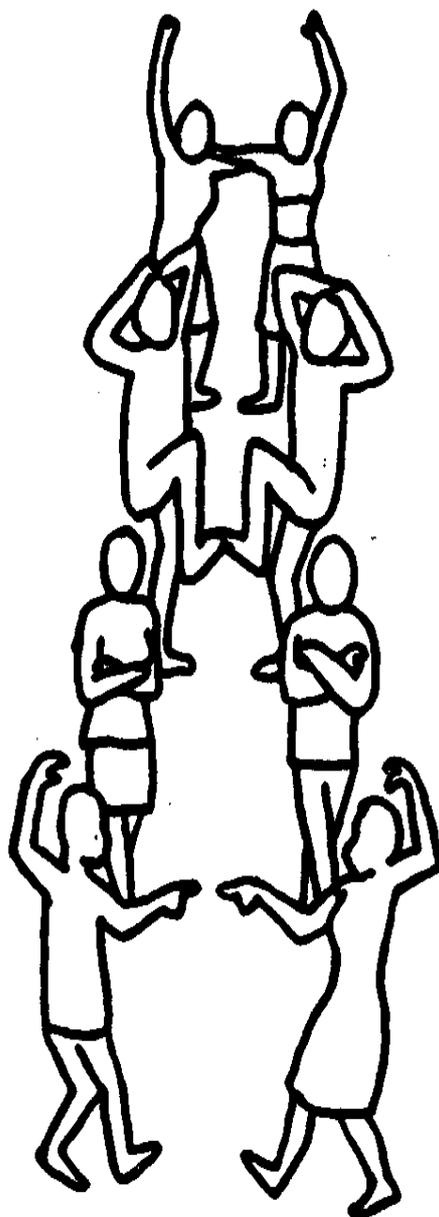


GAMES AND EXERCISES



**A MANUAL FOR FACILITATORS
AND TRAINERS
INVOLVED IN PARTICIPATORY
GROUP EVENTS**

**VISUALIZATION IN PARTICIPATORY PROGRAMMES
VIPP**



GAMES AND EXERCISES

VISUALIZATION IN PARTICIPATORY PROGRAMMES VIPP

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UNICEF, 1998

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PROLOGUE

This manual was written to fill a gap. Although there are many collections of games and exercises for group processes for business and educational settings, only a small percentage of these have proven to be useful in international and cross-cultural settings. Many are heavily grounded in one culture and do not easily translate. The games and exercises in this manual have been carefully selected with an intercultural application in mind, especially, but not necessarily, in the area of international development. The games included here are in addition to those described in the manual on Visualization in Participatory Programmes (VIPP) produced by UNICEF in Bangladesh in 1993.

But why a manual on games and exercises? What does this have to do with such serious business as international development or organizational renewal? The answer to this question is grounded in learning theory. Educators will tell us that we learn very little through passive listening and note taking. We remember only 10 percent of what we read, 20 percent of what we hear, 30 percent of what we see. However, when we combine senses, the memory curve increases sharply: 50 percent of what we see and hear, 80 percent of what we say in a particular context and 90 percent of what we say and do. The doing is all important.

Games and exercises activate more senses to increase creative learning of new information and assimilation of new ideas. This is especially important in international work where new criteria, values and world views must be taken into account. Dominant intellectual or cognitive processes can marginalize these important factors, impeding intercultural exchange and progress. Games and exercises produce new dimensions to human experience and allow us to share perceptions.

This manual is written as a resource for facilitators and trainers who are involved in participatory group events, especially but not exclusively in international settings. There are many different systems and philosophies of participation for various applications.



This manual is a useful supplement to any of these approaches. It is not designed to stand on its own. It is assumed that the user is already involved in participatory facilitation and training and can make appropriate selections, with the help of the guidelines given.

This manual is not an original piece of writing. It is a compilation of games and exercises which have been tried and tested in many settings across the globe. They have been adapted from a wide collection of existing publications and have been found to be the best for facilitation and training in diverse settings.

The decision to produce this manual arose out of a global consultation for VIPP facilitators which was held in Mauritius in June 1995. Many new games, included here, were introduced and tested at that event. Participants were asked to contribute other games and exercises for possible inclusion. These were collected and formatted by UNICEF's Eastern and Southern Africa Office (ESARO) in Nairobi and taken to a meeting in Jaipur, India in January 1996, where the collection was further refined and the introductory sections written.

The producers of this manual would like to thank UNICEF Mauritius, UNICEF Jaipur, UNICEF-ESARO and the Staff Training and Staff Development Section, UNICEF, New York, for its collaboration in the process of production. We would also like to thank all those writers of other manuals from which we have borrowed and adapted material.

This manual does not represent the final word in participatory games and exercises. We hope users will adapt and utilize the contents according to their situations and will contribute their experiences, variations and new ideas. We very much hope the contents will enhance your training, planning and other group processes and thereby contribute to worldwide efforts in education and participatory development.



VISUALIZATION IN PARTICIPATORY PROGRAMMES (VIPP)

Many workshops, seminars and training sessions are essentially formal affairs where participants are required to listen to a large number of speeches from a dais set in front of rows of chairs or a boardroom-style table. Hierarchical relationships are strictly adhered to. Speakers often present fixed positions on various subjects and attempt to transfer views and information in lectures, relying on their wit and charm to keep audiences receptive. Very often so-called discussion sessions consist of yet another series of formal speeches with little or no real exchange or feedback. Much of the content of speeches is lost to audiences.



However, in the past few decades there has been a recognition of the importance of participatory processes in group events. VIPP methodology is an attempt to break down this seminar culture. It is a creative combination of different participatory methods derived from 25 years of experience in adult learning and participatory development. VIPP comes from two main schools of thought; the grassroots, participatory movements of Latin America begun by such figures as Paulo Freire and Orlando Fals Borda, and the Metaplan methodology created by Eberhard Schnelle and his "Quickborn Team" in Germany in the 1970s. The latter was applied to development work by the German Foundation for International Development in the 1980s. VIPP was formulated during the period 1991 - 1993 by the Programme Communication and Information Section, UNICEF- Bangladesh, in collaboration with Dr. Hermann Tillmann and Dr. Maruja Salas, with input from the Training and Staff Development Section of UNICEF, New York, and Dev Bir Basnyet, an experienced facilitator from Nepal.

There are dozens of community-level participatory methods and packages promoted by development organizations around the world. These are essential tools for bottom-up planning, training and research with communities. However, the creators of VIPP recognized that there is often a discrepancy in such work. While agencies and institutions are often deeply engrossed in getting villagers and slum dwellers to participate, their own institutional work processes - planning, decision making, training, etc. - may be very undemocratic. VIPP is a collection of techniques applied to encourage literate, educated people to participate and cooperate with their colleagues, as well as with partners in governmental and non-governmental organizations. However, VIPP also has application at the grassroots level, and in training people for community work.

Metaplan's influence on VIPP is primarily the use of moveable cards of different shapes and colours on which the participants express their main ideas in letters or pictures large enough to be seen by the whole group. Private note-taking is discouraged. Participants are asked to use only one idea per card. They synthesize their thoughts, or the thoughts of others, on these cards and display them on boards.

By this method, everyone takes part in the process of arriving at a consensus. Less assertive participants find a means of expression and those who might normally dominate a group must respect and include the opinions and ideas of others. By visualizing the group's main train of thought, repetition and circularity in argument are reduced. If there is a record of the group's progress, visible to everyone, it is easier to point out such repetition and refer to or remember the proceedings.



The rule of one idea per card is important. Flip-charts with long lists of ideas allow only part of the group process to be visible at one time. Some of the ideas are flipped out of sight. It is possible to pin or tape flip-chart paper to a wall or board. However, it is difficult to separate individual ideas, move ideas to other groupings or categories, or to condense the ideas of two subgroups, ruling out redundancy. If there is one idea per card, all of this is possible. Individuals and subgroups can identify their own work and see how it fits in with the thoughts of the group as a whole.

In VIPP processes, a whole range of participatory methods are used: card collection, visualized discussion, brainstorming, drawing exercises and debates. Participants move from plenary discussion to buzz groups to small groups or large groups to "walk-about" that could take them outside the room. Throughout they remain active and creative. Games and exercises are introduced into processes to "break the ice", help participants get to know one another, vary the pace of the process, activate different senses, and engage people in productive group dynamics. Games and interactive exercises are enjoyable and advance group learning at the same time.

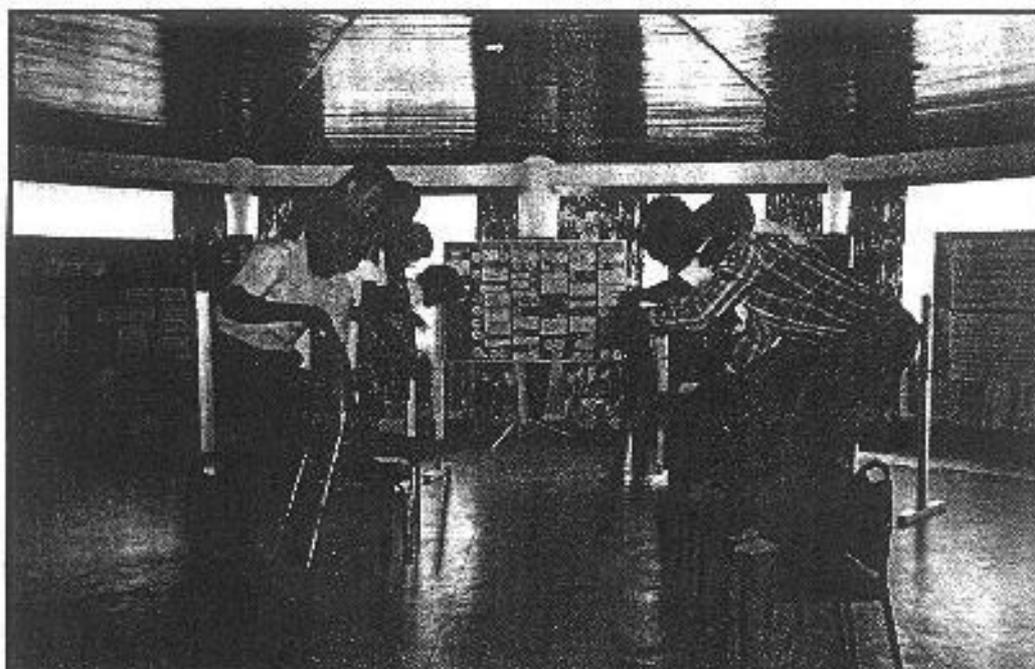
VIPP is a set of techniques backed up by a solid philosophy of participation and cooperation. It does not promote a single planning framework or sequencing of exercises in group events, nor should it be used to promote one person's "vision" of reality or the future. Such use runs counter to VIPP's philosophy and values. VIPP relies on the use of participatory facilitators or trainers who can foster a group's progress without directing each step of the way. The VIPP facilitator is not an entertainer, nor a guru, nor a messiah, but someone who creates optimal conditions for individual and group teaming to take place.



VIPP's first applications were in the area of rural development, agriculture and training for Participatory Rural Appraisal, especially in Latin America. However, in UNICEF it has spread from Bangladesh to New York headquarters, Eastern and Southern Africa, Latin America, West Africa and South East Asia and has been applied to both internal and external programme planning, project proposal development, curriculum development and training processes in the areas of health, sanitation, nutrition and education. It has also been used for cross-cutting issues such as gender sensitization, communication, social mobilization and story conceptualization and writing. More recently it has been applied to running meetings, management training and planning, team building, conflict management, and in the analysis and improvement of work processes.

VIPP processes are supported by a manual and a video, available from UNICEF Bangladesh, UNICEF-ESARO in Nairobi or from the Training and Staff Development Section of UNICEF, New York. Training courses for facilitators are carried out periodically by UNICEF New York, UNICEF-ESARO and by various organizations and freelance trainers.

Although there are a number of games and exercises in the existing VIPP manual, the content of this manual serves as a rich supplement and will greatly widen the choices available to facilitators involved in planning and facilitating participatory group events.



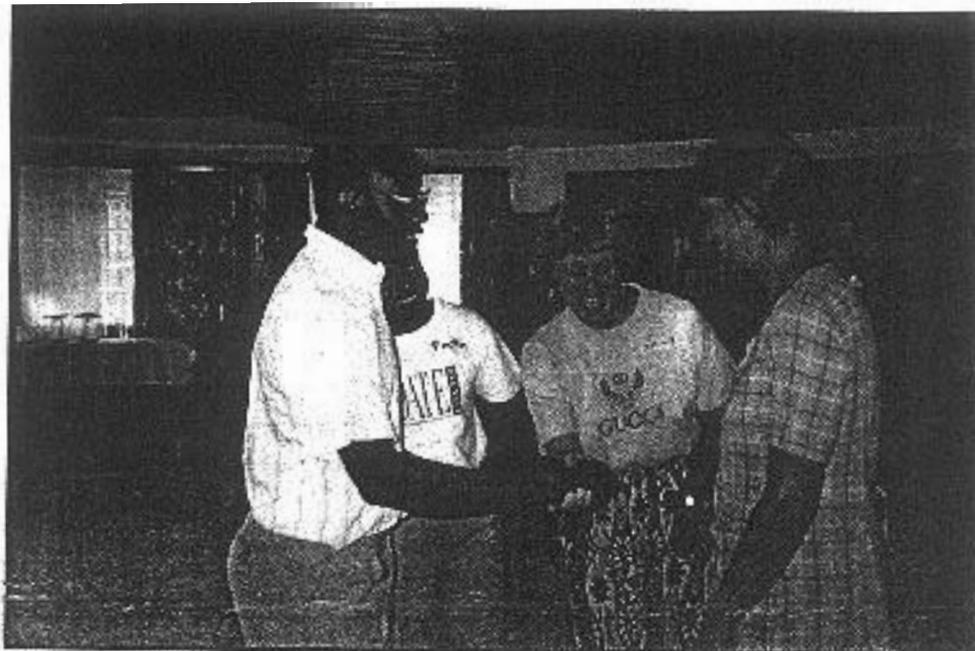
ROLE OF GAMES AND EXERCISES

Participatory processes can be enhanced by games and exercises, carefully placed in the learning process. Good games and exercises make people reflect, feel emotion, bring about a sense of wonder or curiosity, "grab people in the gut", energize, create humour, relax, calm and induce meditation. They provide variety, discovery and surprise and thereby keep participants engaged.

Games should be introduced into a process for a purpose, not just for the sake of playing a game or as an attempt by the facilitator to gain "cheap popularity" from the group.

The best games and exercises activate both sides of the brain - the cognitive, logical side and the emotional, creative side. They stimulate perception, affection or expression and create interest through the presentation of a challenging situation. They reinforce learning through experiencing. Experiential learning has proven much more effective than merely receiving, discussing and attempting to digest information from authoritative sources. Games and exercises can simulate the actual experiences of our lives and help us to reflect on the application of knowledge. They may also introduce a certain amount of complexity or questioning, thereby stimulating a process of action-reflection-action throughout the proceedings.

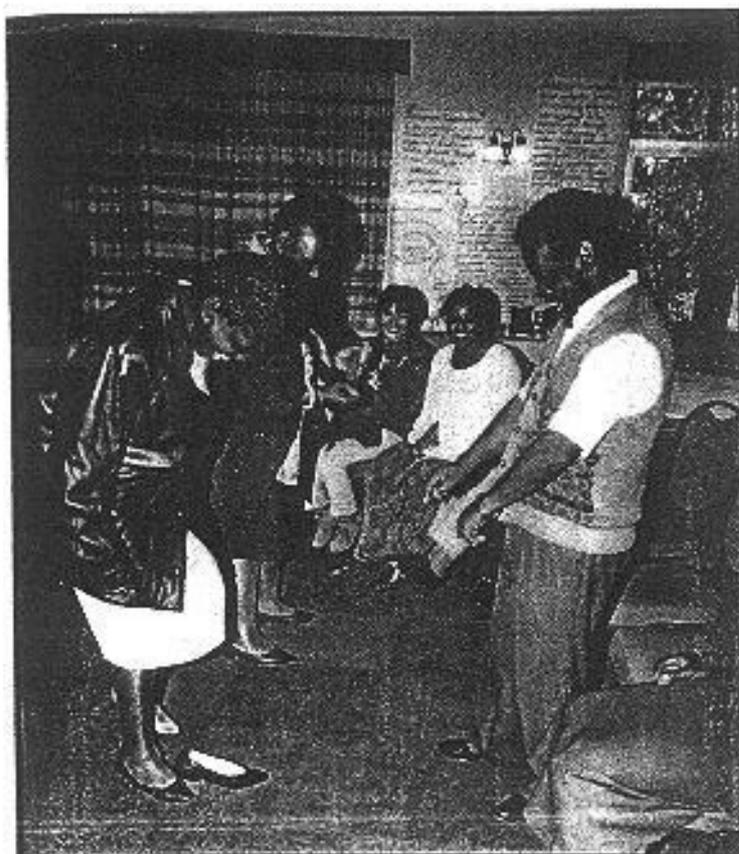
Good games and exercises involve everyone in the group, advance the group process, maximize participation and allow as many people as possible to express themselves in unique ways. They catalyse individual involvement and expression in group events and bring about group synergy. They provide common ground for group experience, creating favourable conditions for the growth of participatory behaviour and a democratic spirit.



USING AND CHOOSING GAMES AND EXERCISES

The games and exercises described in this manual are not designed to be included in formal, non-participatory events where the physical and psychological conditions mitigate against their intended role. Such attempts will often fall flat or backfire on facilitators, or belittle the significance of games and exercises. They need to be carefully considered and planned by competent, experienced facilitators who believe in the power of games to advance group processes. They should not be used in a chaotic, ad hoc manner with little thought concerning their outcome. The facilitator must prepare and plan, and therefore have on hand all the materials needed for a particular exercise. Last minute substitutes and switches will appear unprofessional.

Games and exercises need to be sequenced properly in terms of their intensity, frequency, duration and intended objective. For instance, a series of highly interactive games at the beginning of a workshop may really warm up participants and "break the ice". However, they may appear to be childish and thoughtless to some participants who may lose faith in the facilitator. Activating senses and energizing people for no apparent reason may also put the facilitator into the role of an entertainer who is not serious about the content of the event. Instead, games and exercises have to be placed and paced in an order and frequency which will allow a gradual build-up of experience and outcomes. They should be carefully built into other plenary and group sessions.



A trainer should pay attention to the length of each game or exercise in order to apply it within the workshop schedule. Another way of sequencing is to combine long and short games and exercises. Too many long exercises may consume too much time and may frustrate some participants. Too many short exercises can be distracting and inhibit real learning.

There may be questions, doubts, and uneasiness when instructions are given. During the game itself there may be a lot of action and tension. Attitudes or behaviours may be disclosed and conflicts may arise. The game may produce some kind of an "aha!" effect for some of the participants. Others will take longer to grasp the point. There are always a few who may be disappointed or frustrated. There are always different reactions from participants but they all experience something which helps to bond them together.

Some participants may already be familiar with certain games and exercises and may try to derail or monopolize the process. It is best to ask first if anyone is already familiar with the exercise and, if a substitute cannot be found immediately, give those participants roles which will not spoil the process and outcome. You may ask them to help you run the game or to act as observers.



Don't ask participants to assume the role of facilitator unless you are certain they have the knowledge and skill to facilitate. Often people will not be prepared. They will give unclear instructions and the result will be disappointing. Some participants may come up with a different variation on a game. Thank him or her for helping to open up a new dimension. However, if you don't know the variation and its possible outcome, stick to your original plan. See if there is time to play the variation in a less crucial session, such as an evening set aside especially for games and exercises.

Sometimes senior officials or "experts" will refuse to participate, which sets a negative tone for the whole group. You can overcome resistance by explaining the use of games at the outset, by gradually increasing the frequency of interactive games or by getting a few key people to support you and join enthusiastically.

If people see that their bosses or senior people are involved, their own inhibitions will usually disappear. In groups composed of people from different levels in an organization, games should not be introduced which will accentuate conflicts and differences, including hierarchical position, when the opposite effect is intended.

The facilitator must be aware of the age, physical, gender and cultural differences and, accordingly, avoid inappropriate games and exercises. For instance, older people and pregnant women should avoid rough, physical contact games. Also, in such games all participants must be warned to remove breakable or potentially harmful jewellery or clothing, eye glasses and contact lenses. Physically disabled people should not be made to feel left out. Find games which can include them.



References to sexual stereotypes, unless they are introduced for a specific purpose, and sexual language or other vulgarity, can create conflict and run counter to the spirit of participation. The balance and involvement of both sexes in games and exercises has to be thought out. Conflict may also be created when the participants read unintended meanings into games. Some games may threaten, introduce negative competition or invade privacy. Games and exercises should be non-threatening and demonstrate the value of differences between people. They should never single out individuals for ridicule.

Not all games and exercises are appropriate for all cultural settings. Humour, for instance, varies a great deal in different cultures. In certain countries men and women who are not married should not touch one another. Even if the participants accept such processes for the purpose of the workshop, pictures taken of such interactions may be misinterpreted by non-participants. Setting up games or exercises on taboo subjects may induce conflict in the group and derail progress. The facilitator must be sensitive to the cultural values of participants and should avoid pushing them in a direction which is in direct opposition to their world view.

USING AND CHOOSING GAMES : A SUMMARY

- Use games in the appropriate psychological and physical setting. They are not designed for formal events.
- Familiarize yourself well with all the instructions before application.
- Make sure all materials are quickly available. Avoid ad hoc, and last minute substitutions or improvisation. Avoid using games as "lifesavers".
- Sequence games and exercises carefully in terms of their intensity, frequency and purpose. For instance, avoid putting a whole series of highly interactive games one after the other.
- Avoid turning yourself into an entertainer.
- Stick to your plan. Don't let participants who are familiar with a game put you off. Acknowledge them and use them to support or observe the process.
- Involve potentially resistant people by beginning with milder, less interactive games and exercises, building up their trust gradually.
- Be aware of age, physical condition, or other factors which may cause harm to participants. Have them remove items which may hurt them or which may be damaged in physically active games.
- Do not force people into processes which are against their cultural values or world views. Avoid culture-specific humour and perspectives on gender and sexual stereotypes, unless you are prepared to undertake a reflective process on such subjects.
- Always plan and carry out debriefing sessions after the exercise. Don't leave participants hanging.
- Choose games carefully, according to the overall topic, time available, objective of the event, group progress and mood at the time, the presence of conflict, etc.
- Use games to introduce more drama, thereby increasing attention, involvement and enthusiasm.

- Change your menu of games and exercises frequently. Do not get trapped in a narrow repertoire.
- Use this "toolbox" to build your own plans. Modify and adapt according to your purpose and experience. There is no universal guide or prescription.

Notes :

Times and group sizes given for exercises in the following descriptions are only approximations.

Debriefing :

Note that debriefing is recommended after every game or exercise but that this has been indicated in this manual only when specific questions are recommended.

See sources pages 191 to 196.

DOUBLE LETTER

Group size: Maximum 25
Time: 10 to 20 minutes
Materials: None

.....

✓ OBJECTIVE

To learn the names of the other participants.

○ WHEN TO USE

To facilitate introductions at the beginning of a group event.

🏠 STEPS

1. Ask participants to sit in a circle.
2. Ask participants to think of an adjective that begins with the first letter of their name, e.g. "Devilish Deidre" or "Awesome Anthony". Use last names if the participants are familiar with first names.
3. Ask them to keep the adjective a secret until it is their turn to share their name with the group.
4. Introduce yourself with your double-letter name and then ask the person to your right to introduce him/herself, using his/her double-letter name. The person to your right then introduces you, him or herself, and then asks the person to the right, etc.
5. This process continues until the last person in the circle re-introduces all the rest of the participants to his/her left and him/herself.
6. The game is over when all participants have been introduced by their double-letter names.

ALPHABET PUZZLE

Group size: 10 to 30
Time: 10 to 20 minutes
Materials: Cards, pins, boards, flip-chart, wrapping paper and markers

.....

✓ OBJECTIVE

To encourage communication between participants.

○ WHEN TO USE

To facilitate introductions at (the beginning of a group event.

🏠 STEPS

1. Before the session, collect all the names of the participants and facilitators who will be present.
2. Jumble the letters of each person's name in a pronounceable way (e.g. Neil to lien, Nuzhat to zunath, Sue to use).
3. Prepare cards with the new names written on them.
4. Pin all the cards on a board and keep them covered with paper.
5. When you are ready to play, uncover the cards.
6. Ask participants to find their own names on the board.
7. The facilitator can begin the process by picking out her card and reading it aloud, pronouncing her actual name.
8. Encourage the participants to keep the process light and lively.

MISTAKEN IDENTITIES

Group size: 20 to 50

Time: 10 to 15 minutes

Materials: Name tags

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✓ OBJECTIVE

To enable people to make new acquaintances.

○ WHEN TO USE

At the beginning of a group event.

👉 STEPS

1. Make name tags with large letters for all participants. Use first or familiar names only.
2. As the session begins, hand out name tags to each person. Ask participants to circulate around the room and find the person who matches the name tag they have. (Be sure that participants do not get their own name.)
3. Continue until all group members have the correct name tag.

NOTE: You can prepare formal, printed name tags or hand written name tags with VIPP cards which are fastened with masking tape. Whatever you do, make the name of the person large and easy to read from eight metres. Small letters on name tags inhibit group interaction and communication.



WRITTEN NAMES

Group size: 10 to 40

Time: 10 to 20 minutes

Materials: Cards, masking tape and markers

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✓ OBJECTIVE

To facilitate introductions and create a friendly environment.

○ WHEN TO USE

At the beginning of a group event.



👉 STEPS

1. Ask each participant to write their name in large letters on a card and tape it to their clothing in a visible place. Ask the group to form a circle.
2. Give them an appropriate amount of time to memorize the names of the other people in their circle.
3. When the allotted time is up, ask everyone to take off their name cards and pass them clockwise around the circle until the facilitator asks them to stop.
4. Participants are left with name cards belonging to other people. Give them ten seconds to find the correct owner of the name tag.
5. After ten seconds, those left with someone else's name card are chased and caught or pushed into the centre. They are asked to look around and find the correct person. (At this point the group may help.)
6. Repeat the exercise until all participants know each others' names.

I AM

Group size: 10 to 30

Time: 15 to 20 minutes

Materials: Paper, markers, masking tape

✓ OBJECTIVE

To facilitate group introductions.

○ WHEN TO USE

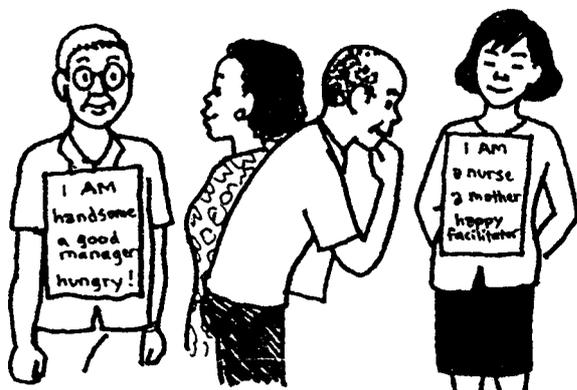
At the beginning of a group event, particularly in long-term, group-building situations.

🏠 STEPS

1. Give each participant a piece of paper and a marker and ask them to write their names on the top and to finish the statement, "I am ...," using six different endings.
2. Ask the participants to attach their papers to their chests with masking tape and then walk around the room and read each other's statements.
3. Suggest that people spend at least thirty seconds talking with one another.
4. When the exercise has been completed, the "I am" sheets can be taped to the wall as a "Group Gallery". If you have photos of participants these can also be added.

VARIATION

Ask each participant to begin their sentence with "I am a resource for/to ..."



THE WALKING BILLBOARD

Group size: 10 to 30

Time: 30 minutes

Materials: Flip-chart paper, markers and masking tape

✓ OBJECTIVE

To encourage participants to mingle and share personal information with one another.

○ WHEN TO USE

At the beginning of a group event.

🏠 STEPS

1. Explain to the group that they have the opportunity to design their own get-acquainted session. Ask them to propose questions that they would like to ask other participants. Examples might include:
 - Favourite foods
 - Things you don't like
 - Best books recently read
 - Favourite movie actors/entertainers
2. Ask for a quick show of hands regarding the three most useful questions. Using a rough tabulation, select the five or six items receiving the most votes.
3. Provide participants with a sheet of flip-chart paper and a marker. Ask them to place their name at the top and to list the items down the left side and the answers on the right.
4. Attach the sheet to each participant's shoulders. Ask them to walk around the room and discuss.

DEBRIEFING

What additional information would you like to ask fellow participants?

INTRODUCTION WITHOUT WORDS

Group size: 10 to 30

Time: 30 minutes

Materials: Flip-chart paper,
markers,
masking tape



✓ OBJECTIVE

To demonstrate that effective interpersonal communication can be accomplished without words.

○ WHEN TO USE

At the beginning of a group event.

👉 STEPS

1. Ask the group to divide into pairs.
2. State that the purpose of this exercise is to be introduced to your partner, but that the entire activity must be done without words. Participants may use visuals, pictures, signs, gestures, signals, anything non-verbal. If necessary, they may offer hints such as pointing to a wedding ring to indicate marriage, running-on-the-spot to indicate jogging, etc.
3. Give each person two to three minutes for the non-verbal introduction to his/her partner. Then allow each person to guess what his/her partner was trying to communicate.
4. Then allow each person to state, verbally, what they were trying to communicate non-verbally.

DEBRIEFING

In plenary ask:

- How accurately did you describe yourself?
- How accurate were you in reading your partner's gestures?

ANIMALS, PLANTS AND FURNITURE

Group size: 10 to 30

Time: 25 to 50 minutes

Materials: Flip-chart paper, markers
and masking tape

✓ OBJECTIVE

To provide an opportunity for individuals to increase their understanding of themselves and their group members.

○ WHEN TO USE

At the beginning of a workshop.

👉 STEPS

1. Ask participants to divide into three groups:
2. Ask each person to draw the following:
 - Group A: Represent your personality by drawing an animal.
 - Group B: Represent your personality by drawing a plant.
 - Group C: Represent your personality by drawing a piece of furniture.
3. Ask each person to explain their drawing to others in the group.
4. Ask them to write their names on the drawings and tape them to the wall. Have participants walk around and look at the pictures.

DEBRIEFING

In plenary ask:

- What new insights did you gain into your own personality and the personalities of others?

SKILLS I HAVE AND SKILLS I NEED

Group size: 10 to 25

Time: 45 to 60 minutes

Materials: Flip-chart paper, markers and masking tape

✓ OBJECTIVE

To encourage participants to identify their strengths and weaknesses.

○ WHEN TO USE

At a time in the workshop process when it would be helpful to encourage self-reflection.

🏠 STEPS

1. Ask participants to list, on flip-chart paper, all of the skills they possess and the areas where they need strengthening. Ask them to keep the list to themselves.
2. Ask them to think of the one skill they do best.
3. Ask each participant to act out their skill without using any words.
4. Ask the rest of the group to guess what each person's mime represents.
5. Put the lists on the wall and let the participants walk around and read them.

DEBRIEFING

Discuss the following:

- The number and variety of skills each individual has.
- The fact that different individuals have different strengths/weaknesses.
- The total composition of skills in the group.

ACTIVITIES I ENJOY

Group size: 10 to 30

Time: 10 to 45 minutes

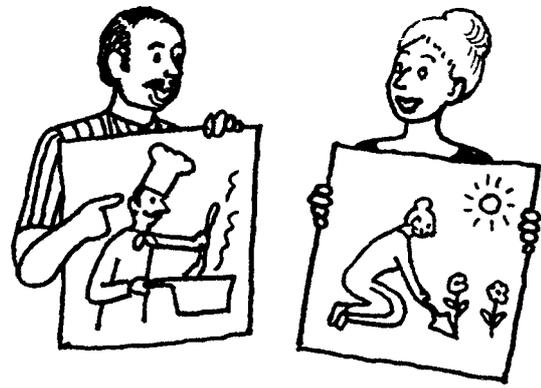
Materials: Flip-chart paper and markers

✓ OBJECTIVE

To encourage participants to understand themselves better.

○ WHEN TO USE

At the beginning of a workshop.



🏠 STEPS

1. Ask participants to draw a picture of themselves doing something which they enjoy.
2. Ask them to find a partner, explain their drawings and tell their partner why they enjoy doing that particular thing.
3. Ask each pair to join another pair and repeat the explanation to each other. This can be repeated many times.

DEBRIEFING

In the large group discuss the following:

- The variety of things that individuals in the group enjoy.
- The gender differences in enjoyment.
- What participants have learned about themselves and others.

HOW WELL DO I KNOW MYSELF?

Group size: 10 to 30

Time: 45 to 90 minutes

Materials: Flip-chart paper, masking tape, and markers

✓ OBJECTIVE

To help participants gain self-confidence and to become more aware of themselves and of their strengths and weaknesses.

○ WHEN TO USE

At a particular point in the group process where it would be helpful to encourage self-reflection.

🏠 STEPS

1. Ask the participants to draw a picture of themselves in the centre of a large sheet of paper.
2. In the top left-hand corner of the picture ask them to write the words "AS A PERSON". In the top right-hand corner write the words "AS A WORKER".
3. On either side of the picture, under each heading, ask them to write five words that best describe them as a "person" or as a "worker" (in their occupation). Ask them to list things they like, enjoy, and can do well and give the picture the title, "THE BEST OF ME".
4. Display the pictures on a wall or board.

5. Ask participants to walk around and look at each other's pictures without talking.
6. Try to identify the owner of each picture. Put names on pictures as they are guessed correctly.
7. Discuss the activity with the entire group. Categorize the skills identified as interpersonal, technical or communication skills. Introduce the ideas of self-perception, positive self-concept, self-assessment and self-acceptance.

DEBRIEFING

Ask the following questions:

- Is self-concept static or does it change? How? Why?
- How does self-concept relate to attitudes towards oneself? Others? One's work?
- Discuss the pictures.
- How easy was it for you to do this exercise?
- What did you learn about yourself and about others?

VARIATIONS

1. Have participants describe bad points/weaknesses and draw something that they dislike doing.
2. Have them list five things they can't do so well. Title the picture "The Other Side of Me".
3. Gender training: have participants list points which describe them as a person and also as a man or woman.



DETECTIVE

Group size: 10 to 30

Time: 30 to 60 minutes

Materials: Markers and flip-chart paper

✓ OBJECTIVE

To introduce group members to one another.

○ WHEN TO USE

At the beginning of a group event.

🏠 STEPS

1. Ask the group to divide into pairs. Distribute the markers and paper to everyone.
2. Ask each person to draw six items that they have used in the last three months. Ask them to choose items which will help the other person to discover something about them and their interests (e.g. a person interested in climbing might draw a rope; a musician might draw an instrument).
3. Give each person a turn at being the detective, guessing as much as they can about their partner.
4. Ask the pairs to introduce their partner to the whole group.

VARIATIONS

1. Instead of drawing objects each person could use six items they have with them (e.g. keys, pens, membership cards). The detective examines these items to learn something about the person.
2. Divide the group into small groups instead of into pairs. The drawings or objects can also be shown to the whole group who then join in guessing.

I'VE GOT SOME SECRETS

Group size: 10 to 30

Time: 20 to 30 minutes

Materials: Flip-chart paper and markers

✓ OBJECTIVE

To facilitate individual introductions and to have fun.

○ WHEN TO USE

At the beginning of a group event.

🏠 STEPS

1. Ask each member of the group to choose a partner who they do not know well.
2. Ask partners to stand or sit in a circle or semi-circle.
3. Ask them to find out their partners' names and organizations or sections/divisions they are affiliated with. Also ask them to find out two to three "secrets" that "nobody in the whole world knows about them".
4. Ask participants to introduce their partner and one of their "secrets" to the group. The facilitator and her partner can begin. Keep things moving quickly and lightly. Give each person only forty-five to sixty seconds to present.



THE RIVER OF LIFE

Group size: 10 to 30

Time: 45 to 60 minutes

Materials: Flip-chart paper and markers

✓ OBJECTIVE

To build friendship and encourage openness and trust within the group.

○ WHEN TO USE

At a stage in the workshop when deeper group synergy is required.

🏠 STEPS

1. Ask participants to form pairs.
2. Ask them to discuss the highlights and the difficult periods of their lives. (Allow about ten minutes per person.)
3. Ask participants to draw the information given by their partner as a "river of life".



4. Participants then present and explain their partner's life to the plenary.

VARIATIONS

This exercise is similar to "Mutual-interview" described in the VIPP manual, page 101. It is not recommended to do both games in the same event.

PORTRAIT OF MY JOB

Group size: 10 to 30

Time: 45 to 60 minute

Materials: Flip-chart paper and markers

✓ OBJECTIVE

To acquire a perception, individually or collectively, of how people see their jobs or their place in an organization.

○ WHEN TO USE

At the beginning of an event.

🏠 STEPS

1. Ask the participants to draw themselves and their place in an organization.
2. Then ask them to form small groups and describe the drawings to one another.



3. Encourage discussion in the small groups by using the following questions:
 - How do you see your job?
 - How do you fit in?
 - Has this perception changed recently? How? Why?
 - How do you think your clients or colleagues see your organization?
4. Ask the small groups to bring the results to plenary and present their findings.

VARIATIONS

Relationship mapping: ask participants to draw their relationships with other people in their work environment.

WHAT DO WE EXPECT?

Group size: 10 to 30

Time: 45 to 60 minutes

Materials: Flip-chart paper and markers

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✓ OBJECTIVE

To discover what topics participants hope will be addressed or explained during the workshop.

○ WHEN TO USE

In training and planning workshops as a method of discovering the expectations of participants.

👉 STEPS

1. Ask the participants to reflect on the following questions:
 - What do I expect from this event?
 - What can help me achieve this?
2. Ask everyone to move about inside or outside the room and look for two objects, each related to or associated with an answer to one of the above questions (allow fifteen minutes). Request that they bring them inside and lay them in front of the facilitator.
3. Ask each person to present their objects to the group, answering the two questions briefly.

DEBRIEFING

Ask what information the participants now know about each other. Are there common interests? What are important topics for group work?

VARIATIONS

Expectations and fears (*see VIPP manual, page 67*).

DIFFERENT FOLKS, DIFFERENT HOPES

Group size: 10 to 30

Time: 45 to 60 minutes

Materials: Flip-chart paper, masking tape and markers

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✓ OBJECTIVE

To help participants define and clarify their expectations for the group event.

○ WHEN TO USE

As an opening exercise.

👉 STEPS

1. Ask each member of the group to write on a piece of paper one thing they expect to gain from the workshop.
2. Ask participants to form groups of four or five people and discuss their expectations, noting the similarities and differences and explaining the reasons for these.
3. Ask each group to list their similar and different expectations in two columns.
4. Display the large sheets on a wall or board and ask these questions:
 - How realistic are the expectations?
 - Can all of the expectations be met during the workshop? What factors determine this?
 - Is there a need for compromise?

VARIATIONS

Remaining in plenary, have participants move around and find a group of thirty people with similar expectations. While standing, have them formulate a common statement.

Expectations and fears (*see VIPP manual, page 67*).

SELF IMAGE

Group size: 10 to 30

Time: 30 to 60 minutes

Materials: Flip-chart paper, markers, a sample for presentation and masking tape

✓ OBJECTIVE

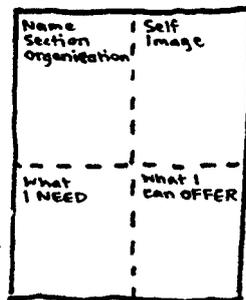
- To encourage group interaction.
- To understand participants' expectations.

○ WHEN TO USE

At the beginning of a group event. (It can also be effective when the participants know each other quite well.)

🏠 STEPS

1. Collect and fold a flip-chart sheet horizontally and vertically into quarters.
2. Write the following:
 - Upper left section: Name/section/organization
 - Upper right section: Self-image
 - Lower left section: What I need
 - Lower right section: What I can offer
3. Explain that one way of understanding self-image is by drawing feelings, likings, dreams, etc. Ask participants to take a sheet and marker and fill it in. Allow five minutes to complete the activity.
4. Ask them to return to plenary. Ask participants to explain their drawing to the group. Give them about two minutes each.



DEBRIEFING

Summarize the images, needs and qualities at the end of the session. Relate those with the objectives and processes of the group event.

GET THE PICTURE?

Group size: 10 to 20

Time: 45 to 60 minutes

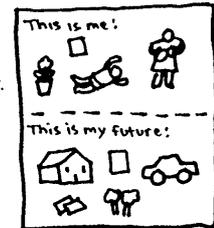
Materials: Markers, scissors, glue, newspapers and magazines

✓ OBJECTIVE

To enhance participants' awareness of themselves and each other.

○ WHEN TO USE

At the beginning of a group event.



🏠 STEPS

1. Give each participant a sheet of paper and a marker. Instruct them to fold their newsprint sheets in half and write at the top of each half, "This is me!" and "This is my future!"
2. Ask the participants to cut pictures, words, drawings, and phrases from magazines that symbolize things about themselves and their future. For the side labelled, "This is me!", examples might include physical traits, parts of the body, clothes, hobbies or achievements, personality traits, etc. These should be glued into place to form a collage.
3. Ask participants to present their collage to the large group.

DEBRIEFING

Ask the participants the following questions:

1. Were the symbols used positive or negative?
2. Did anyone use the same or similar symbols?

VARIATION

1. Draw with marking pens.
2. Cut the two parts in half, scramble them and then guess which part goes with which.

CELEBRITIES

Group size: 15 to 40

Time: 20 to 30 minutes

Materials: Cards, markers and masking tape

✓ OBJECTIVE

- To encourage individual participation in the group.
- To help participants develop good questioning and data gathering/detective skills.
- To meet people and have fun.

○ WHEN TO USE

At the opening of a group event.

🏠 STEPS

1. Make a list of famous or infamous people sufficient to cover the number of expected participants. Celebrities might include famous singers, actors/actresses, politicians, business people, writers, musicians, etc.
2. Names may have a common thread connecting them (e.g. celebrities related to the nature of the group, names starting with the same letter or people who were popular during a particular era).

3. If you know the participants well, you may decide to match the assignment of celebrity names to individuals who have similar characteristics.
4. Write the names on stick-on or pin-on name tags or cards. Keep the celebrities' names hidden from the participants.
5. When participants arrive, fasten a name to each participant's back and encourage them to walk around, asking other people questions about their unknown persona. They can only ask questions which can be answered "Yes" or "No". No other hints to be given.
6. The exercise continues until all or almost all participants have discovered the identity of their celebrity.

DEBRIEFING

After most celebrities have been identified, ask the group to discuss the following questions:

- What kind of questions were most useful?
- Were non-verbal clues useful?
- What did you learn about others through this exercise?



TRUTH GAME

Group size: 10 to 30

Time: 30 to 40 minutes

Materials: Cards and markers

✓ OBJECTIVE

To energize the group.

○ WHEN TO USE

At the opening of a group event.

🏠 STEPS

1. Prepare cards with questions - for example:

- What do you do best?
- What TV or radio programmes do you like?
- If you won \$1000, how would you spend it?
- What makes you laugh?
- What was your happiest moment?
- Would you like to be someone else? Who?
- What has pleased you most today?
- What will you be doing in ten years?
- What lie have you told recently?
- What scares you the most?
- What embarrasses you?
- When was the last time you cried?

- What angered you most in the last week?

2. Place the cards face down in the middle of the group.
3. Give the following instructions: Each card has a question on the other side. At each person's turn they will take a card and try to answer the question as truthfully as possible. Anyone who feels unable to answer says "pass" and gives the card to the next person.
4. Some of the answers will provoke discussion. Depending on the time available, discussion can be encouraged.

NOTE: This game works best if the facilitator or group leader is willing to take a turn and to answer honestly. It is also important that the type of questions are appropriate for the group.

If there are shy members in the group it may help to draw them into the game by getting them to shuffle the cards before the game starts and ask them to hand out cards to each person when it is their turn.



MIME AN INTEREST

Group size: 10 to 25

Time: 20 to 30 minutes

Materials: None

✓ OBJECTIVE

- To increase participants' knowledge of each other.
- To energize the group.

○ WHEN TO USE

Any time.

👉 STEPS

1. Ask the group to form a circle and to think of a personal interest that they can mime, e.g. an athletics enthusiast might run on the spot; a musician might mime playing an instrument.
2. Without any further talking, have each person in turn (including the facilitator), to mime their own interest. The rest of the group tries to remember each person's mime.
3. Explain to the group that they are now nearly ready to start the game but there will be a minute to practice before the game starts.
4. The procedure is as follows: one person claps hands, performs their own mime, claps hands again, says a person's name and points to someone else who, without hesitation, claps and performs the mime of the person named, claps, names and points, and so on ... (Sequence of actions: clap-mime-clap-name - point to someone.)
5. The game can involve elimination, with people sitting down if they hesitate before performing.

IF YOU WERE AN ANIMAL

Group size: 15 to 30

Time: 15 to 20 minutes

Materials: None

✓ OBJECTIVE

- To improve participants' knowledge of each other.
- To increase group interaction and have fun.

○ WHEN TO USE

When group participation is low.

👉 STEPS

1. Ask the participants: If you were an animal which one would you be and why?
2. Ask them to imitate or pose like the animal they have chosen. Allow a minute for preparation.
3. Have them form a circle.
4. The facilitator may begin by going to the centre of the circle and imitating or posing like the animal of her choice and explaining why she chose the animal.
5. The exercise is then repeated by all participants.

VARIATION

"If you were a flower," etc.



MOOD CARDS

Group size: 15 to 30

Time: 20 minutes

Materials: Cards, markers and masking tape

✓ OBJECTIVE

To allow participants to talk about moods and feelings as part of warming up or getting to know one another.

○ WHEN TO USE

At the beginning of a group event.

🏠 STEPS

1. As people enter the room, give them a card, a marker and a piece of masking tape.
2. Ask them to write, in no more than three words, their dominant mood at the moment. The written card should be stuck on their chest with tape.
3. Encourage the participants to wander around the room looking at each others' mood cards and questioning each other about their moods.
4. After everyone has sought and received clarification, invite them to form groups of people with similar moods.
5. Allow the groups to share. They can also write a title card for their moods and all the moods can be pinned on a board.

VARIATION

This exercise can be varied by writing other things on the card, such as a workshop expectation, a fear or secret wish, etc. It can also be used as an evaluation exercise in place of a "flash" or mood metre.

FIND YOUR PEERS

Group size: 15 to 30

Time: 10 minutes

Materials: Cards of the same colour, markers, magazines and glue

✓ OBJECTIVE

To divide participants into small groups.

○ WHEN TO USE

As a process for forming groups.

🏠 STEPS

1. Count the number of participants and decide on the number of groups you would like.
2. Select sets of words like names of flowers, birds, rivers, countries, fish, etc.
3. Prepare the desired number of category cards with words or pictures.
4. Shuffle the cards.
5. Spread the cards upside down on the table or floor.
6. Invite participants to pick up a card and find their group by showing their card to others.



TREE OF LIFE

Group size: 10 to 40

Time: 40 minutes

Materials: Flip-chart paper and markers

✓ OBJECTIVE

To help participants reflect on their own life in a focused way.

○ WHEN TO USE

At the beginning of a group event.

👉 STEPS

1. Ask each person to draw the "tree of life".
 - **Roots** represent the family from which we come, strong influences which have shaped us into the person we are now.
 - The **trunk** represents the structure of our life today - our jobs, families, organizations, communities, movements to which we belong.
 - The **leaves** represent our sources of information - newspapers, radio, television, books, reports, friends.
 - The **fruits** represent our achievements, projects and programmes we have organized, groups we have started and materials we have produced.
 - The **buds** represent our hopes for the future.
2. Give participants about twenty minutes to complete the exercise.
3. Share the drawings in groups of three to five. If possible, it is good to do this in an open-ended session; for instance, in the evening when groups can continue to share for as long as they wish.

SHARING A CHILDHOOD MEMORY

Group size: 15 to 30

Time: 1 30 minutes

Materials: None

✓ OBJECTIVE

- To share personal information with the group.
- To allow the group leader to gain insight into the people in the group.

○ WHEN TO USE

When it is appropriate to encourage the establishment of close relationships and the development of trust within the group.

👉 STEPS

1. Ask the participants to form groups of three. Ask each group member to recall a memory from childhood. Encourage them to freely express that memory.
2. Allow a few minutes for them to get into the memory.
3. Have each group member share their memory for two or three minutes. Then, without comment, move on to the next member.

NOTE: When sharing, encourage people to begin in the middle- for instance, "I am walking down a road and the smell of roses is in the air ..."

VARIATION

In the context of gender training, this activity could be used to encourage participants to share memories that emphasize expectations around their gender and sex roles.

LOOKING AND FINDING

Group size: 10 to 30

Time: 30 minutes

Materials: Paper and markers

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✓ OBJECTIVE

To enhance group interaction on a personal level, when people are already familiar and comfortable with each other.

○ WHEN TO USE

In the middle of a group event.

🏠 STEPS

1. Ask every participant to write on three separate pieces of paper, personal characteristics or physical features that identify them.

Shy

handsome

hard-
working

2. Do not include names.
3. Collect the papers in a container.
4. Ask everyone to draw three papers from the container and then find the owners of the characteristics within the group.
5. When they have identified the person, ask them to write the name of the person on the paper beside the characteristic.
6. When all participants are identified by their characteristics, the papers may be read aloud to the group.

IDENTIFY YOUR PARTNER

Group size: 10 to 30

Time: 20 minutes

Materials: Paper and markers

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✓ OBJECTIVE

To allow each participant to meet other group members.

○ WHEN TO USE

At the beginning of a workshop.

🏠 STEPS

1. Prepare short descriptions of each participant ahead of time (e.g. someone with a Ph.D. in chemistry, someone who hates ties, etc.). Write the descriptions on cards and put them in a container.
2. Ask participants to pick a description out of the container.
3. Ask participants to mingle around the room and find the partner who matches the description.
4. When they find their partner, ask them to introduce themselves to each other.
5. If there is time, and the group is not too large, ask each participant to introduce his or her partner to the group.



FIND OUT

Group size: 10 to 25

Time: 5 to 10 minutes per round

Materials: None

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✓ OBJECTIVE

To encourage participants to get to know one another better.

○ WHEN TO USE

At the beginning of a group event.

🏠 STEPS

1. Ask one participant to volunteer to leave the room. He or she will be asked to think of five questions that can be answered with "yes" or "no" in order to identify a particular person in the room.
2. While the volunteer is out of the room, the group decides who will be the designated person for the volunteer to identify.
3. Upon returning, the volunteer will be allowed to ask five questions before guessing who the designated person is. Give the volunteer three guesses. If he fails the person's identity is revealed and a new round begins.



REVEALING SYMBOLS

Group size: 10 to 30

Time: 30 minutes

Material: Cards, markers, and masking tape

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✓ OBJECTIVE

To encourage participants get to know new things about each other.

○ WHEN TO USE

At the beginning of a group event which will require participants to work together closely.

🏠 STEPS

1. Distribute a card to participants and ask each to draw a symbol of him/herself, based on a personal interest or a concern.
2. Ask participants to attach their cards to their chests and walk silently around the room and look at other peoples' symbols.
3. Each participant attempts to find a person with whom he or she thinks they may have something in common because of the symbol. The pairs may talk to each other about their symbols and what they mean.
4. Each pair then walks around the room, searching for another pair with whom they think they have something in common.
5. Each group of four explains their symbols to each other and develops a group symbol. The group then presents their group symbol to the plenary with a short explanation, introducing the members of the group.

NOTE: Make sure that the participants understand what is meant by a symbol. Give some examples.

DOUBLE WHEEL

Group size: 10 to 30

Time: 20 minutes

Materials: Cassette of local music with a cassette player

✓ OBJECTIVE

To introduce participants to each other in a highly interactive way.

○ WHEN TO USE

With a group who do not know one another.

👉 STEPS

1. Divide participants into two groups of equal size.
2. Have each group form a circle, one circle inside the other.
3. Instruct participants in the inside circle to go clockwise, those in the outer circle go counter-clockwise as the music plays.
4. Ask them to stop moving when the music stops and face the person from the other group standing in front of them. Exchange names and where they come from. When the music resumes, they go back in the circle and move in the same direction as before.
5. When the music stops again, they should rush to find their previous partner and both crouch down. The last few pairs to crouch down are selected to have each partner introduce the other to the plenary.
6. Continue the "Double Wheel" with another few rounds until participants have introduced themselves to the group.



SECRET ADMIRER

Group size: Maximum 35

Time: 15 minutes to organize

Materials: Cards and markers

✓ OBJECTIVE

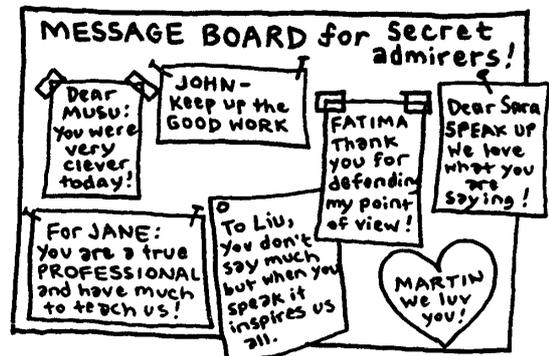
- To develop camaraderie and an atmosphere for personal growth throughout the workshop.
- To encourage attentiveness.
- To encourage participants get to know new things about each other.

○ WHEN TO USE

Any time during a group event.

👉 STEPS

1. Each participant pulls out the name of another participant from a hat (or any other container). This will be the person of whom they will be a secret admirer.
2. A special board should be created for posting messages.
3. Participants are asked to send supportive messages without giving away their identity.
4. A competition on who can send the most creative message may develop with everyone trying to determine who their secret admirers are.
5. On the final day, time is set aside for people to acknowledge their secret admirer. Participants may want to guess who their secret admirers were.



NOTES ON VARIATION AND NEW GAMES

NOTES ON VARIATION AND NEW GAMES

SECTION 11

WARM-UPS AND ENERGIZERS

Warm-ups and energizers can assist in enlivening and re-invigorating the group process.

Use these games and exercises :

- After a long difficult session.
- When group discussion has become tense or lengthy.
- During period of the day or evening when participants are tired.
- When the pace of the workshop needs to be changed.

NOTES ON VARIATION AND NEW GAMES

CHARADES

Group size: 10 to 30

Time: 20 to 30 minutes

Materials: None

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✓ OBJECTIVE

To warm up the group while developing perceptual powers.

○ WHEN TO USE

During a group event.

🏠 STEPS

1. One person acts out something specific, such as pretending to be an animal or person or pretending to be doing something such as sewing, playing cards, watching TV, etc.
2. The others try to guess what the actor is doing.
3. Participants can work together in pairs, in small groups or in teams.



AN INTRODUCTION DANCE

Group size: 15 to 40

Time: 45 minutes

Materials: Flip-chart, paper, pencils, masking tape, a radio, musical instrument or tape player

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✓ OBJECTIVE

To energize the group while increasing participation in activities involving group goals or interests.

○ WHEN TO USE

During a group event.

🏠 STEPS

1. Ask participants a specific question; for example, "What is it that you like most about your work?" (or any relevant question). Explain that their answer must be brief.
2. Have each participant write their name and answer on a piece of paper and tape it onto their chest.
3. Start the music and invite participants to dance (not in pairs). Explain that while they are dancing they must look for other participants with answers that are the same or similar to their own. Those with similar answers link arms, keep moving and looking for new participants to add to their group.
4. Stop the music. Check to see how many groups have formed. If there are many participants still alone, start the music again and give them a second opportunity to find a group.
5. When the majority have formed groups, stop the music and invite each group to discuss their answers.

CARS

Group size: 10 to 50

Time: 5 minutes

Materials: None

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✓ OBJECTIVE

- To increase the level of trust among participants.
- To enliven the group.

○ WHEN TO USE

When a group needs a change of pace.

🏠 STEPS

1. Ask the group to divide into pairs.
2. One partner stands behind the other. The person in front closes their eyes and pretends to be a car.
3. The person behind keeps their eyes open and acts as the driver.

4. The driver indicates, without speaking, which direction the car should move by tapping the other person on the shoulder. A tap on the right shoulder means turn right. A tap on the left shoulder means turn left. Tapping in the middle of the back means go straight ahead. Speed may be regulated by tapping faster and slower. A hand held solidly on the back means stop.
5. After several minutes, switch roles. The drivers should avoid driving their "cars" into each other or into solid objects.

VARIATION

1. Robot testing (*see VIPP manual, page 98*).
2. This activity can be lengthened by asking drivers, after the first round, to identify what type of car they were driving. The "cars" can say what type of car they were.



MINGLE AND STOP

Group size: 15 to 40

Time: 5 to 10 minutes

Materials: Cards, music (optional)

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✓ OBJECTIVE

To increase group concentration and participation.

○ WHEN TO USE

At any time during a group event.

👉 STEPS

1. This exercise works well with music or by using the commands, "mingle" and "stop".
2. Randomly place cards on the floor at least two feet apart. There should be one less card than the number of participants.
3. As the music begins or the "mingle" command is given, players move about freely, within a central area.
4. When the music is stopped or the "stop" command is given, players quickly choose a card to stand on. The person without a card is out of the game.
5. The facilitator removes a card and the "mingle" command is given again.
6. This is repeated until only one card is remaining and two players must compete for it.

FRUITS AND ANIMALS

Group size: 15 to 40

Time: 6 to 10 minutes

Materials: None

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✓ OBJECTIVE

To improve coordination and attentiveness within the group.

○ WHEN TO USE

When people are feeling slow and tired. This exercise requires everyone's participation and alertness.

👉 STEPS

1. Ask the group to form a circle and clap.
2. After three claps, the facilitator says the name of a fruit.
3. After three more claps the next person says the name of an animal.
4. After three more claps the next person says the name of a fruit and so on around the circle.
5. If someone says the name of a fruit when an animal is required, or cannot think of a fruit or animal, or repeats the name of a fruit or animal that has already been said, they must sit down.
6. Continue until the last two participants are contesting and one wins.

VARIATION

The exercise can be simplified by asking the participants to name only fruits or animals instead of alternating between the two.

GROUP MOVEMENT

Group size: 10 to 50

Time: 5 to 15 minutes

Materials: None

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✓ OBJECTIVE

To increase interaction between participants.

○ WHEN TO USE

During a group event.

🏠 STEPS

Most participants in group events will identify a favorite seat or area and continue to choose it for the duration of the workshop. Resolve to break up these familiar seating patterns for the benefit of the group. This can be achieved by:

1. Asking participants to mingle and change seats every morning.
2. Changing the size of working groups or varying the working area or arrangement.
3. Moving participants into different locations according to their views on a topic.
4. Asking participants to select the person about whom they know the least, or identify most closely with, or feel most in disagreement with, and seek out that person as their conversation partner for the next several minutes.

GOING ON A JOURNEY

Group size: 15 to 20

Time: 15 to 20 minutes

Materials: None

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✓ OBJECTIVE

To improve concentration and memory skills.

○ WHEN TO USE

Any time.

🏠 STEPS

1. Ask the group to form a circle and clap in unison.
2. Ask one person to start by saying: "I am going on a journey . . . and on this journey I'm bringing my ... (e.g. toothbrush, dog)."
3. The next person should repeat the first statement and add another item.
4. The game continues until all the participants have added an item to the list and can repeat the entire list.



POWER CURRENT

Group size: 10 to 20 per circle

Time: 15 to 20 minutes

Materials: None

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✓ **OBJECTIVE**

- To focus the concentration of the group.
- To develop effective observation skills.

○ **WHEN TO USE**

Any time.

👉 **STEPS**

1. Ask participants to stand in a circle holding hands.
2. Explain that there is a power current traveling through the group. Start the power by squeezing the hand of the person next to you.
3. The power is then passed around from person to person through such squeezing, so that one can see the energy being transferred through body language.
4. One person then volunteers to stand in the middle, closing his eyes for half a minute, then opening his eyes and trying to catch the current by grabbing participants' hands where he thinks it is passing.
5. When the guess is correct, the participant in the middle returns to the circle and becomes the current sender and the one caught takes his place in the centre of the group.

VARIATION

See Power Cable (VIPP manual P. 96).

MOUSE-MOUSE GETAWAY

Group size: 15 to 30

Time: 8 to 10 minutes

Materials: None

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✓ **OBJECTIVE**

To encourage participants to be informal and relaxed.

○ **WHEN TO USE**

Most appropriate for use in informal group situations.

👉 **STEPS**

1. Ask the group to form a circle with participants holding hands. The space between the participants should be large enough to let someone pass through.
2. Two volunteers are invited to represent a mouse and a cat.
3. The mouse stands inside the circle, the cat stands outside the circle.
4. The mouse starts to run in a zig-zag manner around the circle, passing under participants' arms. The cat rushes after the mouse until it catches the mouse. The participants may prevent the cat from catching the mouse by lowering their arms up and down. The game is repeated by several other cat and mouse pairs.



WIZARDS, GNOMES AND GIANTS

Group size: 15 to 40

Time: 10 to 20 minutes

Materials: None

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✓ OBJECTIVE

To have fun and laugh a lot!

○ WHEN TO USE

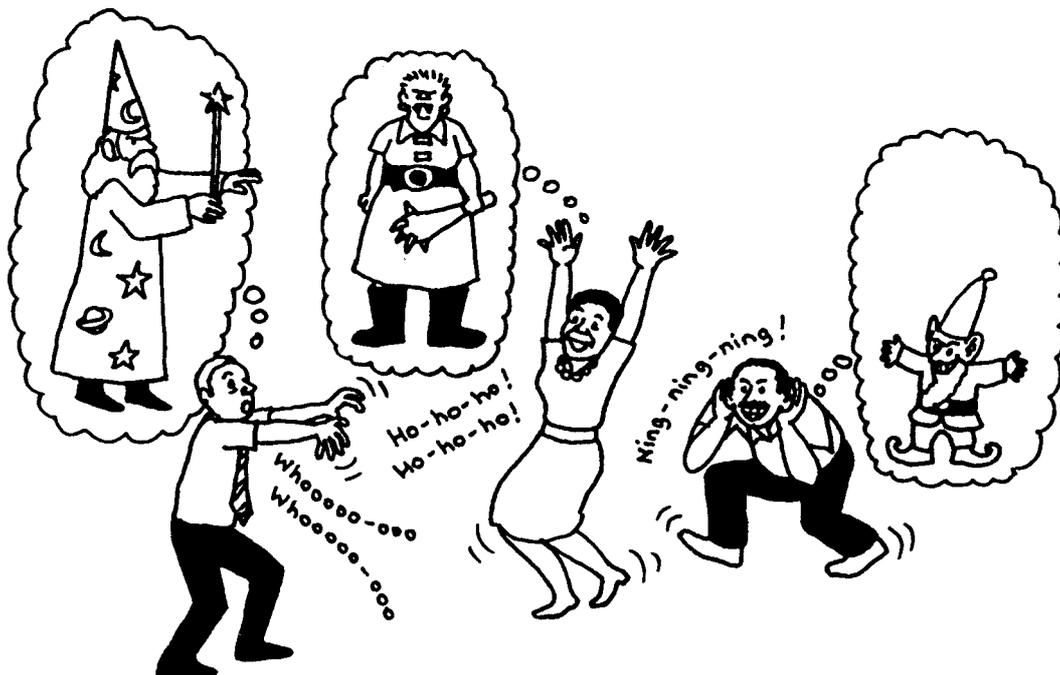
In the middle of an event when participants have developed trust in the group and feel free to act silly.

👉 STEPS

1. Ask participants to form two teams.
2. Ask each team to form a huddle and choose which of the following three characters they would like to be:
 - Wizards who stretch their hands out in front, wiggle their fingers and make a "whoooooo" sound.
 - Giants who put their hands up above their heads, jump up and down and make a "ho-ho-ho" sound.

- Gnomes who get down close to the ground with their hands by their ears and make a high "ning-ning-ning" sound.
3. Tell the participants that wizards win over giants, giants win over gnomes and gnomes win over wizards.
 4. Ask the teams to line up facing each other, two metres apart. Each team should choose a safety zone somewhere in the room, perhaps marked by masking tape. The facilitator begins each action by saying: "One, two, three, go." Each team then acts out its chosen character and the winners chase the losers to tag (or grab) them before they reach the safety zone. Anyone tagged (or grabbed) before reaching the safety zone joins the winning team.

NOTE: Visualize the directions and practice a round. It usually takes two turns to understand and two more rounds for hilarity.



A PERSON OF PRINCIPLES

Group size: 15 to 30

Time: 10 to 20 minutes

Materials: None

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✓ OBJECTIVE

To encourage listening skills and group participation.

○ WHEN TO USE

At the beginning of a group event.

🏠 STEPS

1. Ask the participants to sit in a circle and select a letter of the alphabet.
2. The facilitator should stand in the centre of the circle and make up a story about "A Person of Principles". During the story, the facilitator pauses and points to a participant who in turn says a word beginning with the predetermined letter.

For example:

Facilitator: I have an uncle named Peter who is a man of principles. He insists that everything in his life must begin with the letter P. His wife's name is...

Participant: Patricia!

Facilitator: And Patricia likes to eat...

Participant: Potatoes!

Facilitator: One day Peter went to visit...

Participant: Peking!

3. The first participant to make a mistake or to take longer than five seconds to answer, goes into the centre. That person then continues the story and may change the letter.

BECAUSE AND WHY

Group size: 15 to 30

Time: 15 to 20 minutes

Materials: Cards and markers

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✓ OBJECTIVE

To enhance group communication.

○ WHEN TO USE

Any time.

🏠 STEPS

1. Ask participants to stand in two lines facing each other. Give each group a card.
2. Ask members of one line to write a question beginning with the word "why" while those in the other line write a statement beginning with the word "because".
3. The group with the "why" statements begins by reading their questions aloud. They are followed by appropriate "because" statements until all have been read.



NOTE: Participants can also read the "why" and "because" statements in the order people are standing. This may induce a good deal of laughter because of the *non sequiturs*.

MIRRORS

Group size: 10 to 40

Time: 15 to 20 minutes

Materials: None

✓ OBJECTIVE

To allow participants to explore methods of non-verbal communication.

○ WHEN TO USE

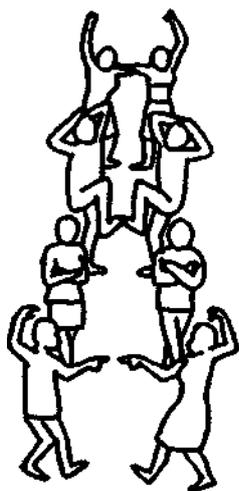
As a warm-up exercise, anytime.

🍷 STEPS

1. Ask participants to divide into two groups.
2. Ask the groups to line up in two rows facing each other about 1.5 metres apart.
3. Ask participants to raise their hands to the height of their shoulders and extend them to almost touch those of their partner in the facing row.
4. Without speaking, the participants in row one (the designated leaders) initiate movements with their hands, arms, legs and bodies. Their partners, in row two, mirror the movements, e.g. move left hand while "mirror" moves right. Those initiating the movements can be asked to mime something specific, like getting dressed for an important date or building something. After a few minutes, tell the participants in row two to take the lead and those in row one to be the mirrors.

DEBRIEFING

You may discuss what behaviours help or hinder effective communication in the context of leadership.



MOODS

Group size: 15 to 30

Time: 15 to 30 minutes

Materials: Prepared cards

✓ OBJECTIVE

To explore methods of non-verbal communication.

○ WHEN TO USE

When group interaction has slowed down.

🍷 STEPS

1. Arrange the group in a circle. Ask them to form pairs.
2. Distribute to each pair a card with a mood written on it (e.g. angry, afraid, in love, tired, broken-hearted, excited, victorious, hunted, mad, depressed).
3. Ask them to keep what is written on the card a secret.
4. Each pair will have a turn in the circle. One person will be the clay and the other person will sculpt his or her legs, hands and face to demonstrate the mood on the card.
5. Ask the group to guess which mood is being portrayed by the pair.
6. Ask a new pair to come to the centre of the group and repeat the process.

VARIATION

To save time, have half of the group sculpt while the other half moves around guessing the moods being portrayed.



PASS THE RING

Group size: Subgroups of 8 to 15

Time: 10 to 15 minutes

Materials: One unsharpened pencil or strong straw for every participant, 2-3 rings

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✓ **OBJECTIVE**

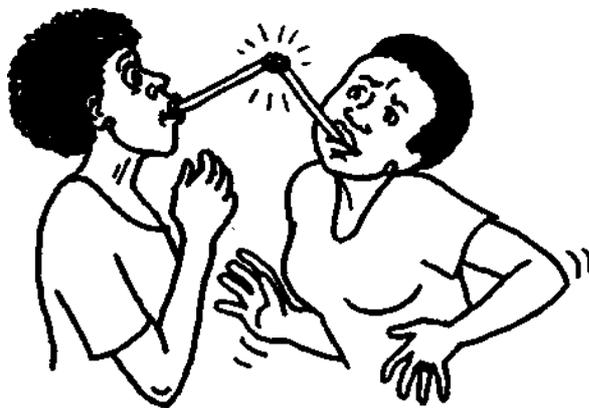
To energize the group through playful competition.

○ **WHEN TO USE**

After a plenary session or a lunch break.

🏠 **STEPS**

1. Ask participants to stand in two lines facing each other.
2. Ask each person to put an unsharpened pencil in their mouth.
3. The first person in each row places a ring on their pencil, closes their lips and tries to pass the ring rapidly on to the pencil of the second person.
4. If the ring falls, the group must start again with the first person in the row.
5. The winning group is the first to successfully complete passing the ring to all members.



ALL ABOARD

Group size: 15 to 20

Time: 10 minutes

Materials: Masking tape

.....
✓ **OBJECTIVE**

To work together to achieve a common goal.

○ **WHEN TO USE**

When group interaction has slowed down.

🏠 **STEPS**

1. Using masking tape, make different size squares on the floor. Suggested sizes are: 3 m x 3 m, 2 m x 2 m, 1 m x 1 m, 0.5 m x 0.5 m and 0.25 m x 0.25 m.
2. Tell the participants that they are on a boat similar to the Titanic, and it has just hit an iceberg. All the group must get on the iceberg (begin with the three metre square) so that they will not drown. No one can touch the area outside the square (water).
3. After they have figured out how to get everyone within the square, tell them that the iceberg is cracking and they have to find the next largest square. Continue until they move to the smallest square.

DEBRIEFING

- How did the group work together to reach the goal?
- What did not work?
- Who was the leader?
- How did you reach agreement?

PEOPLE, POLICE, THIEVES

Group size: 10 to 40

Time: 5 minutes

Materials: None

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✓ OBJECTIVE

To encourage energetic group communication.

○ WHEN TO USE

When the group needs an energizing break or before starting a new topic.

🏠 STEPS

1. Divide the group into three sections.
2. Inform one section that they are the people, the second section will be the police, the third will be the thieves.
3. Tell a story about these three groups of people. Every time you mention the name of a group, this group must stand up and sit down quickly. In the story, create connections so that people have to think and pop up and down quickly. You can trick participants by appearing to be just about to mention a particular group, but stop just before and alter the plot of your story.



MASILO

Group size: 10 to 30

Time: 5 to 10 minutes

Materials: A marker or small object for each participant

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✓ OBJECTIVE

To improve alertness and coordination.

○ WHEN TO USE

Whenever there is a need to bring the group together.

🏠 STEPS

1. Give each participant an object to hold in their right hand (for example, a marker could be used).
2. Ask participants to form a circle and to kneel down on their knees and place their left hand on the floor.
3. Start with the song, "Masilo wee, heela Masilo wee; heela Masilo wee, heela Masilo" (meaning Masilo dear, hello Masilo dear; hello Masilo dear, hello Masilo).
4. As they sing, each participant passes his object to the person on the right who then passes it to the next person. While the song is repeated the passing of the object continues.
5. The movement of the object is coordinated with the rhythm of the song.
6. Change the direction of the movement of the object to the left and everyone follows.
7. After the objects have been passed around, you may select a new leader.

NDINDO

Group size: 20 to 30

Time: 5 to 10 minutes

Materials: None

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✓ OBJECTIVE

To improve group concentration.

○ WHEN TO USE

As a warm-up exercise at the beginning of the day or any time throughout the workshop.

👉 STEPS

1. Ask the group to form a circle.
2. Ask the group to sing the following song: "Ndindo ndindo, aee ndindo" (two times), "Haa nakumwene kwi?" (Where did I see you?)
3. Ask participants to bend forward at the waist as they sing, clapping their knees.
4. When the group sings, "Haa nakumwene kwi", the leader turns to look at the second person from him or her. That person also turns to look at the leader. They look over top of the person standing between them, who bends forward and claps his or her knees to the rhythm.
5. After this pair looks at each other it is the turn of the one standing between them and the person standing two places away to look at each other. The rest of the group continues to clap their knees and sing.
6. The game continues around the circle until one pair fails. They stand outside the circle and the game continues.

OMO

Group size: 10 to 30

Time: 10 to 15 minutes

Materials: None

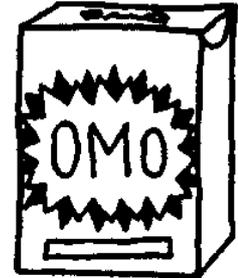
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✓ OBJECTIVE

To enhance concentration and co-ordination.

○ WHEN TO USE

As the first exercise in a morning session or anytime when the group needs a change of pace.



👉 STEPS

1. Ask participants to stand in a circle.
2. Explain before beginning the game that "Omo" is the name of a popular soap powder in Africa.
3. Tell the person on your right to "Go and buy Omo." The person turns to them and asks, "What?" and you repeat, "Omo". The person on your right then turns to the next person and repeats the process. When they turn and ask, "What?" the middle person turns back to the leader and says, "What?" and they again reply, "Omo".
4. Repeat the process until the words have been passed around the circle. The person who breaks the cycle is eliminated from the game.

NOTE: The game can be embellished with rhythmic clapping to make it more musical, entertaining and physically stimulating. Be sure that the directions are clear before beginning. This game is easier said than done!

KABUJIE

Group size: 15 to 30

Time: 5 to 10 minutes

Materials: None

✓ OBJECTIVE

- To relax participants and break down inhibitions.
- To have fun.

○ WHEN TO USE

As the first exercise in a morning session or any time when the group needs a change of pace.

🏠 STEPS

1. Ask the group to stand in a circle with yourself in the middle. Explain the game progressively and play it in parts before attempting the whole game.
2. Begin by saying the word, "Kabujie", and asking the participants to chant back, "Eeh", in rhythm.
3. Ask the participants to place their right palms on their right knees and bend slightly into a

forward position, all facing in the same direction.

4. Ask the group to combine the chant and the movement (i.e. you chant "Kabujie", and the participants responding, "Eeh") as the circle moves around with participants thumping their feet in unison.
5. When you say "Turn over", the participants rotate on the spot chanting "Eeeeh, Eh!" until you say, "Kabujie", and they begin to move again in the circle.
6. Ask the group to change to the left palm on the left knee and continue the chant while moving in the other direction. If you call "Kabujie" loudly, the group should be equally loud in their responses; if you whisper, the group response should be the same.

NOTE: Encourage the participants to enjoy the body movement. Take care not to let the game run too long, as it will lose its "punch".



CHAOS

Group size: 15 to 30

Time: 10 to 15 minutes

Materials: Paper and pen

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✓ OBJECTIVE

To energize the group and improve concentration.

○ WHEN TO USE

When the group is beginning a process that requires intense interaction.

🏠 STEPS

1. In preparation, the facilitator should write a series of actions on pieces of paper.
2. Ask the group to stand in a circle. Distribute the papers to the participants.
3. The facilitator may then explain that at a given signal, each participant must act out the action written on their paper and that at another signal they must all stop.
4. Repeat the exercise several times.

NOTE: Examples of humorous actions might be: Hop like a rabbit, croak like a frog, sing "Happy Birthday".

VARIATIONS

Prepare a series of actions which correspond to each other and write them down on separate pieces of paper. Tell participants that while performing their particular action they must look for a participant with complimentary or matching actions. For example: "Moo like a cow" corresponds to "milking a cow".

NO-WITHOUT

Group size: 10 to 20

Time: 15 to 20 minutes

Materials: Ball or soft object

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✓ OBJECTIVE

- To increase group concentration and participation.
- To encourage listening and thinking skills.

○ WHEN TO USE

To revitalize the group after a long presentation or intense session.

🏠 STEPS

1. Ask the participants to form a circle.
2. The facilitator should explain that one player will throw a ball or any light object to another player and say the first line of a "no... without" phrase (e.g. "no summer without flowers"). The person whom they address must catch the ball and answer with another "no... without" saying (e.g. "no bread without crumbs").



3. The game continues as the ball is thrown from player to player, each in turn adding a "no ... without" statement.
4. If the player cannot think of a contribution, the rest of the group may help.

SPOON RELAY RACE

Group size: 10 to 30

Time: 15 minutes

Materials: 1 teaspoon per player and 1 sugar cube, or egg or ping pong ball per team

✓ OBJECTIVE

- To energize the group.
- To demonstrate effective team work.

○ WHEN TO USE

After an intense session or before a session on team work.

🏠 STEPS

1. Ask the participants to divide into two or three teams and line up in two or three rows. Explain that the purpose of the game is for each team to pass the sugar from person to person using only their teaspoons and not their hands.
2. Ask each player to put the handle of the teaspoon in their mouth and to hold their hands behind their back.
3. The facilitator places a cube of sugar on the teaspoon of the first player in each row. A raw egg or a ping pong ball may be used instead.
4. The team which succeeds in passing the object to the end of the row first is the winner. If it falls from the teaspoon, the team has to start from the beginning (with a new egg, if you are using eggs!).



FALLING ANIMALS

Group size: 10 to 40

Time: 10 minutes

Materials: Paper and pen

✓ OBJECTIVE

To energize the group.

○ WHEN TO USE

After an intense session.



🏠 STEPS

1. Prepare a slip of paper for each player. On each paper the word "dog" is written. The papers are folded and put in a container.
2. Explain that there is an animal's name written on each paper in the container and everybody is supposed to draw one slip of paper and keep their animal's name secret.
3. Ask the participants to form a circle. Before the game begins the group practices the exercise. Say, "Suppose that John draws 'elephant' from the container. Then, if I call out 'elephant', John falls down in the middle of the group. However, those beside him must try to stop him from falling." Practise several times with different animal names until participants are confident enough to fall.
4. Ask participants to each draw a slip of paper from the container and keep the animal name on it a secret. Ask the group to link arms again.
5. The facilitator calls out "dog!"

NOTE: The game can only be played once.

EEEH-AAAH!

Group size: 10 to 30

Time: 15 minutes

Materials: None

✓ OBJECTIVE

To energize the group.

○ WHEN TO USE

After an intense session.

🏠 STEPS

1. Form a circle and ask participants to place their arms behind the backs of the person standing beside them.



2. Ask each participant, to introduce him or herself by name and add a description such as their country. The group then repeats the person's words, followed by a long drawn-out "eeh" after the name and "aah" after the description. For instance, "Justus eeh" . . . "Kenya aaaah" ... "Violet eeh"... "Uganda aaaah".
3. Ask the circle to sway one way and then the other in a slow, rhythmic fashion with each "eeh" and "aaaah".

COLOURS

Group size: 15 to 30

Time: 10 minutes

Materials: None

✓ OBJECTIVE

To facilitate positive group interaction.

○ WHEN TO USE

Any time during a workshop.

🏠 STEPS

1. Ask the group to sit in a circle.
2. The facilitator asks the question, "What colour would you use to describe the person on your left?" and begins the game by saying, "I call you yellow because you are always so sunny and cheerful."
3. Each person in turn, chooses a colour with an explanatory statement for the person on their left.

You are PURPLE because your name is Violet!

You are GREEN because you work in finance!



YAHOO

Group size: 20 to 40

Time: 15 minutes

Materials: None

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✓ OBJECTIVE

- To end a session on a positive note.
- To have fun!

○ WHEN TO USE

Any time.

🏠 STEPS

1. Before beginning the game, select a participant to be the "Martian" (or select anonymously by tapping the shoulder of one person when all eyes are closed).
2. Explain to the group that they are on an expedition in outer space. Their spaceship has just landed on Mars. This planet is in absolute darkness. The creatures that live on the planet cannot make any noise. However, they will recognise you as a friend if you say "Yahoo".
3. Ask the participants to walk around the room with their eyes closed. One of them is the Martian. Only the Martian knows who he or she is.
4. When two participants meet, they greet each other with a questioning "Yahoo?" That is all they can say. The player who is the Martian will not answer. Others will respond with "Yahoo".
5. The person who finds the Martian holds on to it and also becomes mute. Each additional player who meets the "Yahoo-chain" connects and becomes silent until all players have become silent.

SOCIOGRAM

Group size: 20 to 30

Time: 15 to 20 minutes

Materials: None

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✓ OBJECTIVE

To get to know one better during the workshop process.
As an energizer.

○ WHEN TO USE

Any time.

🏠 STEPS

1. Ask participants to stand and quickly form sociograms according to:
 - Country of origin
 - Country based in
 - Size of family
 - Age
 - Occupation (trainer, researcher, programmer, manager, physician, etc.)
 - Urban/rural origin
 - Religion, etc.
2. Have them form new groups only after each category is complete and everyone has a group.



TOUCH SOMETHING

Group size: 10 to 50

Time: 5 to 10 minutes

Materials: None

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✓ OBJECTIVE

To energize participants.

○ WHEN TO USE

Any time, to raise energy levels.

🏠 STEPS

1. Ask everyone to stand up.
2. Explain that you will call out to everyone to find something blue around them and that they should touch it. This could be someone's blue shirt or scarf, a shoe, etc.
3. Then call out, "Touch something green!" and everyone should run to touch a green object.
4. Next, "Touch your toes!" or "Touch someone's ear!", "Touch that tree over there!", etc.



PRR AND PUKUTU

Group size: 10 to 50

Time: 5 minutes

Materials: None

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✓ OBJECTIVE

To energize and have fun.

○ WHEN TO USE

Anytime spirits are flagging.

🏠 STEPS

- Ask everyone to stand in a circle. Explain that you would like them to think of two birds. One called "prrr" and the other "pukutu".
2. If you call out "prrr", all the participants will get up on their toes, stick out their elbows and move them up and down, as if they were birds ruffling their wings.
 3. If you call out "pukutu", everyone stays still and does not move a feather.
 4. Proceed by calling out "prrr" or "pukutu".
 5. Anyone who moves when they should not or who stays still when they should move is out of the game. They can then help you to watch the other participants.
 6. Go on until there are only a few people left.



FRUIT SALAD

Group size: 10 to 50

Time: 5 minutes

Materials: , None

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✓ OBJECTIVE

To energize participants after a long, intensive session.

○ WHEN TO USE

Any time when energy levels are low.

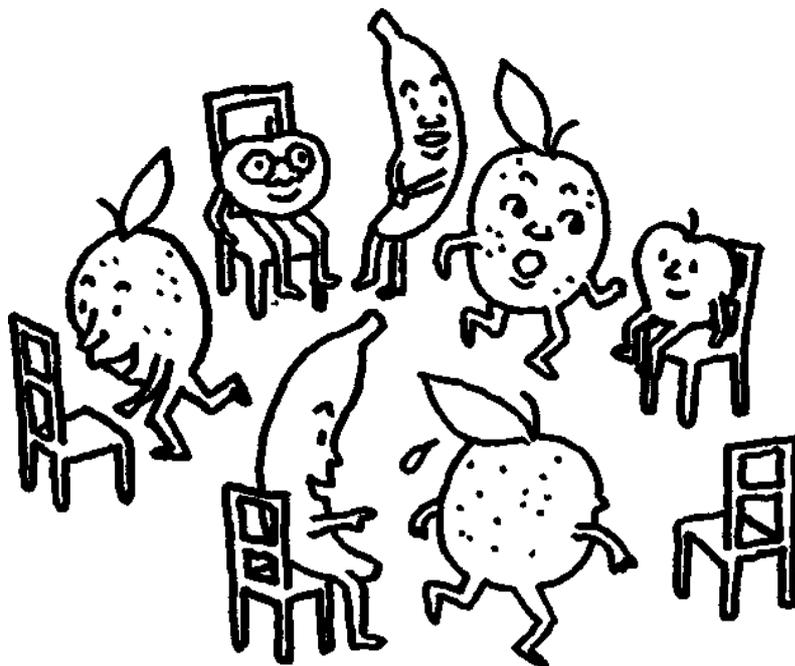
👉 STEPS

1. One person stands in the middle of a sitting circle. Everyone must have a place to sit.
2. Participants choose the names of three common fruits familiar to them.
3. Go round the circle naming each participant one of the three fruits, including yourself, the facilitator.
4. The name of a fruit is called out and everyone with that name has to get up and find somewhere else to sit.

5. The person in the middle also has to find a place to sit.
6. The person who does not find a place will have to stand in the middle and call out the next fruit.
7. If "fruit salad" is called, then everyone has to move and change places, attempting to get a new chair.

VARIATIONS

The name of the game may be changed to "Jungle", in which case it will be the names of three animals instead of the fruit. Also see "The Mail" (*VIPP manual, P. 93*).



PASS THE HANDKERCHIEF

Group size: 15 to 40

Time: 10 minutes

Materials: Two large, clean handkerchiefs
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✓ OBJECTIVE

To energize participants.

○ WHEN TO USE

Any time.

🏠 STEPS

1. Ask participants to stand in a circle.
2. Take two large, clean handkerchiefs and tie one around your neck with a double knot.
3. Remove the handkerchief and demonstrate tying the other one around your neck with a single knot.
4. Explain that the two handkerchiefs must not be with the same person at the same time or that person will be eliminated.

5. Give the person on your right one handkerchief and instruct him to tie a double knot and then take it off and pass it on to the person on his right, and so on.
6. After this handkerchief has reached about one third of the way around, pass the other handkerchief to the person on your right and ask him to tie a single knot and pass it on.
7. The "single knot" handkerchief will catch up to the "double knot" handkerchief and participants will become frantic in trying to avoid having both.



NOTES ON VARIATIONS AND NEW GAMES

SECTION III

COMMUNICATION

Good communication is central to participatory processes. It is necessary for individuals to express and exchange their perceptions and to engage themselves in common thought and action. But attempts at communication in group settings are often reduced to a monologue or a one-way flow of information.

The exercises in this section are intended to develop and analyze effective communication skills. The exercises encourage interaction in which people are treated with respect, interest and empathy. They are designed to enhance mutual interchange and constructive dialogue and to reflect on the meaning of good communication.

Use these games and exercises:

- For sessions on communication training or life skills.
- To demonstrate the use of verbal and non-verbal communication techniques.
- To enhance group communication, cooperation and sensitivity.

NOTES ON VARIATIONS AND NEW GAMES

VALUES VOTING

Group size: 10 to 40

Time: 30 to 45 minutes

Materials: Cards and markers

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✓ OBJECTIVE

To develop respect for diversity and difference and to encourage participants to explore their personal values.

○ WHEN TO USE

For training sessions on communication, life skills, and gender sensitization.

🏠 STEPS

1. The facilitator should prepare a list of value statements ahead of time. (See examples.)
2. Before the game begins, place cards high up on boards or walls in three areas of the room with the words "agree", "disagree" and "unsure" written on them.
3. Explain to the participants that they will read a list of value statements, one at a time. As the statements are read, ask participants to stand near the card which indicates their reaction: "agree" "disagree" or "unsure".
4. Invite two to three volunteers from each group to explain why they agree, disagree or are unsure about the statement.
5. After volunteers from each group have expressed their opinions, ask participants if they would like to change their positions. Allow them time to move.
6. Repeat the process with each statement, emphasizing that everyone is free to change position.

7. Continue voting on statements as long as appropriate. Encourage participants to take turns explaining their positions.
8. If it would be helpful, you can record all the responses on cards for everyone to see.
9. Remind participants that there is no right answer.

Some examples of statements (for gender training application only):

- It should not be sex, but skills that count when it comes to getting a job.
- Birth control is totally a woman's responsibility.
- Women should not get jobs that men have always had.
- The man should cook three times a week if he and his wife both work outside of the house.
- It is all right for a man to cry.
- Men who father children should share equally in the responsibility of caring for them.
- There cannot be rape in marriage.

DEBRIEFING

Points for discussion:

- How did you feel about the diversity of values and opinions within your group?
- Did anyone else in the group influence your vote or make you change your position?
- Why did you change positions?

ARE YOU LISTENING?

Group size: 9 to 33

Time: 30 to 45 minutes

Materials: Cards or flip-chart paper

✓ OBJECTIVE

To demonstrate the role of listening in communication.

○ WHEN TO USE

Prior to discussions or other exercises on interpersonal communication skills.

🏠 STEPS

1. Ask the participants to form groups of three. Ask each group to decide who will be the speaker, the listener, and the observer.
2. Ask the participants in each category to form separate groups, far from one another, for a briefing on their roles.
3. Give each listener one written instruction to follow (see examples below):
 - Listen carefully and ask relevant questions at an appropriate time.
 - Interrupt and prevent the speaker from finishing his/her sentence.
 - Change the subject frequently.
 - Compliment the speaker frequently.
 - Put the speaker down.
 - Laugh when the speaker is serious.
 - Talk to someone else while the speaker is talking.
 - Look around the room and appear distracted while the speaker is talking.
 - Give advice you weren't asked for.
 - Be shocked or offended by what the speaker says.
 - Don't make eye contact with the speaker.
4. At least one listener should get the first instruction in 3. above. Note that these instructions can be given on cards or paper but they should remain hidden from the others.
5. Instruct the **speakers** to think of something they feel strongly about and to be prepared to speak on this topic for five minutes when they return to their groups.
6. Ask the **observers** to silently note all interactions between the listener and the speaker. Remind them that they should remain silent.
7. At the end of five minutes, ask the participants to reconvene in plenary.
8. Discuss their reactions to the exercise, what happened in each group and how they felt. First, ask the observer to explain, then the speaker and finally the listener may reveal the instructions.



DEBRIEFING

Points for discussion:

- Did you feel that the listeners were listening?
- How does it make you feel when someone doesn't listen to what you are saying?

The facilitator should write down all responses on cards or flip-chart paper for everyone to see. Have the listeners and speakers shake hands and show that there are no bad feelings and that it was just a game.

TYING SHOE LACES

Group size: 15 to 30

Time: 15 to 25 minutes

Materials: Shoes with laces

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✓ OBJECTIVE

To illustrate the difficulty of one-way communication.

○ WHEN TO USE

In communication training exercises.

🏠 STEPS

1. Ask the participants to form groups of three persons. One person must have a shoe with laces. Another person can be the "instructor." The third person should be designated as an observer.
2. Ask the person with shoe laces to sit back-to-back with the instructor. The observer should sit on the side.
3. The lacer must remove the laces completely and then follow oral instructions for re-doing them. The instructions should be followed literally. No questions are allowed.



4. The observer should ensure that the communication remains strictly oral and one-way.
5. Look at the result. Ask the observer to report to the plenary how the exercise was carried out.

DEBRIEFING

Ask the other team members how they felt about the task, beginning with the instructor.

PASS THE PICTURE

Group size: 15 to 30

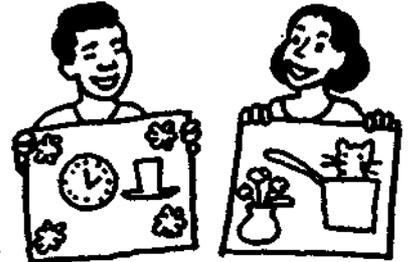
Time: 10 to 15 minutes

Materials: Flip-chart paper and markers

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✓ OBJECTIVE

To explore different methods of communication.



○ WHEN TO USE

Before a group event.

🏠 STEPS

1. Draw a simple picture on flip-chart paper. Make it large enough for the entire group to see.
2. Ask five volunteers to leave the room. Show the picture to the remaining members of the group.
3. Call one of the volunteers to come back into the room and see the picture.
4. Cover the picture.
5. Call the second volunteer into the room. The first volunteer describes the picture to the second. Continue this process until the fourth volunteer has been informed.
6. Call in the fifth volunteer and ask the fourth to describe the picture. Now ask the fifth to draw the picture based on this description.
7. Show both pictures to the group and analyze/discuss the differences between the first picture and the final drawing.

DEBRIEFING

Discuss what happened in the process and why.

ONE AND TWO-WAY COMMUNICATION

Group size: 15 to 20

Time: 20 minutes

Materials: Diagrams, flip-chart paper and markers

✓ OBJECTIVE

To demonstrate the many problems that occur in one-way communication.

○ WHEN TO USE

Before group work sessions.

👉 STEPS

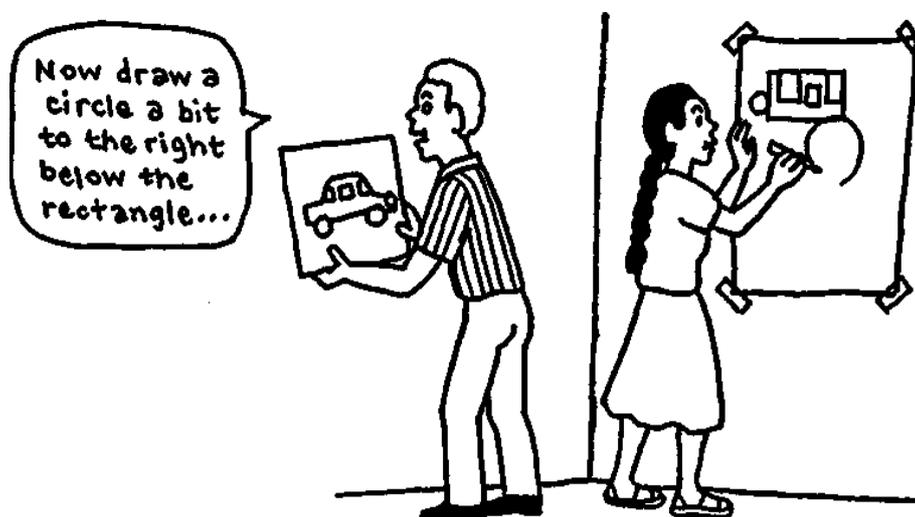
1. Prepare two different diagrams on a flip-chart or overhead. Do not show them to the group. Ask a volunteer to assist in the following demonstration.
2. Explain to the participants that the volunteer is going to describe something to them and their task is to simply follow instructions and sketch what is described.
3. Provide the volunteer with one of the diagrams. The volunteer turns his or her back to the participants so no eye contact is possible.

4. The volunteer may only use verbal communication - no gestures, hand signals, etc. No questions are allowed from the participants. Only one-way communication is permitted.
5. When the exercise is completed, show the diagram and ask participants to compare it with their drawings.
6. Select another volunteer and repeat the game, using the other diagram. This time allow two-way verbal communication (i.e. questions may be asked) but no visual directions.
7. Compare the results of the two exercises.

DEBRIEFING

Encourage group discussion with the following questions:

- How many participants were confused and quit listening?
- Why was one-way communication so difficult to follow?
- Did two-way communication ensure complete understanding?
- How can we make our communication efforts more effective?



HEADBANDS

Group Size: 10 to 30

Time: 20 minutes

Materials: Markers, paper or card material, scissors and stapler or string

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✓ OBJECTIVE

To explore methods of non-verbal communication.

○ WHEN TO USE

Before a group task.

🏠 STEPS

1. Prepare paper headbands for all the participants in the group. Each headband should have a label with a mood or an attitude written on it.



2. Tie a headband on each person. Do not allow people to see what is written on their headband.
3. Ask the group members to form a circle.
4. Ask them to pretend that they are about to go on a weekend camping trip together and they are to discuss the arrangements (e.g. where they will go and what they will do). Explain that they should react to everyone according to the label on that person's forehead, but that they are not to say what the label says.

DEBRIEFING

- What do you think is written on your headband?
- How do you know?
- Did it affect the way people responded to you non-verbally?

THE FEATHER

Group size: 15 to 30

Time: 15 to 20 minutes

Materials: A light, fluffy feather for each team



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✓ OBJECTIVE

To reflect on group communication, cooperation and sensitivity.

○ WHEN TO USE

When participants are dealing with sensitive issues.

🏠 STEPS

1. Divide the group into two teams.
2. Have the teams stand in two parallel lines about a metre apart. Each team member should be an arm's length away from the next team member.
3. The facilitator hands a feather to the first person in each team.
4. Ask the person to turn and face the team member beside them and blow the feather toward them. One person blows the feather while the other person tries to catch it with their hands.
5. The person who is blowing cannot move his/her feet. Stand still!
6. If the person does not catch the feather the sender carefully picks up the feather and blows it again. The pair repeats this action until the receiver catches the feather.
7. The process continues until the feather has reached the last member of each team. The first team to complete the exercise wins.

TRUTH AND DECEPTION

Group size: 10 to 30

Time: 20 minutes

Materials: Written instructions on a small piece of paper

✓ OBJECTIVE

To understand non-verbal communication.

○ WHEN TO USE

Before a group event.

👉 STEPS

1. Distribute a copy of the following instructions to four group members. Give instruction A to two people and instruction B to two people. Ask them not to reveal the instructions to the plenary.

Personal instruction A

Do not let anyone see this. In order for group members to get to know you more, you will be asked to talk about yourself for two minutes. You should always tell the truth. You may talk about your life history, your family, or your interests. After you have spoken you will be asked questions. Answer these as truthfully as possible.

Personal instruction B

Do not let anyone see this. In order for group members to get to know you more, you will be asked to talk about yourself for two minutes. You should not tell the truth. You might like to invent your life history, your family, and your interests. After you have spoken you will be asked questions by the group. Try to make them believe your story.

2. Ask the other participants to determine if they are telling the truth by asking questions.
3. Ask the group to decide who was telling the truth and who was lying. Discuss how they made the decision.

DEBRIEFING

- Discuss cultural differences in non-verbal communication. For example, signs of lying may include avoiding eye contact, blushing or sweating.
- Discuss the communication problems which can occur when behaviours and perceptions are different.



VISUAL POWER

Group size: 10 to 30

Time: 3 to 5 minutes

Materials: None

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✓ OBJECTIVE

To compare visual and oral communication.

○ WHEN TO USE

To introduce sessions on communication.



🏠 STEPS

1. Ask participants to stand in a semi-circle.
2. The facilitator gives the following instructions: "Now I am going to give you very simple instructions. Just do what I say." Ask participants whether they are clear about the instructions.
3. Stand in front of the group. Give instructions while doing the same, for example, "Raise your left leg. Raise your right hand. Drop your left leg. Raise your left hand too. Spread your fingers. Drop your right hand. Bring your thumb and small fingers to touch each other."
4. You should change the actions so they do not match the verbal instructions. For example, "Touch your chin." But while saying this, touch your cheek.
5. Notice what the participants are doing. Ask why they followed the actions. They may say "we followed you!" You answer: "No, you didn't. I asked you to follow what I said, not what I did!"

DEBRIEFING

Ask for comments on the experience. Why were the instructions confusing? Do you ever get such instructions? From whom?

GOSSIP LINE

Group size: 15 to 30

Time: 10 minutes

Materials: None

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✓ OBJECTIVE

To highlight the importance of non-verbal messages.

○ WHEN TO USE

Before communication training and/or sensitization exercises.

🏠 STEPS

1. Have a group of participants stand in a line with, everyone facing the same direction.
2. Tell them that you are going to tell the last person in the line an action/emotion, non-verbally. This person turns around to face you while receiving instructions and then turns back. This person will tap the next in line on the shoulder who will turn around to receive the same action/emotion, non-verbally, and then turn around and tap the next person, and soon.
3. The process continues in silence until everyone in the line has been "tapped" and has received the action/emotion from the previous person.
4. Ask those at the ends and middle to demonstrate to the group what they think the action/emotion was. Demonstrate your instruction to the first person.

DEBRIEFING

Questions to ask:

- What happened?
- What difficulties were experienced?
- How can we overcome them?
- Are there any parallels in our daily life?

MASKS

Group size: 10 to 30

Time: 10 to 15 minutes

Materials: None

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✓ OBJECTIVE

To explore non-verbal communication skills.

○ WHEN TO USE

In group sessions that focus on communication skills.

🏠 STEPS

1. Ask participants to form a circle.
2. The facilitator begins the session by miming a tragic facial expression and then gradually pretending to peel the mask of tragedy from her face to reveal a smiling, joyful face.
3. Name someone in the group and "throw" the tragic mask to that person.
4. The person named will continue the mime by putting on the tragic mask and then peeling it off slowly, revealing a happy face. They should "throw" the tragic mask to someone else, and so on, until everyone in the group is wearing a happy face.
5. Each person in the group should continue to hold the happy mask on their face until the whole group has done it.

NOTE: As the mask is "thrown" from one person to the next the pace should quicken. The more exaggerated and varied the features of the masks are, the more fun this game will be.



MY BOSS

Group size: 10 to 30

Time: 30 to 45 minutes

Materials: Markers and flip-chart paper

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✓ OBJECTIVE

To encourage constructive dialogue between supervisors and staff.

○ WHEN TO USE

In group events where supervisors and staff are discussing relationships or performance issues.

🏠 STEPS

1. Ask the participants to form a circle. Give each person some paper and a marker.
2. Ask participants to close their eyes for a moment and allow images of their supervisor or boss to pass through their mind, then choose the strongest or most recurrent image of their supervisor's character or behaviour and try to show it in a drawing.
3. Encourage them to be honest, but inform them that the drawing will be discussed with their supervisor and the group.

NOTE: This exercise can be effectively used when supervisor(s) and supervisees are meeting together. It would be particularly appropriate during a staff retreat when relationships in the office are discussed. Several pictures of the same supervisor can build up a revealing overall image. It is important that the supervisor has agreed to the exercise in the first place and is willing to discuss the drawings with frankness and good humour.



ACT AND MEET

Group size: 15 to 30

Time: 5 to 7 minutes

Materials: Word cards on paper of the same colour

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✓ OBJECTIVE

To break the plenary into small groups.

○ WHEN TO USE

At the beginning of a session on communication.
As a process for forming groups.

🏠 STEPS

1. Count the number of participants and decide on the number of groups you need.
2. Prepare two to four word cards for each group, using actable words such as aggressive, dominant, submissive, shy, flying, rowing, crying, etc.
3. Shuffle the cards thoroughly and distribute them to the participants, requesting them not to read them immediately.
4. Explain that at the "start" signal, they are to read their cards without showing it to others. Then each person will act out the word on their card.
5. While acting, they look for another person who is acting out the same or a similar word and go to join them.
6. When all or most people have joined a group, ask them to compare their cards, and discuss how accurate their acting was.
7. If anyone is left out, help them find and join a group.

PIECES OF ART

Group size: 10 to 20

Time: 30 minutes

Materials: Paper and markers

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✓ OBJECTIVE

To demonstrate the difficulty in mixing visual and written methods of communication.

○ WHEN TO USE

In a session which focuses on communication skills.

🏠 STEPS

1. Ask the participants to sit in a circle. Give each person a long sheet of paper and ask them to draw a small picture on the top and their name at the bottom.
2. Ask them to pass the paper to the person on their right.
3. The second person writes a description of what they see in the drawing and folds the paper in such a way that only the written explanation can be seen. The paper is then passed on to the next person on their right.
4. The person who now has the paper does another drawing according to the written description and hands the paper on to the person on their right, this time in such a way that only the drawing is seen. The next person writes an explanation of the drawing in words and then folds the paper so that only the words can be seen and pass it on, and so on. The game continues until every player gets his own paper back.
5. The participants open the papers and inspect the pieces of art together.

FACE-TO-BACK

Group size: 10 to 30

Time: 20 minutes

Materials: None

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✓ OBJECTIVE

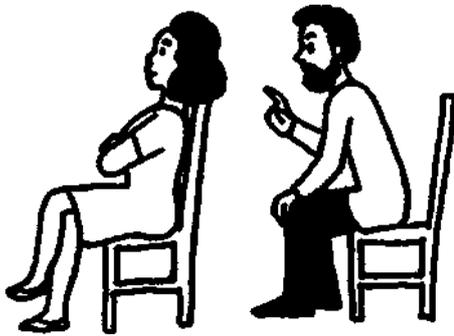
To help participants understand the need for good face-to-face communication.

○ WHEN TO USE

In a session on styles of communication.

🏠 STEPS

1. Ask the participants to form pairs. Have each pair sit in chairs, one behind the other.
2. Ask the person in front not to turn around at any time and the person in back not to move to the front of the other person.



3. Ask them to carry on a conversation for two minutes.
4. Bring the participants together in a large group and discuss the exercise. The facilitator may ask the person at the back: "How did you feel trying to make conversation with your partner?" And to the person in front: "How did you feel responding to the conversation?"

THE PILLOW GAME

Group size: 10 to 30

Time: 15 to 30 minutes

Material: A soft object such as a pillow

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✓ OBJECTIVE

To encourage orderly participation in a discussion.

○ WHEN TO USE

When a discussion needs structure which would allow everyone a chance to participate.

🏠 STEPS

1. Ask the group to stand or sit in a circle. Tell the participants that they may speak only when they are holding the pillow.
2. When an individual has finished speaking they should pass the pillow to someone else who has indicated their interest in speaking next, or they may place it on the floor in the middle for someone to pick up.
3. If anyone receives the pillow and doesn't want to speak they may pass it on.

DEBRIEFING

What was it like to receive the pillow when you had not requested it? When you had requested it?



FOLDING PAPER

Group size: 10 to 20

Time: 5 to 10 minutes

Material: Square sheets of paper

✓ OBJECTIVE

To demonstrate that even simple instructions are easy to misinterpret.

○ WHEN TO USE

In a session on communication.

🏠 STEPS

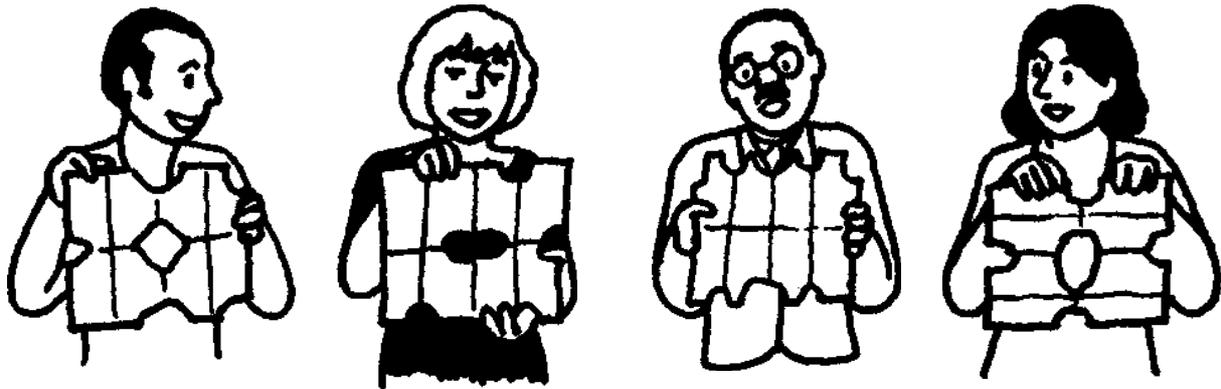
1. Select four participants and ask them to stand in the front of the room, facing the group.
2. Give each of the four a sheet of paper. Explain that there are two rules.
 - Each person must close their eyes throughout the exercise.
 - They may not ask questions.

3. Ask them to fold their paper in half and to tear off the bottom right corner. Tell them to fold the paper in half again and to tear off the upper right corner, then to fold the paper in half again and tear off the lower left hand corner.
4. Ask them to open their eyes and to display the unfolded paper to each other and the audience.

DEBRIEFING

Discussion questions:

- What words in the instructions could be interpreted different ways?
- How could the directions have been clearer?



BLIND LINE

Group size: 10 to 15

Time: 30 minutes

*Material: Numbered little pieces of paper,
One blindfold for each participant
and the other cards to record
reactions*

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✓ **OBJECTIVE**

To highlight the importance of communication (through various means) in teamwork.

○ **WHEN TO USE**

When group members are discussing communication at the workplace.

🏠 **STEPS**

1. Before the activity, on little pieces of paper, write the numbers "1" to however many participants are in the group.
2. Fold them up and put them in a hat or a box.
3. Have each participant choose a piece of paper, look at it, memorize the number, not sharing it with anyone else in the room.
4. Instruct participants not to speak and to put on their blindfolds. Once all the blindfolds are on, all participants hold hands and the facilitator walks them around in a wide circle. Then she asks participants to let go of each others' hands.
5. Explain to participants that the goal is to line up in the order of their numbers, and by use of her voice provides them with an indication of where the number "1" and the last number of the line are to stand. Remind them that they are to remain silent, but other means of communication are possible.

6. Ensure that the blindfolded participants do not harm themselves. Remind participants about the positions of the beginning and end of the line again, if they seem disoriented.
7. Allow about ten minutes for the line to form, and before taking off their blindfolds ask them to check one last time to be sure that the person to their right and to their left are the "correct" numbers. After this, ask participants to remove blindfolds and have each one tell their number.

NOTE: If there are many participants (i.e. more than 15), ask for some volunteer observers whose responsibility it will be to report back what they saw participants do.

DEBRIEFING

Ask the participants the following questions:

- What happened during this activity? (Include the observers reports here.)
- What were you thinking/feeling as you were trying to find your place?
- What alternative ways of communicating emerged during this activity?
- What can this activity tell us about communication? Teamwork?
- How does this activity relate to your work environment?



NOTES ON VARIATIONS AND NEW GAMES

NOTES ON VARIATIONS AND NEW GAMES

SECTION IV

PERCEPTION

We associate perception with the sense of sight. However, perception is multidimensional and depends on many senses. The way we perceive conditions our behavior toward other people. Perceiving is an ongoing process of grasping bits of reality and interpreting them according to our interests, customs, norms, needs and learning styles. We act according to the way we perceive. The following exercises may enhance awareness of the way that different people and cultures perceive their world.

Use these games and exercises:

- In communication training sessions.
- When there is a need to develop group cohesion.
- In sessions that focus on personal or organizational change.

NOTES ON VARIATIONS AND NEW GAMES

INTERLOCKING FINGERS

Group size: 5 to 50

Time: 3 to 5 minutes

Materials: None

✓ OBJECTIVE

To encourage respect for the different styles, mannerisms and practises of group members.



○ WHEN TO USE

When there is a need to develop group cohesion.

👉 STEPS

1. Invite participants to form a circle
2. Ask participants to clasp their hands together, interlocking their fingers.
3. Ask them to look at their hands. Which thumb is on top? (Some will say "left" and some "right".)
4. Ask them to rearrange the fingers so that the opposite thumb is on top.
5. Ask them how it feels, easy or uneasy? The answer will usually be "uneasy".
6. The facilitator may explain the following: "You must have noticed that different people are comfortable with different ways. These differences are natural and to be expected."

VARIATION

Cross arms in front of you. Which arm is on top?

OLD WOMAN - YOUNG WOMAN

Group size: 10 to 20

Time: 10 to 15 minutes

Materials: Photocopy of the two ladies
(illustration-see Appendix, Fig. 1)

✓ OBJECTIVES

- To understand differences in perception.
- To increase communication and empathy within the group.

○ WHEN TO USE

In a communication or orientation session or workshop.

👉 STEPS

1. Photocopy illustration.
2. Ask participants to look at Figure 1 and decide what they see. Most people will see an old lady or a young lady, or both. Do not give participants any suggestions as to what image they might see.
3. After a few minutes the facilitator should check with the participants to see which figure each one sees.
4. If a participant can see both images, they should explain what they see to the rest of the group.

DEBRIEFING

Encourage discussion on the following points:

- Perceptions may be different.
- Is it easy to explain to someone else what is obvious to you but not to them?
- Is it easy to perceive exactly what someone else sees despite our efforts to be empathetic?

FACING CHANGE

Group size: 10 to 20

Time: 20 minutes

Materials: None

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✓ OBJECTIVE

To recognize and discuss the nature of change.

○ WHEN TO USE

Before or within a session on personal or organizational communication.

🏠 STEPS

1. Ask participants to form pairs and to look at each other for about ten seconds. Then turn away and stand back to back.
2. Ask each member of the pair to quickly make three changes in his or her appearance.
3. Once this is completed, have the pairs face each other again and try to identify the three changes.
4. You may do the exercise a second time if appropriate. Allow participants the creative space to think up their own changes.

DEBRIEFING

Ask participants to describe their experience and to reflect on their comfort or discomfort with change. In the discussion that follows, elicit analysis of how change was perceived by them. For example, change is often seen as a subtraction not an addition.

JURY

Group size: 10 to 20

Time: 60 minutes

Material: Paper and pencils

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✓ OBJECTIVE

To demonstrate the relationship between perception and behaviour.

○ WHEN TO USE

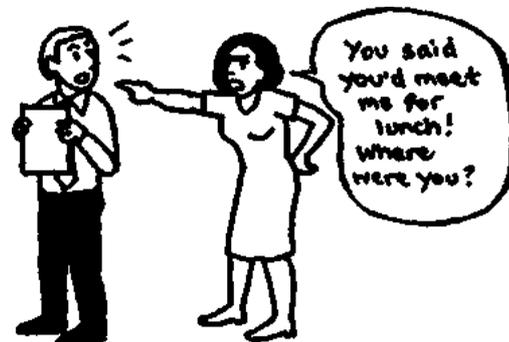
Before or within a session on personal or organizational communication.

🏠 STEPS

1. The facilitator should plan ahead of time to create an incident which suddenly interrupts the plenary session. It can be an exchange or strong argument with aggressive gestures. It should not last longer than a minute.
2. Give participants five to seven minutes to write notes on what they have witnessed.
3. Ask participants to read their notes to the group.

DEBRIEFING

- What happened?
- Why do we have so many different versions of a single short incident?
- What if we were a jury, could we make a decision on this incident and determine who was guilty?



SQUARES 1

Group size: Up to 70

Time: 10 minutes

Material: Illustration (see Appendix Figure 2) on an overhead transparency, projector, flip-chart paper and markers

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✓ **OBJECTIVE**

To understand differences in perception.

○ **WHEN TO USE**

In a communication training course.

🏠 **STEPS**

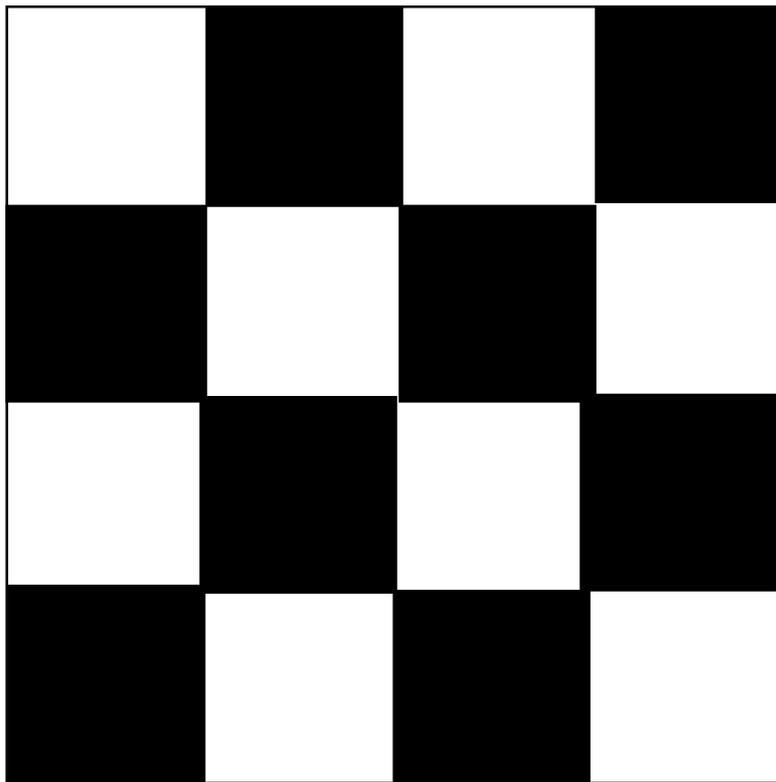
1. Project illustration on the wall.

2. Ask participants to look at the squares and decide how many squares they can find in the illustration. They should not discuss their conclusions with other group members.
3. After one or two minutes, ask them to write their answers on flip-chart paper.
4. Ask participants to explain their answers to the group. Continue the discussion until the correct answer (30) has been given.

DEBRIEFING

Discuss how and why people perceive things differently.

Figure 2



THE BOX

Group size: 12 to 25

Time: 20 to 30 minutes

Materials: One box which may be both opened and closed during this activity, containing four to six objects which are familiar to participants. Include a notebook or piece of paper containing writing on it (something that can be completely recognized only through sight). Cards to record participant responses.

✓ OBJECTIVE

To illustrate how we perceive things differently depending how close to a situation we are.

○ WHEN TO USE

When group members are exploring differences in perception, particularly in the context of problem-solving.

🏠 STEPS

1. Explain that our perceptions of needs and/or problems are greatly influenced by how close we are to the situation, as well as by how much information we have or are able to obtain.
2. Show the group the closed box and explain that the box contains several items which are familiar to them. During the next five minutes the participants will be asked to identify what is in the box.



3. Divide the participants into groups A, B, and C.
4. Allow group A to shake the box. Then, they can briefly discuss what they think is inside and write the description in their notebooks. Instruct each group not tell the other groups what they think is in the box.
5. Allow group B to feel the objects inside by holding the box behind their backs and allowing them to put their hands inside. They will also then discuss and note down what they think is inside.
6. Finally, allow group C to look inside, discuss, and note what they think is inside.
7. Each group reports on their findings (begin with group A).

DEBRIEFING

Ask the following questions:

- What happened in this activity?
- How did each group feel when they tried to describe the objects in the box?
- Why?
- Which group's description was most accurate? Why?
- If this box was a problem, which group would you prefer to solve it?
- In your own work situations, who could each group represent?

NOTE: This activity suggests that those closest to a situation should play a major role in describing their situation. How can an outside perspective also be useful?

NOTES ON VARIATIONS AND NEW GAMES

NOTES ON VARIATIONS AND NEW GAMES

SECTION V

INTERCULTURAL COMMUNICATION

The peoples of the world are no longer isolated from one another. As facilitators, we are often confronted with a diverse group of people from different cultures. There are also gender differences which effect perceptions, preferences, values and forms of communication. Such diversity should be seen as strengths, not as obstacles. We can be personally enriched through exposure to other cultures. The purpose of the exercises in this section is to help us develop an awareness and respect for other ways of thinking, feeling and acting, without losing our own cultural identity.

These exercises on intercultural communication attempt to avoid cultural stereotypes and value judgements. They are intended to broaden perceptual horizons, increase communication skills and to create an atmosphere of harmonious group participation.

Use these games and exercises:

- In orientation sessions for people who are working in multicultural or multilingual situations.
- To focus on value differences among participants.
- In any group which has participants from different subcultures.

NOTES ON VARIATIONS AND NEW GAMES

BABBLE

Group size: 15 to 30

Time: 60 minutes

*Materials: Blindfolds
for everyone*

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✓ OBJECTIVE

To enable participants to develop sensitivity to issues in cross-cultural communication and multilingual situations.



○ WHEN TO USE

In orientation programmes for people going overseas or working in multicultural or multilingual situations.

🏠 STEPS

1. Divide the participants into groups of three. Ask them to work in separate areas of the room and not to mix with other groups.
2. Explain that each group will create its own language.
3. Ask each group to make up four words in a make-believe language. The words are to include: a greeting, a noun, a verb, an adjective.
4. The members of the group should practice their new language until everyone is familiar with the four words they have invented.
5. Ask the three groups to line up in three parallel lines. Make new groups with the first person in each line, the second and third as well, and so on. Ask one person to act as the instructor and blindfold the other two people in the new groups. Instruct the members of each new group to take turns teaching the others their new languages, without using any words in English or other languages the participants normally use. They may not even say, "yes" or "no!"
6. Switch places so that each member of the new groups has a chance to be an instructor. Allow five minutes for each instructor.
7. Ask the groups to go through the exercise again, this time without blindfolds.
8. Ask participants to put their blindfolds back on, and then by shouting out the first word in their language (the greeting), find the other people in their original group.
9. End the exercise. Ask the participants to reassemble in the plenary for discussion.

DEBRIEFING

- Ask participants to share their feelings as teachers and as students. Were they frustrated with their inability to teach the language to others?
- What happened in the first round when the students were blindfolded? What teaching aids were used? Raised voices? Repetition? Did this help or hinder the teaching process?
- Compare the second round to the first round. Was it easier? What teaching aids were used?
- Draw comparisons to reality. In what ways is the game realistic? In what ways is it not realistic? What parallels do the blindfolds have to real life learning situations?
- What can we do to deal with the problems and frustrations that may arise? How can we prepare for a cross-cultural experience?

BOMB SHELTER

Group size: 15 to 25

Time: 40 to 60 minutes

Materials: Printed instructions for each participant

✓ OBJECTIVE

To encourage respect for differences in culture, values, beliefs, and assumptions.

○ WHEN TO USE

In sessions which focus on value differences.

🏠 STEPS

1. Divide the plenary into three to five groups of five people.
2. Distribute the instruction sheet to all members of the group.
3. Allow the groups to work on the problem for thirty minutes.

Instruction sheet

The problem:

An atomic war has just started and your group is safe in a bomb shelter, which means that you will survive. There is still room for three persons. Please make a choice of three individuals from the following list who you would invite into the shelter.

Waiting list

1. A priest
2. An engineer.
3. An architect.
4. A poetess.
5. A social worker.
6. An agronomist.
7. A politician.
8. An army general.
9. A banker.
10. A psychologist.
11. A female surgeon.
12. A language specialist.
13. A construction worker.
14. A pastor.
15. A primary school teacher.
16. A general physician.
17. A specialist in electronics.
18. A mechanic.
19. A journalist.
20. A businesswoman.
21. An economist.
22. A policeman.
23. A female specialist in nutrition.

DEBRIEFING

The facilitator asks one representative of each group to report on the choices made.

Discuss the different choices:

- What values are behind the choices?
- Are there any right or wrong choices?



CROSS-CULTURAL EXCHANGE

Group size: 15 to 30

Time: 40 to 60 minutes

Materials: Cards and markers

✓ OBJECTIVE

To identify valuable components of culture.

○ WHEN TO USE

In a workshop that is composed of people from different cultures.



👉 STEPS

1. Ask participants to spend a few minutes thinking about what is most important to people from their ethnic backgrounds.
2. Form small groups of four or five people and distribute cards.
3. Ask the group to imagine the following scenario: The group has been invited to represent earth at an intergalactic gathering of young people from around the universe. We will only be gone for an hour of Earth time but because of intergalactic time, it will seem like we were there for a week. A space shuttle is coming to pick us up and transport us to the next galaxy, several light years away, where we will join other groups like ours.

Without much time to prepare, we need to identify objects and information which will represent the different peoples of Earth. (Don't worry. You can create anything you might need for the trip by using the replicator on the shuttle.) Each person will need six objects to help explain their culture and what it values most. The goal is to accurately portray the diversity of cultures on Earth.

Space-age technology will safely transport any item, no matter how large or small. Some examples of items you may want to include are: Something that portrays your culture's beliefs about nature. A symbol of religious or spiritual beliefs. Something that shows how your culture treats certain groups of people—children, women, the elderly or people with disabilities. The work of a great artist or musician from your culture, which portrays something you value highly. A saying, a myth, song or story that has been passed down for generations and has great meaning in your culture. An item that symbolizes something your people have struggled for throughout history. Photographs or a video about a particular place, anywhere in the world, that has special importance to your culture.

4. Ask each person to write on the cards the six items they would take. Share these with the group.
5. Allow about ten minutes for participants to work in groups. Then ask volunteers from each group to share one or two of the items they have chosen to take on the journey and explain their choices.

DEBRIEFING

- What would it be like to explain to people from another galaxy about your people? (What has been important to them throughout their history on earth?)
- What are the most important objects to people of your cultural heritage?
- What did you learn about yourself and others in this exercise?

VALUE CLARIFICATION

Group size: 15 to 20

Time: 45 minutes

Materials: None

✓ OBJECTIVE

To expand and deepen understanding of personal values.

○ WHEN TO USE

In the middle of any group exercise.

🏠 STEPS

1. Read the following story to the group.
2. Who was the hero/heroine in the story? Why?
3. Discuss personal differences in values and what forms values.

The Story of Mola

Mola was a young girl. She was deeply in love with her classmate, Raton, a very bright student. Mola and Raton lived in two villages on the opposite sides of a big river. Mola's cousin, Ramon, was a very busy businessman who liked Mola a great deal, but Mola did not like Ramon.

Subash was a social worker in Mola's village. They used to meet often and discuss different social issues of their village. Subash was a very straightforward man. He knew of the relationship of Mola and Raton.

One evening, Mola heard that Raton was seriously ill. She became very anxious to see him. The weather was very stormy. All the boats had to be moved to a safe place. The ferry boat was not running. When she was

returning from the river to her house she met Gopul, the ferry operator. She asked Gopul to take her to the other side of the river.

She mentioned the condition of Raton but he refused to take her across the river. She pleaded with Gopul, who finally agreed. His condition was that Mola sleep with him. With much dissatisfaction and anger she agreed to do so, but only because she wanted to see Raton so badly.

She went to Raton's house. She saw him in his bed and he was very ill. She started nursing him and, within a few days, Raton recovered. Raton heard about the bad weather the day Mola crossed the river. He praised her for her bravery and said that because of her love and care he was cured within a very short time. Then Mola confessed how she was able to cross the river.

When Raton heard this, he became very angry and abusive. Raton said, "I never thought you were such a girl! I do not want to see your face, go away from here!" Mola went back home, weeping all the way. She went to Ramon's house and told the story to him, to seek his help. He told her that he always had loved her, but that now he could not help her. He was leaving for a business trip in ten minutes.

She next went to see Subash and told the same story to him. Subash became very angry with Raton and rushed to Raton's house. He shouted at Raton for insulting Mola. Raton defended his behaviour on the basis of his honour.

CULTURE AND PERCEPTION

Group size: 10 to 30

Time: 20 minutes

Materials: Transparency of illustration (see Appendix, Figure 3) and projector

✓ **OBJECTIVE**

To understand differences in perception across cultures.

○ **WHEN TO USE**

In intercultural communication training.

🏠 **STEPS**

1. Ask five participants to leave the room. Project the illustration on the wall so that the rest of the group can see it.
2. Ask one of the participants who has left the room to come in. Show the illustration.

3. Turn off the overhead projector.
4. Bring another person into the room and ask the first person to describe the picture. Do not show the transparency.
5. Bring in the third person and ask the second person to describe the picture.
6. Repeat the process with the fourth and fifth persons.
7. Finally, ask the fifth person to describe the illustration to the plenary and then finally compare the description with the real picture.

DEBRIEFING

The facilitator should help the group to analyze what changed in the description of the illustration and why.



NOTES ON VARIATIONS AND NEW GAMES

SECTION VI

TEAM-BUILDING AND COOPERATION

Team building and cooperation are important for any participatory event. In participatory processes, different capabilities compliment one another. A group can only become a team when all the members are interdependent. With constructive interaction, dialogue and consensus, cooperation and teamwork increases. These exercises are designed to encourage such dialogue and to reflect on the nature and process of teamwork.

Use these games and exercises:

- In workshops where groups must perform specific tasks.
- When groups are dealing with issues of competition and cooperation.
- To help organizations or groups evaluate relationships in the workplace.

NOTES ON VARIATIONS AND NEW GAMES

TANGLE-UNTANGLE

Group size: 15 to 25

Time: 10 to 15 minutes

Materials: None

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✓ OBJECTIVE

To demonstrate that cooperation and team efforts are successful problem solving techniques.

○ WHEN TO USE

At the beginning of a session on cooperation and team-building or participation.

🏠 STEPS

1. Ask one person to volunteer as the "director".
2. Ask the other participants to join hands and form a circle. Then, without letting go of each other's hands, move the people over, under, and between each other to form a human knot.

3. After the participants have formed the knot, the "director" is asked to untie them. Everyone must follow the director's instructions cooperatively. They may not move unless told to do so. Keep track of the time it takes.
4. After the group has been untied, the director is asked to join hands with the group and to form the knot once again. This time they must untie the knot by themselves, without the help of a director. (It should be much easier.)
5. Compare the time it takes with and without the director.

DEBRIEFING

Ask the group what they thought the exercise was about. They will probably comment on teamwork, cooperation, not relying on one director, etc. Allow this to lead to a discussion on the issue of teamwork.



ORGANIZATIONAL CHANNELS

Group size: 10 to 25

Time: 40 to 60 minutes

Materials: Flip-chart paper and markers

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✓ OBJECTIVE

To provide participants an opportunity to examine communication within an organization and its affects on both the individual and the organization.

○ WHEN TO USE

At the beginning of a team-building or process redesign exercise.

👉 STEPS

1. The facilitator should ask participants to think of the one person with whom they communicate most in their work.
2. Have them write on a piece of paper the job/role of that person.
3. Now they list two ways in which they communicate with that person, the reasons why they communicate and any problems which they have in doing so.
4. Repeat the above steps and apply it to the person with whom they communicate least.
5. Divide into groups of four or five and ask the participants to share what they have written with each other. Use the information provided by the discussion to develop role plays on communication issues within an organization. Present these to the plenary.

VARIATIONS

Relationship mapping - draw diagrams of yourself and your relationship with others in an organization and carry out the same discussion role plays.

BUILD A MACHINE

Group size: 10 to 30

Time: 10 to 20 minutes

Materials: None

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✓ OBJECTIVE

- To encourage group rapport.
- To demonstrate cooperation.

○ WHEN TO USE

When the group needs a change of pace.

👉 STEPS

1. The facilitator should ask one participant to begin a motion that is machine-like, such as moving their arm up and down.
2. Ask the next player to add a movement that adds to the machine and corresponds to the movement that the first player is making.
3. Ask the third player to add a movement that corresponds to the second and so on, until you have built an entire imaginary machine.



NOTE: You can have each person add a sound to their movement which makes the machine more fun and expressive. You can vary the movements from staccato-like to fluid and graceful. You can direct any part of the machine or the whole machine to speed up and slow down on a scale from one to ten.

TRUST ME

Group size: 12 to 36

Time: 30 minutes

Materials: Blindfolds

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✓ OBJECTIVE

To demonstrate the benefits of teamwork.

○ WHEN TO USE

In a session on team building with a specific emphasis on trust.

👉 STEPS

1. The facilitator should ask the group to divide into teams of three or four.
2. Participation should be voluntary.
3. The teams should select one person to be blindfolded and another as the leader who will instruct the blindfolded person to go from point A to point B in the room or adjacent area. Only verbal instructions are allowed.
4. The other group members may only assist the blindfolded person to make sure he or she doesn't bump into anything.
5. When the walk (two to three minutes) is completed, have people change roles and repeat the exercise using a different route.

DEBRIEFING

Encourage group discussions:

- How did you feel when blindfolded?
- Did you trust your leader?
- Did you trust your co-workers?
- How does this activity apply to roles in your organization?
- How does it apply to new employees?

LOGO

Group size: 15 to 50

Time: 30 minutes

Materials: Flip-chart paper and markers

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✓ OBJECTIVE

To develop comfortable working relationships within a team.

○ WHEN TO USE

In a workshop where groups must perform specific tasks.

👉 STEPS

1. The facilitator should ask the participants to form several small groups and select a name for their team.
2. Ask each team to develop a graphic logo (trademark) that will portray who/what they are to the rest of the participants. Draw a large version on a flip-chart for the group to see. Allow ten minutes for this activity.
3. After they have completed their logo, ask each team to develop a slogan with twelve words or less that explains their logo and creates an identity for the group. Allow ten minutes for this activity.
4. Ask each group to show their products to the rest of the participants and explain what the logo and slogan represent.

DEBRIEFING

Discuss the value of the exercise for constructive team-building.



CO-CREATION

Group size: 15 to 30

Time: 15 to 20 minutes

Materials: Anything available

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✓ OBJECTIVE

To build group cohesion.

○ WHEN TO USE

At the beginning of a group process.

🏠 STEPS

1. Ask participants to form groups of three.
2. Ask the groups to go outside and find something that they feel is a symbol of the workshop theme and bring the objects back. They have five minutes for this part of the exercise.
3. Ask the participants to put their objects on a table in the room.
4. When all are reassembled, ask members to introduce themselves and explain why they have chosen the objects.
5. The end result: a table covered with symbols, the workshop co-creation.



VARIATIONS

The facilitator may ask the participants to find objects that symbolize their organization, their country or any other common areas of interest.

STRANDED ON THE SEA

Group size: 15 to 30

Time: 30 minutes

Materials: Flip-chart paper and cards

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✓ OBJECTIVES

- To show value differences.
- To show the logic behind priorities.

○ WHEN TO USE

Any time in a group process.

🏠 STEPS

1. The facilitator should read the following story to the group:
A group of people were travelling in a boat on the sea. They had only one life boat. Suddenly, they hit some rocks and were grounded. Some people jumped overboard and were drowned. The survivors were a pregnant woman, a baby of eighteen months, a priest and a businessman. They also had some life-saving medicine and some water. But the weather worsened and the boat threatened to capsize. They had to lose some weight or they would all drown.
2. Ask them which three objects/people they would save? Have them write their choices on cards.
3. Ask them to share their choices and to explain the logic for their choices with the plenary.

DEBRIEFING

Discuss the values which encouraged the choices.

SQUARES 2

Group size: 5 to 45 (groups of five)

Time: 45 to 60 minutes

Materials: For each group:

One instruction set, five sets of square parts (see Appendix, Figure 4), 5 small envelopes, 1 large envelope, paper and markers

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✓ OBJECTIVE

To experience problem solving as a team effort.

○ WHEN TO USE

Any time within a group process.

🏠 STEPS

1. Prepare, ahead of time, several sets of squares cut into eleven pieces each (see Appendix, Figure 4 for details). Scramble the pieces and put them into five small envelopes. Place the five small envelopes into one large envelope.
2. Divide participants into groups of five and have them sit around tables. Choose one observer at each table. The observer's task is to keep track of the time and write down what happens in each group. There should be one large envelope for every group of 5.
3. Give every group their envelope and the instructions. The pieces in all five envelopes will allow the group to assemble five completed squares.

5. The task of each group is to build five squares of the same size, as quickly as possible.
6. However, no one should speak after the instructions are read and the facilitator gives the "go" signal.
7. No one is allowed to ask another group member to give them pieces, or to give signs for the need of a piece.
8. Group members may put pieces in the middle of the table or offer a piece to another group member but they are not allowed to assist in completing another person's square. Everyone can take pieces from the centre of the table.
9. The goal of each group is to complete all five squares first.
10. When all the groups have finished, ask them to join the plenary and discuss the observers' feedback.

DEBRIEFING

Ask the following questions:

- What did you feel when somebody held a piece without seeing the solution?
- What did you feel when somebody finished a square wrongly and was happy about it?
- Was there tension when you saw an individual solution but realized the need for group cooperation?



EGGS CAN FLY

Group size: 10 to 30

Time: 60 to 90 minutes

Materials: Raw eggs, 4 metres of cloth cut into 1 inch wide strips or pieces of a light rope, rolls of scotch tape, sheets of paper (40 x 40 cm), and balloons.

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✓ OBJECTIVE

Team-building.

○ WHEN TO USE

When you want to energize the group to work together.



🏠 STEPS

1. Ask the participants to form groups of three to five people.
2. Give each group the following material:
 - 4 metre strip of cloth or rope pieces
 - 1 roll of Scotch tape
 - 2 sheets of paper
 - 2 balloons
 - 2 raw eggs
3. Ask each group to design an apparatus which will allow them to safely drop their eggs from a higher floor window or balcony. You can use any or all of the materials provided but nothing else. Allow twenty minutes for this exercise.
4. When the groups have finished constructing their apparatus, one person from each group goes to try it out while the rest of the participants stand downstairs to see if the eggs break.

DEBRIEFING

Reflect upon the level of cooperation in each group.

LOST SHOES

Group size: 10 to 30

Time: 20 minutes

Materials: Shoes

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✓ OBJECTIVE

To experience putting yourself in the situation of another person.

○ WHEN TO USE

Before the concepts of empathy and interpersonal communication are discussed.

🏠 STEPS

1. The facilitator should ask the participants to take off their shoes and pile them in the middle of the room.
2. Mix the shoes, separating the pairs. Make a large pile of shoes.
3. When everybody is sitting again, call the participants to quickly select shoes that are not their own and put them on.

NOTE: The facilitator should be sensitive to the cultural appropriateness of this activity.

DEBRIEFING

- When everybody has on another person's shoes, ask volunteers to walk to the front of the room and describe how they feel.
- Write the comments on the board.
- When there are enough reactions collected, ask the plenary what they have learned from this experience. Reflect upon cooperation, division of skills and innovations.
- The facilitator should summarize the comments listed on the board or call for a summary from the group.

THE TOWER

Group size: 10 to 30

Time: 75 to 90 minutes

Materials: For each group: 4 sheets of poster board of different colours, 1 ruler, 1 pair of scissors, 1 bottle of glue, 4 sheets of paper and 1 pencil. Poster board and marker for the facilitator.

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✓ OBJECTIVE

To develop group cooperation skills.

○ WHEN TO USE

When it would be helpful to increase and analyse team-building skills.

🏠 STEPS

1. Divide participants into two groups of five or six people. Select one observer for each group.
2. The facilitators choose two or three participants as independent judges.
3. No piece of paper may be larger in size than 30 cm (12 inches).
4. Distribute the materials to each group and give the following instructions: You have one hour to build a tower using the materials you have and it has to be stable, high and beautiful. After an hour the plenary will see your work of art and a judgment will take place. The jury will be very strict and each tower will be judged according to the criteria of stability, height and beauty.
5. Allow time for clarifying questions but do not give any tips on how to build the tower.
6. State again that they have only one hour for construction.

7. Give the following instructions to the observer:
Record the process as follows:
 - How long does the group plan?
 - How long do they spend on construction?
 - How long do they spend on finalizing?
Also note the group dynamics: Who takes the initiative? What is the division of labour? Is there participation by all or just a few?
8. The observer should write down these observations according to intensity and frequency, preparing a short report about the process.
9. When the groups and observers are ready to start, the facilitator should write down the time and send the groups to separate rooms or corners of the room to build their towers.
10. While the participants are building the towers, the jury prepares a competition matrix, as follows:

| | Grp 1 | Grp 2 | Grp 3 |
|-----------------|-------|-------|-------|
| Criteria | | | |
| Height | | | |
| Strength | | | |
| Beauty | | | |
| Total score | | | |

Scoring will be one to ten points with ten as the best. Maximum score of thirty points. Deduct one point for each minute the group delays in finishing the project.

DEBRIEFING

Bring the large group together for the observers' reports and the judging. Discuss competition and dynamics in group work and the results of the judges' ratings.

MANAGING TALK

Group size: Any size

Time: 10 minutes to explain

*Materials: Small pieces of paper
Other objects (beans, sticks)
may be used instead of papers.*

.....
✓ OBJECTIVE

To enhance full participation in a group with dominators and silent people.

○ WHEN TO USE

When participants appear to be contributing very unequally, with certain individuals dominating and others not being heard at all.

🏠 STEPS

1. Give each participant two or three pieces of paper with the instruction that whenever they speak in the group, they have to place one of the pieces of paper on the floor in front of them. Other objects (beans, sticks) may be used instead of papers.

2. After they have used up all their pieces, they can no longer speak up in this particular session.
3. You may negotiate for an additional piece of paper from one of the participants who has not used up all of his/hers.

DEBRIEFING

- Discuss if this technique makes both the long-winded and the silent speakers more aware of how much or how little they contribute to a discussion, and the former more judicious about when and how to speak up in a group.
- Discuss how this technique is reminiscent of the usage of traditional objects/symbols in certain societies to give people permission to speak during a meeting.



1-2-4-8

Group size: 16 to 48

Time: 20 to 30 minutes

Materials: Flip-chart paper and marker

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✓ OBJECTIVE

To encourage an exchange of viewpoints.

○ WHEN TO USE

When a topic is not clearly defined and different opinions are present and need to be discussed.

🏠 STEPS

1. Formulate the question or task for analysis.
Ask everybody to reflect on it alone.
2. After five minutes, ask the participants to form pairs and exchange their points of view.
3. After another five minutes, ask the pairs to meet with other pairs to form groups of four, exchanging their conclusions.
4. Then ask the participants to make up groups of eight, exchanging their ideas and conclusions.
5. Bring the groups back to the plenary.
6. The facilitator should conclude the exercise by writing the results of the group discussion on a flip chart.

DEBRIEFING

Ask the participants what happened to their points of view as they went through the process.

I WISH

Group size: 10 to 30

Time: 20 to 30 minutes

Materials: Flip-chart paper or cards

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✓ OBJECTIVE

To highlight problem areas within an organization.

○ WHEN TO USE

In a session that deals with employee-employer relations.

🏠 STEPS

1. Tell the employees/participants to create a "wish list". If they could change anything about their job, what it would it be?
2. Ask the participants to write their comments on cards or a flip-chart.
3. Encourage discussion with the following questions.
 - What do you like best about your job?
 - If you were Chief Executive Officer for a day what would you change in the organization?
 - What could we do to make you job better?
 - What would your boss make as a wish?



THE WHEEL

Group size: 10 to 30

Time: 20 to 60 minutes

Materials: Flip-chart paper and markers

✓ OBJECTIVE

To map relationships in the work place or in an organization.

○ WHEN TO USE

Before an in-depth session on the work process or in management training sessions.

🏠 STEPS

1. Distribute markers and paper to all participants.
2. Ask everyone to think of six to eight important people in their lives.
3. Ask the participants to draw a wheel with spokes of different lengths. At the end of each spoke write the name of one of the people you thought of. Place the person who means the most to you on a spoke near the centre or on the axle. The least important person

will be the furthest out. Rank the others according to importance in between.

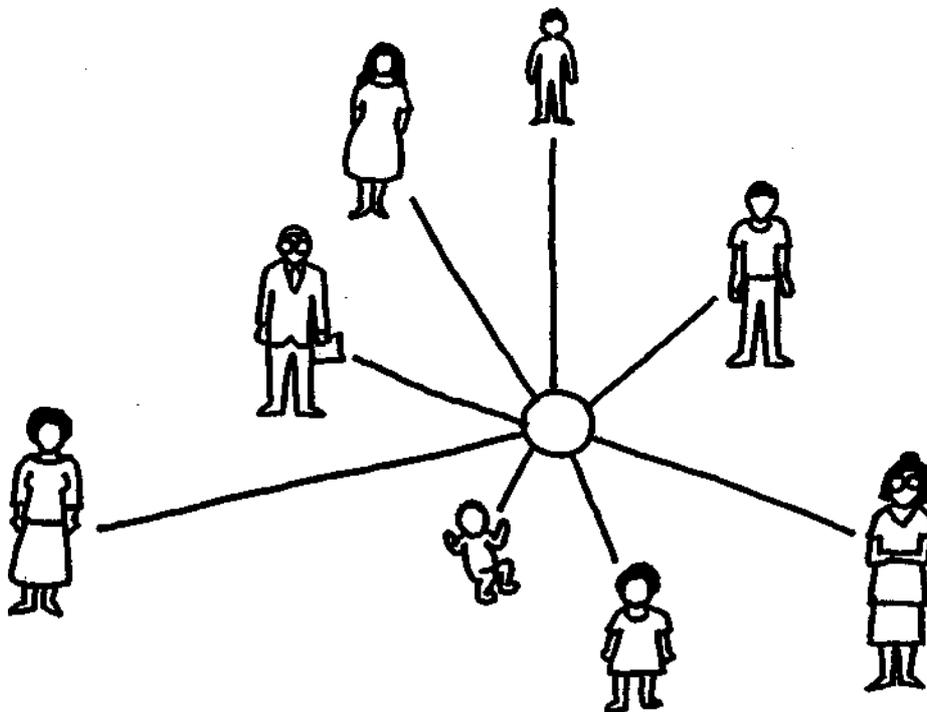
4. Ask the participants to divide into pairs to discuss:
 - Are you happy with your wheel?
 - How much has your diagram changed in the last year?
 - What would you like it to be like in a year's time?
 - What can you do to help that change take place?

NOTE: This exercise is sometimes used in management training and can also be used as a personal assessment exercise.

VARIATION

Relationship Mapping:

Ask people to draw themselves and their relationships to others within a particular work process, including arrows to connect "conversations" people are having, either one way or two way, and key words to indicate what the conversations are about.



SUPPORTING THE LEADER

Group size: 10 to 35

Time: 20 minutes

Materials: None

✓ OBJECTIVE

To allow participants to experience group cohesion and support.

○ WHEN TO USE

In team-building and trust-building sessions.

🏠 STEPS

1. Ask participants to form groups of six to eight and to select a leader for each group.
2. Ask the leader to stand in the middle of the group while the others encircle her closely.
3. The leader closes her eyes, folds her arms across her chest and lets go of her balance (keeping the knees rigid).
4. As the leader falls, the rest of the group supports her with their hands and passes her around to share the weight.

5. After passing the leader around once or twice, stop the activity.
6. Select a new leader and repeat the process.
7. The facilitator should ask debriefing questions while participants are still in their small groups.

DEBRIEFING

- What was it like to be in the middle of the circle?
- How did it feel to give up so much control?
- What was it like to be supporting the leader?
- Does this happen in your workplace?
- What part of this experience would be useful to apply to your style of leadership?

NOTE: Make sure that instructions are properly understood (demonstrate if necessary) to avoid any accidents. Also, if there are certain taboos about who can touch whom, ensure that the group composition does not violate these (e.g. in certain cultural settings, you may want to have female-only and male-only groups). Small groups can also be larger than four, although there should not be more than ten in one group.



GROUP SELF-SELECT

Group size: 10 to 30

Time: 10 to 15 minutes

Materials: Cards, pins and pin boards

✓ OBJECTIVES

- To form subgroups based on the participants' interests.
- To help people feel more part of the group they have chosen.

○ WHEN TO USE

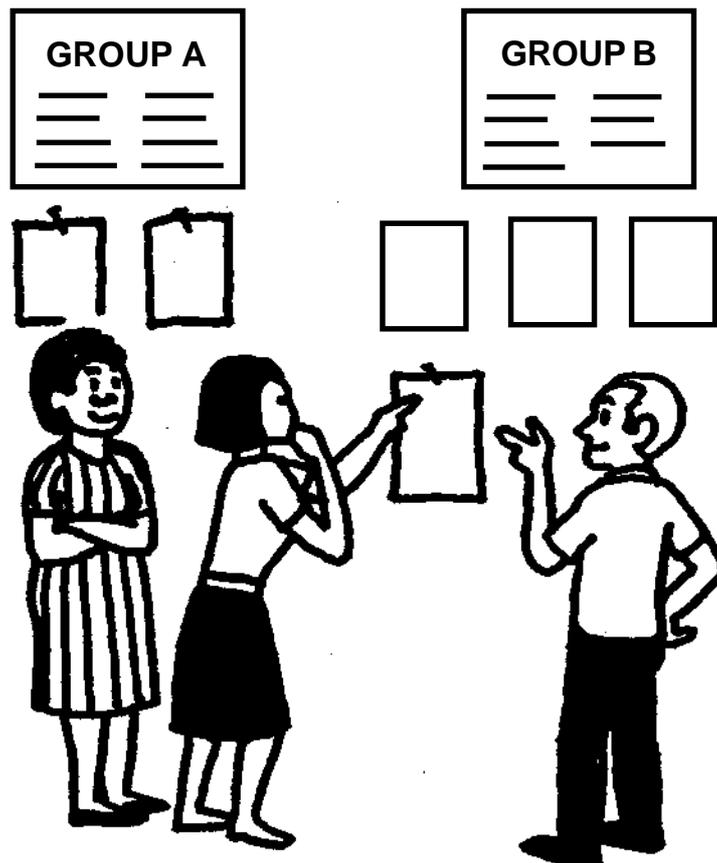
In the group formation process.

🏠 STEPS

1. Brainstorm with the plenary, a list of criteria for selecting small groups. Criteria should not be subjective; they should be objective, and facilitators should not predetermine groups.
2. Ask each individual to fill in a short resume, under each of the chosen criteria.

3. The facilitator should designate two walls in the room as group A's area and group B's area. Ask people to place their resume on the wall where they feel best suited; where their skills will contribute to the group. Tell them to freely move their resume until they have helped form balanced teams. Participants may only move another person's card if they consult them first. Encourage them to negotiate a balanced grouping.

NOTE: More than two groups may be formed. It depends on the requirements of the ongoing process.



TRAFFIC JAM 1

Group size: 15 to 20

Time: 15 minutes

Materials: 2 wooden planks
(3 m x 0.2 m to 0.3 m)

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✓ OBJECTIVE

To experience the benefits of teamwork in achieving a common goal.

○ WHEN TO USE

In a team-building exercise.

🏠 STEPS

1. Put wooden planks together to form a walkway. If possible, raise them up to a half metre off the ground.
2. Divide into groups of no more than four to six persons.
3. Ask one group to stand on one end of the plank and the other group on the other end.

4. Tell them they are on the eighty-sixth floor of the Twin Towers in New York City. Half of them are trapped in one of the towers and there is a fire raging behind them. The other half are fire fighters and have to save the first group and then make it to the other side to fight the fire.
5. The two groups must attempt to switch sides at the same time without falling off of the plank. If anyone falls off they have to start the game over by going back to the side of the plank where they began.

DEBRIEFING

- What techniques helped the group reach the other side?
- What did not work?
- Was there a leader? Who?
- How did you all reach agreement/cooperate?



TRAFFIC JAM 2

Group size: 8 to 24

Time: 30 to 45 minutes

Materials: Masking tape, flip-chart or cards to post rules.

✓ OBJECTIVE

To highlight issues of group participation and leadership in solving a problem.

○ WHEN TO USE

When group members are reflecting on their dynamics and leadership styles.

🏠 STEPS

1. This activity is best for groups of eight participants. (It can also be played in groups of six or ten.)
2. Prepare for this activity by marking on the floor a "U" with masking tape, paper plates, blocks, or whatever is handy. Within the "U", mark off one more space than there are participants in each group. The spaces should be marked an easy step from each other.
3. Divide each group of eight into two equal subgroups.
4. Ask each subgroup to stand on one side of the "U", keeping the space in the middle of the "U" curve empty.
5. Using the following moves, participants on the left side of the group must end up on the right side and vice versa by moving through the "U".
6. Give these instructions:
Legal moves:
 - A person may move into an empty space in front of him.
 - A person may move around one person who is facing him from the other group to the empty space beyond that person.

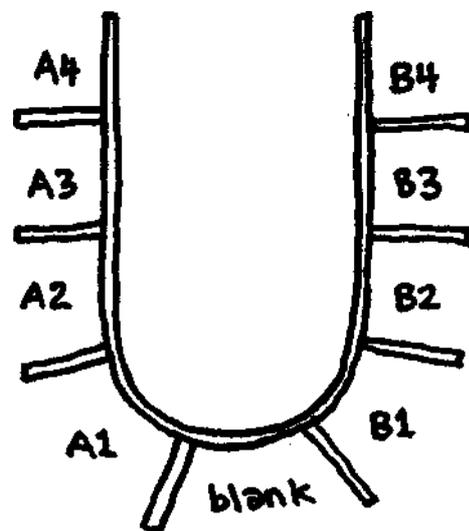
Illegal moves:

- No moving backwards.
 - No moving around someone facing the same way you are (in the same subgroup).
 - No move is allowed which involves two or more people moving at once.
 - Two people cannot be in the same space at the same time.
7. Allow each group at least ten minutes to come up with the solution.
 8. Once they have discovered the solution, ask them to practice it again at least one more time. If one group is having trouble coming up with the solution while other groups have finished, suggest a study tour.

DEBRIEFING

Ask the following questions:

- What happened during this activity?
- What were you thinking/feeling as you were looking for the solution?
- What can this activity tell us about teamwork? Participation? Leadership? (Note to the facilitator: choose topic(s) that best relate to the group and workshop themes.)
- How does this activity relate to your work together in the office environment?



TUGS OF WAR AND PEACE

Group size: 10 to 30

Group size: 16 to 24

Tune: 15 minutes

Materials: A long, strong rope

✓ OBJECTIVE

To illustrate the benefits of working together.

○ WHEN TO USE

Before or after an exercise or discussion on cooperation.

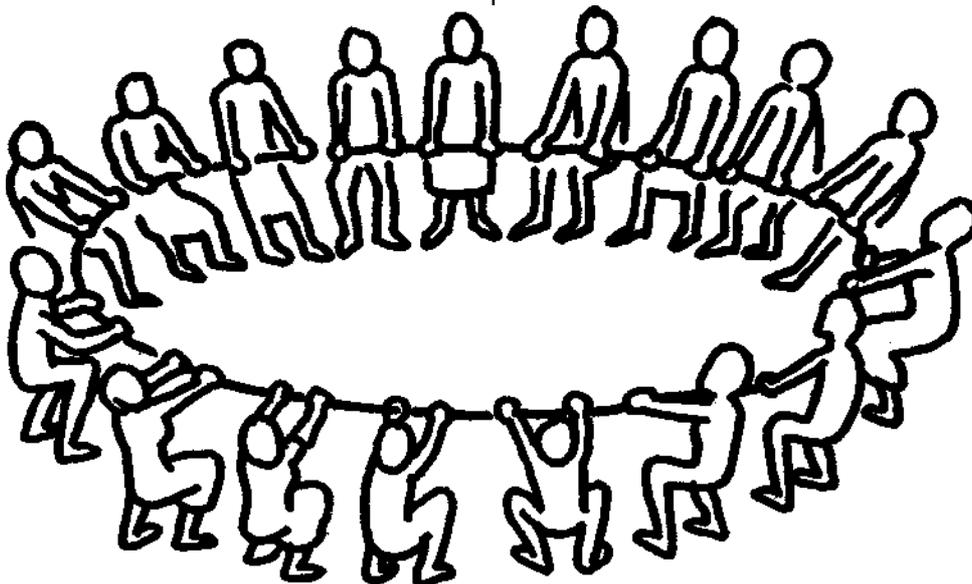
🏠 STEPS

1. Divide the participants in two groups of ten.
2. Ask the two teams to stand up and hold opposite ends of the rope.
3. Mark a line in the middle of the area, over which each team/group must try to pull the other.

4. When you have said "One, two, three, Go!", the teams should start pulling at each other.
5. They have to go on pulling each other until one team has fallen over the dividing line.
6. Next ask every one to sit in a circle on the floor or ground.
7. Tie the same rope in a circle and all participants in the circle to get hold of the rope while they are sitting around the edge of the rope.
8. Ask the participants to pull together on the rope so that they can all stand up.

DEBRIEFING

- Ask the participants to comment on the process and outcome of the two exercises.
- What was the difference?
- Are there parallels in our daily lives? In the workplace?



ME AND MY ORGANIZATION

Group size: 8 to 20

Time: 30 minutes

Material: Cards and a prepared chart with four categories of information

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✓ OBJECTIVE

To highlight, in a visual manner, how an organization is actually a composite of the people who work there.

○ WHEN TO USE

In an organizational "retreat" where staff need to be motivated or where a reorganization or future workplan will be developed.

Use in an activity where all the participants are from the same organization (e.g the government, a university, a specific NGO, etc.). Otherwise set up one prepared chart for each organization/company present.

🏠 STEPS

1. Invite participants to think about their work in the organization.
2. Each participant is given eight cards to be completed in the following manner:
 - Two cards in answer to the question: What an I like today?
 - Two cards in answer to the question: What in I like at my best?
 - Two cards in answer to the question: What an I like at my worst?
 - Two cards in answer to the question: What gets me to be at my best?
3. Participants post their cards on the appropriate spaces on a prepared chart entitled, "What is (name of the organization)?" This chart has been divided into four quadrants with subtitles: ("Today?" "At its Best?" "At its Worst?" "What makes it the Best?")

4. After all participants have contributed their cards, review the chart for clarity and understanding.

DEBRIEFING

- Remind participants that in many ways the organization can be seen as a composite of the people who are in it.
- Then seek comments from the group on each of the four quadrants. What picture of the organization emerges from this informal, information-gathering exercise? Any happy surprises? Any disappointments? Where might there be opportunities to implement some change?

| What is < name of organization > | |
|-------------------------------------|-------------------------|
| TODAY | AT ITS BEST |
| AT ITS WORST | WHAT MAKES IT THE BEST? |

TRICKY TALES

Group size: 10 to 30

Time: 20 to 30 minutes

Materials: Envelopes and cards

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✓ OBJECTIVE

To increase analytical and problem-solving skills.

○ WHEN TO USE

During a group event which focuses on team work or problem solving.

🏠 STEPS

1. Write the answers/clues on VIPP cards. Include the numbers of the tales. (See below.)
2. Ask the participants to form four groups with one observer per group.
3. All cards labelled "1" are placed in an envelope marked "1," and so on, for the remaining three sets of cards. Each team should have four envelopes marked 1, 2, 3, and 4.
4. Ask the teams to solve the puzzle. To accomplish this task, each team must do two things: obtain all clues and determine the correct solution. The solution may not be submitted until all of the clues of the tale are in the team's possession.
5. To obtain all the clues, team members must negotiate with the other three teams. The rules for negotiation are:

Rules

Only one member of a team may leave the room at any one time. Only one member may negotiate with any team at any one time. Each member of the team must have at least one opportunity to negotiate with another team. No more than two clues may be exchanged during any one transaction with another team.

Tale 1: The car crash

Mr. Smith and his son are driving a car. The car crashes. The father is killed instantly. The son is critically injured and rushed to hospital. The surgeon takes a look at him and says, "I can't operate on him. He is my son Arthur." How do you explain this?



Tale 2: How about them apples?

A grocer has some apples for sale.

One customer buys one half of all the apples, plus half an apple.



A second customer takes one half of the remaining apples plus half an apple. The third customer purchases one half of the quantity left plus half an apple. The grocer is now completely sold out. None of the customers bought fractions of apples. All purchases were whole numbers. How many apples did the grocer originally have?

Tale 3: The loser is the winner

Two people own a horse each.

Each insists that his/her horse is the slowest. They were going to



have a race to settle the argument but neither person would trust that the other would ride to the fullest, without the slightest holding back of the horse. How can the slowest horse be definitely established?

Tale 4: Socks fox

There are twelve white socks and forty-nine red socks all mixed up in a drawer. These are



individual socks, not pairs. What is the minimum number of socks you must pull out of the drawer, with your eyes closed, to ensure one matching pair was among the chosen? All socks are the same size and made of the same material so no distinction can be made by sense of touch.

The car crash

Answer

The surgeon was Arthur's mother.

How bout them apples

Answer

The grocer originally had seven apples.

The loser is the winner

Answer:

Each person rides the other person's horse in the race.

Socks fox

Answer

If you take three socks from the drawer, two of the three must match since only two colours exist.

OBSERVERS GUIDELINES AND DEBRIEFING

Sit where you can see and hear most of the team. Take notes; include quotes where possible. Note the things that help and hinder the team and the impact of what was said or done.

Look for data on:

- Competitive behaviour (working against the other teams).
- Collaborative behaviour (working with the other teams).
- Task oriented behaviour (focusing on the job to be done).
- Strategic behaviour (seeing the big picture).
- Process behaviour (how the team is working together).

At the end of the exercise, the observers will report on the above and a discussion should take place on what happened in each group and in the whole group.

TRUST CIRCLE

Group size: 8 to 24

Time: 15 minutes

Materials: None

✓ OBJECTIVE

To increase trust among participants and demonstrate how it feels "to be supported by the group".

○ WHEN TO USE

When group members are exploring issues of trust and interdependence.

🏠 STEPS

1. Explain the purpose of the activity, and reassure the group that what we will be doing is pleasant, not dangerous, and will bring us closer to our goal of working together as a team.
2. Ask the group to form groups of approximately eight participants each.
3. Ask the group members to stand shoulder to shoulder with one person in the centre. The person in the centre should close his eyes and cross his arms over his chest. The others standing in the circle should bend their arms and hold their hands up with their palms facing the person in the centre.
4. Ask the person in the centre to think of his feet as being fastened to the floor but the body falling, knees stiff. As the centre person falls towards the circle, those in the circle will support him and very, very gently pass him around the circle one or two times.
5. Before doing the activity, the facilitator may want to demonstrate the trust circle with one group.

6. Make sure that within each group, each person has the opportunity to be supported by their group members. Facilitator and co-facilitator make sure that participants handle each other gently.

NOTE: In some cultures it will be important to have separate groups for men and women.

DEBRIEFING

Ask the participants the following questions:

- How did it feel to be in the middle?
- How did it feel to give up so much control that you give up balance?
- How did your feelings change as you went through the process?
- What was it like to be on the outside catching the person in the centre?
- How does this experience relate to your work?



NOTES ON VARIATIONS AND NEW GAMES

SECTION VII

CONFLICT MANAGEMENT

Participatory events, by their nature, provide a means of dealing with conflict. Conflicts arise out of different perceptions, world views, intolerance and prejudices. Well-facilitated, participatory events are processes which create dialogue and encourage understanding, therefore facilitating conflict management.

In this section, some exercises are included which deal directly with conflict and make us aware of our behaviour. Becoming aware of our own behaviour in conflict situations is the first step to being able to deal with conflicts objectively and impartially. The next step is to capture and use the productive side of conflict. Conflicts are not negative, per se. They should be regarded as an opportunity for participants to learn different perspectives and to get to know and feel more comfortable with their own behaviour in a group.

This section does not offer a prescription for all conflict resolution. The content relates mainly to interpersonal conflicts that occur during planning and training events.

Use these games and exercises:

- When a group needs to deal with sensitive issues.
- After an intense conflictual session.
- In conflict management workshops.

NOTES ON VARIATIONS AND NEW GAMES

SETTING GROUND RULES

Group size: 10 to 40

Time: 15 to 30 minutes

Materials: Flip-chart paper, markers and masking tape

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✓ **OBJECTIVE**

To establish an appropriate code of behaviour for the group.

○ **WHEN TO USE**

At the "beginning of a session that deals with sensitive issues.

👉 **STEPS**

1. Explain to the group that because they will be discussing sensitive issues, a number of ground rules should first be agreed upon together.
2. Ask the group to formulate a list of rules which they will agree to follow (see examples below). List them on a flip-chart.
3. Have each of the participants sign the rules.
4. Keep this list in the room throughout the training session and refer to it when participants' behaviour becomes counter-productive to the group process.

Ground rules (examples)

Respect: It is important to give your undivided attention to the person who is speaking.

Confidentiality: Personal information that is shared in the group will not be discussed outside of the group.

Openness: It is important to be open and honest but there should be no discussion of others' personal/private lives. It is okay to discuss general situations as examples but not to use names or say things so that people could identify the individual.

Non-judgmental approach: It is okay to disagree with another person's point of view or behaviour but it is not okay to "put down" another person.

Non-discriminating approach: It is important to be aware that the members in the group may have different cultural backgrounds and/or different sexual orientations. The group should be careful about making insensitive remarks regarding such diversity.

Right to pass: It is always okay to pass, i.e. to say, "I don't think I want to answer that question."

Anonymity: It is okay to ask a question anonymously (using the question box or memo board), and all questions will be answered.

Acceptance: It is okay to feel uncomfortable; anyone can feel uncomfortable when he/she talks about sensitive and personal topics.

Responsibility: Group members should come at the agreed time. If a person cannot attend, they should notify another group member or the leader.

COME ON OVER

group size: 10 to 50

Time: 5 to 10 minutes

Materials: None

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✓ OBJECTIVE

To demonstrate that non-resistance may actually work in your favour.

○ WHEN TO USE

Just before a break in the workshop process.

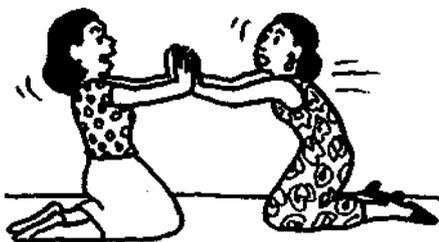
👉 STEPS

1. The facilitator may ask participants to form pairs and face each other while kneeling. Designate one person as "A" the other as "B". Partners place their hands against each other with palms open and forward.
2. Ask each person to push their hands against their partners' with firm pressure. Tell "A" partners to "give in" (stop pushing forward) at any time without warning "B".
3. Reverse roles and repeat the exercise.

DEBRIEFING

Ask the following questions:

- How did it feel when you stopped resisting?
- How did it feel when you exerted continued pressure?
- Unnecessary strength or pressure can sometimes be counterproductive.
- Can you think of some examples in daily life when this has happened?



GRUMBLE, GRUMBLE

Group size: 10 to 40

Time: 20 minutes

Materials: None

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✓ OBJECTIVE

- To provide an opportunity for the release of tension.
- To encourage participants to express negative feelings.

○ WHEN TO USE

After an intense, conflictual session.

👉 STEPS

1. The facilitator should ask participants to divide into pairs.
2. Instruct participants to talk simultaneously, sharing any complaints, reservations, resentments, grievances, irritants, gripes or concerns they have on their minds. When one member runs out of issues to disclose, he/she may say "grumble, grumble" until all participants are finished speaking.
3. Call a halt to the exercise when it is apparent that the negative energy has dissipated and only the "grumbling" is heard.

DEBRIEFING

Encourage group discussion with the following questions:

- How did you feel during the exercise?
- How do you feel now?
- Did you feel that you were being heard during the exercise?
- What are the benefits of this exercise?
- What issues did you hear that merit further discussion?
- In what ways do we fall into a "grumble, grumble" trap in our daily lives?

CONFRONTING THE BEAR

Group size: 10 to 30

Time: 20 minutes

Materials: Flip-chart paper and markers

✓ OBJECTIVE

- To show that obstacles can be overcome.
- To encourage self-analysis.

○ WHEN TO USE

In workshop programmes dealing with self-image or interpersonal skills.

🏠 STEPS

1. Vividly describes a scene of walking alone in a forest and meeting a bear.



2. Ask participants to give a one word response as to what they would do in the situation.
3. The facilitator records these responses on a flip-chart or on VIPP cards.

DEBRIEFING

Discuss ways in which the responses may be similar to daily situations in which we meet "bears" or problems/barriers.

CHAIRS

Group size: 15 to 25

Time: 10 to 25 minutes

Materials: A chair and copies of the instructions for each participant.

✓ OBJECTIVE

- To show participants how to turn conflict into cooperation.
- To highlight cultural differences in handling conflict.

○ WHEN TO USE

At the beginning of a session on conflict management training.

🏠 STEPS

1. Prepare the following instructions on small slips of paper.
Instruction A: Put all the chairs in a circle. (Fifteen minutes to do this.)
Instruction B: Put all the chairs near the door. {Fifteen minutes to do this.)
Instruction C: Put all the chairs near the window. (Fifteen minutes to do this.)
2. Give every participant one set of instructions, either set A, B, or C. Ask them not to show the instructions to anyone else.
3. Ask everyone to start the exercise and follow the instructions they were given.

DEBRIEFING

After fifteen minutes, bring the group together and analyse the exercise. The following questions may help with discussion:

- Did you follow your instructions?
- How did you relate to people who wanted to do something different than you? Did you cooperate, argue, persuade, give in?
- If you confronted others, how did you do it?

NOTES ON VARIATIONS AND NEW GAMES

SECTION VIII

CASE STUDIES AND ROLE PLAYS

Traditional group work emphasizes prescriptions and rules out complexities, variations and nuances. Participatory group events encourage acceptance and analysis of the complexity of society. The games and exercise in this section address the contradictions and conflicts that exist in society through the use of case studies and role plays which are based on real-life situations. Participants analyse and suggest different kinds of solutions, they sharpen analytical and problem solving skills.

Use these games and exercises :

- Before a session on problem solving.
- In sessions where assessments are part of the work plan.
- In a session on problem identification.

NOTES ON VARIATIONS AND NEW GAMES

PIN THE PROBLEM

Group size: 10 to 30

Time: 45 minutes

Materials: Paper/cards, masking tape, pins and markers

✓ OBJECTIVE

- To recognize individual skills.
- To discover how skills may be applied to problems of daily life.

○ WHEN TO USE

Before a session on problem solving.

👉 STEPS

1. Distribute paper or cards and markers.
2. On one side of the card ask participants to write two major problems they face in their work or lives and on the other side to list the skills that are needed to solve those problems.
3. Ask participants to tape the paper on themselves, problem side out.
4. Ask them to walk around and look at each other's problems and not to talk.
5. Have the people with similar problems form small groups and discuss how they would use their skills to solve the problems.

DEBRIEFING

In plenary, discuss the conclusions. During the course of the discussion, point out that they have a wide range of skills that they can use to deal with their own problems and that there may be many appropriate solutions.

ROLE DIAGRAM

Group size: 10 to 30

Time: 45 minutes

Materials: Markers and flip-chart paper

✓ OBJECTIVE

To understand the number and variety of roles played in life.

○ WHEN TO USE

As a preliminary exercise before developing a personal or organizational mission statement.

👉 STEPS

1. Ask participants to make a list of the roles most often played in their lives, such as wife, worker, mother, father, son, daughter, student, writer, friend, etc.
2. Use circles to represent these roles. Have them draw them as large as they feel they are in their lives and in proportion to each other. Position them in the order they play in their lives. Have them place on the top of the paper, those played most often and at the bottom those played less frequently.
3. Have them label the roles inside each circle.
4. Next to the circles the participants should write feeling words, such as angry, sad, happy, etc. that they associate with each role.
5. Have them put a plus sign next to the roles that they feel good about and a check next to the roles that they feel dissatisfied with.
6. Now ask participants to take a new piece of paper and draw or list the roles in the order which they would like them to be.
7. Encourage the group to discuss their roles.

THE SECRET IS IN THE BAG

Group size: 10 to 30

Time: 15 to 30 minutes

Materials: Two bags filled with small objects

✓ OBJECTIVE

To have fun and reduce tension in the group.

○ WHEN TO USE

As a break in an intense session.



🏠 STEPS

1. Prepare two bags and fill them with small objects. Examples: pencils, sun glasses, credit cards, jewellery, etc.
2. Ask the participants to form two teams.
3. Ask each team to create a pantomime using all the things in the bag. The pantomime can relate to their work or organization or it can be a book or movie title. Give them ten minutes to do this.
4. Ask each team to perform its pantomime in front of the plenary.
5. The object of the game is to guess the subject of the other team's pantomime.

HUDDLE

Group size: 10 to 30

Time: 15 to 30 minutes

Material: None

✓ OBJECTIVE

To make a quick assessment of the knowledge or opinions in the group.

○ WHEN TO USE

When you want to quickly assess the level of knowledge or opinion within a large group.

🏠 STEPS

1. Ask the participants to divide into groups of six.
2. Ask each group to name a facilitator to direct the discussion and a reporter to relay the discussion back to the plenary.
3. Present a question or theme to the small groups and give them six minutes to discuss the issue and arrive at a conclusion.
4. The reporters inform the plenary of their discussion results.

NOTE: This exercise is helpful when giving a presentation before a large group, to get a sense of the participants' concerns about the issue. It is also a way to discover what knowledge a group already has about a particular topic or issue. This exercise may also be useful to help a group formulate questions in response to a formal presentation.

Do not use it as the final exercise if the object is to facilitate a deeper understanding of an issue.

STATUES

Group size: 10 to 30

Time: 30 minutes

Material: None

.....

✓ OBJECTIVES

- To facilitate group expression of an idea.
- To evaluate group understanding of the workshop theme.

○ WHEN TO USE

As a group begins studying a theme.

🏠 STEPS

1. Choose a theme, not based on actual events or concrete situations, but rather on a shared concept (e.g. religion, democracy, justice, women's rights, etc.).
2. Ask for a volunteer to represent what he or she thinks of the theme by forming a statue, or the volunteer may use other members of the group and position them as statues to represent the theme.
3. Ask the other participants for their opinions and invite them to add or change the "statue". One by one, they make changes and explain why to the rest of the group. Changes can include repositioning or changing statue expressions or gestures.
4. This process continues until everyone agrees with the way the statue expresses the chosen theme.

DEBRIEFING

Invite the group to discuss the theme and group process: analyze how they began, the reasons why they agreed or disagreed with the changes made to the "statue" and why they all agreed with the final outcome.

HAS DEVELOPMENT TAKEN PLACE?

Group size: 15 to 30

Time: 60 minutes

Materials: Flip-chart paper and markers

✓ OBJECTIVE

To enable participants to assess the level of development taking place in their community or organization.

○ WHEN TO USE

In a community or organizational development planning or training event.

🏠 STEPS

1. Before the session, prepare the following instructions on separate pieces of paper.
 - GROUP A: List words that indicate that community/organizational development is taking place.
 - GROUP B: List words that indicate that community/organizational development is not taking place.
2. Ask participants to divide into two groups and give them the instructions listed above. Tell them they will have five minutes to complete the task.
3. At the end of five minutes, ask the groups to trade their list of words. Give them ten minutes to discuss the lists.
4. Ask a member of each small group to summarize the group's discussions.

ARTIFACTS

Group size: 0 to 50

Time: 15 to 60 minutes

Materials: Markers, flip-chart paper, ten common objects such as pens, paperclips, rulers, playing cards, etc.

✓ OBJECTIVES

- To develop group cooperation.
- To encourage creativity.

○ WHEN TO USE

When you wish to encourage and test analytical skills or imaginative thinking.

🏠 STEPS

1. Tell participants that "Artifacts" is a simulation. It is set in the future when a virus in the computer network has destroyed all records. A group of sociologists, historians and scientists is trying to find a use for some ancient artifacts, such as pens, paper clips, rulers, etc.
2. Ask the participants to divide into groups and write the following headings on their paper: Description ^size, shape, texture, etc.); Use (practical, ornamental, religious, etc.); Significance ^social, historical, educational, etc.).
3. Give each group an artifact. Explain to the group that they are all researchers and members of the "Artifacts Research Guild" and the occasion is the presentation of theories about the origin and use of certain artifacts. Although some artifacts may have an inscription written on them, pretend that it is in an ancient script and no one can read it.
4. Ask participants to gather in their groups and write their answers to the three questions, including ideas about who used the artifact, what it was, how it was used, etc.
5. If the group cannot reach a consensus, then the "professors" holding a minority view will have to indicate this in the formal presentations.
6. For the formal group presentations, each member of the group must speak. They should give their real name, title of "Professorship". Time and subject matter should be divided equally between the group members.

This artifact is of
MEDICINAL value.
People used to
take off the top
and SNIFF it
to stay awake!



This artifact is of
SOCIAL value. If a
woman thought her
husband was
cheating on her she
would look through
the holes at him as
if to say "I see
what's going on!"



DRAWING A SCENARIO

Group size: 10 to 40

Time: 30 to 45 minutes

Materials: Flip-chart paper, markers and masking tape

✓ OBJECTIVE

- To portray a situation/condition.
- To identify problems and resources.

○ WHEN TO USE

At the beginning of a session on situation analysis or problem identification.

🏠 STEPS

1. Divide participants into groups of three or four.
2. Ask each group to draw a picture of an area or situation (e.g. situation within a locality, condition of women, etc.).
3. Encourage them to draw spontaneously and tell them they will have the opportunity to explain. They should start with the ideas that come into their mind immediately.
4. Allow each group ten minutes to discuss their drawings and to draw a common picture.
5. After ten minutes, bring them back to the plenary.
6. Invite each group to present their drawings with their explanations. Capture common and uncommon points on cards as they describe their drawings. You can also ask other groups to capture the points.
7. Pin up the cards, discuss and summarize.

DEVELOPMENT INDICATORS

Group size: 10 to 30

Time: 60 to 90 minutes

Materials: Flip-chart paper and markers

✓ OBJECTIVE

- To arrive at a group definition of "development".
- To identify development indicators.

○ WHEN TO USE

In a group session on development.

🏠 STEPS

1. Ask the participants to form small groups of five or six persons.
2. Ask each participant to write three words that come to mind when he/she hears the word, "development".
3. Use all of the words that have been suggested to arrive at a definition of development.
4. Brainstorm and list "indicators" that show that development has happened.
5. Display each group's definition, and discuss each one in plenary.
6. Agree on a definition that reflects the view of all the participants.
7. Put up the list of indicators on the wall and with the total group discuss, clarify, and summarize.
8. Compare them with the definition of development they originally agreed upon.

ROLE PLAY-INSTRUCTIONS

Group size: 10 to 50

Time: 10 to 90 minutes

*Materials: Flip-chart paper or cards,
markers and props*

.....
✓ OBJECTIVE

To analyze skills or ideas.

○ WHEN TO USE

Anytime during a group event.

🏠 STEPS

1. Explain that this is a role play, not a drama or mini-drama -here the interaction between people is worked out or rehearsed beforehand.
2. Prepare written instructions identifying a situation to role-play and the parts to be played by different people or groups.
3. Distribute the instructions and allow time for questions and answers. The aim is to be sure that ever, one cows what is expected of them and to avoid all interruptions to the flow of the role play once it is started.
4. Ask the groups) how they wish to use the space they have and how they intend to use any props that they have. This can help the role players define their roles and play them with conviction. It is also an opportunity to provide information which keeps the exercise realistic.
5. Explain that there can be no planning or interaction between the parts to be played beforehand.
6. Give exact time limits for the role play. Five to seven minutes is recommended.

DEBRIEFING

After the role play it is important to ask the participants to "deroll" and to debrief the participants. A discussion of the experience may be started by asking the following questions:

- Did you enjoy the experience?
- Did you like playing your role?
- If you want to analyze skills development, the transition from discussing feelings to discussing skills can be made by asking:
 - What did you find difficult?
 - What skills did you use?
 - What worked and what skills helped?
 - What skills do you need to develop or improve?
 - What have you learned from the role play?
 - Did the role play help you develop a deeper understanding of the issue? Why?

NOTE: Written instructions reassure the more nervous participants and give them something to refer to if they become uncertain. Instructions should be short, clear and written in general terms so that the person playing the role can bring their own experience and skills to the role. The instructions should include enough background information to keep the situation realistic. You may wish to use observers as they can add to the value of discussions after the role play. Observers become much more involved if they also receive instructions about what they are expected to comment on.

Even the most carefully planned role play will sometimes take on a life of its own and take unexpected turns. Unless this threatens the whole purpose of the exercise, it is best to note how it happened and discuss it later rather than interrupt the action.

NOTES ON VARIATIONS AND NEW GAMES

NOTES ON VARIATIONS AND NEW GAMES

SECTION IX

GENDER ANALYSIS AND SENSITIZATION

The issue of gender is defined differently in different cultural contexts. These exercises do not aim to change the behaviour of participants but to stimulate their thought process and to encourage reflection on their own assumptions. The exercises in this section were selected and adapted with sensitivity to multicultural needs and are intended to support programme planning for gender management. These exercises should be used judiciously, to create an environment for understanding diversity and to encourage constructive debate and deeper exploration of gender-related issues.

Use these games and exercises:

- In gender training or sensitization sessions.
- In communication training sessions.

NOTES ON VARIATIONS AND NEW GAMES

VALUES AUCTION

Group size: 10 to 30

Time: 45 minutes

Materials: Paper and-pens or markers

✓ OBJECTIVES

- To explore gender values.
- To reflect on how family gender values influence perceptions and attitudes.

○ WHEN TO USE

In gender and communication training.

🏠 STEPS

1. Draw up a list of values (see examples below).
2. Select a volunteer from the group to be the auctioneer.
3. Explain to the group that in this exercise the participants will have \$10,000 in imaginary money to spend in a "Values Auction". They can bid on any of the values that are read to them.
4. Provide paper to all participants for the purpose of keeping track of their expenditures. You can also prepare play money in \$100 bills.
5. Emphasize that the participants cannot spend more than \$10,000 in the whole auction. For example, if they buy a value for \$4,000, they only have \$6,000 left to spend on others. Tell the group that bids must be in quantities of \$100 or more. When someone bids \$100, ask for \$200 and so on.
6. Open the bidding by reading out the first value on your list.

7. Make sure that the bidding is done accurately. Continue the auction until someone has bought each value on your list.

Example Values

- Today, women's assertiveness and financial independence is causing tension in many families.
- Female-male relationships were better before the women's liberation movement.
- The absence of caring and sharing on the part of men is devastating and destroying relationships.
- Men's rejection of the femininity in them makes them insensitive to others' needs.
- Men who father children should always help change diapers and feed the baby.
- Understanding gender roles is to recognize the creativity involved in baking a cake.
- Patriarchal callousness makes men assume a superior role.
- You don't give dolls to little boys.

DEBRIEFING

Discussion points:

- Some people spent all of their money on one or two values, while others spent their money on several. Why?
- What values were most important to the group as a whole?
- If any value on the list was not bought, why?
- How does knowing which values are most important to us affect our lives?

VARIATION

See "Values Voting" p. 61.

"IF I WERE....."

Group size: 10 to 30

Time: 45 to 60 minutes

Material: Two different colours of cards
and markers for all participants.

✓ OBJECTIVE

To develop insight on gender differences.

○ WHEN TO USE

In a group event that focuses on gender role analysis.

🏠 STEPS

1. Ask the participants to divide into two groups: a "women's group" and a "men's group".
2. Give two cards (one colour for men and one for women) and one marker to each person.
3. Ask each woman participant to complete the following sentences:
 - I am happy I am a woman because ...
 - If I were a man, I would ...

Each male participant will have to complete the following sentences:

- I am happy I am a man because ...
- If I were a woman, I would ...

4. When they have finished writing, ask participants to put the cards upside down on the floor in separate piles according to the colour of the cards.
5. Pick up one category of cards at a time and pin them on the board as you read them aloud. Encourage discussion.

DEBRIEFING

Discussion questions:

- What happened? How do you feel?
- What was the purpose of this exercise?
- Were you ever dissatisfied with being a man or woman? Why?



FAMILY MESSAGES

Group size: 10 to 30

Time: 45 minutes

Materials: Cards and markers

✓ OBJECTIVE

To encourage participants to explore family values which influence their present perceptions and behaviours.

○ WHEN TO USE

In a session where gender roles and responsibilities are being discussed.

🏠 STEPS

1. Discuss a definition of values before beginning the exercise. For example, definition that could be used is, "Values are any ideas or qualities that are important, desirable or prized."
2. Explain to the group that one way to identify personal values is to ask yourself the following questions:
 - Is it something you believe in?
 - Are you proud enough of the thing you value to tell your friends?
 - Did you make your choice freely?
 - Do you act according to your values?
 - Do you practise what you preach?

3. Write the following questions on cards:

What did your family tell you about...

- being male?
- being female?
- getting married?
- selecting a profession?
- going out with someone?
- having sex?
- sharing responsibilities?
- diversities and differences?
- aspirations and ambitions?
- frustration and stress?
- having children?
- caring for children?

4. Ask for volunteers to choose a card and answer the question written on it. Based on knowledge of your group, you can decide to have each volunteer answer the question out loud or write them on cards.

DEBRIEFING

Discussion points:

- Were there values in your family that were never talked about openly? Why?
- Did you learn about values from men or from women?
- Which of the values would you pass on to your son or daughter? How?



THE SUN ALSO SHINES ON MY TREE'

Group size: 10 to 30
 Time: 60 minutes
 Materials: Flip-chart paper, markers and cards

✓ **OBJECTIVE**

Increase awareness of how society perpetuates traditional gender values to explore the concept of gender.

○ **WHEN TO USE**

Prior to discussion of the theoretical aspects of gender.

🏠 **STEPS**

1. Ask the participants to form small groups. Give paper and markers to each group.
2. Ask each group to draw a tree with three parts: the leaves, the trunk, the roots. The roots stand for ideology and gender values. The trunk stands for institutions which influence those values such as family, education and religion. The leaves stand for the activities that are undertaken by women.

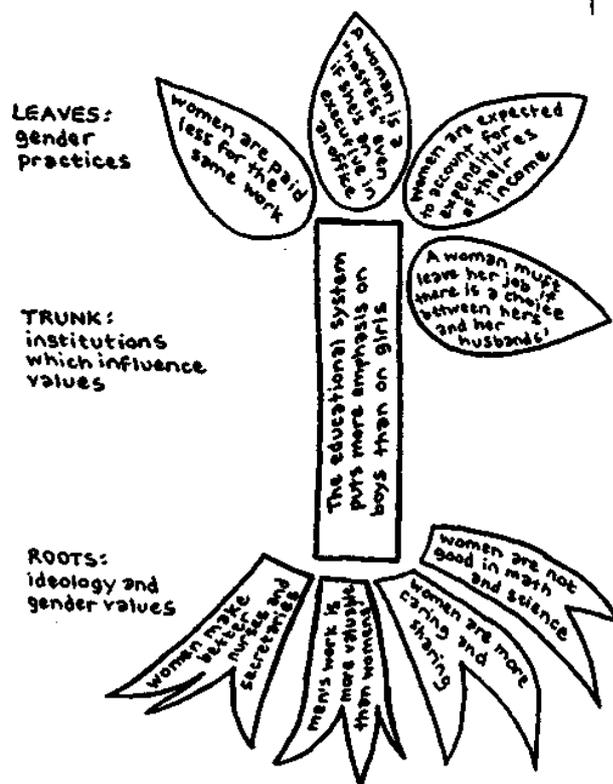
3. Have them discuss these issues in their respective groups, capturing the major points on cards before drawing their tree.
4. Tell the participants that they can use any of the value statements from the board (see below) for analysis, but encourage them to come up with their own gender value statements if they can.
5. Have them present their drawings and cards to plenary.

Some examples of value statements:

- Women make better nurses and secretaries.
- Women are better managers at home than in offices.
- Women lose objectivity, as they are more emotional.
- Women should not get jobs that men have always had.
- Women are more caring and sharing.
- A woman's sexuality is threatening to men.

DEBRIEFING

- What issues did the exercise raise?
- Did the exercise help the group to define their concept of gender?



GENDER STEREOTYPES

Group size: 10 to 30

Time: 45 minutes

Materials: Flip-chart paper, markers and masking tape

✓ OBJECTIVE

To increase awareness of gender stereotyping.

○ WHEN TO USE

During a session on gender roles.

🏠 STEPS

1. Write "female" and "male" cards and put them on top of two boards.
2. Ask participants for examples of stereotypical male and female characteristics. Have them list them on cards.

Examples

Females may believe that to be feminine they should:

- Be emotionally sensitive and vulnerable.
- Submit to the wishes and demands of a sexual partner.
- Meet the needs of others before their own.
- Choose careers in the "helping professions".
- Be physically attractive by someone else's standards.
- Tolerate sexually harassing behaviour without complaint.
- Avoid non-traditional careers such as math or science.
- Be non-assertive or avoid being out-spoken.

Males may believe that to be masculine they should:

- Be in control and appear unemotional.
- Be the dominant partner in a relationship.
- Exert pressure or force on their sexual partners.
- Become sexually active early.

- Work in careers that are mechanical or analytical.
- Assume responsibility as the "bread winner".
- Achieve status by earning lots of money.
- Take risks to prove manhood.
- Resolve conflicts with violence.

3. Divide the participants into small groups of the same gender. Have the female group discuss the advantages and disadvantages of the male gender and vice versa.

4. List advantages/disadvantages on cards or flip-charts.

5. After ten minutes, bring the groups together and ask each group to put their ideas on the board.

6. Make sure that responses belonging to one gender are placed together.

7. Look at the advantages and disadvantages of being a female as listed by the male group. Ask women to add to the list with cards of a different colour.

8. Discuss the lists of stereotypes. Clarify if the new lists are stereotypes or true characteristics of women. Draw a line through any ideas the group concludes are stereotypes. Repeat the process with the lists of advantages and disadvantages of being a male.

DEBRIEFING

Which gender has the most advantages/disadvantages? Why? How?

MY ROLES, MY RELATIONSHIPS

Group size: 10 to 30

Time: 45 minutes

Materials: Activity worksheets on case studies, 12 cards per group of four and markers

✓ OBJECTIVE

To help participants examine how gender roles affect the way people react in relationships.

○ WHEN TO USE

In a session on gender issues.

👉 STEPS

1. Divide the plenary into groups of four and distribute worksheets, cards and markers to each group.
2. Ask the participants to select one of their group members to read the case study aloud. Each group should consider these two questions while they discuss the case study.
 - How would you react to this situation?
 - How would your mother have reacted to this situation when she was young?
 - How would your father have reacted to this situation when he was young?
3. Ask the groups to record their reactions on cards, labelling them "me", "mother", "father". Tell them they will make presentations of their work in the plenary.

Sample Case Studies

Mike is about to ask Laura out for the first time. He would like to go out for pizza and then to a movie. Mike thinks Laura should help pay for the date. What should he do? What should she do?

Sheila and Bodal have been married for four years. Both have always worked. Now Sheila is pregnant but wants to go back to work as soon as she can after she has the baby. Bodal wants her to stay home for a while until the child starts school. What should Sheila do?

June has been interested in Bob for the last few months. She thinks he might like her too, but he seems too shy to ask her out. She has thought about calling him and asking him to go out, but she is afraid of looking too "pushy".

Yasmin is doing a "white collar" job and earns more than her husband. She feels this is creating tension between them. Her husband is becoming more grumpy and withdrawn. She can sense that quitting her job may improve the relationship at home but she needs to earn the money.

Ricky has just been approached by a woman at a party. She asked him to dance several times and invited him to her house after the party. Although Ricky likes her, he doesn't feel ready to go home with her.

DEBRIEFING

Ask for volunteers to explain why they reacted the way they did and how people might have reacted twenty years ago. How are things different today? What do you think has caused the change? How have changing gender roles affected relationships between men and women?

WE'RE IN THE SAME

Group size: 15 to 20

Time: 30 to 45 minutes

Materials: Flip-chart paper, markers,
masking tape

✓ OBJECTIVE

To look at stereotypes of men and women in society.

○ WHEN TO USE

In discussions on people's feelings about their gender roles.

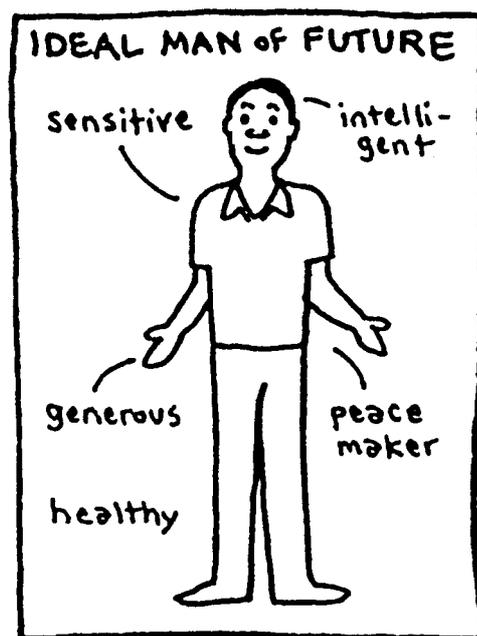
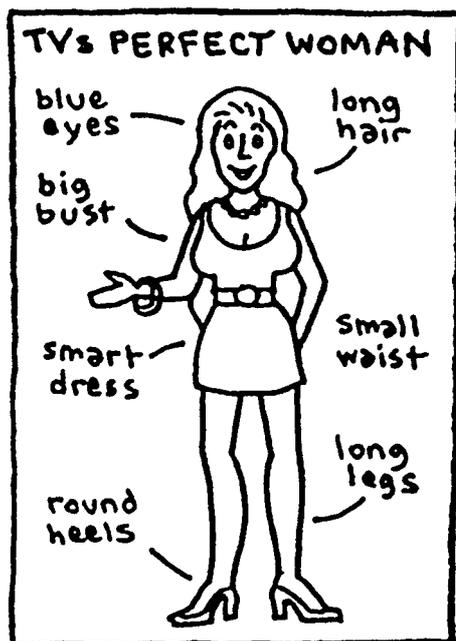
🏠 STEPS

1. Give each group four pieces of paper. Ask them to draw outlines of women on two pieces and outlines of men on the other two. On one female/male set write "TV's perfect woman" and "TV's perfect man". On the other set write "The ideal woman of the future" and "The ideal man of the future".

2. Brainstorm first and then write all responses on paper and hang them up on the wall for all the groups to see.
3. Encourage people to be as outrageous as they want.

DEBRIEFING

- How do we see ourselves compared to these popular images?
- On what basis are we defining the man/woman of the future?



MY IMAGE

Group size: 20 to 25

Time: 1 hour 30 minutes

Materials: Card, marker, pin-board

✓ OBJECTIVE

To understand gender differences and societal/culture influences in constructing identities.

○ WHEN TO USE

Before introducing the concept of gender.

🏠 STEPS

1. Divide plenary into single sex groups.
2. Ask groups to answer: "What is the quality you appreciate most in yourself?"
3. Put all ideas on cards and cluster similar ones. Put cards on pin-boards.
4. Present to plenary.

DEBRIEFING

- Did you have any difficulty in identifying your qualities? Why?
- Which group had more problems?
- Ask participants to explain the opportunities (social, cultural, economic, religious, etc.) that the) had, to develop the qualities mentioned. Encourage a few participants (4 or 5 from each group) to tell their life stories in brief. Capture key ideas and put up on pin-board.



I AM A WOMAN... I AM A MAN

Group size: 20 to 25

Time: 60 minutes

Materials: Paper, marker, cards, pin-board

✓ OBJECTIVE

To help women and men identify their strengths and differences.

○ WHEN TO USE

Prior to introducing gender theories and concepts.

🏠 STEPS

1. Divide plenary into small groups. Ask each group to think of a real person(s) they admire (for her/his creativity/assertiveness/good humour/ability to handle conflicting situations, etc.).
2. Ask groups to capture those qualities on cards and put them up on pin-boards.
3. Each group to present its work in plenary.

DEBRIEFING

- What is the image of a woman/man?
- How can you improve your self-esteem?

creative? sensitive?
good humoured?
thinks quickly
under pressure?
kind to children
speaks well?



IDENTITY CONSTRUCTION

Group size: 10 to 20

Time: 1 hour, 30 minutes

Materials: Paper, marker, pin-board and open space

✓ OBJECTIVE

To analyze gender identity construction.

○ WHEN TO USE

Before discussing gender concepts.

🏠 STEPS

1. Divide plenary into small, single sex groups.
2. Give cards, paper, and a marker to each group.
3. Ask them to discuss and capture key ideas on "what gender means to me".
4. Put up the cards on a pin-board or wall.
5. Keeping the ideas on cards in mind, draw a picture or a symbols), summarizing the ideas.
6. Present in plenary. Encourage brief discussion on each presentation.
7. Reconvene groups and answer, "What is the image of a man/woman?" (Male group to come up with woman's image and vice versa.) Put up three answers on strips or cards.
8. Analyze strips and discuss (in your group) what/how rituals in your cultures are associated with a man/woman's character development. Capture as many as possible, on cards.
9. Present in plenary.

DEBRIEFING

Ask the participants:

- Are such rituals generally associated with women? Why?
- How do cultural beliefs and rituals affect and influence the image of a man/woman?

DAILY CYCLE

Group size: 20 to 25

Time: 60 minutes

Materials: Flip-chart and markers

✓ OBJECTIVE

To understand how personal gender issues can be influenced and changed.

○ WHEN TO USE

When analysing gender issues.

🏠 STEPS

1. Divide participants into small, single sex groups.
2. Each group lists down its major daily activities.
3. Female and male groups exchange their group work.
4. Groups then discuss and list: "Is there anything you would like to change on the other groups' list of major daily activities?"

DEBRIEFING

- What happened when you swapped the daily activities lists?
- Was it difficult to list the changes you wanted to see? Why/why not?
- Why did you ask for these changes?

NOTE: Facilitator to capture all ideas in debriefing.



LIFE LINE

Group size: 10 to 25

Time: 60 minutes

Materials: Flip-chart and markers

✓ OBJECTIVE

To understand and analyze personal gender values and how they can be influenced.

○ WHEN TO USE

Before introducing gender concepts.

🏠 STEPS

1. Ask the group: what has happened to you in your lifetime that is meaningful to you? (Change the years based on average age of the plenary.)
2. Have participants do individual line drawings that begin with birth and end at present. On the line, the participants should illustrate the major influences which shaped their values and attitudes about women and men. These might include: parents, education/legal system, cultural beliefs, economic condition, travel, work, relationships, marriage, parenthood, particular personalities/ experiences, etc.

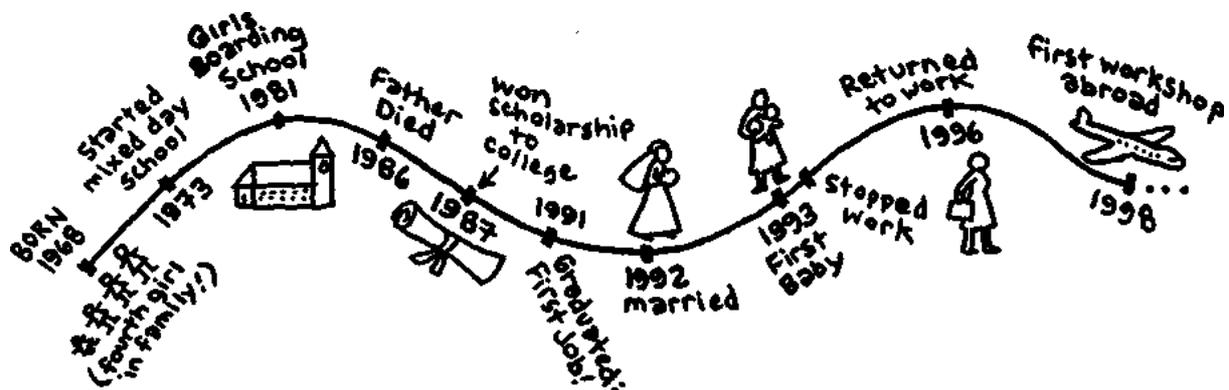
3. Have participants share their lifelines in groups of four.

4. Summarize influences on gender and present in plenary.

DEBRIEFING

Ask the participants:

- How did you feel when you analyzed your life cycle with others?
- Did it help you? Did you feel threatened by this disclosure?



NOTES ON VARIATIONS AND NEW GAMES

NOTES ON VARIATIONS AND NEW GAMES

SECTION X

CREATIVITY AND PROBLEM SOLVING

Creativity is the ability to look at a familiar situation, task or problem and see solutions that go beyond the conventional, the normal or the standard procedure.

Creativity is nurtured by an enabling environment. Such an environment requires a committed group of people who share a tolerant and open attitude, who are sensitive to cultural issues, who encourage curiosity and critical awareness and who have the ability to think beyond conventional

The following exercises are intended to stimulate creative thinking in a group event.

Use these games and exercises:

- When you are looking for creative solutions to a problem.
- As "Brain gymnastics" or to liven up a workshop.
- For relaxation and fun.

NOTES ON VARIATIONS AND NEW GAMES

BRAINSTORMING

Group size: 10 to 40

Time: 60 minutes

Materials: A paper clip, feather, or other simple objects, flip-chart, cards and markers

✓ OBJECTIVE

To involve participants in a creative, problem-solving process.

○ WHEN TO USE

In a workshop whenever you need to "clear the cobwebs" or orientate participants to a creative process.

🏠 STEPS

1. Introduce the basic ground rules of brainstorming:
 - No critical judgment is permitted.
 - Free association is welcomed; the wilder the ideas the better.
 - Quantity, not quality, is desired.
 - Combination and improvement of ideas is sought.
2. Ask participants to think of all the ways they can use an object, e.g. a paper clip, a feather. They have about three minutes for this part of the exercise.

3. Have someone tally and/or write down ideas. At the end of one minute ask the groups to report the number of ideas they generated and then get a sampling of some of the "crazy" or "far out" ideas, as well as some that seem more feasible.
4. Now apply the same exercise to some real life or organizational problem.
5. Condense the ideas into a new list of valuable ideas or decide which ideas could be put into practice by voting on the most feasible ones.

DEBRIEFING

Encourage further group discussion with the following questions:

- What reservations do you have about the technique?
- What kinds of problems is brainstorming best suited for?

NOTE: Research indicates that creativity can be cultivated by the use of simple and practical exercises. Too often the spark of innovative thinking is dampened by phrases like, "We tried it last year" or "We've always done it that way".

VARIATION

Brainstorm on any topic. Each time, change one condition radically.



You may think it's only to measure with but it can be used to kill flies, spread butter on toast, whack people who annoy you, serve as a bookmark, fling small objects across the room, cut bananas...

TOPSY TURVY

Group size: 10 to 30

Time: 30 to 45 minutes

Materials: Flip-chart paper,
cards and markers

.....

✓ OBJECTIVE

To find non-conventional solutions/alternatives.

○ WHEN TO USE

Useful in the planning or development stage of a group process.

👉 STEPS

1. Formulate a question/problem (e.g. How can we improve our project coverage?).
2. Ask participants to give a spontaneous answer/Solution.
3. Re-formulate the question negatively (e.g. How can we decrease our project coverage?).
4. Ask participants to give a spontaneous answer/solution (e.g. confuse our field staff with unclear directions).
5. Discuss the answers/actions by "turning them upside down". Develop the positive alternative or action (vice versa). Conclude by selecting the most realistic alternatives to the problems.

NOTE: If the group is large, divide into smaller groups.



WHICH SIDE OF THE BRAIN?

Group size: 10 to 30

Time: 15 to 20 minutes

Materials: None

.....

✓ OBJECTIVE

To introduce the concept of right and left brain.

○ WHEN TO USE

At the beginning of a session on creativity awareness.

👉 STEPS

1. Ask everyone to look at a distant point or object (e.g. light switch, door knob) with both eyes open and then to circle this point with thumb and finger of their right hand, arm extended away from their face.
2. State whether they focused with their right eye or left eye and which eye they closed.
3. Explain that some people focus with their left eye; others focus with the right eye normally. The left eye is linked to the right side of your brain (the intuitive, creative side) while the right eye is linked to the left side (the more logical and rational side).

DEBRIEFING

Discuss the implications of the different ways of seeing while mentioning the value of diversity.



BRAINWRITING

Group size: 10 to 20

Time: 30 to 45 minutes

Materials: One large card and marker for each participant

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✓ OBJECTIVE

To involve participants in idea gathering.

○ WHEN TO USE

Following a brainstorming session when a group is ready to develop plans.

👉 STEPS

1. List ideas or topics on a board in advance of the session.
2. Have participants sit in a circle. Distribute blank cards to each one.
3. Ask each participant to select a particular topic already on the board. Write it as a heading, then write a solution, idea or action, no matter how crazy, just below the heading.
4. Each person will then pass their card to the person on their right and receive a new card from the person on the left. They should add a new solution and pass the card to the right. This continues until participants have their original card back in hand.
5. Ask each person to select three ideas that are workable and three ideas that are not.
6. Conclude with a group discussion.

METAPHOR, ANALOGY

Group size: 10 to 20

Time: 45 to 60 minutes

Materials: None

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✓ OBJECTIVE

To find new solutions for a familiar problem.

○ WHEN TO USE

When the group feels stuck or when a task has become difficult.

👉 STEPS

1. Identify the problem.
2. Explain to the group the meaning of the words "metaphor" and "analogy".
3. Ask the group to collect several metaphors or analogies for the problem.
4. Choose one problem and discuss the metaphors/analogies as they relate to a possible solution.
5. Select workable solutions you want to follow up.
6. You can do this exercise several times with different metaphors/analogies, until you discover a series of realistic ideas.

WITCHCRAFT

Group size: 10 to 30

Time: 30 to 40 minutes

Materials: Cards, markers and masking tape

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✓ OBJECTIVE

To improve planning or problem-solving processes.

○ WHEN TO USE

When the group is looking for creative solutions to a problem.

🏠 STEPS

1. Have the group identify a question, task, problem, or objective.
2. Give every person a card and marker.
3. Ask the group the following question: "If we could use witchcraft, what solution would we use?" Explain that this is a chance to forget logic. They may imagine themselves as a sorcerer, shaman or witch-doctor.
4. Gather the cards and read them aloud. Select cards with the most feasible ideas, prioritize them and pin the cards up on a board.
5. Continue the group planning process.

NOTE: Participants must be very clear that they should follow the rules of openness with no boundaries or censorship. Only after the process should they judge, reject or discuss ideas.

WALKANALOGY

Group size: 10 to 30

Time: 60 to 90 minutes

Materials: Flip-chart paper or cards

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✓ OBJECTIVE

To encourage the development of new ideas.

○ WHEN TO USE

Before you begin a planning process.

🏠 STEPS

1. Formulate a question.
2. Ask the participants to form groups of three
3. Ask each group to clarify and reformulate the question.
4. Explain that the group may now begin a "walkabout" (thirty to forty-five minutes; outside the room. Their assignment is to find interesting objects which may provide an answer to the question, through use of analogies or metaphors. Encourage them to observe everything in the environment such as people, buildings and nature and to be responsive to new thoughts and ideas as they "walkabout".
5. When the group comes back together distribute cards to the groups and ask them to write down the metaphors, ideas and analogies they have discovered.
6. Ask each group to present their findings to the plenary and have the plenary discuss them..
7. Select those ideas which will assist in the: planning process.

PICTURE

Group size: 10 to 30

Time: 60 minutes

Materials: Flip-chart paper, markers, pictures, magazines and catalogues

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✓ OBJECTIVE

To enhance the planning process.



○ WHEN TO USE

In a brainstorming session or before you are going to plan a task or event.

🏠 STEPS

1. Lay out a variety of magazines or catalogues with illustrations.
2. Ask the participants to form groups of four to five people.
3. Explain that the group's task is to look through the magazines and catalogues and select a picture which relates to a factor in the planning process.
4. Distribute cards and markers to the groups.
5. Ask the group to describe the selected picture in detail, mentioning everyone's ideas and feelings about the picture.
6. No censorship is allowed or permitted.
7. The facilitator should write down the new ideas. The groups may then select valuable ideas to further the planning process.

DICTIONARY

Group size: 10 to 30

Time: 20 to 45 minutes

Materials: Dictionary, flip-chart paper and markers

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✓ OBJECTIVE

To develop a systematic approach to the collection of new ideas.



○ WHEN TO USE

When you want to find new ways to deal with a topic, problem or question.

🏠 STEPS

1. Formulate a problem or question and describe it in detail to the group.
2. Have participants shout out solutions spontaneously. Write these down on a flip-chart.
3. Take the dictionary and select one word from any page. Read the word and its definition aloud.
4. Based on this information, encourage the group to brainstorm new ideas and actions. List the suggestions on the flip-chart.
5. From the resulting list, select new ideas that will stimulate the discussion and planning process.

NOTE: You can repeat this process several times, looking for other words in the dictionary.

OSBORNE CHECKLIST

Group size: 10 to 40

Time: 30 to 60 minutes

Materials: Flip-chart paper, markers and copies of the Osborne checklist

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✓ **OBJECTIVE**

To provide different perspectives for dealing with problems/topics/tasks.

○ **WHEN TO USE**

In A planning process.

🏠 **STEPS**

The Osborne checklist is used to reformulate an original task, topic or problem by reshaping the perspective from which it is approached. Use the checklist in small groups and give each group one or two different questions from the checklist. After brainstorming the questions in the group, judge the validity of the resulting ideas for the topic you are dealing with.

Checklist

WHAT IS SIMILAR? Same function; similar appearance; similar material; parallel conclusions.

OTHER POSSIBLE USES? New applications. Change the target group or audience. New uses by changing the subject.

ADAPT. What are suggested ideas? Are these examples from history or experience? What could be adapted from these experiences? What would be a good example?

CHANGE IT. Give it a new form. Change aim and objective. Change the taste, colour, sound, smell or appearance. Imagine other changes to the subject.

AMPLIFY IT. What could we add? How could we make it stronger or more resistant? Could we add another value? Multiply it? Make it more expensive? Over-dimension it?

REDUCE IT. What aspect could be left out? What would be the minimum size of group? off material? How can we separate it into smaller-parts? Lower? Shorter? Flatter?

REPLACE IT. What can we replace? What other parts could be added? What material, people, processes, energies, locations could replace the foreseen ones? Replace solutions?

REDESIGN IT. Develop new models? Change the sequence? Exchange causes? Impact? Reduce speed? Speed up?

PUT UPSIDE-DOWN. Take the negative, not the positive. Try to reach the opposite. Bring upside-down. Change the roles and functions. Start from the end.

COMBINE IT? Try a mixture. Link it with other elements. Select and regroup things. Link different actions together. More goals. More objectives. More fields of applications.

FORCE FIT

Group size: 10 to 30

Time: 20 to 30 minutes

Materials: Cards and markers

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✓ OBJECTIVE

- To add competition to the creative process.
- To speed up a thinking/brainstorming process.

○ WHEN TO USE

When the pace has slowed down.

🏠 STEPS

1. Divide the plenary into two groups and select one person to take notes.
2. Formulate a topic for each group.
3. Ask each group to clarify all the aspects of the topic.
4. Ask one group to give a word or concept (imitation word) which has no link to the topic. The other group has two minutes to find a solution/answer based on this word. If the group finds a valuable solution, they receive two points, and they can pose a new word to the other group. If the group does not find a solution, the other group receives one point and can give the next imitating word.

DEBRIEFING

In relation to the topic, all solutions/ideas are listed, judged and selected for further elaboration.



Our topic is
WOMEN'S RIGHTS.
Our imitation word
is CHEMICAL.
Uh, the answer
to WOMEN'S RIGHTS
is promotion of
positive CHEMISTRY
between men and
women!

NONSENSE-DEBATE

Group size: 10 to 30

Time: 20 minutes

Materials: Flip-chart, cards and markers

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✓ OBJECTIVE

To promote innovative thinking.

○ WHEN TO USE

- Before a planning phase, as "brain gymnastics".
- To prepare for a more serious exercise.

🏠 STEPS

1. Ask the participants to collect a series of questions on a flip-chart. Some may be nonsensical. From these questions, they should select those they want to argue about.
2. Keep a "yes" and a "no" card ready. If you raise the yes card, all should argue in favour; if the no card is raised, all argue against. You may change the direction of the debate several times during each question.

Examples

- Riding elephants is especially useful for right brain users.
- A good facilitator should know about manipulation.
- A housewife should study astrophysics.
- To reach equity at home, men should cook three times a week.



DRAW THE MUSIC!

Group size: 10 to 30

Time: 45 to 60 minutes

*Materials: One piece of flip-chart paper and one marker per person.
Tape/CD player and music*

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✓ OBJECTIVE

To provide a new perspective in approaching topics or problems.

○ WHEN TO USE

When the pace of the workshop needs slowing down.

👉 STEPS

1. Formulate and characterize the topic, problem or task to be brainstormed.
2. Distribute paper and markers to each participant.
3. Ask the group to listen to a piece of music and draw on their paper any feelings/impressions gained from the music. When they have finished the drawing, they may write on the side of the drawing some ideas or words which would lead to new ideas for finding a solution to the problem/issue of the workshop.
4. Bring participants into the plenary and ask them to share their drawings with the group.
5. List the ideas and put them on a flip-chart.
6. Assist the group to prioritize the ideas.
7. Encourage the discussion/planning process to begin or restart.

JOIN THE POTS

Group size: 10 to 40

Time: 20 to 30 minutes

Materials: One sheet of paper, markers and copies of Figure 5 (see Appendix, page 189) for each person.

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✓ OBJECTIVE

- To explore the concept of creativity.
- To go beyond a usual framework or perceptual field.

○ WHEN TO USE

To begin a session on creativity.

👉 STEPS

1. Give a copy of the Figure 5 to each participant or ask them to copy it on to their paper.
2. Ask them to link all nine points with only four straight lines, executed in one uninterrupted stroke (i.e. the pen cannot be lifted from the paper).
3. When someone has successfully completed the exercise, ask them to share it with the group.

DEBRIEFING

Ask the following questions:

- What is required to solve this problem?
- How does this exercise apply to the basic principles of problem solving?

NOTES ON VARIATIONS AND NEW GAMES

NOTES ON VARIATIONS AND NEW GAMES

SECTION XI

RELAXATION AND MEDITATION

Relaxation and meditation exercises are intended to help the group control the overload of information that may hinder effective, systematic and creative discussion and work processes. Relaxation creates space for free thinking and encourages a harmonious atmosphere. Relaxation exercises recover energy and revitalize group efforts.

Use these games and exercises:

- At the close of intense sessions. :
- To reinvigorate and revitalize the group.
- For pleasure and relaxation.

NOTES ON VARIATIONS AND NEW GAMES

JOURNEY

Group size: 10 to 40

Time: 10 minutes

Materials: A clean and comfortable surface to lie on.

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✓ OBJECTIVE

- To relax and feel good.
- To gain new energy.

○ WHEN TO USE

- Between two complex topics in a workshop.
- Before a new aspect of the workshop is introduced.

👉 STEPS

1. Ask participants to sit on their chairs or lie on the carpet or grass and close their eyes.
2. Begin the journey by saying, "You have worked hard and you are tired. You need to relax. Now you can travel to the nicest spot you can imagine. Dream that you are there and that you feel fine, comfortable. Enjoy the quietness, peace, and security. Relax."
3. After several minutes, lead the participants back to reality by saying, "Now you are relaxed; you have recovered your energy. You are glad to come back to the group, to our workshop. Now open your eyes and come back."

DEBRIEFING

Briefly exchange some impressions of the journeys.

My ideal journey is
to DREAMLAND!



MEDITATION

Group size: 10 to 40

Time: 10 minutes

Materials: A clean and comfortable surface to lie on.

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✓ OBJECTIVE

To relax and regain energy.

○ WHEN TO USE

After concluding an intense session and before entering a new, creative phase of the workshop.

👉 STEPS

1. Ask participants to sit or lie on a comfortable surface, such as a carpet.
2. Speaking with a low, slow voice, give the following instructions: "Please bring yourself to a relaxed position; close your eyes now. Observe your breathing. Concentrate on how the air enters your body and how it goes out. Let the oxygen flow into your body. Now, concentrate on your feet. Let them become very heavy. Relax them; let them grow into the ground. Relax your legs; let the heaviness come up your body, up to your shoulders. Feel your arms becoming heavy. Now your hands are sinking into the floor. Relax everything. Your head is going back; your lips, cheeks, eyes are relaxing. Now everything should be heavy and relaxed. Concentrate on your breathing." (Maintain silence for a minute or two.) Then say, "Slowly come back. Open your eyes. Stand up. Now we shall begin a new topic."

DEBRIEFING

Briefly exchange some impressions of the relaxation experiences.

T'AI CHI

Group size: 10 to 30

Time: 10 minutes

Materials: Flip-chart paper, marker

✓ OBJECTIVE

To relax and induce a meditative mood.

○ WHEN TO USE

When new energy is needed.

🏠 STEPS

The phrases below are adapted from a T'ai Chi poem.

1. Write the full poem on flip chart paper, so everyone in the room can read it. Then read the poem aloud, accompanying each line with the appropriate movement. The movements are suggested below, but you can make up your own if you like.
2. The second time around, ask the participants to repeat each line and gesture, just after you have done it.
3. The third time ask everyone to do it together in complete silence, joining the gestures together in a smooth and graceful flow. Tell the participants to allow the words and images to flood their mind. Have them hold the last balancing pose in silence for as long as they can.

Poem: "I create my own space."

Gesture: Both arms move from the chest outwards, stretching as far forward and sideways as possible in a wide arc.

Poem: "I walk through fire."

Gesture: Start in a crouching position and stand up quickly. Your arms start at your sides but move upward quickly as you stand up, like a flame rising suddenly.

Poem: "I feel rain falling down on my face."

Gesture: Stretch both arms above your head. Look up at your fingers. Twiddle your fingers as you move them down toward your face, creating the impression of raindrops falling gently on your face.

Poem: "I collect minerals."

Gesture: Bend sideways to your left and stretch your left arm in a wide arc, moving from the back to the front in a "collecting" gesture.

Poem: "The fruit of the earth."

Gesture: Repeat the gesture you have just done, but this time bend to your right and use your right arm to create the wide arc.

Poem: "I touch the good earth."

Gesture: Bend forward and touch the ground in front of you with both palms (or as far as you can get!)

Poem: "I face the tiger."

Gesture: Straighten up. Put your hands together in front of you, sides touching, with the palms forming a mirror. Look straight into your palms.

Poem: "Then come to rest on a rock."

Gesture: Lower your arms slowly from the previous position and stretch them on each side of your body. Balance on one leg for as long as you can.

LISTEN TO THE FALLING RAIN

Group size: 10 to 40

Time: 15 to 20 minutes

Materials: Tape/CD player, 2 pieces of soothing music, flip-chart paper and markers

✓ OBJECTIVE

To experience synesthesia, a crossing of the senses (e.g. to "see" sound and to "taste" texture).

○ WHEN TO USE

To reinvigorate the group.

👉 STEPS

1. Select and begin to play a piece of music. Cultural diversities should be kept in mind.
2. Ask the participants to do the following: Lie down in a comfortable position on the floor, remove heavy or tight clothing, including shoes and socks, so that the body is free to experience the touch of the music.
3. Ask the participants to listen to the music with the whole body. In a soothing voice, pausing in between words, slowly guide the participants to experience the sound and fragrance of the music: "Allow yourself to relax. Focus attention on your breathing. Feel your body melt into the floor. Let go of stress and tension. Allow the music to flow over you, through you, caressing your entire body, moving through and around you, entering and leaving you, encompassing and binding you, playing itself through you."
4. Speak intermittently to help the participants maintain focused. With the second piece of music, guide them, again by saying: "Allow yourself to feel the colours and textures of the music, its smells and tastes. Feel the soft incense of the music setting in, seeping through you, heating and chilling, light and darkness. Let the music sweep through your senses, blending them together in a full orchestra of the sensorium. Carrying you into and beyond the hearing of the music."
5. When the music has ended ask the participants to lie still for a few minutes and savour the experience. It may be appropriate to write down the words or images that have arisen, to dance the patterns that have emerged, or to sing the song that your senses have played.

DEBRIEFING

You may want to ask how participants feel now and to discuss the concept of synesthesia. Once this has been experienced, it will be possible to call it forth with ease another time.

PLEASURABLE MEMORIES

Group size: 10 to 30

Time: 30 minutes

Materials: Cards and markers

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✓ OBJECTIVE

To unlock the doors of memory and bring out pleasurable experiences that can produce a soothing effect and relax the spirit.

○ WHEN TO USE

To relax the group.

👉 STEPS

1. Provide each person with cards and markers.
2. Ask participants to make a list of their own pleasures and delights. Examples may be: lying on the beach, listening to the waves with your toes wriggling in the hot sand, looking at the stars on a starry night, climbing between freshly ironed sheets.
3. Explain that these memories prime the sensorium, that it will increase awareness. The capacity for pleasure will deepen and the body will feel lighter.
4. After listing the pleasures, ask each participant to think or tell which one is particularly vivid at that moment. Ask them to close their eyes and feel it intensely.

DEBRIEFING

- How do you feel?
- How do daily problems look to you after this exercise?

FINE TUNING THE SENSES

Group size: 10 to 30

Time: 15 to 20 minutes

Materials: None

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✓ OBJECTIVE

To become aware of individual senses and feelings.

○ WHEN TO USE

To relax the group.

👉 STEPS

1. Explain to the group that this exercise will help to tune the senses so that it will be possible, with practice, to regulate the degree of inhibition they feel.
2. Give the following instructions: "Sit comfortably in a quiet place and allow yourself to relax. Feel the tensions in your muscles and let them go. Focus on your breathing, but do not try to control it. Imagine a dial like a light dimmer that tunes your senses. There are numbers on the dial from one to ten. One represents the least awareness of sound and ten the greatest acuity. Five represents your accustomed mode of hearing."

"Listen to a sound in the room or environment. Notice that as you focus on this sound it may seem louder. This is because we normally block our awareness of routine noise. Imagine your normal awareness of this sound to be associated with a number on your dial. Concentrate now on the dial rather than the sound. Turn the dial up to eight and then to nine, listen. Turn it up to ten; now quickly back to three; then slowly back to two and then to one. Continue until you can easily regulate your senses."

RELAXATION

Group size: 10 to 50

Time: 10 to 15 minutes

Materials: None

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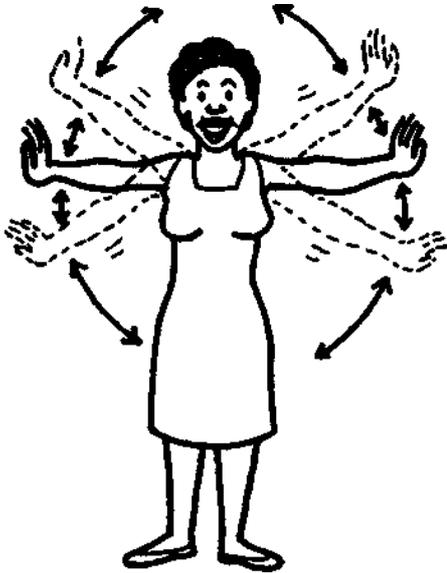
✓ OBJECTIVE

Relaxation!

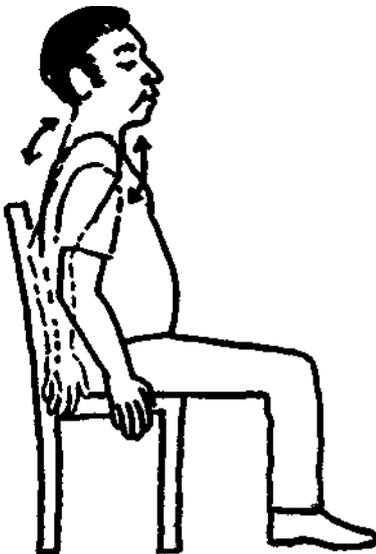
○ WHEN TO USE

To relax the group at any time.

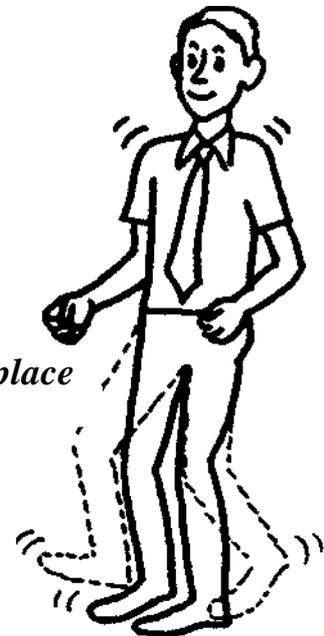
1. Arm circles and deep breathing



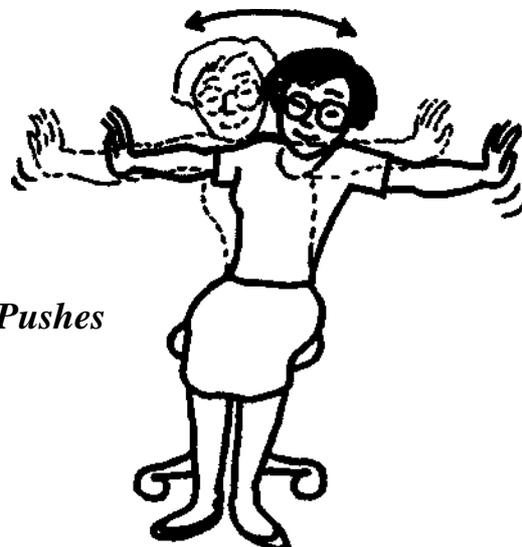
2. Shoulder rolls



3. Leg stretches



4. Walking in place

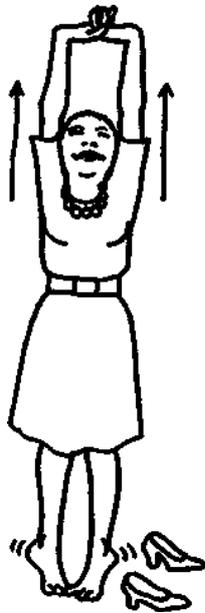


5. Pushes

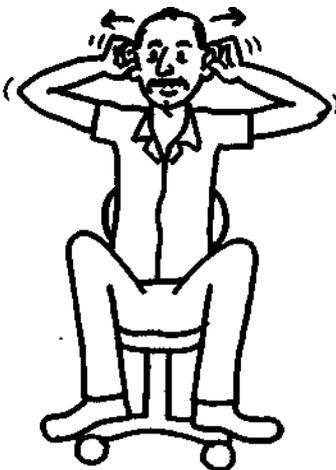
6. *Body turns*



7. *Arm stretches*



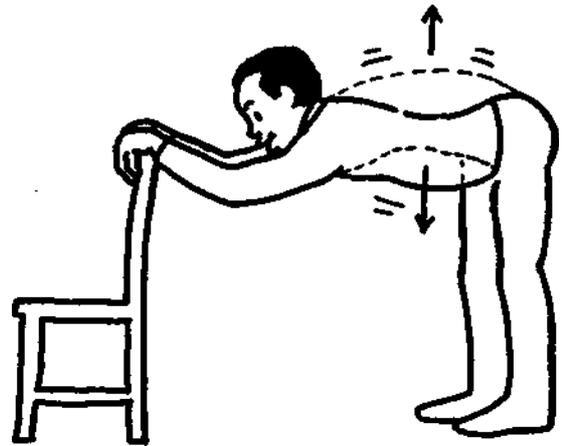
8. *The radio*



9. *Leg lifts*



10. *Back stretches*



11. *Relaxing the whole body*



BODY LANGUAGE

Group size: 10 to 50

Time: 10 minutes

Materials: None

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✓ OBJECTIVE

To release tensions.

○ WHEN TO USE

At any time when the group needs to relax.

🏠 STEPS

1. Ask the participants to observe their own body posture, facial expressions, positions of

arms and hands, feelings in their stomach, their eyes, or their back. Tell them not to move but instead to become aware of the tension in their body.

2. Encourage them to sense every part of their body and to slowly relax each body part where they have felt the tension. Suggest that they breath deeply and continue to relax.



BREATHLESS ENERGIZER

Group size: 10 to 30

Time: 10 minutes

Materials: None

✓ OBJECTIVE

To demonstrate that under pressure most people forget to breathe deeply and to trigger discussion about the importance of relaxation as a coping skill.

○ WHEN TO USE

When the group seems tense and fatigued.

🏠 STEPS

1. The facilitator makes a brief presentation highlighting the importance of consistent, deep breathing and noting its relaxation effect on the entire body through parasympathetic rebound.
2. The facilitator explains that sometimes, especially in stressful situations, we actually forget to breathe, which robs our body of its own oxygen supply, de-energizes us, and diminishes our effectiveness in dealing with change.
3. The facilitator asks participants to stand and instructs them to look, on the count of "one", at a designated spot on the right side of the room. On the count of "two", they will shift their eyes to a designated spot on the left side of the room. Participants are not to move their heads.
4. The facilitator says, "That's simple enough. Now, go! One, two; one, two; one, two; one, two. Stop!"
5. Ask the participants how they felt, following the instructions. What happened to their breathing? The intense concentration and anxiety over following directions has taken precedence over normal breathing processes. The group then can breathe deeply for two minutes, and then go on to discuss how awareness of breath may help us in our work environment.



NOTES ON VARIATIONS AND NEW GAMES

NOTES ON VARIATIONS AND NEW GAMES

SECTION XII

EVALUATION

An experiential learning process should end with the evaluation of the ideas and feelings of the participants. Different methods of evaluation may be used: a flash, an open discussion, a card collection, a questionnaire. They are all appropriate in certain situations, depending on the institutional rules, the size of the group and the time available.

There are many well-known evaluation techniques. We have chosen to select exercises that encourage an informal and enjoyable process of evaluation. It is important that the workshop end on a pleasurable and exhilarating note and that the evaluation techniques used allow the participants to leave with a sense of closure.

Use these games and exercises:

- At the end of a workshop or session.
- To evaluate learning that has taken place in a workshop or session.

NOTES ON VARIATIONS AND NEW GAMES

NAMING A PICTURE

Group size: 15 to 30

Time: 30 minutes

Materials: Four to six photographs on specific themes/issues (e.g. conditions of women and children, the disabled, etc.), cards of two different colours, markers and masking tape

✓ OBJECTIVE

- To understand individual perceptions and feelings on a specific theme or issue.
- To evaluate change brought about by the workshop process.

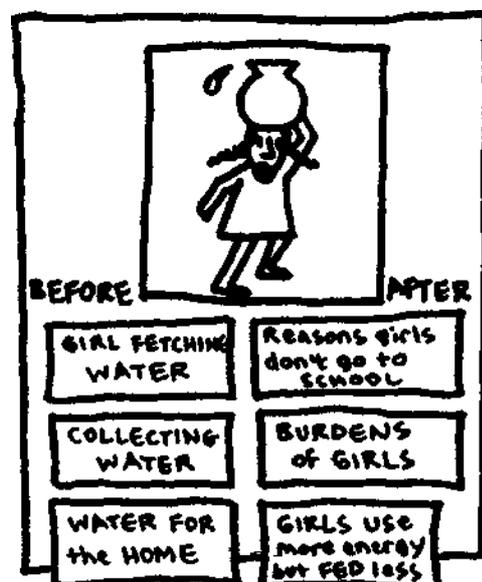
○ WHEN TO USE

At the beginning and closing of a group event.

🏠 STEPS

1. Collect four to six large photographs related to the workshop's theme. Attach these to separate boards and place them in different areas of the room.
2. Ask the participants to form four to six groups. Ask each group to choose one picture and to look at it carefully, without discussing it.
3. Ask the participants to return to plenary and prepare a card for the picture and assign it a title but not to share the titles with other participants.
4. When they have finished, send them back to their respective boards to pin the titles by the side of the picture.

5. Ask them to read all the titles for each picture and turn the title cards upside down.
6. At the end of the workshop or at the end of a session, ask the participants to think again about the picture they have titled. Invite each of them to write a new title for the same picture, based on their present feelings. Allow three minutes for this part of the exercise.
7. Ask participants to pin new cards beside the picture, using a different coloured card.
8. Reveal the first set of cards.
9. Ask the participants to compare and contrast between the old and the new titles.
10. Invite them to share comments and feelings.
11. Conclude by discussing changes in their perceptions and why this may have taken place.



LIVING SCALE

Group size: 10 to 30

Time: 25 to 35 minutes

Materials: Masking tape, cards, flip-chart and markers

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✓ **OBJECTIVE**

To involve each participant in the evaluation of the workshop.

○ **WHEN TO USE**

When the group's spirit or mood allows an open evaluation of the workshop or at the end of an event.

👉 **STEPS**

1. With masking tape, mark on the floor a line of about five metres in length. On the tape or cards write percentages as shown below:

100% 25% 50% 75%

2. After a discussion with the plenary, write on flip-chart paper or cards all the topics of the workshop that should be evaluated, leaving space for different percentages or scores beside each item.

3. Ask each participant to walk to the percentage on the line that indicates how well they think the topic was developed in the workshop.

4. Take a rough average of the position of all participants and get their agreement. Count the people and write the results on the flip-chart, continue the exercise for each topic.

DEBRIEFING

Analyze the results together. Comment on the outstanding features. Write the comments on a flip-chart.

BODY OUTLINE

Group size: 10 to 30

Time: 45 to 60 minutes

Materials: Large pieces of paper and markers

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✓ **OBJECTIVES**

- To focus on individual learning and evaluation.
- To facilitate the evaluation process.

○ **WHEN TO USE**

At the end of a workshop.

👉 **STEPS**

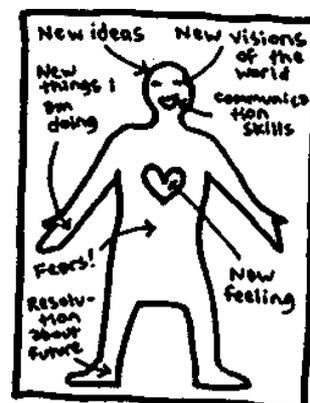
1. Divide the group into pairs. Ask one partner to lie down on a large piece of paper and the other partner to sketch around their body with a marker. Then ask the other partner to do the same. Each person should write on their own body shape the following information:

- Head: new ideas
- Eyes: new visions of the world
- Mouth: communication skills
- Hands: new things I am doing
- Heart: new feelings
- Stomach: fears I have
- Feet: resolutions about the future

2. The right side of the sketch should represent what they have learned and the left side what they want to learn next.

DEBRIEFING

Put the sketches up on the wall and encourage group discussion. This exercise is primarily for individual reflection.



DRAW A FACE

Group size: 10 to 30

Time: 30 to 45 minutes

Materials: Flip-chart paper and markers

✓ OBJECTIVE

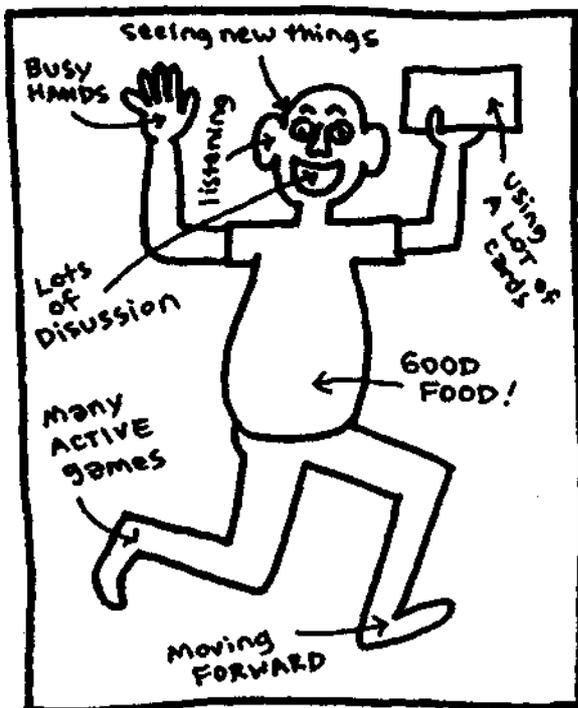
To create a visual evaluation of the group event.

○ WHEN TO USE

Anytime during or at the end of a group event.

🏠 STEPS

1. Ask the group to jointly draw a face or a figure that describes the experience of the workshop or session.
2. The drawing should be based on contributions from every participant.
3. Guide the participants to think about their drawing.



SUITCASE & ASHTRAY

Group size: 15 to 30

Time: 20 to 30 minutes

Materials: Flip-chart paper, cards, markers and masking tape

✓ OBJECTIVE

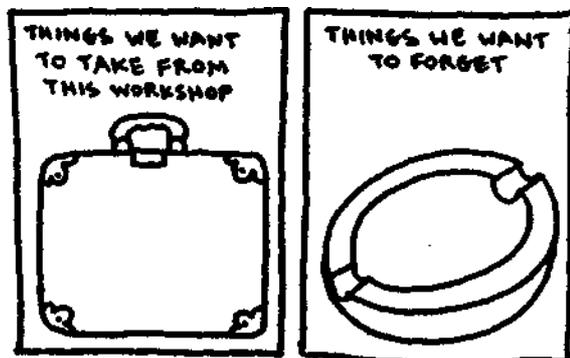
To evaluate a group event.

○ WHEN TO USE

At the end of a group event.

🏠 STEPS

1. Prepare a large suitcase and a large ashtray drawing. Place them on a pin-board.
2. Ask everyone to write on cards the following things:
 - a) The things we want to take with us from this workshop;
 - b) The things we would like to forget.
3. Ask participants to place the cards upside down in front of the suitcase or the ashtray; the suitcase for the things they want to take with them and the ashtray for the things they want to forget. Pin the cards up on the board and read them to the group.



LETTER TO.....

Group size: 15 to 30

Time: 30 minutes

Materials: Flip-chart paper and markers

✓ OBJECTIVE

To creatively evaluate a group process.

○ WHEN TO USE

At the end of the day or at the end of the workshop.

🏠 STEPS

1. Set up three or four flip-charts.
2. Title each with the following:
 - Letter to fellow participants
 - Letter to facilitators
 - Letter to sponsors
3. Ask participants to form three groups and line up, facing a flip-chart. The first person in the line writes on the paper a salutation and opening sentence.
4. The next person adds the next line, building logically on the content of the first sentence.
5. This continues until the letter is composed and the last person signs off.
6. Each participant must write only one sentence per letter.
7. After the letters have been finished, give the participants time to read through the letters.

NOTE: This exercise can be used to demonstrate the benefit of group collaboration as the participants will likely be very surprised at the power of their group letter writing!

EXPRESSIONS

Group size: 15 to 30

Time: 30 minutes

Materials: Flip-chart paper, masking tape and markers

✓ OBJECTIVE

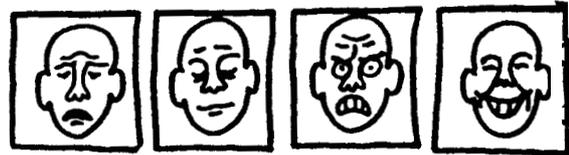
To clarify participants' opinions or reactions to a discussion or presentation.

○ WHEN TO USE

To evaluate a session.

🏠 STEPS

1. Draw four faces on flip-chart paper: They should reflect the following: depression, sleepiness, anger and happiness. Post the drawings around the room.



2. Prepare a list of questions about the discussion or session ahead of time.
3. Ask participants to place themselves by the appropriate face in response to the questions.
4. After each question, give the participants time to discuss their reasons for their choices within their group.
5. Have them write their ideas on a flip-chart or on cards.
6. Ask the group to summarize their reasons and share these with the plenary.

FACILITATORS SELF-ASSESSMENT WHEEL

Group size: 10 to 20

Time: 30 to 60 minutes

Materials: Self-assessment wheels (see Appendix Figure 6, page 190) (one per participant), pencils, erasers

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✓ **OBJECTIVE**

To measure progress in learning facilitation skills.

○ **WHEN TO USE**

At the end of a facilitation training course.

👉 **STEPS**

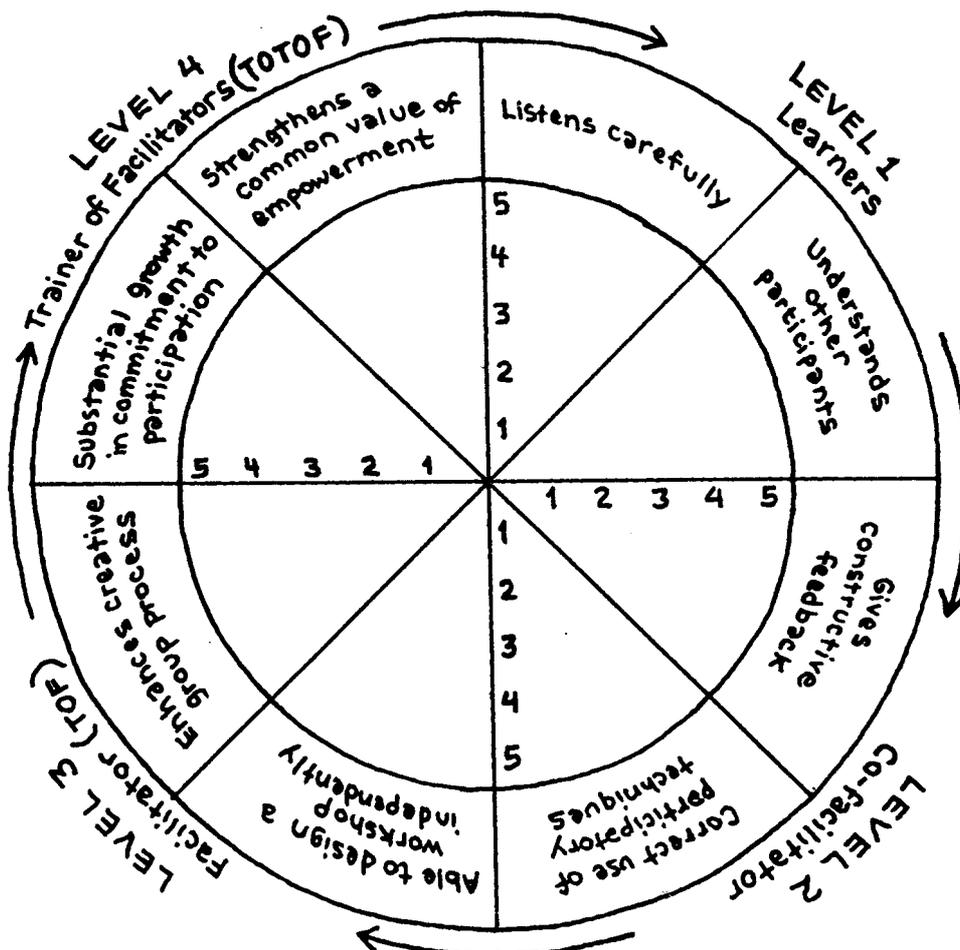
1. Distribute copies of the wheel below, to the participants.

2. Ask them to fill in the centre of the circle, in pencil, to the level they feel they have reached on each factor. One is lowest and five is highest.

3. Ask them to exchange their wheel with one other participant, compare and discuss, and make adjustments if desired.

4. Arrange an individual session with each participant and discuss their evaluation. Have them make further adjustments if necessary.

5. Ask them to take their wheel home and to pin it up in a place where it can be seen so they can track experience in using their new skills.



NOTES ON VARIATIONS AND NEW GAMES

SECTION XII

END GAMES

End games, as their name denotes, are meant to be used at the very end of the workshop. The objective of such games is to say good-bye or to bring the group event to a successful closure.

In effective, participatory group events, the participants experience an intricate and intense process of group dynamics. At some stage, they manage to create "something" for themselves which is new and different, and which is only possible in that environment, with that particular group. On such occasions, there is a need to provide note, diffusing some of the mixed emotions. There is also a need to end the workshop on a positive note, diffusing some of the mixed emotions that people may have. It is the facilitator's responsibility to help the participants return to their everyday life.

Use these games and exercise:

- At the end of a sessions or workshop.
- To say goodbye.

NOTES ON VARIATIONS AND NEW GAMES

JOINT PAINTING

Group size: 10 to 30

Time: 20 minutes

Materials: Flip-chart paper, markers, tapes or CDs and a tape/CD player

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✓ OBJECTIVE

To conclude a session or a workshop with a creative activity.

○ WHEN TO USE

At the end of a session or a workshop.

🏠 STEPS

1. Set up several tables in a row in the centre of the room. Cover them with paper.
2. Divide the plenary into groups of five or six.
3. Give all participants a marker and ask them to stand around the tables in their groups.
4. Ask them to begin to draw when the music starts.
5. Stop the music and ask them to stop drawing and walk around the table. When the music starts they should stop and begin to draw again.
6. The game continues until the groups feel that the drawing is finished.



SONGS

Group size: 10 to 30

Time: 40 to 60 minutes

Materials: Objects that can be used as musical instruments

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✓ OBJECTIVE

To allow the whole group to participate in the closing event.

○ WHEN TO USE

At the end of a group event.

🏠 STEPS

1. Ask the participants to form small groups of three to four.
2. Give each group a limited amount of time to create and practice a song on the outcome of the workshop.
3. Suggest that they make their own musical instruments from objects found anywhere in the room.
4. Ask each group to perform their composition for the plenary.



FREING THE BIRD

Group size: 10 to 30

Time: 15 minutes

Materials: None

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✓ OBJECTIVE

- To say a formal goodbye.
- To provide a bridge between the workshop and going home.

○ WHEN TO USE

As a closing exercise or a time during the workshop when people are particularly tired or restless or at times of extreme conflict.

👉 STEPS

1. Ask all participants to sit in a circle.
2. Begin by asking the group to visualize a beautiful song bird sitting on the facilitator's shouklois.
3. Describe characteristics of the bird.
4. Pass the bird the person sitting next to you.
5. Everyone must be extremely quiet, so as not to frighten the bird.

6. The second person may want to make imaginary actions with the bird such as stroking its head.
7. The bird is passed around the circle until it returns to the facilitator.
8. Get up and walk to the middle of the room. Say something like: "This bird represents all our collective hopes for the future. It has touched each one of us and it now represents our insights about the world we live in, our anger at the injustices, our hopes for successes, and our love and laughter. I am going to release the bird so that it will soar above us and will help us in the days ahead."
9. Then hold your arms up to the sky and release the bird.

VARIATION

If this exercise is used in situations of conflict within the group, the facilitator should say that the bird represents our collective power when we work together, and then release the bird.



REGRETS

Group size: 10 to 30

Time: 15 minutes

Materials: Cards, masking tape and markers

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✓ OBJECTIVE

To evaluate the progress of a workshop.

○ WHEN TO USE

At least a day before the end of a group event.

🏠 STEPS

1. Ask participants to imagine leaving the event, getting into their cars and looking in their rear view mirrors as they drive away.
2. Ask them to imagine what they would regret not having said before they left.
3. Ask them to write their strongest regret on a card and place it upside down on the floor.
4. Pick up cards one by one and read and discuss them.
5. Pin up the regrets on a board and encourage discussion of the comments with the whole group.



GOODBYE CIRCLE

Group size: 10 to 40

Time: 15 minutes

Materials: None

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✓ OBJECTIVES

- To say a formal goodbye.
- To provide a bridge between the workshop and going home.

○ WHEN TO USE

As a closing exercise.

🏠 STEPS

1. Ask all participants to stand in a circle. Ask one person to walk around the circle, shaking each person's hand and communicating with that person. For example, they may say a word of encouragement or something they appreciated or learned from that person.



2. As soon as the first person has started, the second person follows, and so on.
3. When each person has completed shaking hands with everyone, they go back into the circle and receive handshakes from the rest of the group.

YOU'RE OK

Group size: 10 to 30

Time: 15 to 20 minutes

Materials: Cards and markers

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✓ OBJECTIVE

To end a group event on a positive note.

○ WHEN TO USE

In the closing session of a group event.

🏠 STEPS

1. Ask the participants to sit in a circle. Distribute cards to each participant.
2. Ask each participant to write their name on the top of the card.
3. Pass cards from right to left around the group. Ask everyone to write down one positive comment about the individual whose name is on top of the card.
4. Return the filled cards to each person.

POSITIVE STROKES

Group size: 10 to 30

Time: 15 minutes

Materials: Cards and markers

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✓ OBJECTIVE

To end the group event on a positive note.

○ WHEN TO USE

- At anytime during a group event.
- As a closing exercise.

🏠 STEPS

1. Give cards to all participants. Ask participants to fill out a card about other participants, completing sentences such as:
 - The thing I like best about (name) is ...
 - The biggest improvement in (name) is...
2. You could do this exercise several times during the event. Ensure the cards are folded and kept safely.
3. At the end of the group event, pass out the folded cards to the person named. Read the cards aloud. Everyone should go home with a number of positive affirmations.



GROUP RAP

Group size: 10 to 30

Time: 15 to 20 minutes

Materials: None

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✓ OBJECTIVE

To gauge participants' thoughts and feelings about the workshop.

○ WHEN TO USE

As a short closing activity.

🏠 STEPS

1. Ask all participants to stand in a circle.
2. Start the beat by clapping, snapping fingers or hitting your leg in a simple, rhythmic fashion.
3. Once everyone has joined the beat, ask each participant to describe his/her reactions to the workshop in one or two words in rhythm with the beat.
4. Do several rounds, the first round using words that express feelings; the second round expressing new ideas or insights.
5. A final round could be words expressing actions that the participants want to take with them after the event.



I SENT A LETTER

Group size: 10 to 30

Time: 20 minutes

Materials: Cards and markers

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✓ OBJECTIVE

To understand our personal strengths and weaknesses as assessed by our peers.

○ WHEN TO USE

Near the end of a workshop but not at the session.

🏠 STEPS

1. Write the names of all the participants on cards.
2. Fold each card in the middle and place them on the floor, calling them mailboxes.
3. Give out markers and cards to all participants.
4. Ask the participants to write letters to the other group members. The comments should be anonymous but constructive. Examples of statements might be, "I admire you for your sincerity, but pay more attention to your listening skills," etc.
5. The participants may write to as many people as they like within the allotted time.
6. When people have finished writing, ask them to place the cards upside down in the person's mailbox.
7. Allow the group to receive and read their mail.
8. Encourage them to read the letters aloud, to attach them to a pin-board or to keep them as a memory of the workshop.

TALKING OBJECT

Group size: 10 to 30

Time: 20 to 30 minutes

Materials: Anything from the workshop's natural environment.

✓ OBJECTIVE

To identify major learning points and to give closure to the workshop.

○ WHEN TO USE

As a closing activity for a workshop which spans several days.

🏠 STEPS

1. As the workshop draws to a close, ask participants to reflect on its theme and major learning points.
2. Ask participants to get up and walk around in the workshop environment as they reflect, and then to find and bring back a symbol of the lessons learned (it may be a rock, stick, flower petal, etc.).
3. When they return with their symbol, ask participants to stand in a circle and have each participant share the story behind their object.
4. Facilitators should also have an object to share in this activity.
5. After the stories, participants may want to hold hands one more time in the circle before separating.

The workshop was like this candy wrapper...
Sweet while it lasted but
FINISHED now!



WISHING GOOD LUCK

Group size: 10 to 50

Time: 15 to 20 minutes

Materials: Cards, masking tape and marker

✓ OBJECTIVE

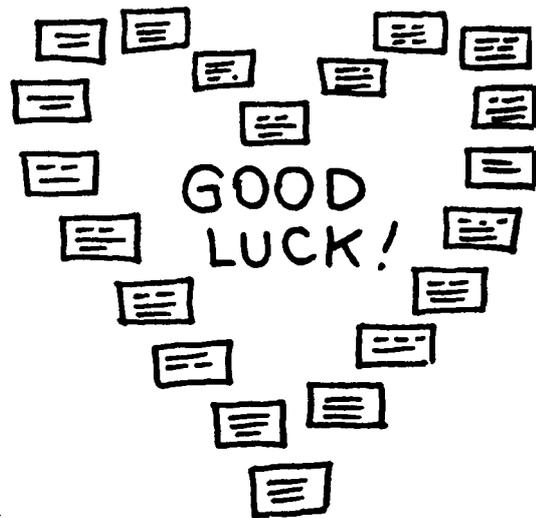
To reflect on the main ideas that emerged from the workshop.

○ WHEN TO USE

At the end of a multi-day workshop with large groups.

🏠 STEPS

1. Ask each participant to reflect on what they learned at the workshop.
2. Distribute cards and ask each participant (the facilitator as well) to write down one wish that they have as a result of what they learned: during the time together.



3. Ask someone to collect the cards with the wishes written on them.
4. Pin the cards on a board and have everyone read them.
5. Summarize the wishes, if appropriate.

NOTES ON VARIATIONS AND NEW GAMES

NOTES ON VARIATIONS AND NEW GAMES

APPENDIX

Figure 1 - Old woman - Young woman (see page 77).



Figure 2 - Squares 1 (see page 79).

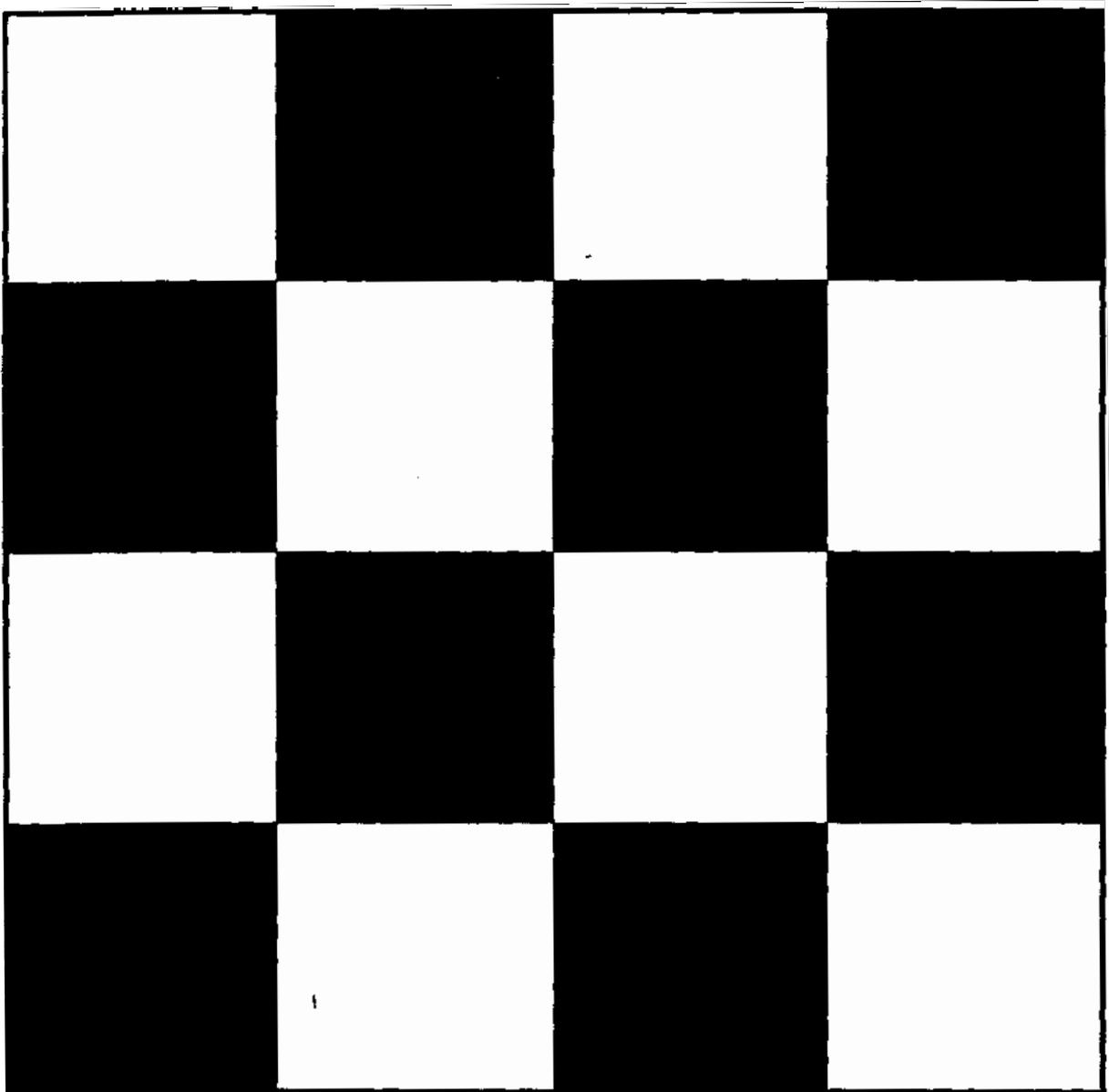


Figure 3 - Culture and Perception (see page 89).



Figure 4 - Square 2 (see page

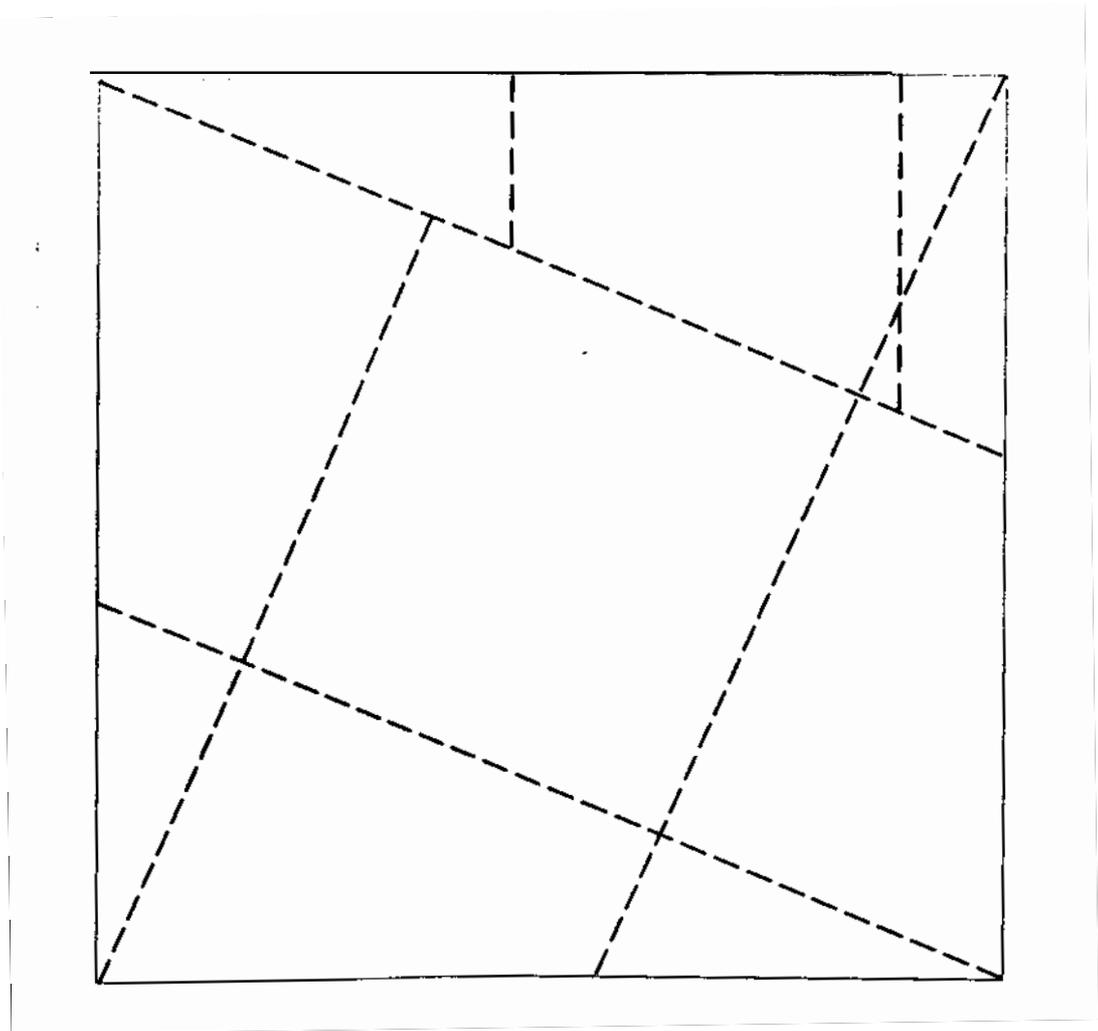


Figure 5 - Join the dots (see page 152).

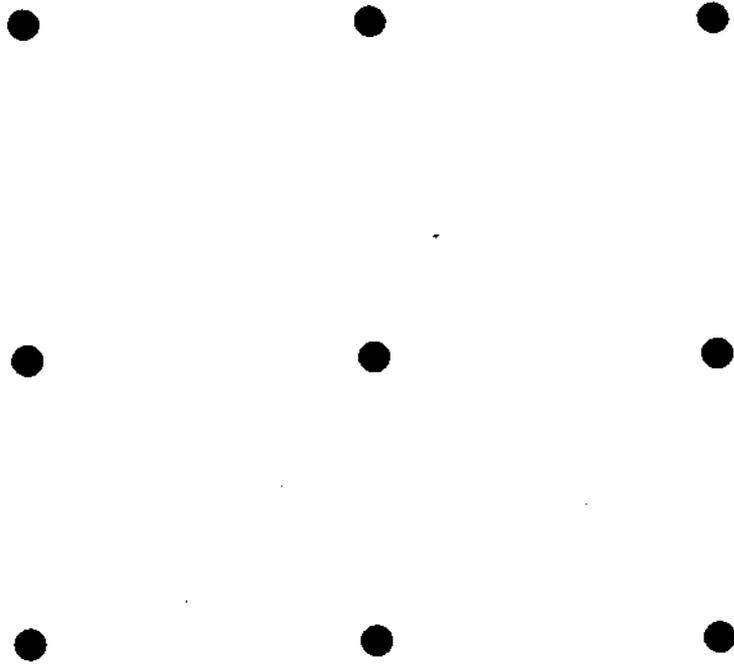
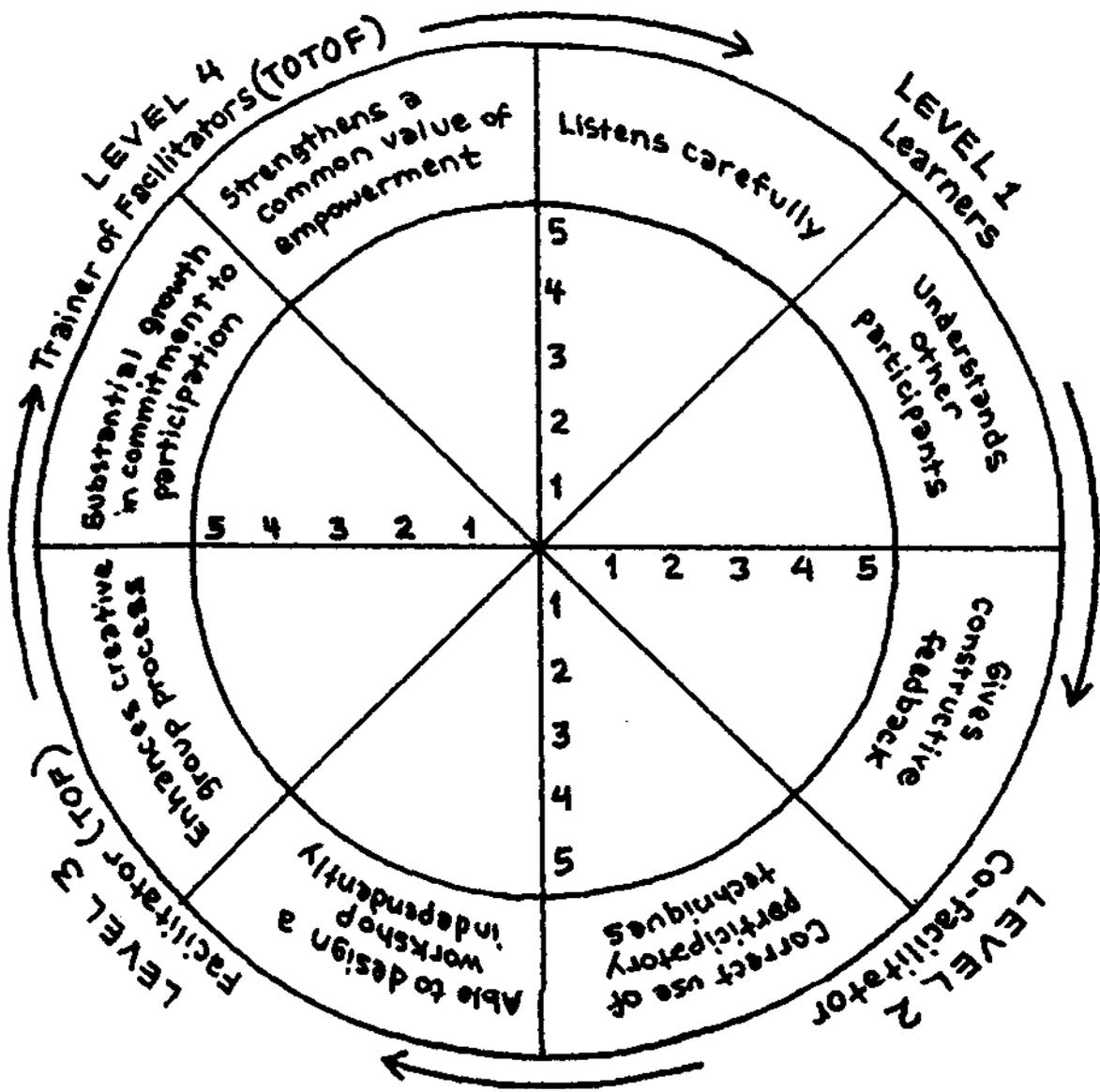


Figure 6- Facilitator's Self-Assessment Wheel (see page 173).



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(Please note that many games have been adapted and do not retain their original title.)

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