builder, and then only one at a time.

Builders: will be in a separate space where they cannot see the Seer or observe the instructions being given. Builders are provided with building supplies. Builders may not face each other or look at each other’s work. They may not speak to anyone.

Once a Runner has received instruction, he/she will go to the Builder. The Runners may then (one at a time) relay the instructions to the Builder, using words only. Runners may not touch or respond to what Builders are doing. Relay instruction only. The Builder may only listen, without asking questions or responding.

Observer: observe the group’s process without visibly reacting to them or interacting with them. Observations and comments will be a crucial part of the discussion at the end of the activity. There is a time limit of 25-30 minutes (depending on how things are going). At the end of the time, bring over the original structure to compare to each of the new creations. How close did everybody get? Colors count!!

Wrap-up in large group, you may choose from the example questions like the following:

- What was difficult about this process?
- How did the Seers feel? Was it hard to give instructions without seeing what was needed? Or was it liberating? How did you feel about the lack of concrete feedback about what was happening to your careful instructions?
- How did the Runners feel? Was one-way communication difficult? Was it frustrating to envision one thing and see the Builder doing something else?
- How did the Builders feel? Was it easy or hard to construct something with only verbal instructions and without being able to ask questions? Or did anybody feel liberated by having only instructions to follow?
- Does anybody have personal reactions or challenges to share?
- What does this activity tell us about our communication styles? What are the benefits of two-way communication? Would it have been easier to construct something resembling the original structure if questions were allowed? What would you have done differently? What if only a certain number of questions or words were allowed? Would you have known what to ask? Would it have helped?

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