



IMA International Icebreakers and Energisers.

*60 pages of activities to increase participation,
create an inclusive environment and ensure
active learning.*

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INTRODUCTION

This booklet has a range of easy and fun group activities gathered from books and websites (see list at the end) which we hope you will find as a quick and useful reference for your workshops and courses. We've tried to include activities you may not have come across before, as well as some old favourites.

As Robert Chambers mentions in "Participatory Workshops", (a source of many of the activities included here!)

"Activities are part of the process and rhythm of a workshop, training or course.....they can become part of the participatory culture ...and a key factor in breaking down barriers and bringing the very different sorts of people together"

...and he gives some tips for using the activities:

- Respect those who do not want to take part
- With any group that is stiff at first, start gently and work up
- Take part and set an example yourself
- Be sensitive to culture, gender and disability
- Ask participants to bring some energisers too, but beware of long ones with little activity

You may want to use the checklist below to help you decide whether the activity meets your particular needs:

- Does it help to bring people together physically, mentally (and perhaps spiritually)?
- Does it help people be more comfortable with each other?
- Does it facilitate networking?
- Is it relevant to this workshop – will participants see a tie-in ?
- Does it maintain or enhance self esteem?
- Is it fun for the facilitator and the participants?
- Does it arouse people's curiosity and energy?
- Will it include everyone?
- Is there enough space? Time?
- Is it safe physically and emotionally?
- Is it suitable for the size and composition of the group?

On the other hand....when in doubt

DO SOMETHING NEW...BE OF GOOD HEART!!

First Name Introductions



Objective:	To remember names of participants
Materials:	None
Group Size	10 – 25
Time taken:	5 – 15 minutes
Comments	Creates an air of informality. May be useful on a second day if there are large numbers, when first introductions have been done and this confirms names in a fun way.
Process:	<p>Ask individuals to state their names and a mnemonic to remember it by e.g.</p> <ol style="list-style-type: none"> 1. Add an adjective before their name that begins with the same letter. For example: I am lucky Lucy, I am serious Surinder, I am marvellously mischievous Meena! 2. Use the same letter to describe something they do/like: I am Chris and I like chocolate 3. Add an example of their name e.g.: My name is Isabella, the name of a Queen in Spain
Variations	<ol style="list-style-type: none"> 1. This can be done when seated, but is more fun and active if the participants stand in a circle. Even more so if they accompany their name with a movement or gesture (e.g. jumping, shrugging shoulders, twirling) as they step into the circle. When they step back it's the next person's turn. 2. When it is your turn, you first have to say everybody's name before you. It can provide some interesting results! If an individual gets stuck others are allowed to help. 3. Instead of introducing themselves, they have to introduce someone else. To make it non-threatening, they have to find out something about the other person that no-one else in the room knows. This usually ends up being quite hilarious and "frees" up the big group. 4. Ideas for remembering names include the origin and meaning of the name, something about how it is used, an enthusiasm or hobby 5. Use the bicycle chain for all to discuss, one by one in pairs, how they can remember each other's names "xxxx, I am going to remember you are xxxx because...you can remember my name is YYYY because...."

Meet and Greet



- Objective:** To introduce participants informally
- Materials:** None (seeds, beans or pebbles for the Seed Mixer variation)
- Group Size:** 20 - 500
- Time Taken:** 5 – 30 minutes
- Comments:** Easy to do, informal and creates good energy level

Process:

1. Start with everyone standing in an open space. All walk around, greet each other, (shake hands if appropriate) and introduce themselves to each other.
2. Indicate how long each introduction should take, and suggest what information should be shared (e.g. name, organization, favourite hobby, food, film star, football club etc). If you see anyone on their own, greet them yourself.
3. A variation is to blow a whistle every one/two minutes and ask people to move on to the next person (makes for a great buzz as people move round the group and helps to ensure everyone has someone to talk to)

Variations include

- Only greet those not already known. Simple, very effective and fun, spurning those already known. Excellent if a workshop involves people from different communities or organizations, some of whom already know each other.
- Call out a characteristic that they may have in common with others and ask them to immediately find another person who shares that characteristic. For instance, if you call out hair colour, they should only form a pair with a person who has the same hair colour. Themes could include:
 - Hair colour, eye colour, shoe size, favourite colour, age, pet ownership, same colour shirt, favourite pizza topping, height, favourite food, music preference, favourite sport, favourite team, type of car, length of daily commute
- For the Seed Mixer variation (smaller groups), give each person a bean for each person in the room. Ask them to place all the beans in one pocket (if no pockets have some plastic cups available instead) As they meet each person, they should give them one bean and receive one from them also. They should place the bean they receive in the other pocket (or cup). At the end of the exercise they should have one bean left in the original pocket – representing themselves – and the other pocket should be full representing the total in the room.

Bicycle Chain

The icon shows a group of four people standing around a table, engaged in a discussion or activity.

Purpose	To introduce participants informally
Materials	None
Group size	20 - 200
Time taken	10 minutes
Comments	Enables any number of participants to meet all the others quickly and informally. Excellent for large numbers e.g. over 100.
Process	<p>Form 2 facing lines. Pair off. Each pair greets and introduces themselves to each other. Then they move off in opposite directions, like a bicycle chain, and greet whoever is next, continuing round at the ends. Keep going until all have met. This is when the chain has gone half way round.</p> <p>Find enough space for the chain to be roughly straight. This may be out of doors. Indicate roughly how long each introduction should take (or blow a whistle to end the time). For large numbers, you may want to keep this to 10-15 seconds per greeting or it will all go on for too long!</p>

10 Buses

Objective	To introduce participants informally
Materials	None
Group size	20 -50
Time Taken:	10-30 minutes (depending on number of categories etc)
Comments:	An excellent fun, easy starter, especially for large numbers, showing the composition of the group, and for meeting and mixing with others with things in common.
Process:	<p>Find space for free movement. Out of doors is good; if indoors, clear a space.</p> <p>People stand and cluster (as at the bus stop) by category. Stress the need to shout out, seek others and move quickly. Ask them to report back one thing that they are agreed on in their cluster or arrange themselves in some pattern – see below.</p> <p>Options for clusters include:</p> <p><u>Mother tongue</u> (the language you grew up using) The known record is 36 mother tongues amongst 70 people. Further clustering can be those for whom the language of the workshop is their 2nd or 3rd language, which also heightens the needs for mutual consideration.</p> <p><u>Female/Male</u>. If women or men are in a marked minority, this can be discussed</p> <p><u>Discipline/profession/ Type of organization</u></p> <p><u>Special experience</u> – related to the course/workshop topic – they can arrange themselves in a line or circle to show most or least experience</p> <p><u>Travel time to reach the venue</u>. A circle is good with longest and shortest times next to one another</p> <p><u>Signs of the Zodiac</u> Name them and point to a place for each. (Aquarius, Pisces, Aries, Taurus, Gemini, Cancer, Leo, Virgo, Libra, Scorpio, Sagittarius, Capricorn). Each cluster can agree and shout out one of its characteristics.</p> <p><u>Reason for coming to the workshop</u></p> <p><u>Important Issues</u>- the most important issues to be covered in the workshop</p> <p><u>Fun Categories</u>– e.g. the hour you got up this morning,</p>

Keeping Introductions Short

- Objective:** To keep self introductions short
- Materials:** Box of matches (Tip 2)
- Group size** 10 -30
- Time taken:** Anything from 1 minute to 15 minutes per person
- Comments:** A great way to start encouraging the group taking on it own regulation. Also suggest some sign e.g. hand raising to indicate if some one is talking too softly, quickly etc and so cannot be heard well
- Process:** 3 self regulating ways to keep introductions to the time allotted are:
1. Clap the Long-winded. Anyone speaking longer than the agreed time is applauded. Practise clapping. Introduce yourself at length (until there is clapping) to confirm. Then go round the room (This can also lead to excessively short introductions, so beware!)
 2. Strike a match. A box of matches is passed round. Each strikes one and can speak until it goes out. (Fun but make sure the matches aren't damp!) Get big matches if you want people to speak for more than 20 seconds
 3. Time the Next One. Agree a maximum time e.g. anything from 1 -5 minutes. Write cards e.g. *1 minute, 20 seconds left, and stop!* After introducing themselves, each person times the next person, and shows the cards as the time is up. This is especially useful for longer introductions, as it regulates itself well.

Mutual Introductions



Purpose	Informal introductions through other participants
Materials	Cards, hat - depends on methods selected: see below
Group size	10 – 30
Time taken	15 – 30 minutes
Comments	With a large group this can take a long time and become tedious. There is also a danger of trying so hard to remember what one is going to say while introducing the other person, that others' introductions are not listened to
Process	<p>Participants pair off and introduce themselves to each other. They then introduce their partner to the group. The pairs can be formed in different ways:</p> <ul style="list-style-type: none"> • Random or self selected • Preset by the facilitator (2 cards for each pair, one name on either side, can be picked up, and pairs find one another) • Deliberate diversity mix: e.g. one person who has been at an earlier workshop and one who has not, one woman and one man, one old and one young, one from the field and one from headquarters • Hat selection: each person writes personal details (e.g. date of birth, height, favourite colour, favourite drink, hobby and favourite film star) on a piece of paper, the pieces of paper are folded and mixed in a hat, each person draws one and searches for the originator.
Variation	This can be done with threes rather than pairs. A introduces B, B introduces C and C introduces A.

Time Lines and Rivers



Purpose	Introduction and reflection on events leading up to a workshop
Materials	Flip charts and pens
Group Size	10-15 (Many more if work in groups)
Time taken	30 – 40 minutes
Comments	This can be powerful personal learning about oneself as well as others. Allow enough time, but remind people to keep focused.

Process

1. Personal timelines
 - a. Invite each participant to prepare a personal timeline, listing in sequence the events that led to them coming to the workshop, draw this on a flipchart and share it with others. A self portrait or other personal information are other options.
 - b. Ask each participant to draw the “river of their life” on a flip chart, showing big things that mattered or changed direction, or whatever else they wish. The rivers are then displayed and discussed in small groups
2. Group timelines
 - a. One or more groups construct timelines (or “rivers” on the ground, representing the evolution of the subject of the workshop, training OR COURSE. (R Chambers mentions that at the First Global REFLECT Conference at Puri in Orissa, India, in 1998 groups by continent made “rivers” on the sand of the sea shore to represent their history of participation, and then presented them to each other).

Variation

- Use “STEPPING STONES”. Ask participants to work in pairs, interviewing each other. Each should choose 3-4 important events in their life or “Stepping Stones” that are significant in bringing them to this point - and this workshop. Stepping Stones could be:
 - a. Childhood experience
 - b. Influence of family, friends
 - c. Formal training experience
 - d. Key events, meetings, reading, realisations
 - e. Changes in career, job experience
- Start them off by giving an example of your own stepping stones. Mention something funny or irrelevant to show that humour is fine.

Learning Names and Origins



- Purpose** Introduce new participants
- Materials** None (Though world map on a flip chart would be helpful)
- Group size** 5 -20
- Time taken** 10 -25 minutes depending on group size
- Comments** This activity can include a number of variations together to enable the participants and the trainer to learn names that sound unfamiliar.
- Process**
1. Ask participants to write their names on large cards – they can write their names in “English” on one side facing the rest of the group and in their own language and script on the side facing them
 2. Go round the group, asking participants to say their name and the name by which they like to be called and its pronunciation – others can practise it, before moving on to the next person. Also ask them to tell the group either the meaning behind their name (often suitable for people from SE Asia, S. America or Africa) or why their parents chose that name (more appropriate for Europe, N.America)
 3. You could also ask participants to pinpoint their birthplace / current work place on a world map.

Years of Experience



Purpose	Introduction, show wealth of experience in the room,
Materials	None
Group size	5 – 200
Time taken	10 – 15 minutes
Comments	<p>This activity can be used to introduce participants attending a session on a specific theme. It has several benefits:</p> <ul style="list-style-type: none"> • Enables participants to introduce themselves and their relevant experience • Shows the wealth of experience in the room • Acts as a needs assessment for the trainer, to ensure the session starts at the appropriate level and also enables them to incorporate pockets of expertise in the session • Positions the learner as a participant and a catalyst for change

Process

1. Ask everyone to line up according to their years of experience in the field they are about to study, starting with no experience at one end and 50 years experience at the other
2. Ask individuals to introduce themselves and say something briefly about their experience
3. Record the number of years on a flip chart as each person introduces themselves
4. Add the years up and comment on the total, span of experience etc. The facilitator can also add their own years of experience if it seems appropriate

Bingo

- Objective:** To introduce participants informally
- Materials:** Enough Bingo Cards to give one to each person
- Time Taken:** 15 minutes
- Comments:** The items on the card should be changed to suit the group and to ensure it is not too easy- or hard to complete a line...and quite hard, but not impossible, to complete a "Full House".
- Process:** Explain the rules of Bingo – i.e. you are looking to fill the boxes and so complete a line first (horizontal, vertical or diagonal), and then a "Full House" i.e. fill all the boxes on your card. To fill a box you need to have identified someone in the room who fulfils the criteria of that box.
Give each person a card and ask them to find someone who fits each box. Ask them to call out as soon as they have completed a line. The group stops as you ask that person to mention a few of the people who are listed in their boxes.
Then continue to see if someone can get a "Full House" within the time allotted. If you get to the end of the time allotted and no-one yet has a Full House, ask who has the most boxes, and they are the "winner". They then describe some of their boxes.

Example of a Bingo Card

Wears Size 5 shoes	Represented their school at swimming	Is wearing a blue garment	Is a grandfather
Has a sister	Has met the President of their country	Has climbed a mountain	Has a birthday this month
Enjoys cooking	Is a mother	Speaks more than 2 languages	Has a pen in their pocket
Sings with others	Travelled in an aeroplane in the last month	Has been a coach	Enjoys hiking

TOSS THE BALL AROUND



Objective: Introduce each other in the group

Materials: Get some sort of safe ball, or bean bag

Group size 10 – 25

Time taken 10 – 15 minutes

Comments: A great exercise for raising the energy levels!

Process: Facilitator tosses the ball to someone and that person says their name as they catch it. Then they toss it to a second someone who says their name as they catch it, and so on, until everyone has caught the ball and said their name.

Then you go around again, and this time the person throwing the ball has to say the name of the person they're throwing to.

Keep doing that until everyone can throw the ball to anyone and say the name as they throw. ...

Variations

1. Time how long it takes for everyone to touch the ball and say their name, and tell them to improve their performance. The wording of the instructions is extremely important. They will probably come to the idea of getting close together, each touching the ball, and saying their name all at once.
2. Use a ball of string, holding the string. At the end, there will be a web connecting everyone.

Baggage Claim

Purpose	To introduce complete strangers
Materials	Baggage claim card – one per participant
Group size	12 – 500
Time taken	15 -20 minutes
Comments	In this activity, people find things out about each other before putting faces to names. It's best used with people who don't know each other well, as they will be moving around and meeting each other.
Process	Pass out cards to participants and ask them to "pack their bags" by listing up to 4 pieces of information about themselves to share with others. Explain that they will now experience going to the baggage claim area and accidentally picking up someone else's bag.

Ask participants to walk round the room, shaking hands and introducing themselves to other participants in the following way:

The first time a person shakes hands with another person, both participants will introduce themselves and tell each other what is in their bags (based on the information they wrote on the card).

The pair will then exchange "bags" and move on to greet other participants.

As they greet other participants, they will shake hands and introduce themselves but explain that they have the wrong "bags". They then tell each other who their "bag" belong to and what's in them, using the information in the cards they have in their hands.

After each meeting, they trade bags and then move onto another participant

After 5-10 minutes, ask the participants to stop

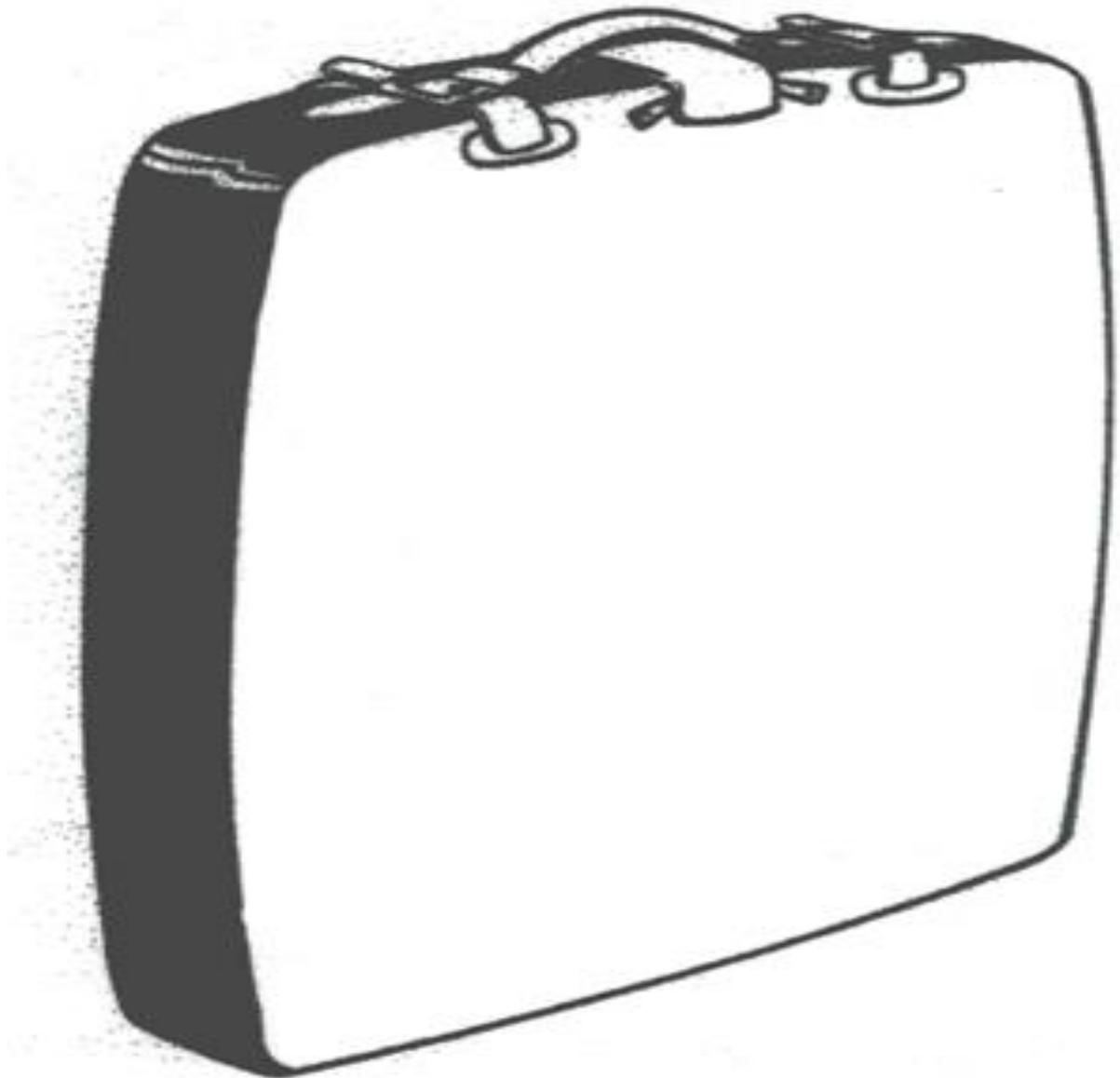
If the group has 20 or fewer participants, you can ask each person to read the name of the person whose card they are holding, introduce that person by what's in the bag and return the card to that person, so that eventually everyone is holding their own baggage again.

Variations are:

- Ask the participants to draw their own luggage on cards
- If it is a small group, ask participants to "guess who" as each card is read

Luggage Claim Card

On your piece of luggage below briefly write 4 items of information about yourself that you would like to share with others. (It should NOT include your name)



Open Dialogue

Purpose	Introduce strangers or introduce a topic
Materials	None
Group size	8 - 100
Time taken	5 minutes
Comment	Most people carry keys with them – they open dialogue and self-disclosure in a non threatening way. Use this activity with large groups or small, for personal introductions or as an energizer. Probably best to run with non-residential groups, as participants are almost certain to have keys with them.
Process	<p>Ask participants to stand and find a partner. Explain that we all carry keys with us that let us do things or get into places that we need to enter</p> <p>Have fun with this activity – set the scene by explaining the purpose of your own keys, maybe including a funny incident.</p> <p>Ask participants to take out the keys they have with them, in pockets or purses.</p> <p>When participants have found a partner, ask them to show the partner their set of keys and to take one to two minutes each, in turns, to explain the purpose of each key to their partners</p> <p>After 2 minutes, ask those individuals who had a key with a defunct purpose to raise their hands</p> <p>Variations are:</p> <ul style="list-style-type: none"> • Ask participants to guess the purpose of each other's keys • Make this a small group activity

Marooned



Objective	To progress on from initial introductions
Materials	None
Time taken	15 – 25 minutes
Group size	10 – 30
Comments	Can be used as a general introduction or to be linked to a specific topic. It helps to learn about other's values and problem solving styles and promotes teamwork.

Process

1. Divide into teams of up to 5 participants in each and explain instructions to them:
 - a. You are marooned on an island
 - b. What 5 (can use other number, but calculate additional time taken if use more) items would you have brought with you if you knew there was a chance that you might be stranded. Note that they are only allowed 5 items per team not per person
 - c. Ask them to write them up on a flip chart and discuss and defend them with the whole group

Pick Pocket

Purpose	Introduce strangers, team build, fun,
Materials	Pick Pocket sheet, one per participant
Group size	8 - 25
Time taken	5 - 8 minutes
Comments	Use this at the beginning of a session for people to get to know one another, or midway through as an energizer. Participants get to scavenge through their pockets.
Process	<p>Organise participants into groups of 4-10</p> <p>Give each participant a Pick Pocket Activity Sheet</p> <p>Tell groups they have 2 minutes to come up with as many items on the list as they can. Tell them that each item on the list is worth 2 points</p> <p>Explain that they can make a reasonable substitution, but it will have to be agreed by the other teams at the end and will only be worth one point</p> <p>After 2 minutes, ask groups to count their points</p> <p>Ask groups to share what items they got from the list and which substitutions they made</p> <p>Variations are:</p> <ul style="list-style-type: none"> • Give groups a blank sheet of paper and ask them to list things they had in their pockets or purses that they thought other groups might not have • Give prizes to the winning group <p>See Pick Pocket Activity Sheet below</p>

Pick Pocket Activity Sheet

- Picture of a close relative
- Credit card
- Grocery list
- Comb
- Mobile phone
- Purse or money bag
- Fitness club card
- Receipt from a restaurant
- Sweet
- Cloth handkerchief
- Highlighter pen
- Biro
- Paper clip
- Introduction card
- Contact lens case

PASS THE BUCK



Purpose	Introduce strangers, get to know people better, introduce or revise a topic
Materials	None (participants need to have some thing to flag up to others)
Group size	20 -500
Time taken	5 -10 minutes
Comments	People love “buying” valuable information and finding out about their colleagues at the same time. It’s also a fun way of revisiting a previous topic. Play up the idea of “valuable” e.g. someone useful you might know.....keep it light

Process

1. Ask participants to take a \$1 note (or appropriate local currency) from their pocket or purse and hold it in the air
2. Ask those who don’t have a \$1 note to hold a \$5 note or some other denomination
3. Ask them to find someone near them who is holding up the same denomination, and partner with that person. Explain that they will now have an opportunity to share valuable pieces of information that they don’t often share and to get paid for it. The catch is that their partner has to decide if the information is valuable or not!
4. Give participants these instructions:
 - a) Share a piece of information with your partner that you think he or she will want to know
 - b) If your partner thinks that the information is of value, the partner will give you their note. If they do not think it is valuable (perhaps because it is known already, or because it is not relevant), the partner will ask for more information and you need to oblige
 - c) Once your partner has heard enough information, he or she will “pay” you for it
 - d) It then becomes the other person’s turn

Variations are:

- If participants don’t have money with them, they can hold up other objects eg pencils, business cards. The catch is that their partners must use the same items
- Have the pieces of information be around the theme that you wish to revisit

The Magic Wand



- Objective:** To open a session during a course – management related
- Materials:** None
- Group size** 5- 25
- Time taken:** 5 minutes + 1 minute each to share with the group
- Comments** This activity helps participants to learn about others' desires and frustrations
- Process:** You have just found a magic wand that allows you to change three work related activities. You can change anything you want. How would you change yourself, your job, your boss, co-workers, an important project, etc.?
- You might ask them to think for a couple of minutes then share with one person before then sharing a brief summary with the group
- Have them discuss why it is important to make the change. Another variation is to have them discuss what they would change if they become the boss for a month.

Finish the Sentence



Objective: To start the morning or afternoon during a workshop

Materials: None

Time taken: 5 minutes

Comments: Keep the pace moving quickly on this exercise

Process: Go around the room and have each person complete one of these sentences (or something similar):

- The best job I ever had was...
- The worst project I ever worked on was...
- The riskiest thing I ever did was...

This is a good technique for moving on to a new topic or subject. For example, when starting a class and you want everyone to introduce themselves, you can have them complete "I am in this class because..."

You can also move on to a new subject by asking a leading question. For example if you are instructing time management, "The one time I felt most stressed was because I did not have enough....."



REPEAT PERFORMANCE

Purpose	Introduce a topic
Materials	None
Group Size	20 -100
Time taken	3 -5 minutes
Comments	In this activity the audience gets to take part in the speech/session you are delivering – use it to maintain interest and add humour

Process

1. Decide on 2 specific words or phrases that you would like participants to walk away from your session remembering
2. Explain to the audience that you would like them to participate in your session, and that they will have a chance to do so throughout by shouting out certain words when you point to them with your right hand, and certain other words when you point with your left hand. E.g. if you pointed with your right hand for “yes” and your left hand for “no”.
3. Ask participants to practise with you one time. Point with your right and left hands in turn for your chosen words e.g. Evaluation, Log Frame



Arrivals and Departures

Purpose	Introduce a topic
Materials	Arrivals and Departures Activity Sheet
Group size	6 – 12
Time taken	2 -5 minutes
Comments	Participants list behaviours they would like to attain or get rid of. Use this activity at the beginning or end of a session in which people have been focusing on change, either procedural or personal. This activity works well in management sessions e.g. for communication, conflict, diversity, motivation and personal effectiveness.
Process	<ol style="list-style-type: none"> 1. At the end of a session, show the Arrivals and Departures Sheet 2. Explain that when we take personal responsibility for our own actions, we take the time to examine our own behaviours to decide whether to keep, modify or change them to get the results we want 3. Ask participants to consider the behaviours they choose to keep and implement at arrivals, and those they wish to lose at departures. 4. Ask each person to talk with a person next to them about their choices, or if the group is small , have a discussion amongst the group and discuss stories related to them

Arrivals and Departures Sheet

Arrivals



Departures



Constructive Feedback



PURPOSE	Introducing a topic, Self-disclosure
Materials	Box; 30 pieces of wadded paper
Group size	6 -12
Time taken	3 -6 minutes
Comments	Participants will value the benefits of constructive feedback as they try to accomplish a goal that is not possible to achieve without feedback from their peers. It works best with a small group of people who can all participate. Use it at any time in a session to introduce the value of feedback. Conceptual thinkers will make the most of the activity if you ask them to draw conclusions; concrete thinkers will appreciate the experiential demonstration
Process	<ol style="list-style-type: none"> 1. Ask for one volunteer 2. Position the volunteer in a standing position and place an empty cardboard box somewhere behind him or her, but not directly behind 3. Place the 30 pieces of wadded paper within reach of the volunteer 4. Explain to the group that their job is to give clues to the volunteer that will help him or her to throw the wads into the cardboard box without turning round. Give examples such as " A little further to the left" 5. About half way through the activity, ask the volunteer to say which clues have been helpful and why 6. Keep the activity going until the volunteer has successfully thrown 3 wads into the box 7. Ask the group to comment about feedback based on the exercise. Points to make if they don't come from the group are: <ol style="list-style-type: none"> a. In this situation, feedback was expected and welcomed – it is not always the case b. One person could not make the goal in a timely manner without hearing others perspectives and suggestions c. When the goal was accomplished, everyone participated in enjoying the success

WAITING TO START



Purpose	Waiting to start
Materials	Briefcase Sticker Activity Sheet
Group Size	8 - 60
Time taken	5 -10 minutes
Comments	In this activity, participants can have fun creating and sharing stickers they would put on their briefcases that would let people at work know about something they think or believe. Keep it fun and light. Perhaps display the stickers on the wall

Purpose

1. Organise participants into groups of 4 -8
2. Give each person a Briefcase Sticker Activity Sheet
3. Explain that briefcase stickers are like car stickers they may have seen. Get some descriptions from them of stickers they have seen
4. Ask each group to collectively come up with a list of stickers they might put on their briefcase
5. Ask each person to select one from the list that they most want, and to put it on their briefcase (or folder)
6. After 5 minutes, ask each group to stand and display and describe their stickers to the main group

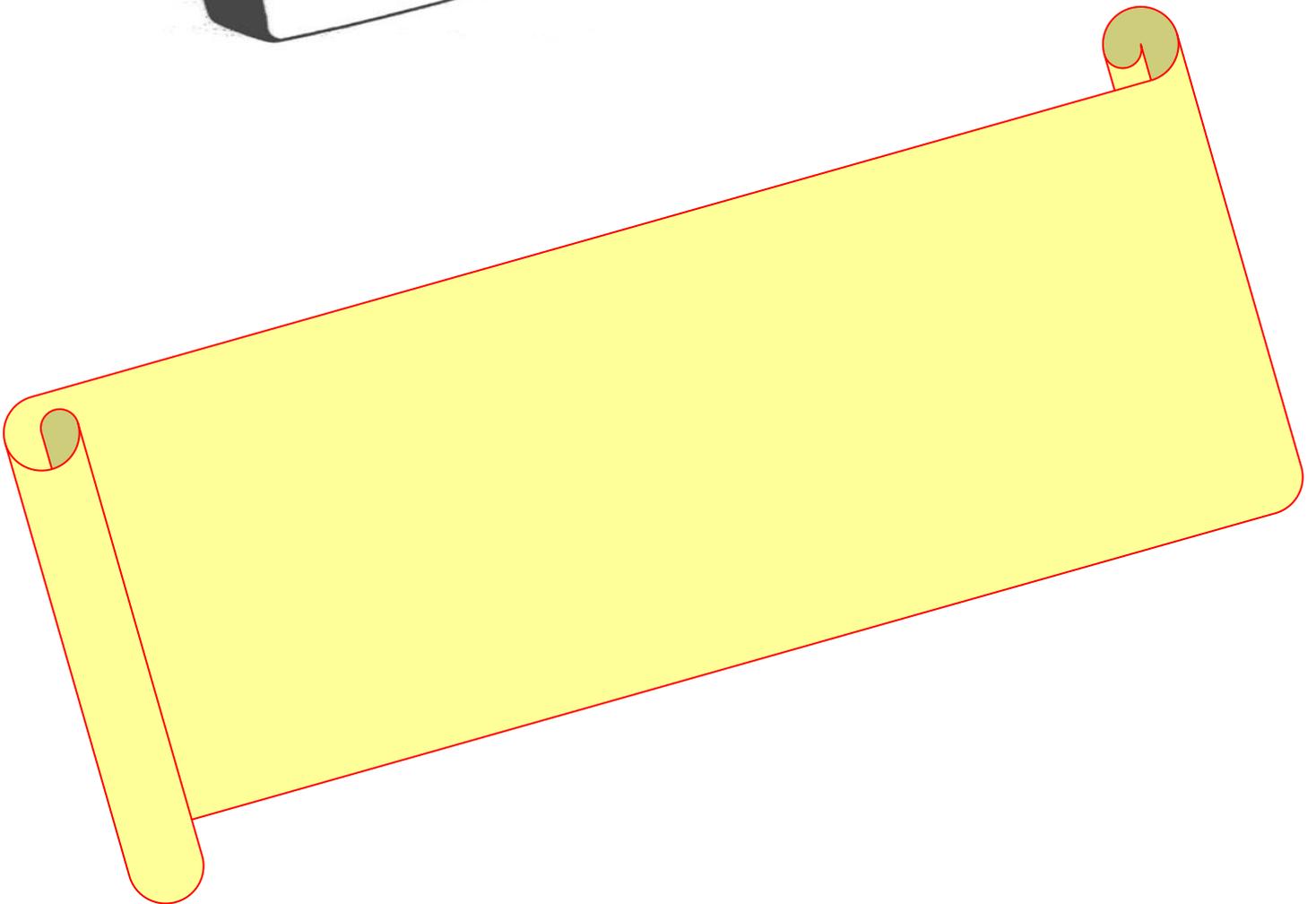
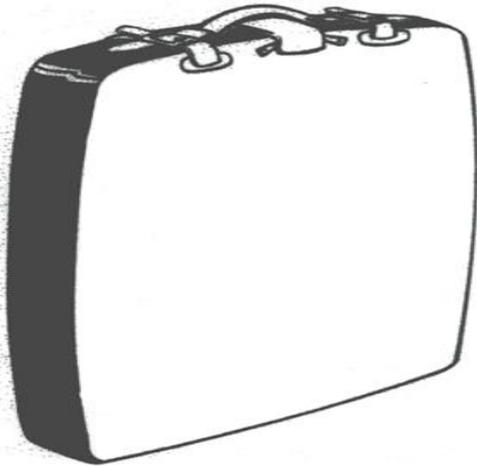
Variations are:

- Have each participant design their own
- Ask each person to design a sticker based on an experience they had at work recently

BRIEFCASE STICKER ACTIVITY SHEET

Select your favourite saying to have as a briefcase sticker and fill in the sticker below to put on your brief case.

Display it to the group and explain why you (your group) has chosen it as the favourite.



LONGEST LIST



Purpose	Waiting to start
Materials	Longest list activity sheet – one per participant
Group size	10 -30
Time taken	5- 6 minutes
Comments	This is a friendly competitive event. Groups will compete for the longest list as they create lists on the topics provided. Have people stand as they think of the items for the list. It helps with the energy flow.

Process

1. Organise participants into groups of 2 -6
2. Explain that they will have a short competition to stimulate thinking
3. Distribute one Longest List to each person
4. Tell them they have 3 minutes working in their groups to come up with the longest list. Explain that they should choose a recorder who will write the list quickly as group members speak out their responses
5. At the end of 3 minutes, ask groups to count the number of items under each topic
6. Select the group that generated the longest list and ask the group recorder to read each item. Encourage the rest of the group to look for duplication and similarities with their own lists

Variations are:

- Ask all groups to contribute one topic; then distribute all topics to each group

Longest List Activity Sheet

Please list as many items you can think of for each topic

TOPIC 1

Times and places you have to wait:

TOPIC 2

Times and places you are most likely to repeat yourself

TOPIC 3

Times and places you are most likely to laugh

In Basket



Purpose	Waiting to start
Materials	In Basket Activity Sheet
Group size	8 – 60
Time taken	10 - 30 minutes
Comments	As people wait for a programme to start, their minds fill with the progress they could be making back at work. During this activity, participants will be able to verbalise these activities, think through some possible actions or solutions, and hear what responsibilities other people have on the job (and so where they might support each other).

Process

1. Ask each person to complete the In Basket Activity Sheet (see following page), noting the projects or tasks they are involved in that are of the highest priority for the organisation or for them
2. Organise participants into groups of 2 – 6 people
3. Tell participants they will have 4 minutes (or longer if you wish) to share with one another what is on their activity sheet.
4. Explain to participants that this is a great time to commiserate or get ideas from other people
5. After the agreed time, move on to the next person and activity/topic

Variations are:

- If the group is a current work group, you may want to facilitate a general discussion in their groups about ways they could support each other
- Ask participants to describe what is in their in baskets on a daily basis
- To encourage sharing between the groups, you could set up theme/topic groups based on the themes most frequently occurring, which people might want to share with each other.

In Basket Activity Sheet

Many times when we come to a meeting, our minds are filled with the kinds of activities we would be doing if we were at work. At times we might be pleased not to be there, at other times we're frustrated that we can't be there accomplishing things. Here's an opportunity to think through the activities and projects we have.

Current activities and projects that I am currently engaged in that are high priority for the organisation are:

1. _____
2. _____
3. _____
4. _____
5. _____

Current activities and projects that I am currently engaged in that are high priority for me are:

1. _____
2. _____
3. _____
4. _____
5. _____

What I would be doing today if I weren't at this meeting:

1. _____
2. _____
3. _____
4. _____
5. _____

Often, in a meeting like this, there are other people who are working on projects that are of professional or personal interest to you. You may wish to connect with these people after the meeting.

Projects other people are engaged with that are of particular interest to me are:

1. _____ Contact
2. _____ Contact
3. _____ Contact
4. _____ Contact



Simon Sez / Anilbhai Says

Purpose	Energise before or during a session
Materials	Activity Sheet for Leader
Group size	10 -200
Time taken	5 minutes
Comments	<p>This is a well known activity that gets attention, creates energy and laughter and gains the participation of everyone.</p> <p>Keep things moving quickly. If you take time, no one will make a mistake. If everyone does do what they are supposed to, make a remark about the astuteness of the group and move on</p>

Purpose

1. Ask participants to stand and get ready to play Simon Sez
2. Explain the simple rules: when you say "Simon sez" followed by an order, the group should obey the order; when you give an order without first saying "Simon sez", they should not follow the order
3. Give the orders. After each order, tell people who were correct in following the orders to remain standing and ask people who were wrong to sit down
4. When finished, announce that the people still standing are the winners

A variation is to use the name Anilbhai and/or to ask a participant to lead the session

Simon Sez Activity Sheet

1. Simon sez lift your right hand in the air
2. Simon sez lift your left hand in the air
3. Put your right hand down
4. Simon sez put your left hand down
5. Simon sez point both hands towards your self
6. Point both hands at your neighbours
7. Simon sez stop pointing and sit down
8. Simon sez stand up
9. Simon sez stand on one leg
10. Stand on both legs
11. Simon sez shake hands with one neighbour
12. Shake hands with another neighbour
13. Simon sez turn around
14. Turn back and face front
15. Simon sez turn back and face front
16. Simon sez give yourselves a round of applause

Line Up



Purpose	Team building, energizer
Materials	None (See Activity Sheet for leader below)
Group size	16-200
Time taken	5 – 7 minutes
Comment	Lining up by height or alphabetical order is just the start, as participants think of creative ways to line up in order. Use this activity to break long periods of sitting. Keep the tone light, this is just for fun. Laugh and play with any amusing comments from participants – there will be many! (Just remember political correctness)
Process	<ol style="list-style-type: none"> 1. Organise participants into groups of 8 -20 2. Tell participants that in the Line Up, they will get a chance to learn things about each other that they would never think to ask 3. Give these instructions: <ol style="list-style-type: none"> a. This is a group competition b. I will give the instructions for groups to line up in a particular way c. Your group should get in line as quickly as possible d. When your group is lined up appropriately, but not before, all group members should clap to indicate they are ready 4. Have a practice run – Tell them to line up by height, and to clap when they are finished 5. Begin the activity. After each line-up, determine which group clapped first, check them out and announce them as the winner of that round

A variation is to ask groups to come up with their own way of letting you know they are ready. (Groups have sung a song, yelled something etc) This adds to the fun

Line Up Activity Sheet for Leaders

1. Line up in order by shoe size
2. Line up in order by length of arms reach
3. Line up in order alphabetically by first name
4. Line up in order by number of siblings you have
5. Line up in order by hair colour, lightest to darkest
6. Line up in order by age, youngest to oldest
7. Line up in order by length of time with current employer
8. Line up in order alphabetically by first name
9. Line up in order alphabetically by last name
10. Line up in order by number of pets owned
11. Line up in order by hair length, shortest to longest
12. Line up in order by the number of bones you have ever broken

Countdown



Purpose	Energiser
Materials	None
Group Size	10-20
Time taken	5 – 10 minutes
Comments	Quick and easy to explain and usually generates lots of laughter

Process

- Stand in a circle.
- Tell the group “We are going to do something very easy – count up to 50. There are only a few rules. Do not say “7” or say any number which is a multiple of 7, but clap your hands instead of saying the number. If we get it wrong we have to start again”
- Count in turn round the circle.
- Keep going while people are enjoying it – not longer than 10 minutes though.

Variations –

- Make it less active by saying a word instead of clapping e.g. “buzz”,
- Make it harder by adding in a substitute for the number 5 and multiples of 5 as well as for the 7 e.g. turning round once
- Make it harder by reversing the order of counting after someone claps

Body Writing



Purpose	Energiser/fun
Materials	None
Group size	8 – 40
Time taken	3- 10 minutes
Comments	A good progressive loosener. It involves a surprising amount of exercise, especially the belly button which is good to end on. Tip is to do them all yourself, especially the belly button at which stage for some participants laughter may substitute for action
Process	<p>Write your name with parts of the body. Make up your own sequence Options include:</p> <ul style="list-style-type: none"> • Right finger • Left finger • Right elbow • Left elbow • Right ear • Left ear • Big toes • Knees • Shoulders • Nose • Belly button
Variations	<p>To just get up and do something! These are endless e.g.</p> <ul style="list-style-type: none"> • Have a comfort break • Stand up and stretch • Wiggle or rotate toes, heels, knees, elbows • Put hands behind backs and bend further and further forward • Change seats – maybe with someone on opposite end of room • Jump up and down • Go outside, fetch something • Walk round the building (make it a race?) • Throw snowballs and so on

Mirrors



Purpose	Energiser, fun
Materials	None
Group size	10 – 100
Time taken	3- 10 minutes
Comments	For the more energetic. Demonstrate with a partner to set an example with appropriate vigour

Process

- Pair participants off
- One person is the actor, the other the mirror
- The mirror does whatever the actor does mirroring the action
- Continue for a couple of minutes, then reverse roles

Elephant, Giraffe, Toaster



Purpose	Energiser, fun
Materials	None
Group size	15 - 25
Time taken	5 -10 minutes
Comments	Likely to make everyone laugh!

Process

- Ask participants to stand in a circle
- Demonstrate the different positions for 3 people: For elephant, the middle person uses an arm for the trunk (a nice option is to cross arms and hold the nose with the non trunk arm) and those on either side raise their elbows for ears. For giraffe, the middle person puts an arm in the air and those on either side put one leg forward. For toaster, those on either side join hands and the middle person jumps up and down like toast
- Stand in the middle of the circle
- Turn around point to someone and say either elephant, giraffe or toaster. The person pointed to is the middle person
- The three immediately act the word. Any one of the three who hesitates or gets it wrong takes your place in the middle and repeats



Moving Around – 6 Variations

Purpose	Energisers and fun
Materials	None
Group size	10 -250 depending on the variation selected
Time taken	5 – 15 minutes
Comments	All of these are easy to describe and fun to do

Process

All MOVE WHO>>>>>

- Stand, or sit on chairs, in a circle, with one person (yourself first) in the middle.
- Say “All move who...” and then add for example
 - Are wearing something blue...
 - Travelled more than a day to get here...
 - Can speak two or more languages...
 - Got up this morning before 6 am...
 - Had xxxx for breakfast...
- Those concerned move to a space left by someone else. It should be active and fast moving. The person left in the middle gives another “ All move who...”
- Tip – if the choices are all to do with clothing (quite common), be slow when you have to move so that you are left in the middle yourself, and then say something quite different.
- You can also relate this to workshop discussion e.g.
 - Move if you would like to begin earlier in the morning
 - Move if you want more time working in small groups

PROGRESSIVE GREETING (ending back to back)

- Clear a space
- All stand with hands behind backs, looking at the ground
- Walk around, weaving in and out, but not meeting each others’ eyes
- Now allow your arms to swing. Now greet only with your eyes as you pass...and so on through smiling, slapping hands, bumping elbows, feet, knees and finally (depending on the group) hip to hip, nose to nose, and back to back or bottom to bottom
- Be gender and culturally sensitive in how far you go
- Speed up with jogging

RACING AROUND

- Good fun when seated in a circle U or hollow square
- All stand up and given numbers
- Odd numbers are to move clockwise and even numbers anticlockwise. Odd numbers raise hands then even numbers, to check they know which direction to go
- When you say “go”, all run round to be the first back

As and Bs

- Stand in a circle
- Ask everyone to look around and pick another person, and to raise their hand when they have done that (Don't reveal who it is). That other person is their A
- Then ask everyone to pick a second person and raise a hand. That second person is their B
- When you say "go", each gets as close as possible to their A, and as far away as possible to their B. Then reverse it – close to B and far from A
- Stress the need for speed but not to grab or hold anyone – you could say the only rule to this game is "No physical violence"
- Stress keeping far from one as well as close to the other.
- The only objective of this game is to provide a brief, amusing energy break for participants – it might be useful to say this in case they are expecting the exercise to have underlying theme

JUNGLE

- All sit on chairs in a circle with no empty chairs. You stand in the centre
- Participants name wild animals (or flowers, vegetables, fish etc) in sequence round the circle up to the number of groups required
- The names are then repeated in sequence (e.g. for 3 groups, lion, elephant, tiger- lion, elephant, tiger etc). Check with hand raising that they all know their animals
- The person in the middle names an animal. All those animals move and sit somewhere else. The person in the middle usually finds a seat easily
- The new person in the middle names an animal and finds somewhere to sit down etc
- When "Jungle" is shouted (or fruit salad, vegetable stew, fish soup) everyone moves
- When there has been enough activity end up in the middle yourself, call a final Jungle and ask people to form their groups for the next workshop session
- You can double the number of groups by having male and female animals – the groups move together but when you split up later, for example tigers and tigresses form 2 separate groups

Tips

- Be sensitive to anyone who may have a disability –spare chairs can be kept at the centre and not used
- Insist that everyone must move
- To add to the fun, everyone can act or make the noise of their animal when moving

RAT (or MOUSE), SNAKE AND LION

- Remove shoes
- " We are going for a walk in the forest. Whenever I say RAT, jump up on a chair and scream (All practise); whenever I say SNAKE, throw back your arms, draw in your breath in horror (All practise); whenever I say LION, crouch down, cover your head and grown (All practise)
- Make up a story – here is an example:
"One day I was walking through the beautiful forest. The birds were singing. The wind was rustling in the leaves. Nature was peaceful and friendly. Then on the path in front I saw, suddenly - a snake. It was gliding along stealthily. I wondered where it was going. Then I

saw it was stalking a Rat. The snake was getting closer and closer, and I thought it would catch its prey, when there was another noise. And there coming through the bushes, was a lion. The rat heard the lion and ran away. The disappointed snake gave up and wriggled away. The lion saw the snake and made off back into the trees. And so the forest was peaceful again and I continued my walk”

- Judge the capacity of the group – some may not find it easy to jump onto a chair. Do not mention the animals too many times or the group will get exhausted!

MOVING BUT STAYING CONNECTED

- Stand in a circle in a large open space. Ask everyone to look around and silently select 2 other people
- Then everyone moves to form an equilateral, equal sided, triangle with the 2 selected.
- The effect can be remarkable, as all keep moving...when others move, many others do too. Especially good near the end of a workshop or course
- After a time stop and invite reflections – staying in touch, how we are all connected, how we can affect one another at a distance, how our small actions affect larger systems
- This has been done with 15 – 350 people

Beanbug Bungle



Purpose	Energiser, fun!
Materials	3-4 beanbags for each group of 12
Group size	12-84
Time taken	3 -6 minutes
Comments	<p>Participants toss a bean bag around the group until each person has a chance to catch and throw. The trick is, they have to toss it in the same order each time.</p> <p>Part of the fun is the bungling of beanbags –encourage people to pick them up and keep them moving. If it gets too out of control begin again.</p>

Process

1. Ask participants to stand and move apart so there's space between them
2. Explain the rules:
 - a. The object of the activity is for the group to establish a forward and reverse pattern while throwing one beanbag around, then repeat the same pattern with 2 more beanbags added
 - b. The first person will pass the beanbag; wait until the fifth person has caught it and then pass another beanbag; wait until the fifth person has caught that and then pass the third beanbag
 - c. The last person who gets the beanbag reverses the pattern by throwing it back to the person who threw it to them, and he does the same with the other 2 beanbags also.
 - d. Play continues until all beanbags are back in the possession of the first person who started the pattern.
3. Begin a practice round with just one beanbag

Variations are:

- Use a beach ball or similar
- Add a fourth beanbag
- Use only one beanbag if the group finds it really difficult!

Streets and Avenues



Purpose To energise the group

Materials None

Group size 30 -30

Time taken 10 minutes

Comment Everyone has to react quickly so the cat does not catch the mouse. This is just an energiser so let the group know that this is all they should be expecting. The exercise may not be suitable for some cultural settings where physical contact is not acceptable especially between men and women

Process

- The group splits into 4 -5 groups. Each group builds rows in the form of street by grasping hands in one direction. The rows stand parallel to each other
- When you say "Avenues", the participants make a quarter turn to the left and grasp the hands of the persons who are now beside them. An instruction for "streets" returns the group to their original position
- Ask for 2 volunteers to take on the role of a cat and a mouse. The cat has to catch the mouse. Keep giving instructions (or ask another volunteer to do this) for the formation of streets and avenues to try and keep the cat away from the mouse. Neither is allowed to break through a row

Robots



Purpose Energiser, trust exercise and to show the group how difficult it is to do 2 things at once

Materials None

Group Size 10 – 30

Time taken 15 minutes

Comments Can be used just as an energiser or as an exercise prior to teambuilding, communications, culture sessions etc

Process

- Divide the participants into groups of 3, in which one person is the robot controller, and the other 2 are robots. The controllers each manage 2 robots. They move a robot to the right by moving the right shoulder, and to the left by moving the left shoulder
- Begin by instructing the robots to walk in a specific direction
- The controller must try to stop the robots crashing into obstacles such as tables, chairs and walls
- After about 3 minutes, ask the controllers to switch roles with one of the groups of robots, and repeat the instructions. 3 minutes later ask the last group of robots to switch
- Ask participants what it felt like to be a controller trying to control 2 robots at once...and to be a robot

Variations

- Have just one robot per controller,
- Have a signal for stopping or going backwards
- Have robots close their eyes

Motor Mania



Purpose	Teambuilding, energizer
Materials	None
Group size	24 -160
Time taken	20 minutes
Comments	Participants will be on their feet and working together in this activity as they become the motorized objects of their choice. The activity is excellent for inserting an achievement activity into team building. It always works – groups love it, even engineers. On second thought, especially engineers! This activity works best in an open space Play upbeat music while participants are planning

Purpose

1. Organise participants into groups of 8 -16
2. Tell them that they will have 5 minutes to truly become a motorized moving object, which means that each individual will physically participate in performing roles necessary for the depiction of that object. Give examples like a blender or a fan
3. Explain that at the end of 5 minutes, each group will demonstrate its object, while the other groups guess what object the group is portraying
4. Give the signal to start planning time
5. After 5 minutes, ask the groups to demonstrate their motorized moving objects. If none of the other groups guess correctly, ask the performing group to reveal it.
6. Encourage the other groups to applaud after each objective is revealed

A variation is to give prizes for aspects of their performance such as for synchronization, team work, and originality.

In Shape



Purpose	Energiser for outdoors
Materials	Numbered cards – one for each group
Group size	24 – 200
Time taken	5 -10 minutes
Comments	Groups work together to form shapes in this high energy activity. Use this energiser when you have adequate space with a group that appreciates a challenge and movement. The more space, the freer groups will feel. If you have a large group, ensure you have a megaphone or microphone so that you can be heard over the noise! To decide how many shapes to call, gauge the interest of the group

Process

1. Organise participants into groups of 12 -20
2. Ask each group to name a leader and give each leader one large card with a number on it
3. Explain they will now be involved in group competition. You will call out the name of a shape and each group should take on that shape
4. Ask them to practise by forming a circle. Then ask them to form a square
5. Explain that you will call shapes in rapid succession. As soon as a group has formed the shape, the group leader should hold up its number. You will call out the number of the group and then call out the next shape
6. Explain that the object of the game is to score points by completing the shape first
7. Begin the activity

Shapes to call include:

- Rectangle
- Square
- Oval
- Circle
- Triangle
- Parallelogram
- Rhomboid

The Waves



Purpose	Energiser, fun! - preferably to be done outdoors
Materials	None
Group size	15 -100
Time taken	3 -5 minutes
Comments	Many people have experienced the wave – that uplifted arm movement that moves through a stadium crowd like a wave crashing on water – so this appeals to all audiences. It is a great energiser, and may become as elaborate as you dare. Have fun with it – laugh with the mistakes, increase the speed, and perform outrageous moves

Process

1. Organise participants standing in a semicircle with everyone facing in and you standing at one end
2. Demonstrate the typical wave by throwing your arms up and asking the person next to you to follow and so on, all the way down the line with the last person bringing his or her arms down, at which point all participants in turn put their arms down until it is back to you
3. Explain that there are many types of waves, and ask them to follow with the same wave pattern each time you lead
4. Lead them by taking one step to the right while throwing your arms over your head and to the right
5. When that wave comes back to you, take 2 fast steps forward whilst throwing your arms forward
6. When that comes back to you, spin around on one foot 180 degrees and stand facing in the opposite direction
7. Continue the activity with any other version you can think of

A Variation is to have a participant leading or do it in turns

Happy Birthday



Purpose	Fun energiser and self disclosure
Materials	None
Group size	20 – 200
Time taken	3 -6 minutes
Comments	This activity brings together people born in the same month, and possibly on the same day. It works every time, even with people who have done it before. Use this activity with any group; age and group size doesn't matter. Keep the activity crisp, light and fun

Process

1. Explain the importance of celebrating birthdays, remembering and celebrating an individual just for existing
2. Ask participants to walk around and find others who share the same birth month. Do this by yelling out your birth month until you find others with the same birth month
3. When participants are in birth month groups, ask them to yell out their months in order beginning with January
4. Ask how many people share the same birthday

A variation is to ask month groups to demonstrate their months. For example the May group might act out dancing around a maypole.



Key to my Heart

Purpose	Team building, fun, self disclosure
Materials	Key to my Heart Activity Sheet – one for each participant (use the questions listed below)
Group size	4 -40
Time taken	8-10 minutes
Comments	This activity gives participants the opportunity to learn something personal and meaningful about each other. People will only reveal what they choose to reveal

Process

1. Organise participants into groups of 3 -6
2. Ask participants to each choose one key they have with them that opens the path to things or people most close to their hearts
3. Tell them to complete the Key to my Heart Activity Sheet
4. Tell them they have 5 minutes in their groups to share their keys and pathways to their hearts with each other

A variation is for each participant to use the sheet to tell a heart wrenching story – if so, start with your own story first

Questions for the Activity Sheet:

1. Choose a key from your key ring that has heartfelt meaning for you
2. In the space below, write a few sentences that explain the meaning related to the key to your heart
3. In the space below, make notes about a true story that comes from the reminder of the key to your heart
4. Choose a partner and swap stories.
5. Be prepared to tell the rest of the group

One Liners



Purpose	Energiser for the super intelligent!
Materials	None
Group size	8 – 20
Time taken	3 -10 minutes
Comments	Participants are encouraged to remember and to guess lines from books, films or famous people. Keep it light, encourage people to think of as many lines as possible and keep it going as long as the group is having fun

Process

1. Organise participants into pairs
2. Ask each pair to come up with at least one famous line from a book, film or famous person that no one else will think of
3. After one minute, explain that each pair will get to speak their line with appropriate inflections or intonations while the rest of the pairs have 20 seconds to write on a piece of paper where the line came from and who said it
4. After each pair has spoken their lines, and participants have recorded responses, review correct answers with each pair repeating their lines and participants guessing the answer
5. Determine the winner by asking which pair had the most correct answers.

Variations are:

- Ask one pair at a time to share their lines before and after breaks etc
- Write down famous lines yourself, and ask who said it, waiting for immediate response

Polyester Triathlon



Purpose	Energiser, self disclosure, Fun
Materials	None
Group size	10 -40
Time taken	5 minutes each time
Comments	This activity gives participants which might never qualify for a triathlon the chance to experience one – and a creative one at that. Because groups design their own physical activities, it doesn't matter whether you have lots of open space or not

Purpose

1. Organise participants into 3 groups
2. Explain that they will be participating in a relay race called Polyester Triathlon
3. Tell each group that they have 2 minutes to choose an event to include in the triathlon. Encourage creativity. (Examples might include running in place for a count of 100; walking backwards from one specific location to another, singing their national anthem or favourite folk song whilst riding an imaginary horse round a circle, turning round in circles 10 times etc)
4. After 2 minutes, ask each group to perform the event it has selected. Then ask all participants to practice that move
5. Ask groups to line up in the order they will perform the triathlon
6. Explain that you will blow the whistle and the triathlon will begin. Each person in a group performs all 3 of the events decided on by all the groups and then the next person in the group begins. The group that finishes first wins
7. Give "medals" or "certificates" to the winners

Variations are:

- Give the groups the events to compete on
- All team members perform one of the activities before moving on to the next activity – you would then have "winners" for each activity, rather than one group winning at the end

Frame Game



Purpose	Review of a topic
Materials	Blank cards – enough for 4 per participant
Group size	10-25
Time taken	10 – 25 minutes
Comments	A graphic way of reviewing main learning points of a theme recently covered.

Process

1. Give each learner 4 blank cards and ask them to fill in 4 different responses on the subject “ What were the main learning points of the material we just covered?”
2. Allow about 5 minutes to complete the exercise and then collect the cards
3. Shuffle the cards, and randomly deal 3 cards to each participant
4. Ask everyone to read the cards they have just received, and then to arrange them in order of personal preference
5. Place the extra cards on the table and allow them to replace the cards in their hand that they do not like. Next ask them to exchange cards with each other. They must exchange at least one card
6. After about 3 minutes form them into teams and ask each team to select the 3 cards they like the best. Give them time to choose , then ask them to create a graphic poster to reflect the final 3 cards and discuss it with the rest of the group
7. Select or vote on the best poster that best reflects the topic

Variation:

- Rather than create a graphic poster, participants could describe the concepts to the rest of the group.
- After the posters have been discussed, the group could be asked whether there are any key concepts missing from the presentations.... and look in the set of discarded cards

Ball Toss



Purpose	Review of a topic
Materials	Soft ball or bean bag
Group size	5 - 15
Time taken	5- 10 minutes
Comments	This is a semi review and wake up exercise when covering material that requires heavy concentration

Process

1. Ask everyone to stand up and form a circle – it does not have to be perfect, but they should all be facing in, looking at each other
2. Toss a soft ball or bean bag to a person and ask them to tell what they thought the most important learning concept was
3. They then toss the ball to someone and that person then explain what they thought was the most important concept
4. Continue the exercise until everyone has caught the ball at least once and explained an important concept of the material just covered

Calm Down



Objective Review of a topic

Materials None

Group size 5 – 20

Time taken 10 – 15 minutes

Comments Sometimes, the problem is not warming up but calming down to reality after some intensive material is presented. Also to get the full benefit of new material, some “introspective time” is needed.

This may seem like slack time to some people, but reflection is one of the most powerful learning techniques available!

Process

1. Ask the participants to lay their heads on their desks, lay on the floor or get into a comfortable position.
2. Ask them to reflect on what they have just learned.
3. After about 3 minutes, say a key word or short phrase and have them reflect on that for a couple of minutes
4. Repeat one or two more times, then gather the group into a circle and ask them to share what they believe are the most important points of the concept and how they can best use them at their place of work

Quick Review



- Purpose** Review learning points from a session
- Materials** None
- Group Size** 8-40
- Time taken** 2-3 minutes before each break
- Comments** The number of things learned is to be decided by the Facilitator. It can be used for a session or for a full day (best)
- Process**
- After the morning session and just prior to the first scheduled break, suggest to the group that a lot of material has been covered – so just to help with learning you’d like to hear e.g. 10 things that they have learnt so far that morning before we have a break
 - Then as rapidly as possible, ask for responses. After each one say “Thank you, that’s one” until you have the 10 things you are looking for. Have the break
 - At the end of the morning, and just before lunch, ask for 7 things more they’ve learned since the break
 - Repeat the procedure at the afternoon break and again at the end of the day
- Variation**
- You can also ask the group –
 - were they surprised at the number of things the group was able to generate?
 - What is the value of hearing what others consider to be important items?
 - How was their individual list different from the group?



Evaluation Cards

Purpose	Evaluate a workshop or session
Materials	Blank cards/ pens
Group size	Any
Time taken	10 -15 minutes
Comments	Participants write their comments on cards, one comment per card. Big pens and capital letters keep it short and clear.

Process Tips and Options

- If the group is large, limit the cards to one per person. With small numbers, there is no need to limit the number
- Coloured cards can be used to differentiate points that are negative, those that are positive and those that are learning
- Work individually, in pairs or small groups. Talking first in pairs then individual writing usually works well
- Sort the cards on the ground or display on the wall
- In summarising, start with the negative, then go to the positive and finish with the learning points
- Discuss / ask about some cards
- Invite participants to rank or score the cards (easiest with stickers or pens, and a fixed number of marks per person)



Evaluation Wheel

Purpose	Evaluate a workshop or session
Materials	Flip charts/ pens
Group size	5 to 40
Time taken	15 minutes
Comments	This gives a very clear visual evaluation. You may wish to use it with another evaluation technique that gives you more detail

Process

- Draw a large circle on a flip chart, or flip charts joined together
- Draw in equal sized sectors with lines from centre to circumference, and label each sector for one aspect of evaluation e.g. logistics, content, design, fieldwork, facilitation etc
- Each participant does likewise on a piece of paper, and evaluates each sector by drawing a line from the centre. A long line to the circumference is excellent. No line at all is dismal beyond despair. When they have finished, participants in turn draw their evaluation lines on the big chart
- This ends up with many lines in each sector, giving a clear visual evaluation which also indicates the range of views for each aspect
- You can join up the minimums and maximums to show a spider diagram

Variations

- Brainstorm at the beginning to establish the categories for the sectors and how many they should be
- The facilitators can be absent or the chart out of site, so that they do not see who draws what length of line

Stand to Score



Purpose	Evaluation of session
Materials	None
Group size	10 – 25
Time taken	5 minutes
Comments	A quick, flexible, active and good technique to use when everyone is tired at the end of the day. Positions and scores are likely to be influenced by others' movements, and by awareness of the facilitators watching. All the same, those at the low ends usually have good insights to share which provide valuable feedback
Process	<ul style="list-style-type: none"> • Indicate a score by locating the numbers 0 – 5 on the floor, where 0 = dismal and 5 (or 10) = excellent • Ask participants to stand between two ends to indicate their position • Ask participants to say something about why they have chosen their position • You could go through different parts of the session or workshop rather than get an overview

References

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“The Big Book of Icebreakers” Edie West, McGraw-Hill, 1999

“Participatory Learning and Action”, Jules Prett et al, International Institute for Environment and Development, 1995

“Even More Games Trainers Play”, Edward Scannell and John Newstrom, McGraw-Hill, 1994

<http://www.nwlink.com/~donclark/leader/icebreak.html>

<http://www.albany.edu/cpr/gf/resources/Exercises.html>