

GAMES USED DURING THE PILOT

1. ICEBREAKER GAMES - Games that help to 'break the ice.' They may be used to break the ice and help us to meet/welcome new people, or to get ready to meet people we already know in a new way. They are very good for bringing different people together at the same level.

ALL CHANGE

AIMS

- To reduce tension and encourage co-operation
- To create a good atmosphere where everyone is mixing and on the same level
- To learn more about one another
- To have fun and affirm difference

METHOD

- The person starting the game is without a chair and standing in the middle of the circle. It is their aim to find a chair in the circle
- The person in the middle says (for example) 'everyone who has a sister/brother/dog etc, change your seat'. If wanting to know more about the individuals in a group, it is helpful if you agree to ask about things you cannot see - therefore 'everyone who supports Man United; has been to Corrymeela, etc.'
- Everyone 'who has a sister...' has to leave their seat and cross the room in order to find a seat on the other side of the circle
- The last person to find a seat in the circle will be the next one to stand in the middle and make another request.

PAIRED INTERVIEWS

AIMS

- To help people to share information about themselves
- To help people to share information about something new that they have learnt

METHOD

- Members of the group pair up with someone they don't know so well.
- They find out 2-3 pieces of information about one another that they don't think others in the group know and that they don't mind the rest of the group knowing about
- Each person in the group, introducing their partner, shares their partner's information with the others.

PASSING THE BELLS

EQUIPMENT Hand bells

AIMS

- To help settle down a noisy class
- To prepare them to listen

METHOD

- The teacher turns to the child on his/her left and passes them a hand bells set without making a noise or as little noise as possible.
- This is repeated the whole way around the circle, each person passing the bells to the one to their left.

2. NAME GAMES - Games that help us learn and remember each other's names. Participants can decide by what name they wish to be known by the other members of the group and communicate that in a fun way.

MY NAME IS.....AND I LIKE

AIMS

- To learn and memorise names
- To help concentration

METHOD

- A subject like food may be chosen as that helps people decide quickly
- The first person introduces themselves saying their name and something they like beginning with the same letter as their name e.g. 'My name is Betty and I like butter'.
- The person on their right goes next and so on around the circle with everyone repeating the name/names of the group members that have been introduced before them finishing with themselves.

AFFIRMATION CHAIRS

AIMS

- To affirm one another as we learn each other's names
- To encourage movement, interaction and inclusion

METHOD

- Have people sitting in a circle with one seat empty
- The person sitting to the right of the empty chair names someone in the circle and invites them to sit in it, so affirming that person.
- The person sitting to the right of the newly vacated chair is next to invite someone different.

- The game continues until everyone has moved and been named/ affirmed. Remind the group that once someone had been named and moved they don't move again. Everyone moves just once.

3. **ENERGISER AND MIXING GAMES** - Games that mix people up, prevent cliques forming and prepare the group for discussions relating to diversity and inclusion.

CLUMPS

AIMS

- To help the group to interact
- To observe competition & co-operation; inclusion & exclusion

METHOD

- Invite the members of the group to walk around the room
- Call out a number 4; 6 etc. whereupon the people have to get into 'clumps' of that number. Invite the group to move again, and call out a different number and so on
- Ask people afterwards how inclusive/exclusive they were. Did they look out for friends or accept the 'stranger'. How did people who didn't find a place in a clump feel?

GATE GAME

AIMS

- To help the group to experience 'multiple identity,' being members of different sub groups within the big group
- To experience being members of a minority or majority subgroup
- To introduce thinking about stereotypes; discrimination

METHOD

- The facilitator stands/sits in a chair and the rest of the group lines up in front of him/her.
- The facilitator has thought of a category by which s/he will 'sort' the members of the group e.g. gender; wearing/not wearing glasses; hair/eye colour (light; dark) etc.
- The group members go into the sub groups designated by the facilitator until all are 'sorted'.
- Can group members work out the category?
- Repeat the game using a different category. People have been sorted into different groups.
- Talk about feelings; minority/majority; multiple identity; discrimination; fair/unfair; stereotypes

4. TEAM/GROUP BUILDING AND SHARING GAMES - Games that encourage a group to build a relationship around a task, to work as a team and to develop trust. They can also provide an opportunity to share and exchange information/learning.

PATTERN BALL

EQUIPMENT 3 different coloured beanbags

AIMS

- To learn names
- To help concentration

METHOD:

- Members of the group sit in a circle
- A beanbag is thrown from the leader to another person in the circle to catch and their name is called. That person throws to another and so on until it returns to the leader. The group memorizes the pattern.
- The pattern is repeated a few times and different coloured bags are thrown in at different stages to test concentration. Another test for the concentration is to reverse the order of the pattern
- A variation is to have three different smaller patterns within the larger group using a different coloured beanbag.

COMMUNITY OF ENQUIRY - PENNIES EXERCISE

EQUIPMENT A box of pennies; an old cap

AIMS

- To share information quickly
- To take turns/have fun

METHOD:

- Give each person in the circle three pennies.
- Explain that each person may only speak (a sentence) when they put a penny into the cap in the centre of the circle. Once they have spent their pennies they may not speak again until the end of the exercise. Everyone in the circle needs to encourage one another by being prepared to wait for quieter members of the group, take turns etc.
- The group leader calls out a sentence. This can be a question or a statement presenting a problem or opening a topic for the community of enquiry. This might be:
Walls are necessary to keep the peace
Boys are stronger than girls
- This exercise has a number of benefits.

It gives every individual the right and responsibility to speak
It emphasizes the value of listening/ provides equity
It provides a wide range of views in a very short time
It provides discipline for those who like to talk/speak out a lot
It encourages quieter members of the group to speak

GREETING

AIMS

- To encourage us to share a greeting and welcome one another
- This game also helps us to remember names

METHOD

- The teacher turns to the child on his/her left and says, 'Hello (name)'
- This is repeated the whole way around the circle, each person greeting the one to their left and saying their name.

FEELINGS

EQUIPMENT Different faces - sad; angry; happy; and afraid

AIMS

- To give some information about the feelings in the group
- To encourage sharing; sensitivity; interdependence

METHOD

- Ask the members of the group to choose the face that best describes how they are feeling
- Take turns in the circle to name the feeling and, if they can, why they are feeling like that.

HANDS UP

AIMS

- To share information - either personal information or something that you have learnt

METHOD

- The leader asks the other members of the group to put their hands up if - They like chips; come to school on a bus; go to church; etc.
- The leader asks the other members of the group to put their hands up if - They can name a light (star; candle; etc); know what a driedel is etc.

HANDS IN THE MIDDLE

AIMS

- To help the group to settle
- To help them to focus
- To help them to learn more about similarity and difference

METHOD

- Ask the group to sit in a circle on the floor with their hands spread in front of them palm down.
- Everyone raised their right hand and places it to the right of the left hand of the person on their left.
- Everyone takes turns to tap each hand in turn in the circle. If the group is able to manage this, a double tap reverses the direction of the tapping.
- OR everyone looks at the pair of hands in front of them and takes turns to talk about the similarity/difference.

5. CLOSURE GAMES - Games that enable a group to bring a session to a close in a way that affirms the group identity and the positive relationships that have been built within the group.

RAINSTORM

AIMS

- To encourage co-operation and teamwork
- To get ready for another activity or for going back to class work

METHOD

- All sitting in a circle
- Begin by explaining that whatever action the person on their right passes them, they do. Continue that action until the person on the right passes a new one. Do not copy anyone else.
- The facilitator starts and changes each action. Start by rubbing palms together; then click fingers; clap hands; clap laps; thump feet; then work back through the actions (in reverse) until you get back to silence after rubbing your palms together
- Why does it work/not work?

PASS THE CLAP

AIMS

- To encourage co-operation and teamwork
- To get ready for another activity or for closure

METHOD

- All standing in a circle
- Leader begins by facing the person on their right.
- They clap hands once at the same time
- The person to the left of the leader turns to the person on their right and repeats the action.
- The clap is passed on to the next and so on around the circle.
- With practice the action will get faster until there is a continuous clap with little or no time in between each one!

GROUP YELL

AIMS

- To encourage co-operation and teamwork
- To energise/get ready for another activity or for closure

METHOD

- Everyone standing in a circle
- Bending over or crouching, hands to the floor
- As the hands are slowly raised, starting with a deep murmur, raise the voice until hands are raised above the head and there's a loud yell.

WOOL WEB

EQUIPMENT: A ball of wool

AIMS

- To gather feedback about a programme
- To affirm the group

METHOD

- Sitting in a circle, the facilitator holds a ball of wool, and holding the end, throws it to someone in the circle whom they also name.
- They may thank the person, and/or the group as a whole, and name something that they have learnt, will remember, have enjoyed.
- The person with the ball of wool is the next person to throw it to someone else and repeat the process. This continues until everyone has received the ball of wool and passed it on once so that it ends up back with the facilitator. A web pattern results connecting everyone up about which the group may talk.

JIGSAW

EQUIPMENT Blank jigsaw pieces, numbered on the back; crayons; pens

AIMS

- To gather feedback about a programme; evidence of learning
- To produce a piece of art that can be exhibited

METHOD

- Give each member of the group a card shape and pencils. Each card shape/piece represents a part of a larger shape. The shape should be significant - e.g. a cockerel for Chinese New Year 2005 for feedback about that programme. Make sure that each piece is numbered and that you have a key for getting the pieces together!
- Ask them to draw or write something they remember from their time in the group.
- Gather the pieces and stick them together - turn to the front and admire/talk about the collage.