



INGWE

INNOVATIVE NOTICEABLE GROWTH WISDOM EXCELLENCE

Youth Promotion Handbook



Imprint

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Youth Development Programme

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INNOVATIVE NOTICEABLE GROWTH WISDOM EXCELLENCE

Youth Promotion Handbook



Foreword



Youth by their very nature are driven, eager and committed. They have the potential to effect change not only in their own lives, but in the lives of others. It is therefore important to engage with youth to help unlock their potential and provide an environment that enables them to become leaders of today and tomorrow.

At the same time, young people under the age of 35 face a myriad of challenges today. These challenges range from unemployment, exclusion, lack of education and training and the disintegration of the family and social fabric - all of which constrain opportunities for development and prevent youth from realizing their full potential. INGWE strives to bridge this gap and aims at ensuring that youth play a vital role in their own development and that of South Africa.

Mondi Ltd and the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH have partnered to pilot the Youth Development Programme and under the auspices of this programme are proud to present the INGWE Youth Promotion Handbook. We are committed to safeguarding the rights of youth by providing them with development opportunities as they transit into adulthood. These handbooks boost our efforts in addressing the plight of youth to overcome the challenges that currently exist in this country.

The INGWE Youth Promotion Handbook provides tried and tested techniques on:

- ▷ facilitating youth activities through animation,
- ▷ participatory approaches to organisation,
- ▷ innovative and creative thinking
- ▷ strategies for conflict resolution and management.

The adopted youth leadership model used here seeks to enhance collaboration, resource sharing and team building. The approach will no doubt strengthen networking and synergies. The target group for this handbook are youth leaders, peer educators, youth/social workers, and community development workers.

We would like to extend our gratitude to all the partners who were involved in the process of developing the INGWE handbook, and hope that the content provided supports your tremendous efforts to empower youth socially as well as economically and together drive the development of the country.

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How to Organize
and Carry Out
Group Activities

Games

A Few Notes on Didactics and Methodology

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Didactics

The art of teaching and learning. A science that deals with the issues concerning what should be imparted and taught.

Methodology

The art of finding the correct procedures for teaching.
The essential issue is the question of "how" to impart lessons.



Methodological Principles

- ▷ Each group activity has to encourage all the members of the group to participate and process the information. Therefore, the activities have to be as attractive, interesting and stimulating as possible.
- ▷ The supervisor has to reward active participation.
- ▷ The most important organ for the reception of information is the eye.
- ▷ There are different ways of learning which can be used while teaching:
 - Learning by reading (we remember 10%)
 - Learning by hearing (we remember 20%)
 - Learning by seeing (we remember 30%)
 - Learning by seeing and hearing (we remember 50%)
 - Learning by speaking (we remember 70%)
 - Learning by doing (we remember 90%)
- ▷ This means that the more our senses are addressed, the more we learn.
- ▷ Colours liven the class up and improve the effect of diagrams, transparencies,
- ▷ Choice of the right media increases the attention of the listeners and improves their knowledge input.

Didactic Principles

- ▷ The group leader needs a certain personal capacity which includes the capability to learn and to understand others, a sound general education, expertise, correct appearance etc., if he wants to be successful in the supervision of group activities.
- ▷ It has to be clear what the expectations and the qualification of the participants are, in order to be able to attend the group necessities directly.
- ▷ The number of the participants depends on their kind and objectives. Quality is more important than quantity.
- ▷ The level of professional knowledge of the supervisor has to be at least one level above the level required for the programme.
- ▷ The range of subjects to be taught has to be limited.
- ▷ The essential issues have to be clear. They need special highlighting.
- ▷ If classes and breaks are well structured and the breaks are carefully laid out, the performance of the participants can be improved significantly.
- ▷ The script for the supervision is the Course Companion which is the main source of reference for the supervisor during the process of the course.
- ▷ Every subject will be taught in one Course Unit. One unit can consist of one or more classes.
- ▷ A class has to be divided according to subject matter and time as follows:
 - Introduction (5-10% of the disposable time)
 - Main part (80-90% of the disposable time)
 - Conclusion (5-10% of the disposable time)

How to Plan a Course Unit



In order not to lose the overview during a course, it is of advantage to prepare a Course Companion in which to pin down subject and objective of the course. This guide should also contain the contents, didactical and methodological notes which could be important for the Course Unit.

The Course Companion could be designed as follows:

Course Unit: _____

Date: _____

Subject: _____

Objective: _____

TIME	DIDACTIC STRUCTURE	CONTENTS/ ACTIVITIES	METHODOLOGICAL NOTES
1 st Class			
	Introduction		
	Main Part		
	Conclusion		
2 nd Class			
	Introduction		
	Main Part		
	Conclusion		

The **subject** should arouse the interest of the participants.

The **objective** has to be formulated in a precise manner. It should not contain more than 2 to 3 sub-objectives in order to guarantee that the whole process is clear and manageable.

The column "**Time**" contains the time schedule for a Course Unit. This helps to keep to the time schedule of the program.

The column "**Didactic Structure**" contains the division of the Course Unit into classes and the division of these classes into Introduction, Main Part and Conclusion. This creates a clear structure that makes the work with the Course Companion significantly more effective.

INTRODUCTION	MAIN PART	CONCLUSION
<ul style="list-style-type: none"> ▷ Preparation for the Main Part ▷ Warming up ▷ Prepare the mood / Definition of objective ▷ Motivation 	<ul style="list-style-type: none"> ▷ Treatment of the scheduled subject 	<ul style="list-style-type: none"> ▷ Relaxation ▷ Balancing out of differences ▷ Loosen up tensions ▷ Summarize ▷ Feedback

The column "**Contents/Activities**" includes in more or less detail the imparted subject and the activities to be carried out.

The column "**Methodological Notes**" is for important information on how and with what material the Course Unit is to be imparted. It is also possible to put down thoughts or important issues to bear in mind. In this column it is very useful to work with different colours (red= important information; green = used material etc.)

In spite of the planning, it is very important that the supervisor should always be willing to be **flexible** and introduce changes according to any given situation or requests from the participants.

Checklist for the Planning of an Event

- ▷ Decide the content of the event
 - Type of event
 - Decide the motto or subject
 - Gather ideas
 - Define rules
- ▷ Decide on the place of the event
 - Is the site appropriate?
 - Ensure that there are no accident risks (Security manual)
 - Sanitary facilities
 - Recreation rooms, changing rooms
- ▷ Decide when the event will take place
 - Time / finishing time
 - Not colliding with other events
- ▷ Invite participants and guests
 - Teams
 - Arbitraries
 - Moderator
 - Helpers
 - VIPs
- ▷ Prepare written plan
 - Opening
 - Carrying out
 - Evaluation
 - Presentation ceremony
 - Conclusion
- ▷ Secure financing
 - Contribution of the participants to cover the expenses
 - Sponsors
 - Entrance fees
 - Selling of food and beverages
- ▷ Apply for official authorisations or licenses
- ▷ Set up emergency strategy
 - First aid
 - Means of communication



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▷ Public relations

- Select patron
- Invite VIPs
- Posters
- Articles in newspapers
- Radio announcements

▷ Gather material

- Equipment for competitions, games and recreation
- Prices/certificates/cups
- Catering
- Seats for the guests
- Means of visualization for time schedules and scores
- Acoustic equipment



It is recommended to build an organisation team and divide the different tasks amongst its members. Be sure to make the responsibilities clear and give deadlines for the completion of the tasks. It depends on the types of event, which points of the checking list have to be considered.

The organizer should decide what is important and what not.

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The Planning of the Programme

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Essential for the planning of the programme is an excellent understanding of the individual situation of the target group as well as an extensive knowledge of group dynamics. Since the latter will be subject to constant changes in the course of the project, the order of events cannot be determined beforehand.

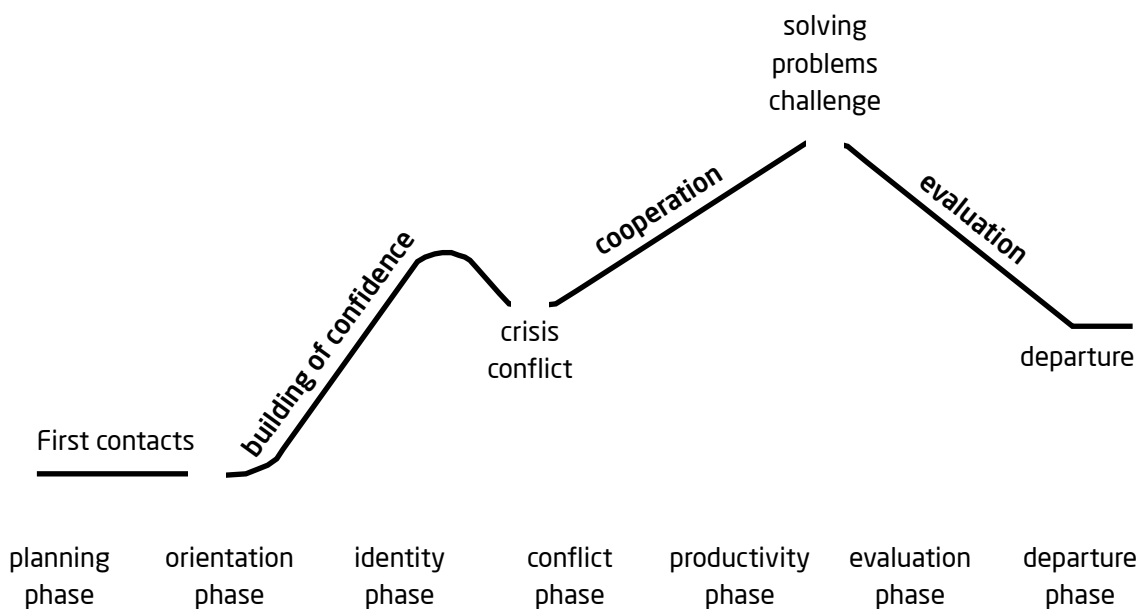
In the planning phase, a high amount of flexibility is required in order to adapt to the necessities of the group in any given moment. The basic structure for a program plan will be determined by the dynamic processes within the group.

The Design of the Programme



According to the processes within the group, the program can be divided into various phases. The definition of the phases helps the group leader understand the current state of the group in order to present proposals designed to meet the group's needs. The aim of the trainer is to accompany the group through all of the phases in order to establish a group structure which allows constructive work.

It is not possible, however, to mark the limits of each phase in a strict manner. Frequently the need may arise to correct target agreements, change rules or establish new ones or to go back to the agreements of previous phases.



The Preparation Phase

During the preparation phase, needs have to be analysed and information have to be gathered.

The following points have to be clarified:

1

The formal framework of the program

- ▷ Time
- ▷ Place
- ▷ Target group
- ▷ Material
- ▷ Financing

2

The emergency strategies

- ▷ Contact people
- ▷ First aid equipment
- ▷ Security standards

3

The establishing of the subject and possible ideas about objectives and results

- ▷ Subject
- ▷ Objective
- ▷ Results

4

Selection of the activities and exercises, taking into consideration the composition of the group

- ▷ Exercises



The Identity Phase

During the identity phase, an internal structure has been established, common objectives are clear and there is a general agreement about how to cooperate. The group has found itself and an identity has developed. The group members have a **"We-feeling"**.

This phase is dominated by harmony, sympathy, support and consideration. This common bond often finds expression in common rituals but also in dissociation from other groups. The common spirit and bond will help the group later to tackle difficult tasks and challenges and solve problems together.

During the identity phase the group has become a team. This team is characterized by a sufficient amount of trust among its members, who are now willing to expose themselves and take risks.

Plays which help to build confidence are to be employed specifically to support the common spirit and the keeping of agreements. Exercises that help establish the group identity and group norms are especially appropriate in this phase.

The Conflict Phase



In the course of a programme, crises with more or less profound conflicts may arise. If the members are open for guidance in such situations, a conflict can constitute a real chance to find new patterns of behaviour.

It is therefore essential for the success of a programme that the trainer can handle conflict situations with expertise. It is necessary to dispose of the appropriate instruments to realise that a conflict is approaching, to analyse the situation and to react accordingly:

Conflict analysis

Gathering of sufficient information through observation in order to examine the causes of a conflict situation and draw conclusions.

Characteristics of hidden conflicts:

Resistance:	Agreements are not kept.
Aggression:	Infliction of injuries on an emotional, verbal level, in extreme cases also on a physical level
Flight:	Avoidance of contact
Sabotage:	Boycott, in extreme cases revenge on group members

Conflicts may arise on the following levels:

I	within a single person
Group	between the members of the group
Management	between the trainer and the group
Subject	on a theoretical level

Strategies for the solution of conflicts

Avoidance:	The wishes and needs of neither of the parties are taken into consideration, feelings are suppressed while an open confrontation is avoided. The conflict situation remains unsolved and might escalate.
Giving in:	The interests of one party are put aside. This strategy can be helpful in cases where these interests are not urgent or where one wants the other party to leave the dispute without losing his or her face.



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- Pressure:** The wishes and needs of the other party are not taken into consideration because the own interests are more important. This strategy leaves one party as loser who in most cases will fight back one way or the other.
- Compromise:** Looking for a middle course which, however, will not fully satisfy neither of the parties. Usually both of them will subsequently try to renegotiate or to strengthen their own influence.
- Cooperation:** This method is the one to be favoured because it takes the wishes and needs of both conflicting parties into consideration.

Guidelines for a cooperative solution of conflicts

- ▷ Show respect for the opinion of the other!
- ▷ Demonstrate openness for new ideas!
- ▷ Be positive and avoid derogatory behaviour!
- ▷ Look for a common denominator: "What do we have in common?"!
- ▷ See and understand each other's wishes, needs, and worries!
- ▷ Listen actively and try to understand the point the other is making!
- ▷ Pay attention to statements in first person (I) and avoid reproaches in

The Productivity Phase



Once the structure of the group and the common goal are established and sufficient confidence has been built up, the group has reached its productive phase. Making use of the principles of synergy helps to make the group an effective team.

Challenges as opportunities to learn

Individuals who abandon their familiar behavioural patterns to get involved in a new role or a situation they are unaccustomed to, step over the border of their personal security. If they act out of their own free will, they will accept the responsibility for their own learning process and the personal gain will be much more intense as if their actions were determined by the pressure of the group. Each person should define the intensity, the moment and maybe the necessary support for his challenge and defend their decision in front of the group.

The role of the group leader

The group leader has to hold the balance between:

**positive feedback
esteem**



**claims/challenges
criticism
confrontation**

It is important to find an adequate challenge which fits the capabilities and aims of the group and which can be dealt with successfully.

Excessive demands lead to frustration, paralysing fear or resistance, if the demands are too easy, on the other hand, the result is a lack of interest and attention.

The psychological and emotional challenges should be designed in such a way that the participants can see and accept their opportunity to learn.

The Reflection Phase



Reflection means the intellectual review of the experience just made. It helps to assimilate the experiences and to gain consciousness, providing the means to relate it with already existing patterns. That's when an experience really becomes important beyond the momentary event because it will have an effect on the daily routine. The criteria for the evaluation are the objectives which were agreed upon at the beginning.

The role of the group leader

- ▷ Moderate the evaluation discussion in such a way that they are understood as helpful and valuable.
- ▷ Break the ice of the discussion, encourage to talk, to formulate open questions.
- ▷ Extract the essential points and come to a definite result.
- ▷ Make the participants think.
- ▷ Observe the group, perceive their feelings and give these impressions back to the group.
- ▷ Refrain from evaluations of his/her own.

The four steps of reflection

Observation:	Observations are described and compared, facts and impressions gathered.
Generalisation:	The group interprets, evaluates, tries to explain contexts and puts forward hypothesis.
Evaluation:	The members give their personal opinions and talk about their feelings.
Transfer:	The reality and the daily experiences of the individual are put into context. In this step the participants become aware of the significance and the consequences of what they have just learned.

Self-evaluation and Feedback Discussion

During the self-evaluation each participant tries to evaluate his or her behaviour according to the targets earlier defined by themselves. Frequently, this leads to a higher degree of responsibility and motivation to achieve these targets. In the feedback discussions the participants can examine the image they have of themselves by contrasting it with the corresponding image of the group. The estimations will be supported and completed by the observations of the supervisors. The supervisor should give confirmation, support positive approaches and help with the forming of opinions and evaluations.

Rules for a constructive feedback

How to give feedback

- ▷ Try to describe, not to judge.
- ▷ If you try to avoid judgements, the others will not have to defend themselves.
- ▷ Be definite and unambiguous, not general or categorical.
- ▷ It is easier to comment precise examples. Refer to observable behaviour of someone which can be controlled and/or changed by him or her.
- ▷ Explain in what way the behaviour of the others has influenced you and what kind of feelings this provoked in you.
- ▷ Use the first person singular (Start your sentence with :“I...”).
- ▷ Try to include also the needs of the other person: feedback can be very destructive if it only serves the person who gives it.
- ▷ Maybe you can propose alternatives or possible solutions that help you and the other person.
- ▷ Give the feedback immediately or at the first opportunity, that’s when it will be most successful. This means, of course, that the other person needs to be able and willing to listen. One condition for feedback is consent.
- ▷ Wait for the reaction of the other person. From his or her answer you can see whether your reaction has been understood and accepted. Such answers are for example: “Please explain...”, “What are you trying to say...?” “Thank you.” “OK”.

Evaluation



The evaluation takes place at the end of a project, in this phase the gathered experiences will be rated and interpreted. The purpose of the evaluation is the examination and the description of the learning success, which in turn will also ensure that the results will be retained on a long term basis. In this context it is important to show the developments in their quantitative and qualitative dimensions and at the same time bear in mind the objectives formulated by the group.

This process of retaining the results is meant to help the participants understand to what extent behavioural patterns have actually been changed. The development of the group should also be visualized.

There are different ways of visualization:

- ▷ Flipchart
- ▷ Newspapers on the walls
- ▷ Photos
- ▷ Videos
- ▷ Graphs and tables

Celebrate successes

Appreciation is an existential need. Acknowledging the successes strengthens the self esteem and identity of the participants and builds up motivation and working ethics within the team.

The role of the trainer is therefore:

- ▷ Emphasize expressly the fact that any given objective has been fulfilled.
- ▷ Highlight successes.
- ▷ Offer adequate rituals for the appreciation of a performance.
- ▷ Encourage the group to develop its own forms of appreciation.

Contact / Information / Risks

Approximately six weeks to three months after the project a follow-up may be carried out during one or two days. The purpose of the follow-up is to find out which of the results of the project are of consistence in everyday life and what kind of experiences were made in this context. Finally, new forms of actuation and new agreements may be deduced from this. With this last inspection of the suitability of the project and its results for the requirements of everyday life the project concludes.

Departure Phase

The role of the group leader

- ▷ Assure the success of the group, that is, underline the results that were achieved and find a positive conclusion.
- ▷ Prepare the participants in time for the departure.
- ▷ Give them the opportunity to express their feelings.
- ▷ Show new perspectives, that is give an outlook on how the newly acquired knowledge can be applied.
- ▷ Make agreements on the future in everyday life.

Orientation Phase



In this phase the group members become acquainted and learn how to accept each other. An order will be established within the group and the contents will be defined. The group sets up common goals.

The steps of orientation

Warming up	First contacts (Warming up games)
First contacts	The group members become acquainted. (Games for first contacts)
Agreements	The group establishes common conduct rules and norms. (“Rules for Common Action”)
Defining the goal	Gathering different ideas about aims, the group agrees on group aims and individual aims. It is important to differentiate between the different aims and develop realistic and concrete partial aims from the general aims.

Contact / Information / Risks

Defining aims - see also Submodule **“Basic Theoretical Knowledge”**

Warming up games and First contact games - see also Greatmodule **“Games”**

Basic Theoretical Knowledge

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A groupleader needs to have a basic theoretical knowledge in order to be able to conduct a group activity without problems and with the desired outcome.

Furthermore, this knowledge will provide him with an advantage with respect to the group because he is the one who knows about how processes will turn out in the practical work. This is of crucial importance for his standing as a groupleader.

Experience and Adventure Education



Experience education is a method that includes all activities that combine nature and environment with education and the development of the personality, using the experience as such as its most prominent tool.

This method arouses the consciousness of the participants for their own actions and conducts as well as for their reaction to the environment. Therefore, all senses are used.



Adventure education is a special approach of the experience education which initiates specific challenges. It is a non authoritarian teaching method which respects the right of the participants to gather experiences.

The participants decide about their aims and challenges.



The principal goal of adventure education is the support of individual skills for life management and the development of the ability to cooperate and communicate within the group. Adventure education gives the participants the possibility to try out the limitations of their capabilities and to learn without fear in the group.

The method strengthens the following features of a personality:

- ▷ Social competence;
- ▷ Willingness to learn;
- ▷ Values;
- ▷ Ability to solve problems;
- ▷ Communication and cooperation skills;
- ▷ Confidence.

ANIMATOR

Aims and How to Define Them



Aim

The purpose of any educational activity is to provide the participants with the best possible means to acquire knowledge. We do this with the help of methods.

The process of learning should not be left to chance, so we have to provide aims for the learning process.

How do we find aims?

Gather ideas from the group concerning individual and general aims for the project. In this context, it is important to differentiate between the aims and deduce individual aims from general aims. The aims must be expressed in such a way that it is possible to evaluate them after a certain time.

- ▶ General aims - target, what we want to achieve in the end
(Long-term aims)
- ▶ Partial aims - concrete, measurable
(Short-term aims)

General Aim / Vision

Example: Improve the Sense of Unity

- ▷ **Medium Term Aim**
Improve Communication
- ▷ **Concrete Partial Aim**
Let the other person finish talking
- ▷ **Concrete Partial Aim**
Listen actively
- ▷ **Concrete Partial Aim**
Ask what the other understood

Groups and How They Work



Definition

A group is a gathering of three or more interacting or interrelating individuals. It develops a structure, the individuals adopt functions and roles.

In any given social system groups come together because its members share common goals or because they were given the same task.

Why do people come together to form groups?

Groups emerge for two reasons:

1. Chance
2. Concrete tasks and goals

Groups consist of several interacting individuals who adopt certain roles:

- ▷ Those who talk a lot and in loud voices and who always have an opinion.
- ▷ Those who always try to explain things or find reasons.
- ▷ Those who act rather passively and say very little or nothing at all.

The importance of the aim of the group for its development cannot be underestimated.

Phases of group development

1. Orientation phase

The beginning of a new group, participants and group leader do not know each other. The participants try to find an orientation, the situation is determined by uncertainty.

2. Formation Phase

The so called "social organization". The structure of the group, the patterns of the roles and the positions of the participants towards each other are beginning to emerge. The members start to relate with each other.

3. Confidence phase

The disputes over roles and positions lose importance and the participants start to feel more comfortable in the group. This is the phase of the positive relations, the group members are consciously looking for positive contacts with other members. The sense of unity of the group grows.

4. Differentiating phase

The participants are now able to reach their aims in a constructive manner, consciously using methods and processes. They are aware of conflicts and willing to attend to them and to find a positive solution. Individually, each participant can develop his or her personality and live within the group. In this phase the task of the group leader is more that of an advisor.

5. Separation phase

The end or the dissolution of the group. The tasks were fulfilled, the aims reached, the participants' expectations concerning the group were met. The interests of the participants have changed, new perspectives have evolved.

Recommendations for the group leader

The following questions should be answered at the beginning of the group work and later:

1. Who are we?
2. What do we want?
3. What is our goal?
4. How can we reach this goal?
5. What is our plan?
6. What can each person do to contribute?
7. What are the next steps?
8. Is the general aim realistic or do we have to change it?
9. Have we reached our goal?

Questions 1-3 ask for the motivation and the expectation, questions 4-7 relate to the concrete planning and conduction of a group project. Questions 8 and 9 are called control or feedback questions. All in all, these questions have a dynamic character.

What should we pay special attention to as group leaders?

- ▷ Create a relaxed atmosphere, welcome each participant personally.
- ▷ Be understanding in case the participants are insecure or anxious.
- ▷ If necessary, divide the group into different smaller groups, be careful that nobody stays alone.
- ▷ Try to be always neutral.
- ▷ Make it possible for everyone to speak and see that the discussion develops on a fair basis.
- ▷ Do not intervene directly in case of disputes.
- ▷ Use the leadership qualities of the participants and support them.
- ▷ Towards the end, keep more in the background, act as an advisor.
- ▷ See when the group is coming to a standstill, offer impulses.
- ▷ Make a conclusion in the end, tell the group what it has achieved and how.
- ▷ Be careful in the departure phase to respect the feelings related to farewell and separation, do not keep in the background during this phase.

Learning



INGWE

What is necessary for learning?

In order to trigger processes of learning and of change, the following three conditions have to be fulfilled:

Necessity

One condition is a certain amount of dissatisfaction, awareness of a problem, confusion or chaos. Especially dissatisfaction is seen as one of the important motors for change.

Vision

Another condition for successful learning is a vision that is worth the trouble, an aim or an image of changed circumstances.

Learning Climate

From an educationalist point of view, we only learn effectively in an environment where we can try out things without fear and where we experience positive feedback and support. It is necessary that the atmosphere and the cooperation within the group inspires confidence because the sense of belonging, acceptance, responsibility, esteem and security are all factors that have a positive effect on the learning climate.

The better we feel within the group, the more we learn!

Games

WHAT? HOW? WHY?



Definition

A game is a voluntary action that most of the time has no visible product, the action as such gives satisfaction to the player. Playing games is enjoyable, that is in the majority of the cases it is accompanied by pleasant feelings or creates them. Games are characterized by the alternation of tension and relaxation, chance and rules, intervention and momentum.

People who play games learn and try out new patterns of conduct, mostly unconsciously.

An important aspect is that people shall enjoy themselves, enjoy being together and doing things together. Being spontaneous, informal and participating are more important than the presentation of results.

Playing a game is doing something in a group of people (see *Groups and How They Work*) who support each other instead of competing with each other.

Playing a game means to experience suspense, challenge and the broadening of one's own range of experience.

There are different categories of games

- ▷ Games for First Contacts
- ▷ Warm up
- ▷ Confidence Games
- ▷ Cooperation Games
- ▷ Problem Solving Tasks
- ▷ Adventure Activities
- ▷ Sports Games

IMPORTANT- Always choose the category according to the current phase of the group.

Example 1 Always play the Games for First Contacts at the beginning, when the group is introduced. The aim of these games is to introduce people to each other in a playful way.

Example 2 Always play the Confidence Games before the Adventure Activities, because it is difficult to carry out the adventure activities unless the group members trust each other.

Pay attention to the different body heights within the group when choosing the games, in groups with mixed ages, ask the bigger members to look after the smaller ones.

Explaining and accompanying games is more than just getting across the rules, it always implies some animation, humor, integration and improvisation, too.



Explanation of Keywords for Games

Different ways to take up position:

Circle:	The participants form a circle, in order to make the positions comfortable for everyone, they hold hands at the beginning.
Row:	The participants stand one after the other, looking into one direction.
Line:	The participants stand shoulder to shoulder, normally all looking into one direction.
In pairs:	Two participants form a PAIR.
Alphabetical order:	The participants sort themselves according to the first letters of their names.
Small groups:	The group splits up into smaller sub-groups.
Mark or establish the playing field:	Mark the limits of a certain field or space with chalk or objects.
Duration of the game:	How long is the game or the task going to last? This is up to the supervisor.
Rope ring:	Tie the two ends of a rope together and hold it or put it down in the form of a ring.
Support, security person:	Normally it is the task of the supervisor to observe the group during the activity or chose his or her own position in such a way that they can help easily if necessary.
Safety distance:	A certain distance between the participants, indicated by the supervisor, in order to avoid accidents.
Blindfolds:	Pieces of cloth that the participants can wrap around their heads so they won't see.
Platform:	Something, a box or a tree or any elevation where people can climb on, that divides the playing ground into two levels.

Games for First Contacts

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WHY?

- ▷ These games help the participants to become acquainted with each other.
- ▷ They help the participants to adapt to the group and start moving together.
- ▷ The names are introduced in a playful way.
- ▷ Games for First Contacts are simple and help people overcome first inhibitions or reservations.
- ▷ Always play the Games for First Contact at the beginning of a group project.



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Game 1

"Fruit-Vegetable Salad"

What do you need?

Group: 10-30 participants
Place: Enough space to make a circle

What to do

- ▷ All participants must be in a circle with the facilitator in the middle.
- ▷ The facilitator gives instructions to participants to choose either a fruit or a vegetable.
- ▷ Once each participant has chosen, the facilitator will call out a chosen fruit or vegetable and the called out vegetable or fruit will respond.
- ▷ **Example:** Facilitator: "Spinach, what do you want?" and Spinach responds loudly "Yes, My King, I want pineapple", to which the facilitator calls out Pineapple and asks the same and he/she must respond as Spinach and the game continues. Whoever calls a fruit/vegetable that was not chosen or is slow to respond, must sit down till you have the last one standing.

Game 2

"Mamela"

What do you need?

Group: 10-30 participants
Place: Enough space to make a circle

What to do

- ▷ All participants must be in a circle with the facilitator in the middle.
- ▷ The facilitator tells participants to focus on what he/she says and he/she is doing. He/she names the head as an apple, the waist as a banana and the knees as an orange.
- ▷ The participants must follow his/her voice as they play the game and whoever gets it wrong sits down.

Game 3

"Word Relay"

What do you need?

Group: 10-30 participants
Equipment: Flip Chart/Big Paper/Board, Marker Pens
Place: Enough space in a big room

What to do

- ▷ The facilitator will divide the participants into two or more groups, depending on the size of the group in workshop.
- ▷ The facilitator poses a question to the participants that the group must answer together. The group participants must form a line in front of the flip chart or board. They must choose a name for their group that creates a team spirit.
- ▷ The facilitator will place a few marker pens in front of the flip chart on the floor and hands the first participant in the line of each group a marker. The idea is for the group to only use the marker that was handed to the first person and not to be distracted by those on the floor.
- ▷ Each group member must write one word answering the question posed and hand the marker to the next person and then re-join the line. They must write answers as fast as they can until the facilitator stops the game.
- ▷ Whichever group has the most answers to the question, wins the game.

Game 4

"O tseba mang" (Quick memory game)

What do you need?

Group: 10-30 participants
Place: Enough space in a big room

What to do

- ▷ Participants introduce themselves by name and the facilitator leads with a rhyme: "o tseba mang" or "wazi bani" (depending on language contexts, it can be changed) and the participant responds: "ke tseba (and inserts a person's name in the group)". This is repeated until everyone has said a name.
- ▷ The trick is for the facilitator to quicken the game so participants are active in remembering and saying the names.



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Game 5

"Countdown"

What do you need?

Group: 10-30 participants
Place: Enough space in a big room

What to do

- ▷ Facilitator leads the participants to countdown from 10-1 in a rhythmic beat. As they reach down to 6, the facilitator increases the countdown pace and the energy in the room increases.
- ▷ As they reach one, they end with a jump or a shout and follow with a signature move to energize each other.

Game 6

"Use your Senses-Plane Crash"

What do you need?

Group: 10-30 participants
Equipment: Symbolic Plane
Place: Enough space in a big room/field

What to do

- ▷ Participants are divided into groups of four/five people. The facilitator must be creative in dividing group members.
- ▷ The facilitator explains to the group that each individual has an impairment (deaf, dumb, blind, severely injured although can hear, see and speak). The plane is about to blow up and they have a minute (or more depending on the venue) to get to the other side for safety otherwise they will all die.
- ▷ Each participant must remember his/her impairment and not use the sense that has been taken away from him/her. The point is for the participants to act and work together to save their lives within the allocated timeframe.

Game 7 - First Contact

"First Letter or Nickname"

What do you need?

Group: 10-20
Place: Indoor or outdoor

What to do

- ▷ All participants form a circle sitting or standing.
- ▷ Each participant has to come up with an adjective that best describes them using the first letter of their name or nickname.

Game 8

Island Game

What do you need?

Group: 10-30
Place: Outdoor

What to do

- ▷ All participants form a circle sitting or standing.
- ▷ They have to pretend they are in a ship wreck. There is a small island nearby.
- ▷ Each participant is allowed to take two or three most valuable items, which best describe their character or hobbies. They have to think out of the box.
- ▷ The facilitator gives each participant time to introduce themselves and their items. The participants have to explain why they selected the items.

Game 8 - Ice Breakers

"River Bank"

What do you need?

Group: 10-20
Equipment: String or Stick 5m long (or long enough to accommodate the participants when lined up)
Place: Outdoor

What to do

- ▷ A facilitator asks one of the participants to volunteer to be an instructor.
- ▷ The instructor places a string or a stick on the ground.
- ▷ Label one side "bank" and the other "river".
- ▷ Ask participants to line up forming a straight line on either side.
- ▷ The participants should either jump into the river or onto the bank, as directed by the instructor.
- ▷ Whoever jumps onto the wrong side gets eliminated.



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Game 10

"Assimilator"

What do you need?

Group: 10-20
Place: Indoor or Outdoor

What to do

- ▷ All participants form a circle sitting or standing.
- ▷ The participants take turns going to the centre of the circle.
- ▷ When each participant is at the centre of the circle, they should demonstrate using signs or sounds. The other participants should guess what is meant by the sounds or the signs.

Game 11

"Fruit Salad"

What do you need?

Group: 10-20
Equipment: Chairs, crates, logs or rocks
Place: Indoor

What to do

- ▷ A facilitator arranges chairs/crates/logs/rocks in a circle.
- ▷ One participant remains standing while the rest is seated.
- ▷ Each participant gets to be one of three fruits, namely banana, pear and apple, including the one standing.
- ▷ The facilitator calls out a fruit from the three fruits, for example banana. Then all the bananas have to get up and find a different chair to sit on. When the facilitator calls out fruit salad, all participants should get up and find a different chair, but not the chair right next to them.

Game 12

"Rams Says"

What do you need?

Group: 10-30
Place: Outdoor

What to do

- ▷ All participants form a circle sitting or standing.
- ▷ They have to pretend that they are in a ship wreck. There is a small island nearby.
- ▷ Each participant is allowed to take two or three most valuable items which best describe their character or hobbies. They have to think out of the box.
- ▷ The facilitator gives each participant time to introduce themselves and their items. The participants have to explain why they selected the items.

Game 13 - Adventure Games

"Kwambo Forest Game"

What do you need?

Group: 10-30
Place: Outdoor

What to do

- ▷ Participants should pretend that they are lost in the forest. They should wander and go into the nearest forest or open field.
- ▷ Each participant should bring back two or three items from the forest as evidence that they were lost. The items should best describe what their future looks like. They have to think out of the box.
- ▷ The facilitator gives each participant time to introduce their items and why they describe their future.



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Name Duell

What do you need?

- Group:** 12 - 18 participants
Equipment: A blanket or big cloth
Place: On a large lawn or in a big room

What to do

- ▷ The group leader names an assistant.
- ▷ The participants divide into two groups, the supervisor and the assistant hold the blanket up between them.
- ▷ Each of the two groups gathers at one side of the blanket, without seeing each other.
- ▷ Each group selects one member to sit facing the blanket.
- ▷ Then the supervisor and the assistant let go of the blanket and each of the two has to shout the other's name as quickly as possible.
- ▷ The one who was quickest can take the other into his group.
- ▷ Then again, each groups selects a one member to sit in front of the blanket...



Variation

- a. The two players sit with their backs towards each other and try to guess from the description of the group, who is sitting behind them.

Contact / Information / Risks

- ▷ Good game to practice names that are already known

Name Ball

What do you need?

Group: 10 - 20 participants
Equipment: 3 - 4 soft balls or tennis balls
Place: A big lawn or a room

What to do

- ▷ The group forms a circle.
- ▷ The supervisor begins the game saying his name in a loud voice and giving the ball to the player on his right.
- ▷ The next player says his name and gives the ball to the next one and so forth until the ball comes back to the supervisor.
- ▷ Now, the supervisor pronounces any name and throws the ball to the respective person who in turn pronounces another name and throws the ball to that person.
- ▷ After a while, the supervisor can throw a second, third or fourth ball into the circle to make the game more interesting and quicker.





INGWE

Name and Movement

What do you need?

- Group:** 15 - 30 participants
- Place:** level ground, sufficient space for the participants to form a circle standing up or sitting down

What to do

- ▷ The participants form a circle standing up or sitting down, the monitor takes one step into the middle of the circle.
- ▷ There he or she says his or her name and makes a movement.
- ▷ The monitor steps back and asks the participants to repeat the name and the movement.
- ▷ The participant next to the monitor, to the left or to the right, continues the game.
- ▷ Everyone thinks of a movement to accompany their name.
- ▷ The game is finished when all the participants have said their names.

Contact / Information / Risks

- ▷ A good game to begin the first contact games
- ▷ The monitor should choose a very exaggerated movement
- ▷ Each name should be repeated by the whole group

Parachute Game "Snakebite" - "Changing Places"

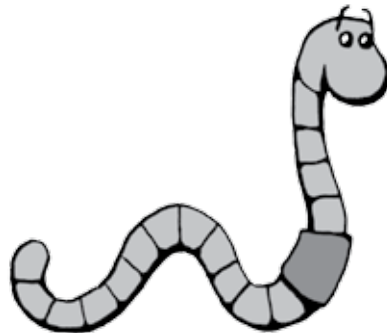
What do you need?

- Group:** 12 - 20 participants
- Equipment:** A big cloth (parachute), 10-15 pieces of rope, approx. 2 ft long, with a knot at each end
- Place:** On a large lawn or in a big room

What to do

Snakebite

- ▷ The participants gather around the cloth and pick it up.
- ▷ The group is divided in two at the middle line.
- ▷ The pieces of rope are thrown in the middle of the cloth.
- ▷ Each side now tries to swing the cloth so hard that a player from the other side is hit by a piece of rope, that is, bitten by the "snake".
- ▷ Beware of not being bitten yourself!
- ▷ There are no winners nor losers, the game has an open end.



Changing Places

- ▷ The players stand in a circle and hold the cloth tight.
- ▷ On a command the cloth is lifted high up and certain players change their places while it is up. For example, all those who wear a red shirt or all those who were born in August etc.

Variation

- a. Those who were "bitten" leave the game.

Contact / Information / Risks

- ▷ The group is divided by dividing the cloth in the middle.
- ▷ Only use skipping ropes if they have no handles.
- ▷ Very active game.



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Parachute Game "Alligator" - "Shark"

What do you need?

Group:	12 - 20 participants
Equipment:	A big cloth (parachute), a Frisbee
Place:	A big lawn, a plain surface, a big room

What to do

Alligator

- ▷ All participants sit around the cloth with their legs under the cloth, holding it with their hands.
- ▷ One of the players becomes the "Alligator", he crawls under the cloth in the middle ("Swamp").
- ▷ "How could an alligator that praises himself resist the temptation of all these delicious legs that are dangling into the waters at the edge of the swamp??"
- ▷ The participants swing the cloth to make waves.
- ▷ Now the alligator attacks and snaps for the legs.
- ▷ The one who was bitten is the next alligator.
- ▷ The game ends when everyone has been the alligator once.

Shark

- ▷ The participants hold the cloth tight at the height of their hips.
- ▷ One of them goes under the cloth and moves around in circles, holding the Frisbee up in imitation of a shark's dorsal fin.
- ▷ The other participants swing the cloth to make waves.
- ▷ **BE CAREFUL!** The shark is hungry, snaps for a leg and draws its owner under the cloth.
- ▷ The second participant receives a Frisbee and becomes the second shark etc.

Variation

- a. Instead of just biting legs, the alligator can draw the participants into the swamp with him who then become alligators too.

Contact / Information / Risks

- ▷ If possible, everyone takes off their shoes.
- ▷ Very active game.

Parachute Game "Fisherman"

What do you need?

Group:	12 - 20 participants
Equipment:	A big cloth (parachute)
Place:	A big lawn, a plain surface, a big room

What to do

- ▷ All participants sit on their knees around the cloth, holding it with their hands.
- ▷ One of the players becomes a big fish and goes under the cloth.
- ▷ Another participant is the fisherman, he takes off his shoes and goes on top of the cloth.
- ▷ The "sea" is rough, that is, the other participants swing the cloth to make big waves.
- ▷ Now the "fisherman" tries to catch the "fish".
- ▷ But the fish escapes quickly because the big waves help him to change his place without being seen.
- ▷ When finally he gets caught, two others become "fisherman" and "fish".
- ▷ The game ends when each of the participants has been "fisherman" or "fish" once.



Variation

- a. Play it with two "fish".

Contact / Information / Risks

- ▷ The participant who's acting as "fisherman" has to take off his shoes.
- ▷ Very active game.



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Name Trunk

What do you need?

- Group:** 8 - 12 participants
- Equipment:** A lying tree trunk outside, if possible without any protruding branches or a long board
- Place:** The ground around the trunk should be even and cleared of any branches or stones

What to do

- ▷ The participants stand on the trunk in any order, but all of them looking in the direction of the supervisor.
- ▷ Now, the supervisor tells them to order their line according to their birthdays and/or heights.
- ▷ None of them should be forced to jump off the trunk.



Variation

- a. Without talking.

Contact / Information / Risks

- ▷ The supervisor should tell the participants that if anyone loses their balance and has to jump off the trunk, they have to let go of their hands, otherwise there will be a chain reaction.

"ZIPP-ZAPP"

What do you need?

Group: 10 - 30 participants
Place: Enough space to make a circle with chairs. But the game can also be played with the participants standing in a circle.

What to do

- ▷ All participants form a circle sitting on chairs or standing up.
- ▷ Then, everyone ask their right and left neighbours their names.
- ▷ The supervisor stands in the centre of the circle and approaches one of the participants. When the supervisor says "ZIPP" he or she wants to know the name of the left neighbour, accordingly, "ZAPP" means the name of the right neighbour.
- ▷ Up to three different word variations are possible (for example: "ZIPP-ZIPP-ZAPP", "ZAPP-ZIPP-ZIPP" etc.)
- ▷ Those who make a mistake or have forgotten the names of

Contact / Information / Risks

- ▷ Instead of the names, the participants can ask for places of residence, activities or interests.
- ▷ If the participant in the centre is not able to leave it, in spite of all efforts, they clap their hands - that means change of place for everyone, so that they can find a place quickly and the person not to have found a place has to go to the centre.



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Name Tangle

What do you need?

- Group:** 10 - 20 participants
- Equipment:** A ball of rope of a size appropriate for the number of participants
- Place:** Even grounds

What to do

- ▷ The participants stand in a circle.
- ▷ The supervisor takes hold of the end of the ball and throws the ball to any of the participants, pronouncing his or her name.
- ▷ The participant catches the ball, takes hold of the rope and throws the ball to another participant, pronouncing his or her name and so forth.
- ▷ After a while of throwing the rope to and fro, it will form a kind of "net" inside the circle.
- ▷ The ball can be thrown two or three times to the same person.
- ▷ The net resulting from the game can be hung up for display.
- ▷ If there is already some degree of confidence in the group, a volunteer can lay down on the net that is held by the rest of the group.

Contact / Information / Risks

- ▷ If someone lies down in the net, make sure that all participants are holding the net tightly! With both hands!

Name Mime

What do you need?

Group: 10 - 20 participants
Place: Even grounds where the group can stand in a circle

What to do

- ▷ The participants stand in a circle.
- ▷ The supervisor pronounces his or her name, accompanying it with any kind of gesture.
- ▷ All of the participants repeat the name and imitate the gesture.
- ▷ Then it is the turn of the next person and so forth.
- ▷ Until everybody has been presented once.

Contact / Information / Risks

- ▷ Simple names game which makes it easy for everyone to remember the names of the others because of the accompanying gesture.



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Name Train

What do you need?

Group: 10 - 30 participants
Place: Even grounds where the group can spread

What to do

- ▷ The participants spread over the grounds.
- ▷ One of the participants, maybe the supervisor, approaches another saying: "Hello, my name is ...", the other answers: "Hello, my name is ...", now they take each other's hands and approach a third person, present themselves and make him or her join the train.
- ▷ When all the participants have presented themselves and joined the train, the name train forms a spiral.
- ▷ Now the last participant takes the lead, undoing the spiral.
- ▷ This is also a good starting point for the next game because the group is already standing in a circle.

ANIMATOR

Induna, Giant and Chiefs

What do you need?

Group:	10 - 30 participants
Place:	Even grounds where the supervisor marks a playing field of approx. 11 x 16 yards and two lines at each edge of the field

What to do

- ▷ This game has three kinds of imaginary beings: Induna, giants and Chiefs.
- ▷ Each of the three groups can be identified by specific gestures:
 1. The **INDUNA** make themselves small, pull up their shoulders and make peeping sounds.
 2. The **GIANTS** make themselves big, stretch out their arms and roar.
 3. The **CHIEFS** hunch their backs, wave their hands about and make hissing sounds.
- ▷ The creatures are of different strength:
 - the giants are stronger than the Induna;
 - the induna are stronger than the chiefs;
 - the chiefs are stronger than the giants.
- ▷ First, the group has to rehearse the gestures and become familiar with the hierarchy.
- ▷ At the beginning of the game, the supervisor forms two groups.
- ▷ Each group now occupies their part of the playing field and decides on which creature they want to represent.
- ▷ Now both teams gather at the centre line and on the command all start to demonstrate their creature.
- ▷ Now the weaker team has to hide behind their finishing line as quickly as possible while the other team tries to catch as many as possible of them.
- ▷ The "prisoners" then form part of the other team.
- ▷ Then the game begins again.

Contact / Information / Risks

- ▷ This is not a game for the beginning of the First-Contact phase, because the participants should know each other a little.
- ▷ Very good warming-up game.



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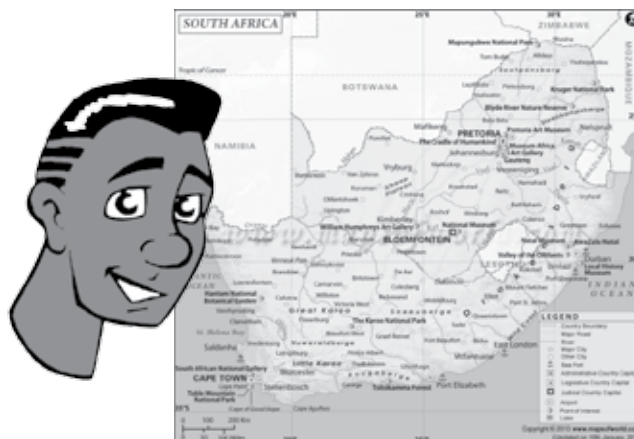
Warm Up

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ANIMATOR

Methods to break the ice Where do I come from?



What to do

- ▷ Prepare name tags for the participants. Hang a big map of for example South Africa on the wall. The participants pin their name tags on the map on the places they come from.
- ▷ This method can be employed right after the participants first enter the room.

Effects of the game

- ▷ Everybody immediately gets engaged in something;
- ▷ The participants learn where everybody comes from and have something to talk about;
- ▷ The participants get an idea where the others come from and which regions are present which can be useful for the forming of regional groups, subgroups or carpools.



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Methods to break the ice The Drawer Game

1st Example

If I could chose where to live (country or continent) where would that be

- ▷ Brazil
- ▷ South Africa
- ▷ Japan
- ▷ Russia
- ▷ USA
- ▷ Germany
- ▷ elsewhere

2nd Example

If I was famous, what would it be for:

- ▷ TV/actor-actress
- ▷ intellectual, writer
- ▷ musician, singer
- ▷ the arts, painter
- ▷ politician
- ▷ dancer
- ▷ something completely different

The participants chose one answer per question and talk about their respective decisions.

At the beginning the questions should concern general issues like hobbies and leasure or the respective technical issue at hand. If the group members already know each other, values and political topics can also be discussed.

Effects of the game

- ▷ This method allows the participants to get a general impression of the group on the one hand and discuss their opinions in a small group.

Recommendation

- ▷ Get the group after each round of discussion back into their initial situation - for example a circle of chairs - to mark each issue in its uniqueness.

Methods to break the ice Gezamehlo

What do you need?

Requirement: Chose 4 corners - it must be possible to maintain eye contact!

What to do

- ▷ Forming of small groups which will consider the different questions concerning the characteristics of the group.
- ▷ The results will be communicated and then compared with reality.
- ▷ For this, all participants give their ages, number of children or pets etc., whatever issues had to be guessed before.
- ▷ Then the results will be calculated and communicated to everyone.
- ▷ Which group was right or closest to reality?
- ▷ Make results clearly visible for everyone.

Examples for guessing tasks

- ▷ the total age of the group;
- ▷ the total amount of pets;
- ▷ the total amount of children;
- ▷ the total amount of buttons on the clothes the group members are wearing;
- ▷ the total length of all feet;
- ▷ the total amount of personal means of transportation (car, bicycle, inlineskater, ski etc.);
- ▷ the total height of the group etc.



INGWE

Finding a Partner

What do you need?

Requirement: level ground

What to do

- ▷ The participants stand in a circle. Each person quietly chooses a
- ▷ Upon a sign from the monitor everyone heads for their chosen partners, goes once around them in a circle and then goes back to their places.
- ▷ This round can be repeated several times.
- ▷ A more difficult version would be that each person had to choose two partners to run the circle around. Upon the sign from the monitor two partners have to be surrounded in a circle, one after the other.

Effects of the game

- ▷ Game of intensive movement
- ▷ Fun - helps to loosen up
- ▷ Participants are simultaneously active

Contact / Information / Risks

- ▷ Make sure the participants treat each other with consideration!

Giving an Impetus

What do you need?

Requirement: level ground

What to do

- ▷ All the players stand in a circle.
- ▷ The monitor starts to clap, the person next to him imitates the clap and in this manner the clapping goes around.
- ▷ Change direction.
- ▷ In the second round the clap is caught by a clap and passed on by a second clap, always maintaining the sequence within the circle.
- ▷ Then the clap is passed on / caught to and fro across the circle. One player starts with a clap and passes it on with a clap to another person.

Effects of the game

- ▷ Enhances concentration and creativity
- ▷ Motivates
- ▷ Is fun
- ▷ Strengthens movement and coordination



INGWE

Circle of Sticks

What do you need?

Group:	10 - 20 participants
Equipment:	One stick per participant
Place:	Level ground

What to do

- ▷ Each participant receives a stick (can be a stick as used for gymnastics)
- ▷ The participants stand in a circle, with a distance between them of about one arm's length, holding the stick upright on the ground with an index finger so that it does not fall over.
- ▷ They chose one participant as commander.
- ▷ Upon a command agreed upon beforehand, all participants let go of their sticks and take one step clockwise, taking hold of their neighbour's stick before it falls over.
- ▷ Once everybody has returned to their initial positions, a new command will start the whole process over.
- ▷ The aim is that the group moves once around with all the sticks staying in place.
- ▷ If the group gathers confidence, the speed can be accelerated.

Contact / Information / Risks

- ▷ The participants have to let go of the sticks upon the agreed command, they are not permitted to wait until the person behind touches the stick.

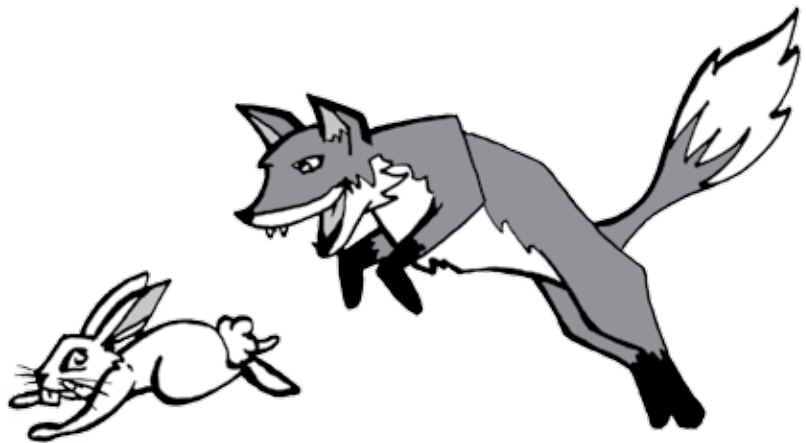
Fox and Rabbit

What do you need?

Group: 10 - 30 participants
Place: Limited field, not too big

What to do

- ▷ The participants form groups of two stand arm in arm
- ▷ One participant is chosen to be the fox, another to be the rabbit
- ▷ The fox tries to catch the rabbit
- ▷ The rabbit runs away, the fox chases after him
- ▷ The rabbit can save itself by slipping its arm through any of the arms of those who stand in pairs
- ▷ At that moment the player who stands at the other side of the pair becomes the fox and the one who was the fox before becomes the rabbit
- ▷ The hunt starts again until the rabbit is caught or saved, then the roles change again



Contact / Information / Risks

- ▷ The monitor has to be attentive and make sure that the roles are always changed according to the rules to avoid that one player is the fox all the time because he can't catch the rabbit.



INGWE

Stone, Paper, Scissors

What do you need?

Group: 10 - 30 participants
Place: Anywhere

What to do

- ▷ The participants form pairs
- ▷ Explanation to all participants of the symbols for stone, paper and scissors

- Stone = fist



- Paper = flat hand



- Scissors = a V formed by index and middle finger



- ▷ Each participant decides quietly for one symbol and shows it to his partner upon command
- ▷ this is to be continued until both partners come up with the same symbol at the same time
- ▷ now the two partners look for another two participants who also succeeded in coming up with the same symbol and they try the same as a group of four
- ▷ how many participants manage to come up with the same symbol at the same time?

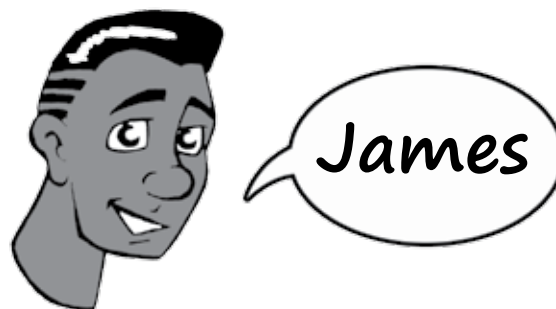
Name-Dropping

What do you need?

Group: 15 - 30 participants
Equipment: 1 Ball
Place: Level, fairly big space

What to do

- ▷ The players stand in a circle, the monitor throws a ball in the air and shouts the name of one member of the group
- ▷ The called person tries to catch the ball as quickly as possible
- ▷ In the meantime, the other participants try to leave the circle
- ▷ When catching the ball, the participant shouts „STOP!“
- ▷ the others stand still as if petrified and the holder of the ball looks for someone whom he thinks he can hit with the ball, in doing so, he has to call his or her name
- ▷ If he succeeds in hitting the person he aims at, that person in turn receives the ball if not, the holder keeps it
- ▷ Now all the participants form another circle for the next round



Contact / Information / Risks

- ▷ The rules must be clear to everyone (explain slowly and step by step)
- ▷ Every time the ball changes hands, the participants form a circle again
- ▷ Arrange for sufficient space, maybe the playing field has to be clearly defined so that the group does not disperse too much



INGWE

"Spac to Spac"

What do you need?

Group: 10 to more than 30 participants
Place: A level field of sufficient size

What to do

- ▷ All participants walk all over the field the monitor asks them to pick one person to "spy" upon, to observe
- ▷ Now everyone observes their chosen persons
- ▷ Suddenly the monitor calls "Spac to Spac" and everyone tries to catch their victims
- ▷ Of course, the "victim" in turn is at the same time trying to catch its "chosen one"



Contact / Information / Risks

- ▷ Good as a warm-up game, the group members should know each other well
- ▷ The participants can be divided into groups of two or four

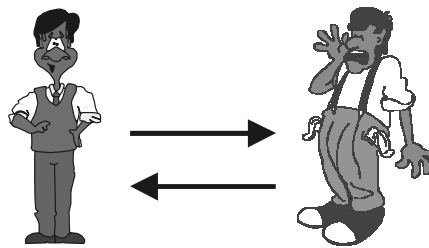
Changing Names

What do you need?

Group: 10 - 20 participants
Place: Level ground

What to do

- ▷ The participants form pairs and stand one behind the other
- ▷ One participant does not have a partner
- ▷ This person tries to call someone and thus gain him as a partner
- ▷ The difficulty is that within the pair the names are changed. For example, if Sarah stands in front of Patrick, Patrick becomes Sarah and Sarah Patrick
- ▷ Now, if the single participant calls out for Patrick, Sarah has to run and the other way round
- ▷ When one person is called, their partner can naturally try to prevent them from changing places by keeping hold of them
- ▷ This game can be played any length of time



Contact / Information / Risks

- ▷ Tell the participants that while it is permitted to prevent their partner from changing places by quick reaction, it is not allowed to tear at them or at their clothes



INGWE

Omo Game

What do you need?

Group:	15 - 30 participants
Equipment:	15- 30 Chairs for a chair circle, if available
Place:	Participants sitting on chairs or standing up in a circle, if possible on even ground

What to do

- ▷ The participants sit in a circle, the monitor claps his hands in a certain rhythm
- ▷ The participants join in (for example clapping with both hands at the same time or alternately on the thighs, snapping one's fingers next to one's head etc.)
- ▷ The rhythm has to be practised some time because it will be kept up during the whole game
- ▷ Now the monitor integrates the calling of his/her name and that of any participant's into the rhythm, using the right hand for his/her own name and using the left hand for the other's name
- ▷ Everyone continues with the rhythm, the called participants takes over
- ▷ Using the right hand for his/her own name and using the left hand for somebody else's, who in turn then takes over from him/her



Contact / Information / Risks

- ▷ This game should be played if the players are already familiar with some of each other's names
- ▷ Attention: start game slowly, when the players know the rhythm well, the speed can be accelerated

Taxi-Driver

What do you need?

Group: 15 - 30 participants
Equipment: 1 Parachute
Place: Level ground

What to do

- ▷ All participants gather around the parachute and lift it
- ▷ Now the participants say alternately „ONE“ or „TWO“ to be divided into two groups
- ▷ Those in group „ONE“ are the taxi-drivers, those in group „TWO“ are the car-drivers
- ▷ All participants turn in one direction and hold on to the parachute upon command everybody starts to run (drive)
- ▷ First, all taxi-drivers overtake the car-drivers, letting go of the parachute, running past them and getting back into line
- ▷ Next, all car-drivers overtake the taxi-drivers in the same manner
- ▷ Now, as it's the turn of the taxi-drivers again to overtake the car-drivers, these "accelerate" and run faster



Contact / Information / Risks

- ▷ This sequence can be repeated as often as desired
- ▷ Good warm-up game
- ▷ **Attention:** Ask people to be careful not to fall!



INGWE

Catch as Catch can

What do you need?

Group: 10 - 30 participants
Place: A limited field on level ground

What to do

- ▷ The participants disperse evenly on the field
- ▷ Upon a command by the monitor, previously agreed upon, each player starts to try and touch as many co-players as possible
- ▷ Who upon being touched are out of the game and crouch
- ▷ When the game is over because no players are left, a new round begins



Contact / Information / Risks

- ▷ Good warm-up game with special dynamics because its everybody against everybody
- ▷ **Attention:** the monitor has to tell the players to touch each other only lightly, it is forbidden to hit, push or hold on to someone
- ▷ **Important:** touched players remain crouched on the ground

Cow-Shed

What do you need?

Group: 10 - 20 participants
Place: Level ground, sufficiently big for the number of participants

What to do

- ▷ The participants divide into groups of three
- ▷ Now two join both hands, thus forming a cow-shed and the third person, the "cow", goes inside
- ▷ One cow is left without a shed
- ▷ This cow can now give three different commands in order to gain a shed:
 - 1st: Cows = all cows have to leave their sheds and find a new one, including the one without a shed
 - 2nd: Sheds = all participants acting as sheds have to let go of each other and find amongst each other another partner to build a shed with
 - 3rd: Cowshed = all cows and sheds disintegrate and start over



Contact / Information / Risks

- ▷ Good warm-up game



INGWE

Confidence Games

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Confidence Games

Confidence help the participants to develop a willingness to take risks and to try out new patterns of conduct while feeling the safety and the support of the group.

ANIMATOR

The Walker

What do you need?

- Group:** 10 - 15 participants
- Equipment:** Half as much wooden poles as participants (approx. 1,20 m long and 8-10 cm long).
- Place:** A lawn or a big room

What to do

- ▷ The group receives the task to help the walker go from A to B without touching the ground.
- ▷ The group stands in two rows, facing each other and forming a passage. Each pair of two people facing each other hold one of the poles between them, at the height of their hips. Together they will form something like a ladder.
- ▷ The distance between A and B should be approx. 10 m.
- ▷ The sticks over which the walker has already passed can join the front end of the line, so that the group can decide about the length of the stretch.
- ▷ Each participant should be the walker once.



Variation

- a. The sticks can be held lower.

Contact / Information / Risks

- ▷ The supervisor is always close in order to help if necessary.
- ▷ If possible, hold the poles with both hands.

A Matter of Confidence

What do you need?

- Group:** 10 - 15 participants
- Equipment:** A firm platform, rock or anything that has a height of more or less 1,20 m
- Place:** Inside or outside, the ground should be even

What to do

- ▷ One participant stands on the platform with his back to at least 8 catchers standing in front of the platform.
- ▷ The catchers stand closely in two rows, shoulder to shoulder, each row facing the other with a distance between the rows of approx. 60-80 cm.
- ▷ Now the catchers alternate their arms (see drawing a) and find a firm position, for example with their knees slightly bent.
- ▷ Then, after a signal agreed upon beforehand, the person on the platform can drop into the arms of the catchers in the following manner:
- ▷ Folding his or her arms over the breast and tensing the body, shouting 'READY' and the catchers answering 'READY', they can let go and drop with their backs into the arms of the group (catchers) (see drawing b).



Drawing 1



Drawing 2

Variation

- a. Important for those who are unwilling or unable to do this exercise: they can lie down on the arms of the catchers who swing them back and forth.

Contact / Information / Risks

- ▷ If the body of the falling person is not tense, the main weight lands in the center of the passage formed by the arms of the group. It is therefore recommendable that stronger persons occupy those positions.
- ▷ Take off watches, jewellery and glasses.
- ▷ The supervisor is always close in order to help in case of emergencies.
- ▷ The falling person has to fall in the direction of the passage.
- ▷ Supervisor controls this.

Pendulum

What do you need?

Group: 10 - 15 participants
Equipment: Blindfolds
Place: Indoors or outdoors

What to do

- ▷ The group forms a small circle, one of them stands in the center.
- ▷ The person in the middle of the circle is blindfolded, tenses his or her body and lets himself or herself fall forward, back or to the sides.
- ▷ The persons forming the circle catch him and push him gently in another direction.
- ▷ At first, the circle should be very small so that the person in the center does not fall for very long, later it can become larger.
- ▷ Change after two minutes or whenever the "pendulum" wants it.
- ▷ No talking during this exercise.



Variation

- a. Playing the game with only three people: one player is gently pushed back and forth between two others.

Contact / Information / Risks

- ▷ It is important that the distance is small at first, to build up confidence.
- ▷ If the game is played with children or teenagers, the control has to be rather strict in order to avoid that it turns into a wild pushing.
- ▷ When explaining it, underline the necessity to watch out for the reactions of the falling person.



INGWE

Triangle Bridge

What do you need?

- Group:** 10 - 15 participants
Equipment: Two strong ropes, several loops and threaded snap hooks
Place: In a wood clearance with a soft, even ground and trees or poles

What to do

- ▷ Tie the ropes between three trees or posts forming a triangle, using the loops and threaded snap hooks. The distance to the ground is approx. 60 cm.
- ▷ Then the group forms pairs, the first pair climbs on the rope at the tip of the triangle, facing each other.
- ▷ Now, the pair tries to go as far as possible in the direction of the second and third tree without stepping off the rope or using other means of support.
- ▷ Behind each person on the rope, one person goes along on the ground to support them if necessary.
- ▷ The aim is not to reach the other side, but to advance as far as possible on the rope supporting each other.



Variation

- a. Knots can announce difficult stretches or stretches where the players have to use their sense of touch: one knot = an interesting discovery, two knots = slight difficulty.

Contact / Information / Risks

- ▷ The supervisor is always close in order to help if necessary.
- ▷ The pairs on the ropes are not supposed to clasp their hands.

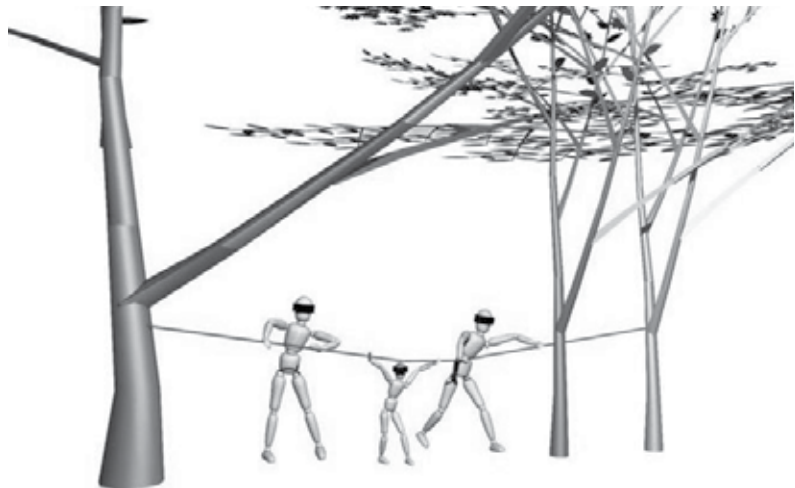
Confidence Walk

What do you need?

- Group:** 6 - 15 participants
Equipment: A rope, 50 - 100 m long
Place: A varied landscape, for example woods

What to do

- ▷ A long rope is tied in such a way that it crosses a variety of landscapes.
- ▷ The players are blindfolded and go along the rope in a certain distance from each other through the varying scenery.
- ▷ The game is more intense when the players do not have the chance to see the grounds before starting and when they are advancing in silence.



Variation

- a. Knots can announce difficult stretches or stretches where the players have to use their sense of touch: one knot= an interesting discovery, two knots= slight difficulty.

Contact / Information / Risks

- ▷ Sometimes the players have to wear long trousers or boots, depending on the type of ground.
- ▷ The supervisor accompanies the players in order to help when necessary.



INGWE

Blind Snake

What do you need?

- Group:** 10 - 20 participants
- Equipment:** If available, blindfolds
- Place:** Varied grounds, maybe with obstacles

What to do

- ▷ The group forms a "snake", that is, they stand one behind the other like in a queue, all participants except the first person are blindfolded or close their eyes.
- ▷ The leading person decides where to go and how fast to go there.
- ▷ After about 2 minutes, the first person stops, goes to the end of the "snake", blindfolds him or herself and the person who is now at the beginning of the line takes the lead of the group.
- ▷ During the walk, the seeing person at the head of the line can talk to the "blind" participants and draw their attention to obstacles.

Variation

- a. It is not allowed to talk during the exercise.
- b. First, the participants close their eyes and then the supervisor guides them into their position; the first and the last person are allowed to see.

Contact / Information / Risks

- ▷ Participants being injured because of a lack of attention of the seeing participant.

Yurt Circle

What do you need?

Group: 10 - 20 participants
Place: A big lawn, even grounds

What to do

- ▷ An even number of participants form a circle, looking into the centre and getting close together, shoulder to shoulder.
- ▷ Now they take each other by their hands.
- ▷ The participants now say alternately "inside" or "outside" so that in the end, one "inside" stands between two "outsides".
- ▷ When everybody is ready and standing firmly on the ground, the supervisor counts to 3 and the people in the circle lean inside or outside.
- ▷ The feet are kept firmly on the ground, the balance is kept with the arms.
- ▷ With a little bit of practice, it is possible to lean astonishingly far inside or outside.

Variation

- a. If the circle is steady enough, the participants can try to change direction without letting go of each other's hands.

Contact / Information / Risks

- ▷ The Yurt Circle draws its balance from each person's responsibility to support the whole thing - this is only possible if the opposing forces are in harmony.



INGWE

Passenger Transport

What do you need?

Group: 12 - 30 participants
Place: Even grounds, big lawn

What to do

- ▷ The participants form two rows opposite each other within a distance of one step.
- ▷ They stand very close, shoulder to shoulder and stretch out their forearms with the palms of their hands facing up.
- ▷ The arms are stretched out alternately with the opposite person's arms.
- ▷ Please get really close and set one foot back in order to be able to keep the balance.
- ▷ The last person or a volunteer is the first to be transported.
- ▷ With folded arms and tense body, he or she lies back on the stretched arms.
- ▷ Now he or she is carried to the other end by the other participants who make gentle, wave-like movements.
- ▷ After reaching the end, the participant is gently set on the ground again.

Contact / Information / Risks

- ▷ Take off all watches, jewellery as rings etc. before the start of the game!!!! Danger of injuries!!!!
- ▷ The persons who are carried through the rows have to take off their glasses, if applicable.
- ▷ The supervisor has to make sure there is no gap in the row and everybody stands shoulder to

Cooperation Games

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Cooperation Games

These are games which require the cooperation of the participants. The better the cooperation, the better the results. In order to solve the problem within the group, its members have to communicate, plan and come to agreements. The winner of a cooperation game is always the team as a whole.



INGWE

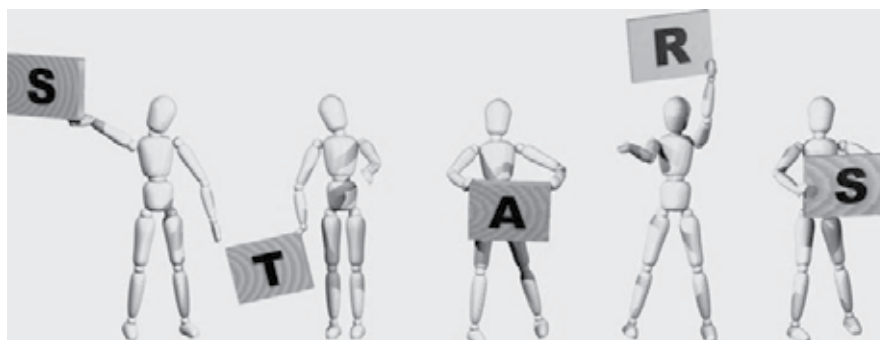
Forming Rows

What do you need?

Group: 8 or more participants
Place: Open space

What to do

- ▷ The group receives the task to form a row in the alphabetical order of their first names.



Variation

- a. Forming the row according to different aspects: date of birth, height, shoe size, etc.
- b. With or without speaking
- c. Blindfolded
- d. On tree trunks, benches, row of seats, etc, without leaving them
- e. Including the task into a story

Contact / Information / Risks

- ▷ If the game is played on benches or tree trunks, the surrounding ground or the bench have to be inspected for potential accident causes, the equipment has to be strong enough to bear the weight of the group.

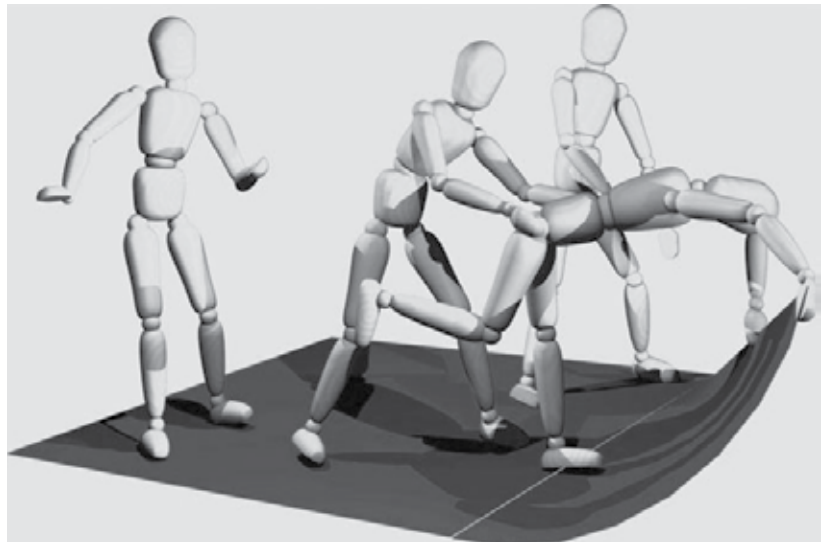
Turn the Page

What do you need?

Group: 8 or more participants
Equipment: 1 or 2 blankets or plastic covers
Place: 16 m²

What to do

- ▷ The entire group stands on the blanket or plastic cover which has to be turned without any of the players leaving it. If a member of the group touches the ground with any part of their bodies, the game starts again.



Variation

- a. Additionally and without touching the ground, the group has to pick up items from under the blanket.
- b. Playing in different positions such as kneeling, sitting etc.
- c. Two groups compete, which is more skilful?

Contact / Information / Risks

- ▷ The blanket or plastic cover should be marked on one side so that the players have a better orientation.



I N G W E

Swimming Islands

What do you need?

- Group:** At least 6 players
- Equipment:** Wooden boards or something similar on which the players can stand (one board less than players)
- Place:** A field with a starting line and a finishing line with approx. 8-10 m in between

What to do

- ▷ The group receives the task to cross an imaginary lake with the help of the Swimming Islands (wooden boards). In doing so, they have to follow these rules:
 - The boards always have to be held tight, if not, they float away;
 - The players have to maintain constant body contact for security reasons;
 - No contact with the water.
- ▷ If one of these rules are broken, the game starts anew.



Variation

- a. Changing the number and the size of the boards can increase the difficulty enormously.
- b. There are additional obstacles on the field.
- c. Playing the game with handicaps (for example, blindfolded, on one leg, etc.)

Contact / Information / Risks

- ▷ A good opportunity to talk with the group about common goals before starting the game. The boards are marked with different forms of behaviour which are necessary for the group to reach its goal.

Tightrope

What do you need?

- Group:** At least 5 players
- Equipment:** Rigid, inflexible ropes, fixing material (snap hook, loops), a rope tensioner
- Place:** Outside, among trees

What to do

- ▷ Fasten various ropes tightly between trees one behind the other at a distance from the ground of no more than approx. 50 cm. The group receives the task to balance over the ropes without touching the ground.
- ▷ The players hold hands all the time, supporting each other.



Variation

- a. Two teams begin simultaneously at each end of the rope.
- b. Crossings, parallel ropes, slopes or underpasses can make the route more interesting.
- c. Two teams compete, which of them can cross over with the least ground contacts.

Contact / Information / Risks

- ▷ Depending on the distance between the trees, it is also possible to install additional supports such as a long rope for the hands, balancing poles, a board for resting, etc.
- ▷ Do not jump off the rope at the end, that's when most accidents occur! Get help and step down carefully!



INGWE

Titanic

What do you need?

- Group:** At least 6 players
- Equipment:** A piece of cardboard with a base surface of 60 x 60 cm or 90 x 90 cm, depending on the number of players
- Place:** Free space

What to do

- ▷ Put the piece of cardboard on the ground. Then the whole group has to stand on the cardboard. Nobody is permitted to touch the ground with their feet or with any other part of the body. The group has to stay like that for at least eight seconds.



Variation

- Reducing the size of the cardboard increases the difficulty.
- The group tries to excel itself.

Contact / Information / Risks

- ▷ The task is solved by "holding together". The players should not "pile" on top of each other because that quickly leads to breathing difficulties or bruises.

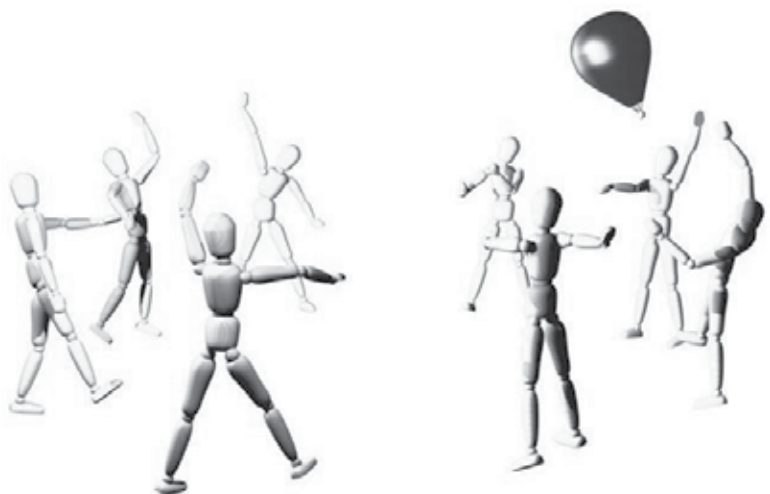
Balloon Game

What do you need?

Group:	At least 10 players
Equipment:	Balloons
Place:	Free space (indoors)

What to do

- ▷ The group forms a circle and has to keep a balloon in the air hitting it slightly. In order to prevent the balloon from touching the ground, they can leave their places for a moment. A player shall not touch the balloon more than once at a time.



Variation

- a. Touch the balloon only with a certain part of the body (elbow, tip of the nose, knee, shoulder, etc.).
- b. The players are not allowed to leave their places.
- c. Use various balloons.
- d. Hit the balloon with objects such as sticks.

Contact / Information / Risks

- ▷ If objects are used to hit the balloon, be careful not to hit the other players.
- ▷ Avoid spontaneous hitting.



I N G W E

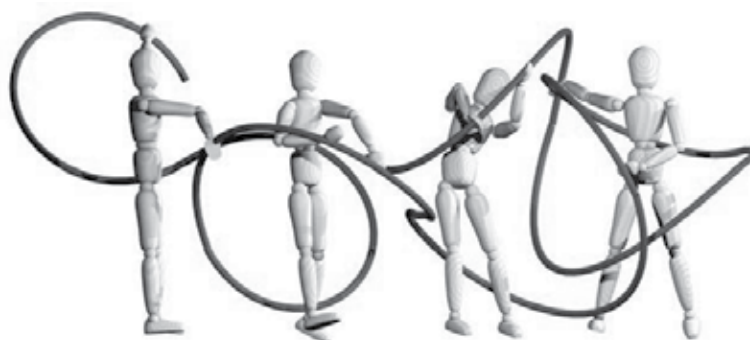
Rope Salad

What do you need?

Group:	At least 10 players
Equipment:	A rope, approx. 20 m long
Place:	Lawn or spacious hall

What to do

- ▷ Several simple knots are tied in the rope, relatively far away from each other. Now, all players hold the rope tight in their hands. Their task is to undo the knots without letting go of the rope. It is permitted to let the rope slide through the hollow hand.



Variation

- a. Holding the rope with both hands.
- b. The players try to tie simple knots in the rope.

Contact / Information / Risks

- ▷ The rope has to be slid carefully through the hands of the players. If they lose control, they might burn their hands.

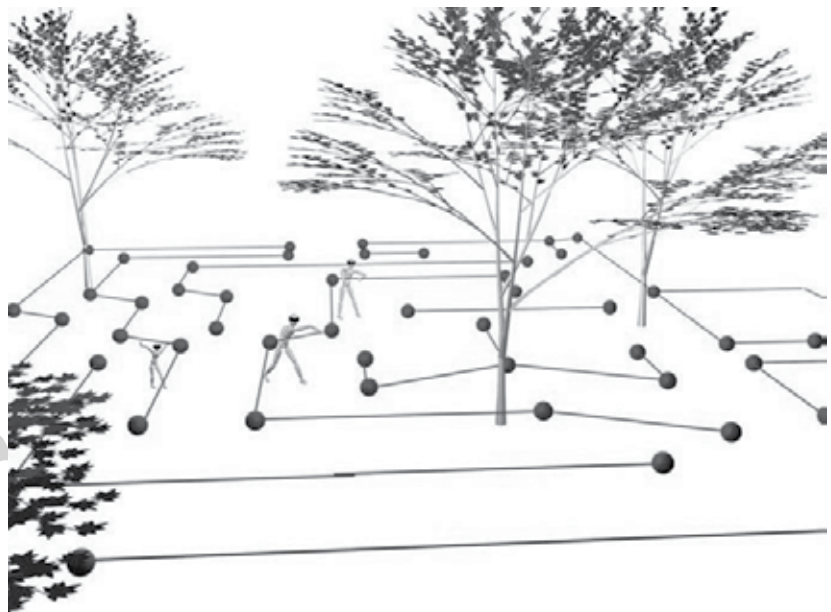
Labyrinth

What do you need?

- Group:** Between 6 and 20 players
- Equipment:** Several long ropes, fixing material, blindfolds
- Place:** In the woods among trees

What to do

- ▷ The ropes are fastened to the trees in such a way that they form a labyrinth with only one exit. The blindfolded players are guided into the center of the labyrinth. Their task is to find the way out together.



Variation

- a. The intensity increases when it is forbidden to speak.

Contact / Information / Risks

- ▷ The ground should be free of roots and places where people might stumble. There should be no branches near the player's heads.
- ▷ Before starting, an emergency signal should be agreed upon, which the players can use in case they don't feel safe anymore.



INGWE

Wild Woosey

What do you need?

- Group:** At least 7 players
- Equipment:** 2 ropes, rigid if possible, each 10 m long, a rope tensioner, 1t traction force
- Place:** Three trees forming an even triangle

What to do

- ▷ Put the piece of cardboard on the ground. Then the whole group has to stand on the cardboard. Nobody is permitted to touch the ground with their feet or with any other part of the body. The group has to stay like that for at least eight seconds.



Contact / Information / Risks

- ▷ The pairs are not allowed to clasp their hands into each other!
- ▷ The other members have to be constantly attentive in case they fall down.

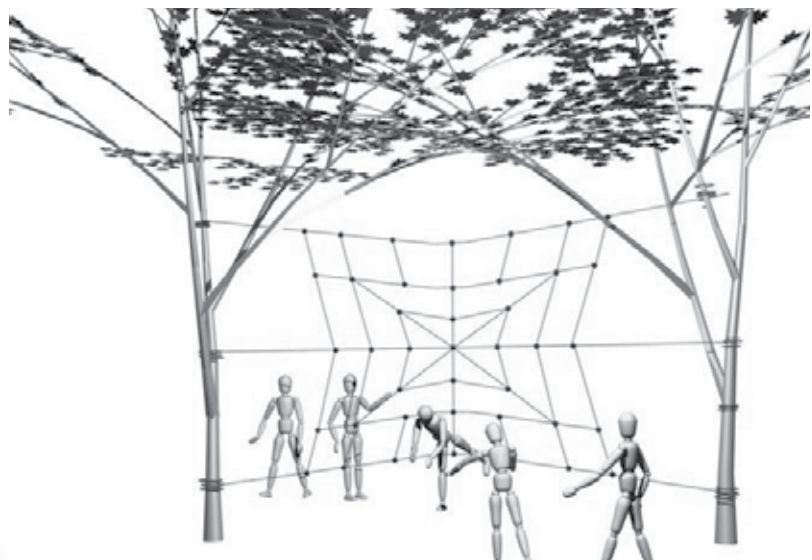
Spider's Web

What do you need?

- Group:** At least 8 players
Equipment: A spider's web or different ropes and strings
Place: Between trees

What to do

- ▷ The web is tied horizontally between trees. The group gathers on one side. Their task is to reach the other side through the web without touching it. Each hole can only be used once. If a player touches the web, he or she has to go back to the beginning. It is not allowed to cross the web climbing above or beneath it.
- ▷ The players have to support each other in order not to fall.



Variation

- a. Two groups compete which reaches the other side first.
- b. One part of the group has to reach the other side blindfolded.
- c. If one player touches the net, the whole group has to go back to the beginning.

Contact / Information / Risks

- ▷ For security reasons there should be no jumping through the web.
- ▷ At the beginning and at the end of the game it should be allowed for security reasons that the players go behind the web or back to the front of the web.



INGWE

Maxi-Golf

What do you need?

Group:	10 - 20 Participants
Equipment:	1 Ball
Place:	A course with a starting and a finish point

What to do

- ▷ Definition of a starting and a finish point the task for the group is to bring the ball along the course to the finish point without the ball touching the ground
- ▷ Once they have adopted a position, the participants are not allowed to leave it, they can touch the ball only once
- ▷ That means they have to throw the ball if the ball touches the ground, the participant throws it a second time
- ▷ If a player leaves his or her position they will lose points

Contact / Information / Risks

- ▷ Examine the course before beginning to play and check for obstacles.

Problem Solving Tasks

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WHY?

- ▷ Problem Solving Tasks encourage cooperation and fair discussion within the group and help develop strategies for the solution of problems.
- ▷ They are good for short game units and for complex tasks that cannot be solved by one participant alone.
- ▷ These tasks make people understand that a lot of un-thought-of things can be done.
- ▷ The purpose of these tasks is not about producing quick results, it's about not losing orientation and integrating the proposals from within the group.
- ▷ In this context, the individual is meant to see the group as a support of, not as a limitation to his or her abilities.
- ▷ Each of these tasks wants that the group members meet the challenge together and solve the problem together, too.



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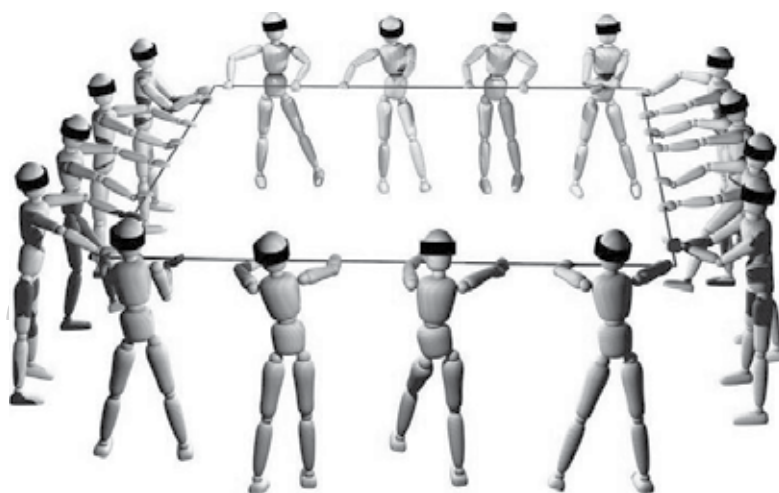
Square Ropes

What do you need?

- Group:** 12 - 18 participants
Equipment: A rope, 20 metres, blindfolds for everyone
Place: In a big room, on plain grounds

What to do

- ▷ The ends of the rope are tied together.
- ▷ The players stand in a circle, holding the rope.
- ▷ Now the supervisor blindfolds all of them.
- ▷ The group receives the task to form a different geometrical form, such as a square, a triangle etc.
- ▷ They are not allowed to let go of the rope.
- ▷ They can talk.



Contact / Information / Risks

- ▷ The supervisor has to take away any items that could be dangerous and see to it that the participants don't bump into each other because they cannot see.

Blind Numbers

What do you need?

Group:	8 - 10 participants
Equipment:	Blindfolds
Place:	Even grounds without any obstacles (for 10 participants you need at least 100 square metres)

What to do

- ▷ The participants put on the blindfolds and remain silent.
- ▷ The supervisor whispers a number to each player and distributes them on the grounds in such a way that those with subsequent numbers are not neighbors.
- ▷ Each player forms his or her number with their fingers.
- ▷ Their task is now to form a line according to their numbers, blind and without speaking.
- ▷ When the group thinks that they have solved the task, they take off their blindfolds and announce their numbers.
- ▷ The supervisor can give them a time limit to solve the task.



Variation

- Some numbers are assigned several times.
- The team receives only even or odd numbers. Two teams compete, which of them can cross over with the least ground contacts.

Contact / Information / Risks

- ▷ People should take off their glasses before putting on the blindfolds.
- ▷ The supervisor has to watch out that people don't run into things.
- ▷ The supervisor has to watch out that people really do not speak.



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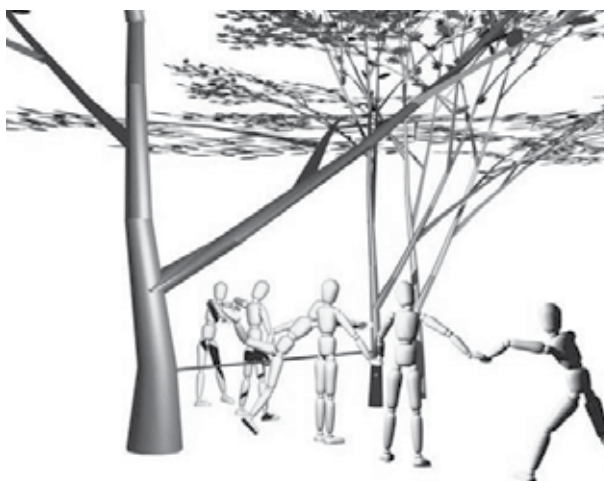
Little Fence

What do you need?

Group:	8 - 10 participants
Equipment:	A rope, 10 - 15 metres, two trees or posts
Place:	Even, soft ground where people cannot slip

What to do

- ▷ The rope is tied between two fixed points.
- ▷ The level of difficulty depends on the height of the rope.
- ▷ It should be impossible even for the tallest of the players to simply step over the rope.
- ▷ The group has to overcome the obstacle - the small fence - together.
- ▷ The players are not allowed to touch the rope, otherwise the whole group has to start all over again.
- ▷ Speaking is only allowed during the planning phase.



Variation

- a. No talking at all.
- b. Tie the rope very high, so that it is impossible not to touch it. The group then has to estimate how many times it will probably touch it.

Contact / Information / Risks

- ▷ The supervisor is the only one who helps people jump etc.
- ▷ The safety of grounds and environment is the supervisor's responsibility.

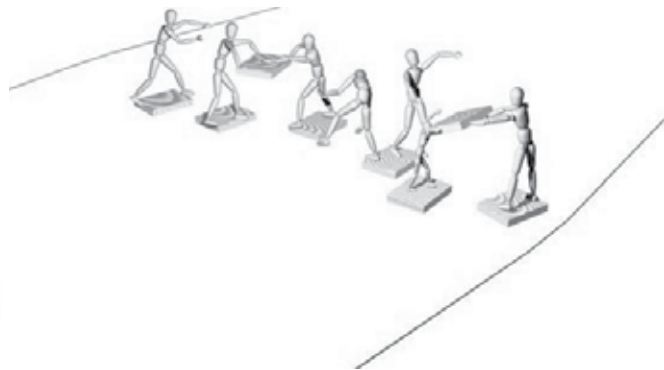
Moor Path

What do you need?

- Group:** 10 to 12 participants
- Equipment:** Two ropes, wooden boards (approx. 30 x 25 cm), one board more than participants, blindfolds
- Place:** Anywhere, the ground should allow the pushing of the boards

What to do

- ▷ First, the group leader marks a playing field (moor) of about 15 m with the two ropes.
- ▷ Now, the group's task is to cross the moor without touching it; in order to do so, they can use the boards.
- ▷ The boards cannot simply be pushed forward, they have to touch the moor all the time because otherwise they will sink (that is, the supervisor will take them away).
- ▷ If a participant touches the moor with any body part, he or she may not move that part until the game is over.
- ▷ The task is fulfilled, when all of the participants have reached the other end and when they have taken all the boards with them.



Variation

- a. It is not allowed to speak during the exercise.
- b. Some participants are blindfolded.
- c. There is a time limit for the completion of the task.

Contact / Information / Risks

- ▷ The group leader has to act as arbitrator during this exercise and immediately take out "sinking" boards.



I N G W E

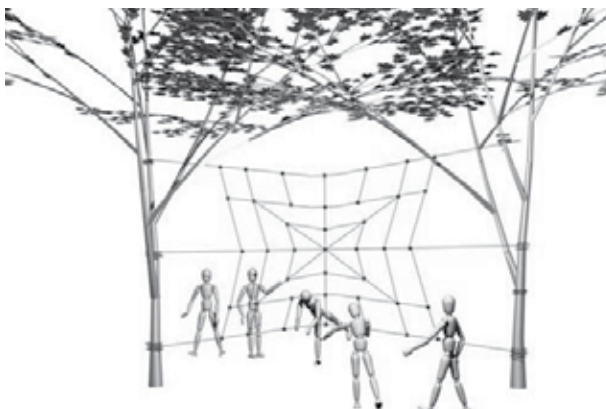
Spider's Web

What do you need?

- Group:** 6 - 8 participants
Equipment: Ropes and strings, two trees or posts, blindfolds
Place: The ground should be smooth and free of obstacles in the start and stop areas

What to do

- ▷ With the ropes or strings, tie a web between the trees or posts. The number of holes in the web is the same as the number of participants.
- ▷ One after the other, the participants have to go through the web to the other side.
- ▷ Each opening can be used only once.
- ▷ The participants can help each other, but staying on their side and without touching the web or putting their hands through the web.
- ▷ The group has to perform the task within a certain period of time.



Variation

- a. If one of the participants touches the web, he loses a characteristic, for example, he is not allowed to speak anymore, or to see.
- b. If one of the participants touches the web, he is not allowed to use that part of the body anymore, with which he touched it.

Contact / Information / Risks

- ▷ The participants should not jump through the web headfirst.
- ▷ The openings can be made larger or smaller with strings.
- ▷ Watch out for protruding branches if you are among trees.
- ▷ Supervisor intervenes if the participants are not safe anymore.

Calculator

What do you need?

Group:	8 - 20 participants
Equipment:	20-30 cards (stiff material), numbered consecutively (1-20, 1-30)
Place:	Even grounds

What to do

- ▷ First, the playing field is marked with a rope circle or lines drawn in the sand.
- ▷ Then, the numbered cards are placed within the circle without order and with the numbers facing upwards.
- ▷ Now, the group has time to memorize the location of the cards within a time limit agreed upon by all. It is up to the group to decide how to memorize the location of the cards.
- ▷ When the time is up, all the cards are turned without changing their position.
- ▷ Now, the group has to turn the cards **in their exact numerical order** within a certain time limit (the time limit has to be agreed upon in each individual case).
- ▷ To do this, the whole group assembles behind a set up starting line located at a distance from the card circle of app. 5-10 m.
- ▷ Only one person at a time is allowed to enter the circle.
- ▷ The time agreed upon starts to run when the group steps over the starting line.
- ▷ If a wrong card is turned, all cards have to be turned again and the group has to go behind the starting line again.

Contact / Information / Risks

- ▷ Agree the time for the group to turn the cards with the group.
- ▷ Also agree the number of tries the group has to turn the cards.



I N G W E

Press-up Rectangle Pick-a-stick

What do you
need?

Group: 8 - 20 participants
Equipment: Pick-a-stick: long playing sticks, gym sticks or simple sticks
Place: In a room or on a lawn

What to do

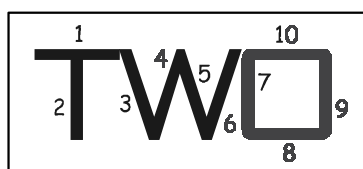
Press-up rectangle

- ▷ The participants divide into groups of four.
- ▷ The task for each group is to form a figure resembling a rectangle with all of the group members in press-up position.
- ▷ The difficulty lies in the condition that no foot is to touch the ground.

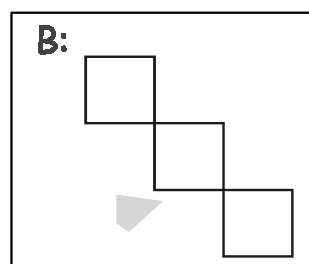
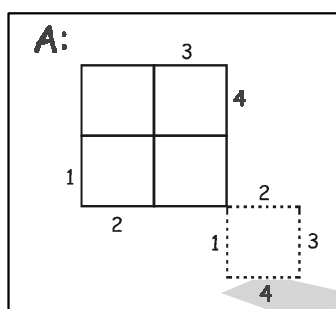
Pick-a-stick

- ▷ The participants divide into groups of at least two people per group.
- ▷ For the first task each group receives 10 sticks and the instruction to form the word TWO with the sticks.
- ▷ First, the group will try to form the number 2.
- ▷ The task should be formulated in an ambiguous way, so as to leave the participants wondering what was meant: 'TWO' or '2'.

Graph: Solution:



- ▷ For the next task, each group receives 12 sticks with which the supervisor has already formed four interconnected squares (A).
- ▷ Now the groups have to find out how to make three **interconnected** squares out of four **interconnected** squares **without taking any sticks out**.



Adventure Activities

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Adventure Activities

Activities which combine nature and open space with games. Preparing them may be a little more complicated than other games but their effect is much more direct and dramatic. Concepts such as border-line situations, the willingness to take risks, dependence and responsibility can be elaborated very effectively with these activities. It is essential to follow the security regulations. The group leader needs to know the security manual well.

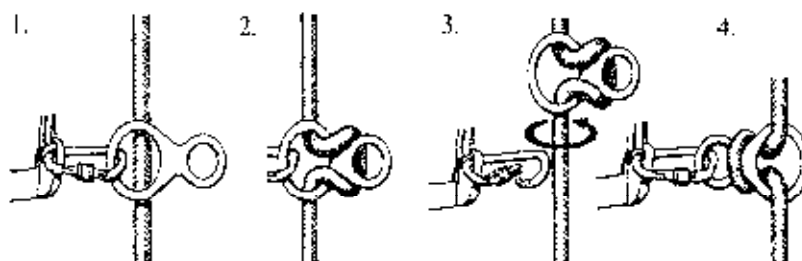
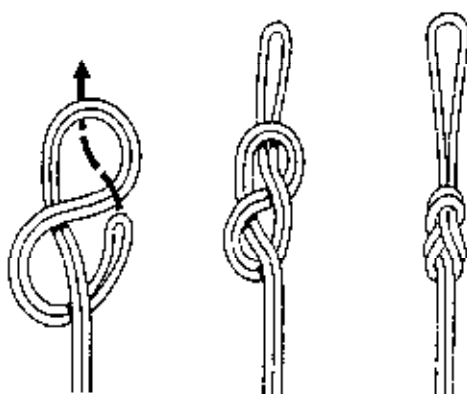


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HMS-Knot



Eight Knot



tie the eight-knot

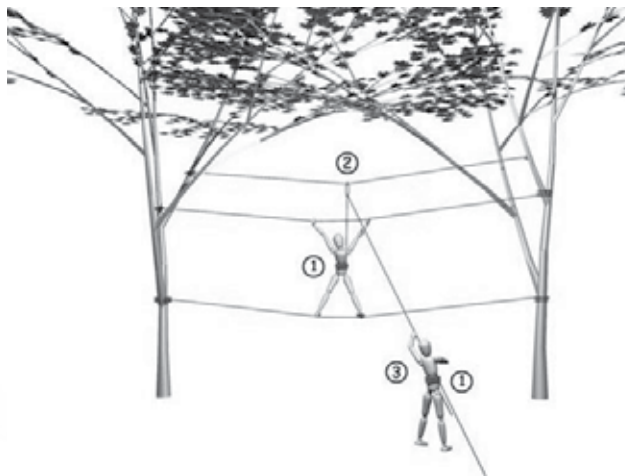
Rope Bridge

What do you need?

- Group:** 8 to 10 people
- Equipment:** 3 pieces of thick rope, approximately 20 m long, 6 loops, 10 threaded snap hooks, 3 complete climbing equipments, 2 climbing ropes, 2 rope wheels
- Place:** Trees with spaces of 5 to 7 m in between

What to do

- ▷ Tighten three ropes between two strong trees at a height of about 5 to 10m. One rope to step on, one hand rope, approx. 1,20 m higher, and 1 m higher a security rope.
- ▷ The rope wheels and snap hooks will be attached to the security rope.
- ▷ With the security equipment and the support of a partner or the whole group, the participants climb up and balance over the rope. The half mast security knot will be used as a means of security.



Variation

- a. The participants can balance over the rope in pairs. One of them can go blindfolded, guided by the other.
- b. Tighten the foot rope and the hand rope not parallel, but crossing each other. That increases the level of difficulty enormously.

Contact / Information / Risks

- ▷ Before balancing over the ropes, the participants need to be taught the necessary security techniques and how to tie knots. All of the participants need to know the security techniques. In order to climb, climber and supporter need a complete climbing equipment: helmet, breast and hip belt as well as approved ropes, loops and snap hooks.



I N G W E

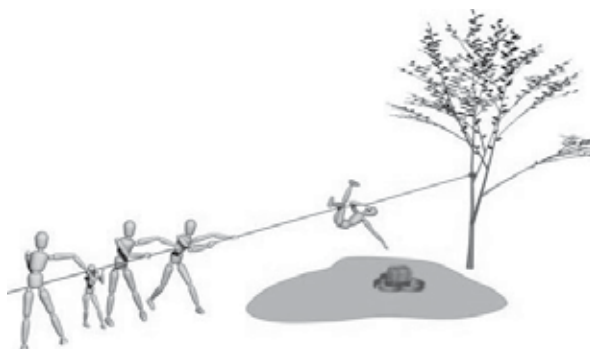
Acid Pond

What do you need?

- Group:** 10 people or more
- Equipment:** 1 climbing rope, 2 threaded snap hooks, 2 loops, 1 climbing equipment, approximately 30 m of limitation material, treasure chest with price for each participant
- Place:** A strong tree and around it free space

What to do

- ▷ Lay down the limitation material in a circle before the tree, it marks the end of the playing field. The acid pond so created should have a diameter of 10 m.
- ▷ Place the treasure box in the middle of the circle.
- ▷ The group gathers outside the pond and receives the task to bring out the treasure chest without stepping in the acid pond, using only the above mentioned means.
- ▷ The most common solution is to secure one end of the climbing rope at a height of not more than 2,50 m on the tree. One person puts on climbing belt and helmet, climbs up the tree and secures the snap hook on the climbing rope.
- ▷ The rest of the group holds the rope tight across the pond. Now the climber can reach the place above the treasure and pick it up.



Variation

- a. If one person steps on the pond, he or she has to continue blindfolded.
- b. Depending on the group, a time limit can be fixed for the solution of the problem. The climber is blindfolded.

Contact / Information / Risks

- ▷ Group and supervisor have to observe the security measures.
- ▷ Before putting weight on the rope, the supervisor has to make sure that the knot on the tree is tight.
- ▷ The climber has to put on climbing equipment.

Prusiken

What do you need?

Group:	8 - 10 participants
Equipment:	2 long loops, 1 strong rope, 1 climbing rope, 4 threaded snap hooks, 2 prusik loops, knotted from 5mm string, 3 HMS snap hooks, 1 equipment for descent by an abseil, 2 combinations of breast and hip belt, 2 helmets, a ladder of at least 3m
Place:	A plain surface and a strong tree with a horizontal branch as thick as an upper arm at a height of approx. 6 - 10,5 ft

What to do

- ▷ Use the ladder to climb up to the branch, clinch the loops with a distance of approx. 2,5 ft from each other to the branch and fix 2 threaded snap hooks reversed in each loop.
- ▷ Attach the strong rope to the snap hooks of one of the loops with a 'figure of eight' knot and the climbing rope as security rope to the snap hooks of the other loop.
- ▷ On the ground, attach the prusik loops with a prusik knot to the strong rope, fix the climbing rope as security rope, make a 'figure of eight' knot in one end, then hook the security rope with the equipment for descent by abseil to the belt.
- ▷ First, the climber attaches himself to the upper prusik loop (where the abseil point is) then the security rope is attached to the hip belt.
- ▷ Now the climber can start to climb up the strong rope in the following way: he puts one foot into the lower prusik loop and, in doing so, he lifts his weight off the upper loop which in turn can be slid upwards.
- ▷ Now the climber can put his weight on the upper loop, take it off the lower and slide the lower loop upwards.
- ▷ The climber repeats this procedure until he reaches the top.
- ▷ Now the climber can descend in the same manner or be let down by the supervisor with the help of the extra security.
- ▷ If doing the latter, don't forget to bring the loops down, too.

Contact / Information / Risks

- ▷ Always secure the climbers with the extra security.
- ▷ The supervisor should have too extra prusik loops in order to be able to climb up in cases of emergency.
- ▷ When choosing the attaching point: tree and branch have to be healthy and strong enough.
- ▷ Don't attach the security rope and the climbing rope too close to each other.



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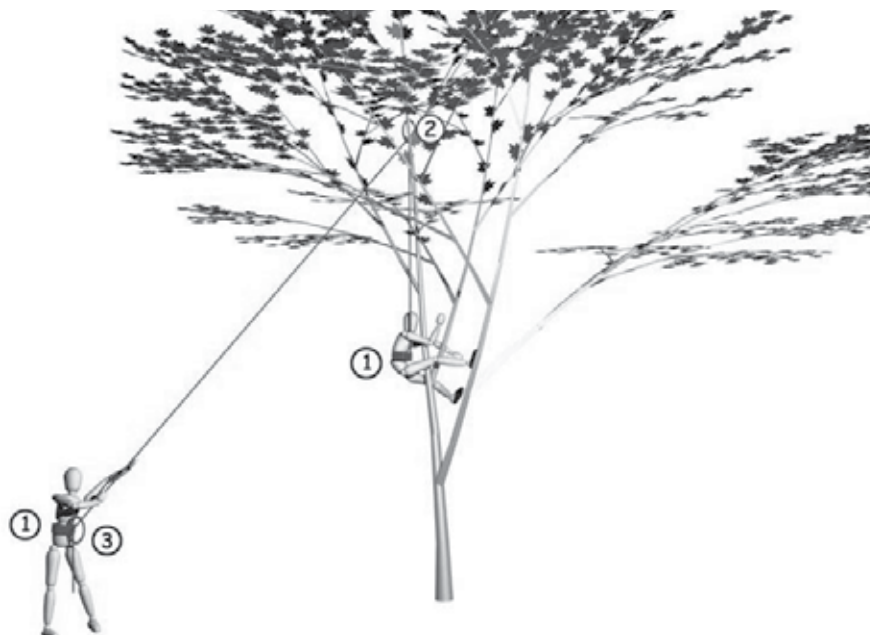
Tree Climbing

What do you need?

Group:	8 participants
Equipment:	2 complete climbing equipments, 1 loop, threaded snap hook
Place:	A strong tree, at least

What to do

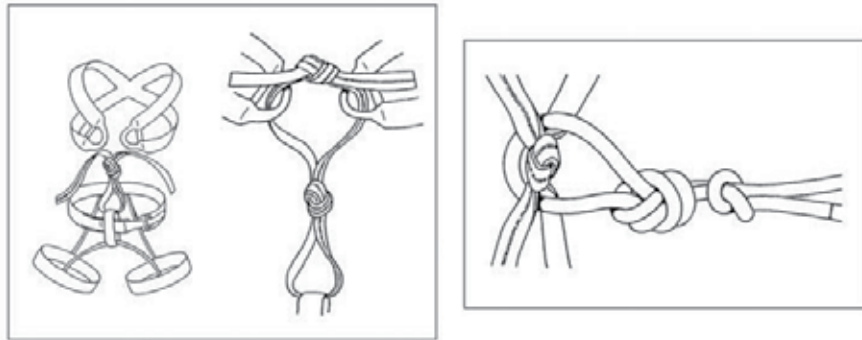
- ▷ Tighten the thick rope between the trees at a height of approx. 10 m.
- ▷ Fasten the security rope with the loop and the threaded snap ring to the security rope. Now, one participant has to pile as many boxes as possible in such a way that he can reach as high as possible. Another group member secures the climber under the supervision of the group with a half mast security knot.



Contact / Information / Risks

- ▷ All of the participants need to know the security techniques.
- ▷ In order to climb, climber and supporter need a complete climbing equipment: helmet, breast and hip belt as well as approved ropes, loops and snap hooks. Nobody should stand directly under the tree because there is a danger of falling branches.

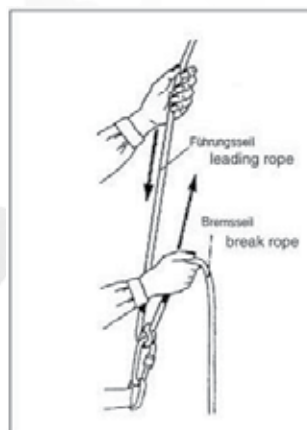
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2.



3.





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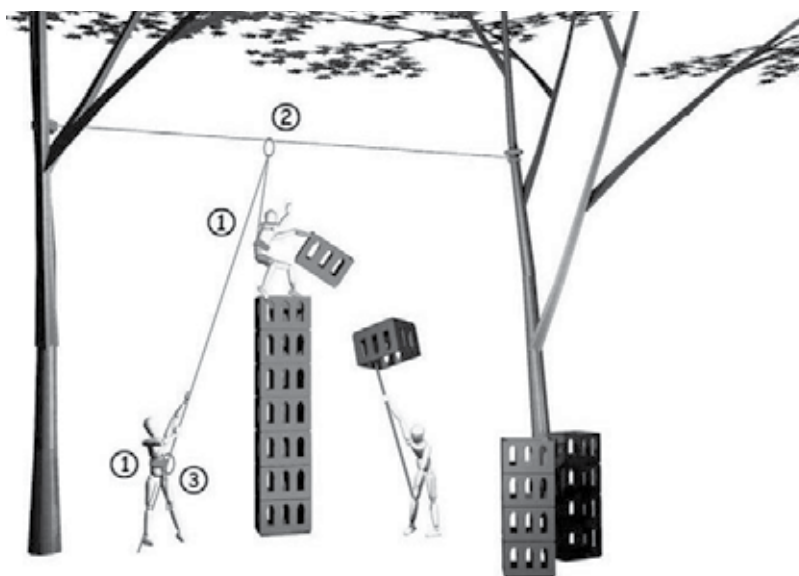
Box Climbing

What do you need?

Group:	5 to 8 people
Equipment:	1 piece of thick rope, 1 climbing rope, 2 loops, 3 threaded snap hooks, 2 complete climbing equipments, approx. 10 resistant, pilable plastic boxes such as bottle crates
Place:	Smooth ground with two strong trees and 5 to 7 m of distance in between

What to do

- ▷ Tighten the thick rope between the trees at a height of approx. 10 m.
- ▷ Fasten the security rope with the loop and the threaded snap ring to the security rope. Now, one participant has to pile as many boxes as possible in such a way that he can reach as high as possible. Another group member secures the climber under the supervision of the group with a half mast security knot.



Contact / Information / Risks

- ▷ All of the participants need to know the security techniques.
- ▷ In order to climb, climber and supporter need a complete climbing equipment: helmet, breast and hip belt as well as approved ropes, loops and snap hooks.
- ▷ A sufficient safety distance has to be observed so that nobody can be hurt by falling boxes.

Small Sports Games

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Small Sports Games

The aim of these games is to train condition and coordination as well as social behaviour. The rules are simple and can be used as direct preparation for traditional games such as handball, soccer, volleyball etc. Naturally, enjoying the game is the most important issue here.



I N G W E

Udwadla

What do you need?

- Group:** 16 to 30 people in two teams
- Equipment:** A ball, 6 running marks, a circle of a diameter of approx. 1m as stopping mark
- Place:** 15 to 20 m x 20 to 50 m, the fire mark is approx. 4 m away from the throwing line

What to do

- ▷ The throwing team stands in a row at the throwing line, the catching team distributes on the field. The first player of the throwing team throws the ball as far as possible into the field and immediately starts to run around the field, either without interruption or from running mark to running mark.
- ▷ If the throw goes out of the field, it has to be repeated. The catching team has to try and put the ball as quickly as possible into the stopping mark. As soon as it is in there, the arbitrator shouts "Stop". The runner or runners have to freeze. A runner who is not at a stopping mark at this moment has to go back to the end of the line. A runner who runs around the field and reaches the finishing line without having stopped scores two points for his team. If he has to stop at a stopping mark, he can continue to run after the throw of the next member of his team in order to reach the goal, but he will then only score one point.
- ▷ After 10 minutes of playing, the teams change. The team with the highest score wins.



Variation

- a. The ball can be thrown with a stick. In that case, the use of the stick should be practised before the game.

Contact / Information / Risks

- ▷ The arbitrator has to pay special attention if a runner reaches the goal with or without interruptions or if he has to go back to the line. The signs of the arbitrator will be explained before the game, it is important that everyone understands them.
- ▷ This game can be used as a preparation for baseball.

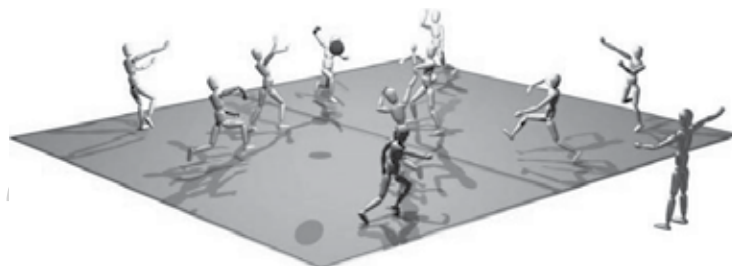
Two Fields Ball

What do you need?

Group:	10 to 30 people in two teams
Equipment:	A ball, marking material
Place:	8 to 10 m x 12 to 16 m, divided by a middle line

What to do

- ▷ The players of each team spread over their half of the field. Each team sends an outside player behind the opposite baseline. The outside player is not allowed to throw.
- ▷ The teams try to clear the field of the opposite team of players by throwing the ball at them. The players who are hit have to leave the field and go behind the opposite baseline - they do have the right to throw. If the ball changes quickly between inside and outside players, the opposite team can be attacked from both sides. Only direct hits count.
- ▷ If the player of the opposite team catches the ball, he does not have to leave the field. If a player steps over the line in order to avoid being hit, this counts as a hit. If a player who has the ball steps over the line, he has to give up the ball to the other team.
- ▷ If the ball flows over the side lines, it goes to the team who did not touch it last.
- ▷ The winner is the team that clears the opposite field first or that has more players in the field after the time is up.



Variation

- Two Fields Ball with release
- If an outside player hits a player of the opposite team, he can go back into the field.
- The hit players can also stand on the side lines of the other team's field so that they can attack it from four sides.
- If there are no players left in his field, the outside player goes into the field. Three hits are necessary to throw him out.

Contact / Information / Risks

- ▷ In this game, the arbitrator has to be very strict and attentive.



INGWE

Ring Hockey

What do you need?

- Group:** 8 to 16 people in two teams
- Equipment:** A ring, one stick per player, marking tape, material to mark 4 points
- Place:** On smooth ground, 8 to 15 m x 20 to 25 m, a 2 m goal on each field half

What to do

- ▷ The players of each team spread over the field.
- ▷ Each player has a stick with which to slide the ring over the ground, pass it to another player or throw it in the goal of the opposite team.
- ▷ The goals are placed in such a way that they can be reached from both sides.
- ▷ Only the goalkeeper is allowed to stop the ring with his feet. He may kneel to do this, but not lie down.



Variation

- a. Stickball: Use a ball instead of a ring.
- b. A shooting circle of about 3 to 5 m is drawn around the goal. If an attacking player enters the circle, this means a kick-out for the other team. If a defending player enters the circle to prevent the other team from shooting, this means a 5 m penalty.

Contact / Information / Risks

- ▷ It is recommended to interrupt the game when more than two players have their stick in the ring, pulling each one in his or her directions. One player of each team gather around the arbitrator who throws the ring between them (bully).
- ▷ It is not allowed to hit the stick of a player from the opposite team. After a foul is the ring goes to the opposite team.

Ball over the String

What do you need?

- Group:** 6 to 12 people in two teams
- Equipment:** A ball, a string or cord between trees or posts that mark the width of the field
- Place:** 6 to 10 m x 12 to 20 m, divided by a tight string

What to do

- ▷ Both teams distribute on their fields. The team who hits the ball first throws it over the string into the other team's field in such a way that is difficult to catch, but not stepping over the throwing line. If the ball it hits the ground, the throwing team scores a point.
- ▷ If the other team catches the ball, the game continues in the same manner. The ball can be thrown from where it was caught, but the player can also run to the throwing line. Within the same team, the ball can change from one player to the other at the most two times, the third time, it has to be thrown into the other team's field.
- ▷ Winner is the team with the highest score after a certain time (5 to 10 minutes) or the team that first reaches a certain score.
- ▷ Scoring rules:
 - one point when the opposite team lets the ball hit the ground,
 - one point when the ball passes under the string or touches it,
 - one point when a player of the opposite team steps over the throwing line or
 - throws it out of the field.



Variation

- a. Playing the game with two or more balls or with balls that have different weights
- b. Playing the game without throwing line
- c. Throwing the ball over a ditch
- d. Instead of the string, the ball has to be thrown over a ditch of 4 to 8 m (or a marked middle field).

Contact / Information / Risks

- ▷ The string has to be firmly attached in order to avoid accidents when the string or its support is hit.
- ▷ When playing with two or more balls, two judges have to be appointed, each of whom will count the points of one team. The game can be used as a preparation for volleyball.



INGWE

Rollball

What do you need?

- Group:** 10 to 16 people in two teams
Equipment: A ball, marking tape
Place: 15 x 30 m and a clearly visible baseline as goal

What to do

- ▷ Each team tries to roll the balls with their hands into the goal of the other team. At first, the goals are the whole of the back line of each field half, later they can become smaller.
- ▷ After each goal the ball will be rolled along the middle line into the beaten team. Playing time should not be longer than 5 minutes because running in a stooping position is very energy consuming.
- ▷ Winner is the team that scores more goals than the other team within a given time limit.
- ▷ If a team does not play fair or does not roll the ball, the ball goes to the other team.



Variation

- a. Playing the game with balls of different size or weight
- b. Reducing the size of the goal
- c. Playing the game with a goal area line
In order to defend the goal, first the number of players who may stay in the goal area have to be agreed upon. Each team can change their goal area players freely. If a player of the opposite team shoots and steps into the goal area, the ball is for the opposite team. If more players than allowed are in the goal area, the opposite team gets a 7 m shot on the goal.

Contact / Information / Risks

- ▷ The player who has the ball may not be beaten or pushed. Because of the stooping position, be careful not to run into each other's heads.

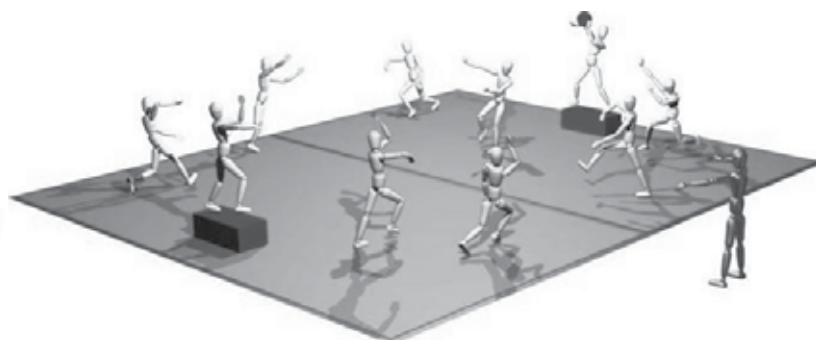
Towerball

What do you need?

Group:	10 to 14 people in two teams
Equipment:	A ball, two pedestals
Place:	Field of 10 to 15 m x 20 to 30 m

What to do

- ▷ The players of each team distribute in their field half and place one player as tower guardian on a pedestal in the field of the opposite team, approximately 3 m away from the baseline.
- ▷ The players of one team have to pass the ball amongst each other precisely and quickly, passing it eventually to their guardian in the other field. Each time the guardian, who is not allowed to leave his pedestal, has caught a ball, his team scores one point.
- ▷ After that the defeated team has the first throw from the middle line.
- ▷ Winner is the team with the highest score after 2 x 7 minutes.
- ▷ The following rules apply:
 - do not run with the ball in hand for more than 3 paces,
 - do not hold the ball for longer than 3 seconds,
 - don not throw the ball directly to the goalkeeper when having the first throw.
- ▷ If a player faults, the opposite team gains a free throw with all players having to step back from the thrower three meters.



Contact / Information / Risks

- ▷ The players of the opposite team may not be pushed, held back or shoved. They may not rip the ball out of each other's hands. In case of fouls the opposite team gains a free throw.
- ▷ The game can be used as a preparation for handball.



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Partyball

What do you need?

Group:	4 to 16 people in two teams
Equipment:	A ball
Place:	Field

What to do

- ▷ The players of each team try to pass the ball amongst each other as often as possible. The opposite team tries to prevent this and reach the highest amount of passes within the team themselves. Each catch scores one point.
- ▷ Only the subsequent passes within one team are counted. If the passing of the ball is interrupted by the opposing team, the counting has to start again.
- ▷ Winner is the team with the highest score within a certain time limit or the team who first reaches a certain score.
- ▷ The following rules apply:
 - do not run with the ball in hand for more than 2 paces, that is, stop, pass it on or dribble,
 - do not hold the ball for longer than 3 seconds.



Variation

- a. Partyball with a marked playing field
In this case, stepping over the field lines is a fault.
- b. Playing the game with different objects

Contact / Information / Risks

- ▷ In this game it is important to be able to distinguish the teams from each other. It is necessary two have two people who count - one for each team.
- ▷ The opponent may not be held back or pushed. The ball is only to be played out of the hands of the opposing player, without touching his or her body.
- ▷ After a foul the opposing team gets the ball.





I N G W E

ORGANIZER

Communication

Ideas

Administration

Communication

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INGWE

How to Give a Speech 1

"The brain is a wonderful thing. It works from the moment of your birth until you stand up to give a speech!"

- Mark Twain, USA, author

Do you want to give a speech?

THIS HANDOUT WANTS TO HELP YOU!



What do you need for a good speech/presentation?

- ▷ A detailed preparation.
- ▷ An exact schedule.
- ▷ "Drama" Well structured material.
- ▷ A well structured script.

1. The Preparation

Structure your thoughts! Ask yourself: What is the AIM of my speech/presentation? (Do you want to convince your audience of something? Do you want to present a political opinion? Do you want to introduce a meeting?)

Do you have a subject for your speech/presentation? Who is your audience? (Children, adults, elderly people, people who speak English...)

Take five minutes! Close your eyes. Imagine the occasion on which you will speak. Observe yourself. Try different poses: the eloquent speaker, the imaginative describer, the calm explainer. Create in your mind the image of the event for which you are preparing yourself. Think about the expectations and images your audience may have.

Maintain this picture in your mind while preparing your speech/presentation.

2. The material

Ask yourself the following questions:

- ▷ What information do you already have concerning this particular subject?
- ▷ Who can you ask in relation to your subject/presentation?
- ▷ Maybe you have useful information in your file or in your notes concerning the speech/presentation that you are preparing?

Write all the information that you already have on a blank piece of paper. Think about what information you really need for your speech/presentation.

Select only the essential issues for your speech. Find two keywords for each topic or information. Write all keywords that you selected on the right hand side of your preparation sheet.

Think back

what was the aim of the speech/presentation again? ⇌ Stop 5 min

Divide the sheet of paper vertical. Than draw links between the different topics. On the left side write your "dramaturgy" for each subject.

Please note: not more than 10 topics/issues

Short keywords but ⇌ well put

3. The schedule of your speech/presentation

First of all, decide when and where you want to give the speech and what materials you need (paper, pens, blackboard, chalk, equipment, pieces of wood, toys etc.).

And here's your schedule:

- ▷ **Introduce** yourself, address the audience.
- ▷ Name the subject/the aim of your speech/presentation.
- ▷ Then explain the **first main part** of the essential information.
- ▷ Remember: "The first impression is crucial, but the last remains."
- ▷ Facts, essential information and the key sentences of your speech/presentation should be explained in the first and in the last part.
- ▷ Then **illustrate**.



Remember

People remember 20% of what they only hear,
30% of what they only see and
50% of what they hear and see.

Therefore:

Illustrate your speech. Use pictures, maps, wooden material, art as tools to underline your speech and make it more lively. Give examples, tell a short story to illustrate the subject.

Then make a short **summary** of the main information and facts. Think up a **sentence that people can easily remember**. At the end of your speech, thank the audience for their attention.



How to Give a Speech 2



What mistakes can you make?

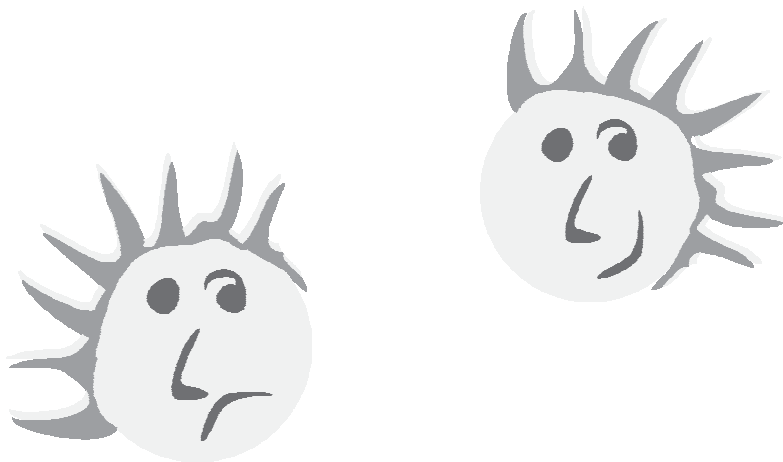
"The secret of being boring is not leaving anything unsaid."

- Voltaire, France, philosopher



Your task is to inform and convince your audience. That's why you should choose the information well.

- ▷ Don't be boring. Each speech/presentation should contain at least one reason to laugh. Funny stories are essential for a speech/presentation.
- ▷ Use your body, arms, hands, face to underline your words, not to distract the listeners. So don't gesture wildly. Keep the expression on your face calm and friendly. Breathe regularly. Only move in a small circle.



And the listeners?

- ▷ Observe them while you are speaking. Try to establish eye contact. Be sensitive. React to what you see. For example: it becomes evident that people are getting bored. Then tell a funny story or use one of your other tools e.g. visual aid, animations.
- ▷ People don't listen anymore and start talking to each other. Ask directly how they see the situation and whether they are interested in your speech/presentation.
- ▷ The outer circumstances change. It gets very warm, starts to rain, people come by and disturb. Be prepared to take a break. Wait until the difficult situation has passed and then continue.

4. The script

The less you write, the better you talk. Structure it in a way that makes it easy for you to read. Divide your speech into 10 essential points. Give them a chronological order. Relate facts or images to these points.

- ▷ **What happens when you feel insecure?**
Go somewhere where nobody disturbs you and rehearse it.
- ▷ **And the most important thing?**
Keep to the essential. Be aware of your audience. Have a sense of humor.
- ▷ **Keep sentences short.**
No listener can remember a sentence of more than 10 words. Change your tone of voice.
- ▷ **Emphasize important sentences and speak them slowly.**



Evaluate your speech/presentation. Did you have the impression your audience understood what you were trying to say, that you chose your tools well and your "drama" was right?

Ask the participants after the event how they liked your speech. Listen patiently if they criticize you.

Use these hints the next time you are preparing a speech/presentation.





I N G W E

Meetings

Checklist for time saving and successful meetings

Risks

Meetings can be very boring, unsuccessful, aimless, without focus and poorly prepared. You should change that! So consider the following points:



Questions you should ask yourself before the meeting:

- ▷ Is the meeting really necessary?
- ▷ What activities and plans are being prepared for the meeting?
- ▷ Do I have to take part myself?
- ▷ Who should take part, who is essential? Can anyone send a representative?
- ▷ Keep the amount of participants as necessary as possible!
- ▷ What would be the best time for the meeting?
- ▷ Where could the meeting be held undisturbed? (Note: Disturbances and distractions make the meeting longer!)
- ▷ Define purpose and agenda! Express the purpose in not more than 5 words!
- ▷ Decide an order for the issues on the agenda!
- ▷ Send an invitation with the exact information concerning agenda and purpose to all participants!

- ▷ Always start the meeting at the scheduled time!
- ▷ Make the cooperation rules and the rules of the meeting clear to everyone. Inform everyone about these rules (for example, how they have to ask to speak, at what point an issue is to be treated and how long people can speak)!
- ▷ Hold someone responsible for the time schedule and the minutes.
- ▷ Don't allow interruptions - with the exception of scheduled breaks
- ▷ Note critical points in the discussion, mention them at the right time and aim at a solution.
- ▷ Make regular controls to see whether the purpose of the meeting is being attended to, remind the participants of purpose and agenda.
- ▷ If decisions are taken and measures defined, repeat them so that everyone can understand them. Then write it in your minutes.
- ▷ Make a summary of the results, confirm deadlines and responsibilities with the participants!
- ▷ Finish the meeting on time. (Note: A meeting that deals with only one subject or with a fairly concise set of subjects should never last longer than 60 minutes.)

After the meeting

- a. **Check if the meeting was successful**, i.e. if all issues on the agenda were handled.

- b. **Write a report** of the results containing the following information:
 - ▷ Place
 - ▷ Time
 - ▷ Handled issues, agreements, deadlines, responsibilities.
- c. If necessary, **provide the other participants with a copy** of this short report ⇒ **Distribution** of information.
- d. **Control the fulfilling of the tasks** regularly: who, what, until when.
- e. Include any issue that was left unresolved in a meeting in the agenda for the next meeting that handles the same subject.



Be consistent and always follow these rules! Gather experience with the use of this checklist! Take the ⇒ **Handout** to the meetings!



What else should you consider?

- ▷ If technically possible, visualize the issues on the agenda. Take a piece of paper, a wax crayon.
- ▷ Use an animation game at the beginning of the meeting or during a break. Exercise improves concentration ⇒ **Animator Handouts**.
- ▷ Welcome all participants personally. Make the meeting agreeable.
- ▷ Watch out for your own role. You help the others to organize an event. You are not
 - their leader;
 - a gifted actor who can use the event as a stage;
 - a judge over their opinions;
 - the one who is responsible for everything.

That's why you should choose a partner, especially when the meeting is large, who observes you and helps you to improve your overall performance.

Talents - The Hidden Treasures



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What do we need talented people for?

- ▷ To make the activities successful.
- ▷ As supervisors for groups and activities.
- ▷ So that the right people take over responsibilities.
- ▷ To instruct them so that they can take over responsibilities in the Parish.



Does everyone have a talent / a gift?

- ▷ **Yes**, There is something special about everyone, an ability or an interest to learn more about something.
- ▷ Frequently, some people simply have not had the opportunity to try out certain things - or to try out themselves.
- ▷ Some are good athletes, others good musicians, somebody else may be a good dancer, a good construction worker or a good farmer. Some cook delicious meals, others can make excellent bricks etc.



Especially important for the group:

Some have a talent to lead others, some are good helpers ⇒ the question is to find them.

The important thing is to have a good mixture of talents and gifts in a group.



What is the special task of the organizer in this context?

- ▷ He hunts the talents. He creates a ⇒ **file** about special talents or abilities.
- ▷ He helps others to find out what their special talents are.

How?

Procedure:

Organise your ideas!

- ▷ What do you know already?
- ▷ Who can do what especially well?
- ▷ Who has caught your attention during an activity as being especially committed? Do you know people who have already supervised groups?
- ▷ What activities are on offer and who is responsible for them?
- ▷ Write this information down! Write a note or create a file! Consider that the note or file will sure get larger as you go along!



- ▷ Find helpers (At least 3 people out of your institution)! Think with them about the above questions. (Whom do you know, who can do what, who supervises groups...?)!
- ▷ **Now you already have a lot of important information - but it is not enough yet! So prepare a...**



...Survey, asking the people in your institution the following questions:

- ▷ Do you know anyone here who can do something very well?
- ▷ What kind of activity would you like to carry out here, what are you already doing and what kind of activity would you like to take part in?
- ▷ What do you do especially well, what could you do yourself?

Please note the order of the questions! Please read the recommendations on the Handout ⇒ **Survey!**



Structure the talents or interests people have named according to subjects (for example Sports, Music, Construction, Youth Policy, Health etc.).



Analyse:

- ▷ What activities are especially attractive?
- ▷ Who has been named at least by five people for being especially talented?



I N G W E

Make a test - a different way to find talents!

Again you will need helpers! Ask 3 - 4 people! And again you have to record everything well in your
⇒ **files and info box.**



What do you have to do?

- ▷ Invite people for an activity, a football game, a theater rehearsal a singing contest etc. (Remember ⇒ Invitation, Announcement, Publicity)! That's the only way you can make many people come.
- ▷ During the activity, observe the following: Who leads the group, who disturbs it? Who is especially talented? Who has good ideas?
- ▷ Write down the names. Ask the people themselves about how they see their roles. Choose those who have performed well during the activity and who think themselves that they have done well and who are interested. Then choose the ones that have performed well, but did not think so themselves. Write down what your conclusions are!

Now you have a lot of information about suitable people in your institution/organisation. Now talk to your colleagues. Together, you have to think about the following questions:

- ▷ **What activities** were especially interesting for the clients/team?
- ▷ What activities do you think are especially important for the institution/organisation?
- ▷ **Can you carry out the activities in the organisation?** (In order to play football, you need a football field, in order to set up a music group you may need instruments.)
- ▷ **What can you create?** Make a list of all the activities and write down the number of the suitable persons next to the corresponding activities. Next to that, write down the number of interested people (according to the survey or the test).
- ▷ **Try to find out what can be done quickly in order to carry out** an activity and what can be done with the help of others (politicians, district sponsors...)!



And now what next?

- ▷ Choose an activity taking into consideration all this!
- ▷ Invite all the interested and suitable persons whose names are in your files or in your info box!
 - Publicity and information.
 - Forming of groups.
 - Planning an event.

Self-Management

- ▶ Are you trying to do too many things at the same time?
- ▶ Are you unable to keep deadlines?
- ▶ Can't you find time to relax?
- ▶ Do you often fail to reach your personal aims?



Then it's time for you to tackle the most demanding management task there is:
the management of yourself!

1. Take a moment, structure your thoughts! What are your personal aims?

- A. Educational and professional aims
- B. Private aims, related to family and friends
- C. Aims related to your group/project

2. Write the aims according to A, B and C on a piece of paper. Give them scores and prioritise them:

- ▷ most important: highest score
- ▷ second most important: 2nd highest score
- ▷ third most important: 3rd highest score

All the others are of minor importance. Concentrate on the three most important aims in each section.

3. Make a table!

	Long term aims	Medium term aims	Short term aims	What / When / How
Private				
Professional				
In the group / In the project				

While filling in the table, ask yourself: Why am I dissatisfied at the moment? What could I do to change this? (Imagine your life in ten years from now: What would you like it to be personally / professionally / in the group - in the project?)

Look at the aims in the table once again. Erase those which you think are unimportant. Maybe new aims have occurred to you in the meantime. Write them down!



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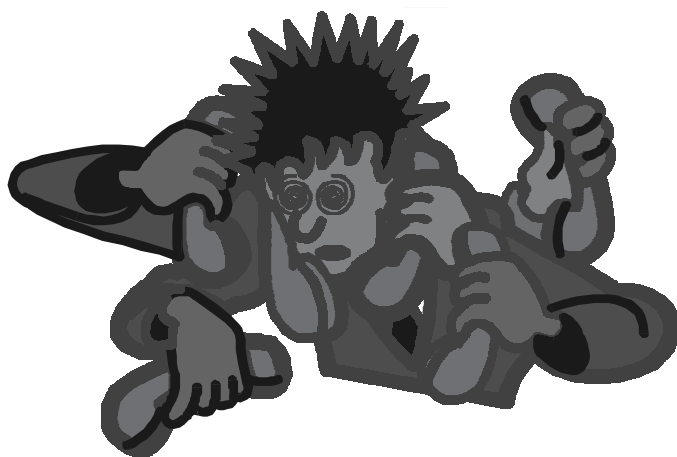
And now - How can I succeed?

- ▷ **Define a realistic period** of time (hours, days, weeks) for each aim!
- ▷ **Decide which aims** you would like to have reached by Dezember 31 of the current year. What would you like to have changed by then - professionally, personally, in the group - in the project?
- ▷ **Be realistic** about your plans!
- ▷ **Define a schedule** for yourself! Decide on which day during the week you want to work for which aim. Who you need talk to in the near future about your aims. ⇨ That way you end up with a plan for the week, for example each Monday you work on the concept for the project, each Tuesday you learn English, each Thursday you sing etc.
- ▷ **Evaluate yourself.** Save some time for only thinking about what you have implemented and for evaluating and making adjustments on what you have done the past week. Do this always on the same day and at the same time.
- ▷ **Make a plan** for each coming week! Think about what exactly you want to change next week, define 3 steps/measures for the coming week.
- ▷ **Give yourself a trial period.** After two months, evaluate yourself: Do I treat friends, family with enough care? Do I have enough time for my daily tasks? What role do I play in my group, project, family?

Try to convince others to use this method also. Talk with them about your successes and problems.



Try to convince others to use this method also.
Talk with them about your successes and problems.



Aspects of a Team

Evaluate the situation in the team and mark that position on the scale between the two extremes where you think it is situated.

Type of cooperation				
Each member of the team works independently	independent	0	in a network	The work of each individual is only successful in combination with that of the other team members
Team and Team Organization				
The team is a subdivision in a large company	integrated	0	independent	The team is at the same time the organization
Durability of the cooperation				
Department of an organization	long standing	0	short	Project group
Type of cooperation				
All members of the team have the same task and education	uniform	0	diverse	The team members cover several disciplines
Type of cooperation				
A complex hierarchical structure	complex	0	simple	Only one hierarchical level
Type of cooperation				
Little unity	lose	0	strong	Intense closeness
Type of cooperation				
Not related to performance, other motives are stronger	indirect	0	direct	Related to performance and task
Type of cooperation				
High degree of differentiation of power and status	differentiated	0	uniform	Low level of differentiation
Type of cooperation				
High degree of regulation	complex	0	simple	Low degree of regulation
Type of cooperation				
Complex and time consuming	complex	0	simple	Small effort

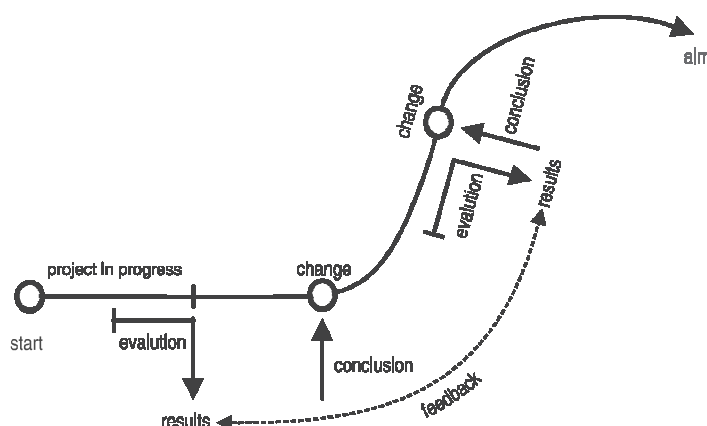
- ▷ **The evaluation accompanies the whole process.** - It is not something that happens at the end of a project, but at certain times during the course of the project.
- ▷ **The evaluation changes the process of a project.** - Its results are directly included into the management of the project and change the management and the contents.
- ▷ **Evaluation is not neutral.** - It depends on the personal, professional or scientific context of the evaluator.
- ▷ **Evaluation is tiring, sometimes even unpleasant.** - It assesses interim and final results, organization and basic conditions.
- ▷ **BUT evaluation guides,** it does not end with the assessment, it has consequences.
- ▷ **Evaluation gives you a second chance.** - It gives you the possibility to start again in the middle of a project, you can include new conditions and new ideas. Evaluation gives you at least one more pair of eyes. It makes you see the group and yourself from a different point of view, you see images that you would not see otherwise:

Preconditions for a successful evaluation

1. The Evaluators

(**Important:** this pre-condition changes when you do a self-evaluation. But note that the self-evaluation also has to follow certain criteria. These criteria have to be defined before the process / project is initiated. Apart from that, you also have to decide who is responsible, when the evaluation will take place and what effects it will have on the process.)

Talk with the evaluators about each step of the evaluation. These steps are deadlines, evaluation criteria, contact persons, form of presentation. And you have to agree on what sections of the project or group work are going to be evaluated.



2. **Engage a capable person or group to do the evaluation. Provide them with extensive information about the project, its purpose and the time schedule and the different steps.**

These could be:

- ▷ The organization of the process
- ▷ Successes / partial successes
- ▷ The role of supervisors and participants in the project
- ▷ Effects on the participants
- ▷ Effects on the environment, the Parish, when you carry out for example income creating measures etc.



There can be no evaluation without previous definition of an aim. (If you only look at one process, you may only be able to say something about communication and composition of the group, but not if the aim was reached.) You can use the following examples for evaluations. (Questionnaire for self-evaluation and aspects of a team

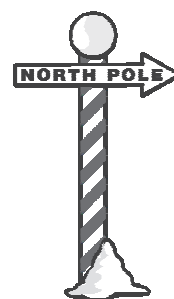
And then:



The evaluation has authority. Its results have to change your conduct and the conduct of the group.

Don't see things in relative terms, discuss:

- ▷ Not how to handle the result of the evaluation. **Discuss! How to act accordingly.**
- ▷ **Remember!** The result of the evaluation is an opportunity for you to change the work of your group - maybe even significantly - before the end of the project.



"Know Yourself" Contacts and Communication



Group:

- ▷ 7 - 9 participants

Duration:

- ▷ Approx. 15 minutes

Procedure:

- ▷ A volunteer talks to the other participants spontaneously for 6 minutes about any subject. The other participants applaud when he or she finishes.
- ▷ In the second round, the volunteer speaks about the same subject. But now he or she has to follow certain rules:
 - The speaker constantly maintains eye contact with one of the listeners.
 - The speaker has to touch one of the listeners.
 - Eye contact and body contact can change from one listener to the other in the course of a speech.
 - If the speaker does not follow these rules, the supervisor intervenes saying "Eye contact" and "Body contact".
- ▷ Round of evaluation: the participants ask themselves the following questions:
 - What was the difference between the two speeches?
 - How did the speaker feel?
 - What was the impression of the listeners?
 - What is the importance of eye contact in speeches?
 - What is the importance of physical contact in conversations and when communicating?
 - What consequences will these experiences have for the participants when giving speeches or presentations of their own?



A Concept for Negotiations

The "Harvard-Concept" according to R. Fischer, W. Ury and B. Patton

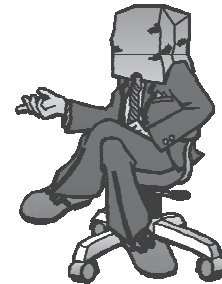


When can you use it?

As a method for negotiation of conflicts, disputes in groups, when buying or selling, in family quarrels, in peace talks, in short, whenever you come face to face with the ► **HUMAN FACTOR!**

What type are you?

- ▷ The one who gives in for the sake of peace and quiet?
- ▷ The one who haggles to gain an advantage?
- ▷ The one who threatens to maintain his power?
- ▷ The one who uses tricks to avoid confrontation?



Solution

Change the game, negotiate focusing on the subject

Soft	Hard	Solution
The participants of the negotiation see themselves as friends	The participants see themselves as opponents.	Participants are contributing to finding a solution, therefore they are not opponents.
The aim is an agreement with the other side	The aim is a victory over the other side.	The aim is a result that is reasonable, efficient and that reconciles everyone.
The conflicting parties make concessions to improve the relation.	The concessions are a condition for the relation.	Treat people and problems separately.
The attitude towards people and their problems is dominated by goodwill.	The attitude towards people and their problems shows no flexibility.	Soft to people, hard to the matter.
Trust towards the others.	Mistrust towards the others.	Make your acts independent of people or trust.
Willingness to change a point of view.	Insistence on one's own point of view.	Concentrate on interests, not on positions.
Offers	Threats	Find out the interests.
Search for the answer that "will be accepted by the others".	Search for the answer that "will be accepted by me".	Search for useful alternatives for both sides.
Insistence on an agreement.	Insistence on one's own position.	Insist on objective criteria.
Avoidance of conflicts of willpower.	Insistence on conflicts of willpower.	First look for alternatives, then decide.
Giving in to strong will.	Exerting a strong will.	Be reasonable, be receptive for reason. Give in to arguments, not pressure.



And most important of all:



Separate the people from the problem

Any partner in negotiations has 2 basic interests. One concerns the object of the negotiation, the other his or her personal relations. Separate the personal relations from the object of negotiation. Directly tackle the problem of the "human factor". Try to put yourself in the shoe of the other. Find out his motivation. Ask yourself what negotiation result would be acceptable for him or her and what could hurt his or her pride. Never judge the intention of others by the standards of your own fears. First of all, find out the emotions, your own and those of the others. When suggesting formulations, adapt them to the ideas of the opposing side. Listen carefully and give feedback on what was said.

Concentrate on interests, not positions

You want to reach a result, that means you have to match the interests of the opposing sides, not their positions. At the end of the negotiation, maybe they will not have the same opinion, but they may have a common interest.

How do you find out about the interests of others?

Ask: **"Why..."** ...did you increase the prices?"
...is the term of the contract so short?"
...is there this aversion of one person to the other?"

Ask: **"Why not"** ...show an interest for the interests of the opposing side?"

- ▷ Be interested in the integration of the other in his group and the resulting obligations for him.
- ▷ **Then** make your interests clear. Be resolute but flexible. Be hard in the matter, but soft to the people concerned.

Find out the main interest of the opposing side.

- ▷ Develop different possibilities to decide (options) bearing in mind the advantage of both sides. (In the best of cases you make a brainstorming together to gather ideas for the solution of the problem).
- ▷ Try to develop a new idea that is fair to both sides. Combine the different ideas.
- ▷ Insist on the application of neutral and objective evaluation criteria. Don't let threats intimidate you. Try to achieve the implementation of evaluation criteria that are accepted by both sides.



"Double Dog": Ways of Adapting Oneself to Others



When to use?

- ▷ To loosen up working groups and seminars
- ▷ To reflect on cooperative behavior
- ▷ To learn how to treat each other with more sensitivity

Duration:

- ▷ Approx. 15 minutes

Procedure:

- ▷ Put a white sheet of paper in the middle of the group or between two participants respectively or fix it on a flipchart or use a blackboard.
- ▷ Then explain the exercise to the participants.

Rules:

- ▷ With their right hands, 2 participants grasp one pen or crayon that draws thick lines.
- ▷ They are not allowed to talk during the exercise.
- ▷ Then they receive the task to draw a dog / a cat / a house or anything simple.
- ▷ Then - still without talking - they agree on a name for their animal and write it under the picture.
- ▷ After the exercise the pairs can talk with each other about their experiences and problems during this exercise.



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Ideas

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Ideas



- ▷ Do they come out of the blue?
- ▷ Do they appear in our dreams?
- ▷ Do they appear suddenly in your brain like a flash of lightning?

Sometimes, yes.

But most of the time we have to make an effort to develop new ideas, alone or within our group.

Why do we need ideas? Cannot everything be left as it is?

A new idea can change our lives, change working processes, be the basis for a project that changes the existential situation in your institution. A new idea can help settle quarrels or disputes between different groups in your group/institution. A new idea helps you to convince others and make them participate.

"The best way of coming up with a good idea is to think a lot!"

- Linus Pauling, USA,
Nobel prize winner

Did you know

- ▷ That only 10% of new ideas and inventions come from sudden inspirations, but 90% from a transference of existing knowledge to new contexts?
- ▷ Airplanes were invented because someone observed birds flying?
- ▷ Paper was invented because someone observed wasps build their nests?
- ▷ The art of printing was developed because someone observed how grapes were pressed for wine?
- ▷ The steam engine was developed because its inventor observed the power of steam in a water kettle and the whistle interrupted his train of thoughts?

We would like to present the following strategies that help develop ideas:

- ▶ **Method "6.3.5"** - for the development of ideas
- ▶ **Brainstorming** - for the gathering of ideas in a group
- ▶ **Open Space** - as a seminar method to gather and evaluate ideas
- ▶ **Court of Ideas**
- ▶ **Future Workshop**

Method "6.3.5"



When can you use this method?

- ▷ When you have a problem and as yet no ideas to solve it. What is it?
- ▷ A group play that takes up the different ideas of the group members and develops them.

Organization:

- ▷ Not more than 18 participants, division into groups of not more than 6 members.
- ▷ Each group receives a piece of paper and a pen.

Procedure:

► 1st PHASE

The members of each group sit (same size) one after the other on the floor or in chairs.

- ▷ The supervisor names the problem
- ▷ The person of each group who sits at the front takes the paper, divides it into 3 columns and writes down in short words three ways of solving it.
- ▷ Then they pass the paper on to the persons who sit behind them who in turn develop the three solutions as they think fit.



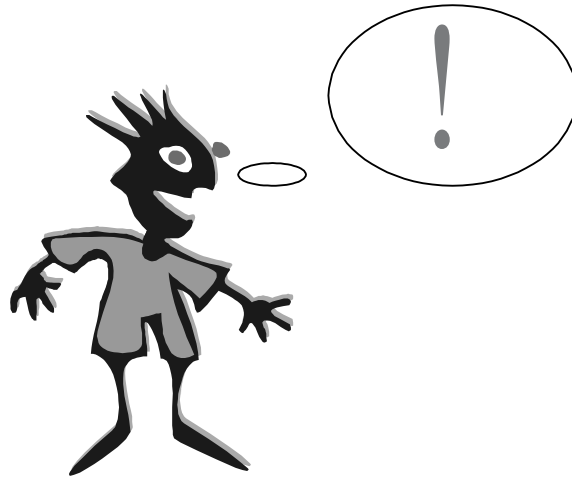
They have to take up the solutions made by their predecessors.

- ▷ Then they pass the paper on to the person behind them and so forth until the end of the row.

► 2nd PHASE

- ▷ Now the papers are hung up on the wall so that everyone can see them. The supervisor sees if the same ideas came up twice or several times, erases them and leaves only one of them.
- ▷ Now the participants discuss and evaluate the suggested solutions. This takes approx. 10 minutes. Each participant can vote for 4 solutions.
- ▷ The three solutions with the highest scores are read out aloud.
- ▷ End of phase 2.

► 3rd PHASE - Decision



- ▷ The supervisor reads the three suggestions with
- ▷ the highest score. Now the participants have to vote which suggestion they think is the best.

Continuation

- ▷ Now the group can decide to implement the idea.
- ▷ Or to think about it again. They can also decide to try out all three suggestions and evaluate them again after the **practice test**.

Brainstorming



For groups and individual persons. The procedure described below is suited for a group of no more than 4 - 8 Participants. But the same principles apply for individual persons.

► 1st PHASE

Let your thoughts run wild.

Follow these principles:

- ▷ Criticism is forbidden.
- ▷ Thoughts can unfold freely.
- ▷ Ideas are taken up and developed further. Quantity is more important than quality.
- ▷ One member of the group is appointed to write down all the thoughts, if you are doing the brainstorming alone, you have to do it yourself.



► 2nd PHASE

The crazier the ideas, the better.

Write everything down that enters your mind or that the group comes up with. (you need somebody for minutes)

Absolutely everything, even those ideas that seem unnecessary or far fetched at first.

- ▷ Play and experiment with your thoughts and those of others. Write down the thoughts of the others.

Duration:

- ▷ 2nd PHASE: 5 - 15 minutes.

Try to write down as many thoughts, incentives and ideas as possible.



This method can also be conducted as a competition: separate the group in two, make sure they cannot hear each other and the persons who are writing down the ideas write down "the score" of ideas that their group has reached.

Or use the talking stick

- ▷ Sit in a circle with at most 6 people
 - ▷ 1st person is responsible for making minutes about the said ideas
 - ▷ The 1st person hold the stick and say an idea or a thought concerning the topic of brainstorming Æ then he/she let go of the stick soon
 - ▷ The next person who want – grasp the stick and say his or her idea
- **but its not allowed that the stick fall down to the floor so the grasp/the saying goes on (recording)**



Now take a long break of one or two hours. Put the notes aside.

► 3rd PHASE - Criticism

- ▷ Take a good look at the suggestions from PHASE 2.
- ▷ Note that in the meantime your subconscious has continued to work with the problem.
- ▷ Check the practicability of the ideas.
- ▷ Take two new pieces of paper and write all the ideas you think are good under a big "+" on one piece of paper and all the ideas you think are bad under a big "-" on the other.
- ▷ Put the paper with the "-" ideas aside.
- ▷ Select three of the best ideas.
- ▷ Then you look again on the "-" ideas and see whether you could combine any of those with the ideas you selected.



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Open Space

Duration:

- ▷ You need at least one day to carry it out.
- ▷ You can also do it in 2 or 3 days.

Condition:

- ▷ You need a subject that concerns and interests everyone in the group (for example a special subject for women in the Parish, for inhabitants who work at a income creating measure).
- ▷ People have to participate voluntarily.
- ▷ **Open Space is not a game, but a seminar method that makes the participants work very hard, in spite of the relaxed agenda.**
- ▷ Hang time tables on the wall with the time schedule, the lunch break and the rooms where the seminar is being held, so that once the timetable is on the wall, everybody knows where the seminar is held and what the subject is. Otherwise the timetable is empty.

Material:

- ▷ Large sheets of paper that are hung on the wall.
- ▷ A seminar office or a wall surrounded with enough space where the ideas are gathered and exhibited for the participants.
- ▷ Enough room, so that the different groups can meet at different places.

Important characteristics:

There is no agenda in Open Space, only a subject:

- ▷ In this method, nobody registers for a certain subject field, but people can take part in one group and go when they are no longer interested..
- ▷ Anybody can create their own group, conduct it and document its work.

The following rules apply:

- ▷ Anybody who comes is just the right person.
- ▷ When people finish discussing about one subject, it is closed.

This is called the vote of the feet: everybody goes where they are interested

Procedure:

- ▷ The seminar supervisor names the subject and describes it for not longer than 10 minutes. He also presents the method itself and explains the procedures. Then he asks the participants to develop ideas to create working teams. Then he puts a pile of paper in the middle and leaves. (For a while, this is the only thing the seminar supervisor does.)

- ▷ Those participants who have an idea for a group take a piece of paper, write the subject on it and fix it in the time table where they think fit.
- ▷ Once all the participants who want to discuss a certain subject have done the same, the seminar begins.



Those who take the initiative also have the responsibility for “their” seminar. They become the group supervisors.

Then the newly appointed group supervisors copy their suggested subject again and go at the accorded time to the place where they wrote themselves in the timetable.

And now what happens?

- ▷ People join whichever group or subject they are interested in and where they want to discuss or decide. The group supervisor writes the minutes. People stay in the group as long as they are interested in the subject or think they can contribute. They can always go away to join another group and discuss with them. The supervisor writes the minutes of every session. They also contain a suggestion of not more than 10 words for that particular subject. Having finished with all their sessions, they pass all the minutes over to the seminar supervisor. Then they can go and join other groups in case they are interested in other subjects. The seminar supervisor pins all the minutes on the wall, one after the other. When all groups have finished, you have to calculate at least an hour so that everyone can read the minutes.

Evaluation:

Each participant receives 5 points. With these they mark the suggestions they think are the best. At the end the seminar supervisor reads out the top five suggestions which are then the “official” suggestions for the problem.



The supervisor of an Open Space seminar has to keep a low profile. Their task is mainly to organize the seminar, provide food, material and rooms for the participants. They do not have any influence on the development of the discussion!

Court of Ideas



When can you use this handout?

- ▷ When you are already discussing ideas for the solution of a problem.
- ▷ When groups have determined ideas.
- ▷ When you are disputing over opinions.
- ▷ When you have to take a decision over existing ideas.

Type of exercise:

Role play

What are the different roles?

- ▷ 3 judges - one of them the presiding judge who presides over the hearing and two associate judges who ask questions in order to understand the different ideas better.
- ▷ 2 to 4 defense attorneys who have to describe the idea of their group to the judges.
- ▷ 1 prosecutor who analyses each idea with a critical mind and tries to find out how the different ideas can be carried out.
- ▷ Not more than 4 groups representing one idea or opinion.



Conditions

The groups who have a certain idea or opinion have to consent to the role play and be willing to accept the judges' verdict at the end. If possible, the judges should not belong to any of the groups but be neutral persons from that Parish or another and who are willing to play the game.

Seat order

If there are two groups, they sit opposite each other. If there are 4 groups, they form a semi circle, so that they can see each other well. Each group gathers behind their defense attorney. The court sits opposite the groups, at the front side of the premises. The prosecutor sits to the left of the court.

Process

The presiding judge opens the hearing. Now each defense attorney can present his idea in the best way possible. The prosecutor can interrupt each attorney to ask critical questions. The presiding judge allows people to speak, that is nobody should speak unless the judge tells them so. The two associated judges ask questions concerning the ideas. When each group has presented its ideas, the hearing is interrupted for a break. During this break, the defense attorneys can deliberate with their group. In the second round each defense attorney can ask the other groups and try to make clear where the weak points of their ideas are. The prosecutor holds a final speech summarizing the negative points of each group according to his opinion. Then the judges retire to deliberate and find a verdict. They announce their verdict conferring an order of priorities to the presented ideas.



This is a game. Its aim is to find arguments for one's own ideas and to listen to the arguments of the others.

During the course of the hearing, everybody has to respect the rules. It is not allowed to speak without permission, the judge will reprimand interruptions.

Name someone who writes down all the opinions and the verdict of the judge. Store the minutes in the office box.

Future Workshop

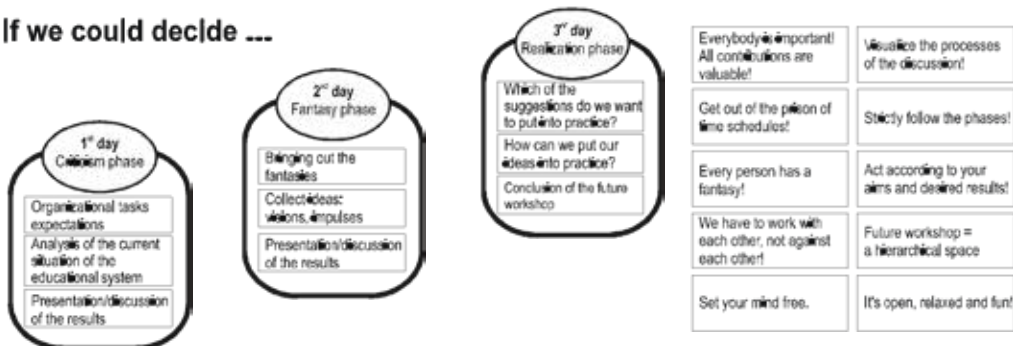


- If:
- ▷ you would like to think about the future of an organisation with the participants;
 - ▷ you want to determine concrete steps of action
 - ▷ you are prepared to consider the ideas of the participants...
- ... then this is the right method for you

Future workshops can be planned for one or more days and do not require a great deal of organization.

This is an example that can be copied:

If we could decide ...



Time	The process	Recommendations	Material
(1st day) 15 min.	PHASE OF CRITICISM The aims, procedures and rules in general	Explain the rules and recommendations in detail!	Teamwork-poster Flip charts for
Small groups 45 min.	Gather negative criticism, the metaphor is the Wailing Wall. Think along these lines: „Thinking of my educational studies, what I dislike most is ...“ „After one year at college what I really would like to complain about is....“ „If I had to explain the disadvantages of my studies to a friend, I would tell them especially...“ Emphasizing Gather positive criticism. „The tree full of fruits“ as metaphor. Think along these lines: „The advantages of the current educational system are...“ „If I had to recruit students I would tell them especially about ...“ „If I could freely develop the course of educational studies then I would take over the following aspects...“	Form groups and give them material, media, questions and time tables. Alternative: 635 method or shouting method Alternative: „Tree of knowledge“ or „Educational sweets“	- Criticism phase - Collage-Techn. - Studies Poster on Din-A3-sized pages Information on Din-A4-sized pages Blackboard, maps, pens, glue, paper, gluing balls

Time Social form	The process (Contents and methods)	Recommendations Remarks	Material Media ...
(2nd day)	FANTASY PHASE		
Plenum	Summary of aims, processes and rules.	Explain rules of brainstorming. Explain why warm-up exercises are necessary	Flip chart for brainstorming
15 min.			
30 min.	Fantasy-Warm-up exercises Edu-Kinestik (exercises for the brain and the body) Spots in movement and representation of proverbs: „Leave no stone unturned“ „to set the world on fire“ „to make a pig of oneself.“ etc. Untying the knots	Or: Inventor game What for?	Several objects, maps with words Cassette player and lively music
Small groups 60 min.	Gather ideas (Basis: main negative points of criticism) „the dream castle“ as metaphor. Think along these lines: „How can we solve the selected criticisms with social fantasy and an open mind?“ „Imagine you had the means (money, influence...) to decide how the course of educational studies would be organized: what improvements and solutions do you see for the problems?“ „How could the problems be solved and other, meaningful changes introduced? Your suggestions, ideas, visions, dreams ...“	Change quickly to the idea collection!!!	Information on a Din-A4-sized paper brainstorming
	1st round: with the cards 2nd round: with object associations 3rd round: short walk and writing „left“	Round 2 and 3 can be additional	Blackboard, maps, pens, glue, paper, gluing balls
	Organize the suggestions (if possible)		
	Evaluate the suggestions (point per point). „Which suggestions are exceptionally surprising, attractive / interesting?“		
	Prepare a creative presentation (as introduction) „How can we find a way of communicating the results to the others as interestingly as possible?“	For example statue, poster, theatre, mime...	Provide material as needed
45 min.	Presentation of the results (Idea pool for fantasy subject circles?)	Alternative for the idea pool: groups work on their suggestions.	Wall (news)paper Gluing balls
Plenum 70-90 Min.	Evaluation of the suggestions in the plenum?		

Time Social form	The process (Contents and methods)	Recommendations Remarks	Material Media ...
(3rd day)	REALISATION PHASE (Basis: fantasy subject circle)		
Plenum	Summary of aims, processes and rules	Promote again the exhibition, the fish bowl discussion and participation at the concept days!!! Inform about the subject for the project.	Flip chart for realization phase
15 min.			
Small groups	Realisation: What can be done and how? Guideline: „Which of our suggestions shall be realized?“ „Which of our ideas should be developed further?“ „Which of the ideas can be transformed into plans, projects or actions?“ „How shall we make our ideas reality?“ „How can we use the basic principle of one idea and, combining it with others, make it more useful?“	Æ Fruit tree from Monday (?)	
120 min.	Planning and defining the details Definition of strategies and concrete next planning steps. Maybe outlining of concepts for possible projects. Elaborate information and/or information material. Preparation of useful activities.	Form groups for idea pool or interest groups or continue working.	Wall newspapers with the elaborated suggestions Blackboard, maps, pens, glue, paper, gluing balls ... DIN-A3-sized poster Palette ...
	Presentation of the ideas and „exam“ Technical inspection of the ideas: each of the small groups elaborates a short report for another group's suggestion (project outline, activity...).	Alternative: Talk in the plenum – „do our ideas work?“	
	Conclusion: Summary and conclusion. Obtain feedback for the future workshop. „if we were to decide ...“ with cards as the expression of the individual opinion. Farewell photo in front of a chosen poster etc.	May be replaced by flashlight.	
Plenum / small groups 60 min.	END?		Questionnaire Camera, tripod
Plenum / individually 30 min.	Further action There can be a number of follow-up activities, depending on the groups: <ul style="list-style-type: none"> • Fix dates, request rooms • Inform school director, colleagues etc. • Write the documentation, organize another workshop • Organize the material... 		And: camera, tripod, coffee, biscuits, flip chart paper, high spirits, inspiration...

Administration



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How do I Apply for Something?



What you need before you start

- ▷ The decision of a group or organization in your institution/organisation to apply for a project.
- ▷ Sufficient people who support the project and who are willing to participate.
- ▷ At least two people who will be responsible for the project.

1. Gather detailed information

- ▷ Ask exactly how and when the application has to be handed in.
- ▷ Ask the authorities or the donors what the conditions for the application are and how it has to be presented. Make a ⇒ Note about the information you receive.

2. Create a working team with at least two people who are responsible for the project. Arrange the meetings with them and set up the procedure until the application has to be presented.

- ▷ For example. Who is going to ask about subsidies and conditions?
- ▷ Who talks to the responsible people (politicians, subcounty administrations etc.)?
- ▷ Who talks to other participants?
- ▷ Who takes over the transport to the place where the application has to be presented?

3. Describe the project together with the responsible project leaders.

First of all, write down a first draft including:

- ▷ What kind of project is to be applied for (for example health, income creating measures, sport event, building project etc.)
- ▷ Write down in detail who is going to participate (groups, individuals).
- ▷ Write down who else in the institution/organisation supports the project.
- ▷ Now, use all this information and write down an explanation of not more than 10 points, describing the project briefly. (10 points program)

4. Organize a project meeting.

Discuss your ten points with the other people involved in the project.

(Be aware of the fact that the ten points program has no specific, given points to work with, but you alone decide which ten points to mention in an application. It is always best to work with a few facts (ten!) than with too many that might sound confusing at the end.)

Now, decide with them on a definite project description. Set up with them the different steps of the project.

5. Write the minutes of the meeting.

6. Compare the main points of the procedure with the conditions of the authorities/the donor who have to approve the project.



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Now it is getting serious, the application is presented

The application includes:

- ▷ A description of the institution/organisation/village
 - Name, Location, how many inhabitants, general situation
- ▷ A description of the group who will carry out the project
- ▷ An exact project description
 - The 10 point program and the time limit including all the working steps.
- ▷ The duration of the project (first month and last month)



- ▷ Be short and precise.
- ▷ Write the application neatly with the typewriter
- ▷ Make a copy for yourself ⇒ your file

The application needs to include a cost calculation!

- ▶ Handout cost calculation

Put everything together

- ▷ The description of the project, a time schedule and 10 points
- ▷ The cost calculation
- ▷ The exact address of the group and the place where the project is going to take place.

It includes:

- ▷ Hand in the application on time.
- ▷ Ask an employee of the ministry / the donor / the supporting body to give you a written confirmation that you have handed in the application.
- ▷ Keep the confirmation in your file case.
- ▷ Ask regularly at the ministry / the donor / the supporting organization about the state of your application.
- ▷ Ask someone of your institution/organisation who lives in the city if he or she can do that for you.



Be honest and calculate all the expenses and funds correctly. Cheating does not pay. If the ministry / the donor / the supporting Organization finds out, your institution/organisation will have a hard time trying to apply for other projects.

Costing the Proposal



Each application has to be accompanied by a budget

Structure your thoughts, ask yourself:

- ▷ Does the ministry, the donor or the supporting institution have any specifications for your budget?
- ▷ Are there any descriptions of a calculation, maybe a form?
- ▷ Do these specifications contain any information as to whether you have to contribute with your own funds, work or material to this project?
- ▷ If you do not have such forms or information, get it!
- ▷ Read it carefully!
- ▷ Mark or underline those words or sentences that refer to the budget.

And then

- ▷ Fill a form according to the instructions of the ministry / donor / supporting institution.
- ▷ Draw a table on a piece of paper in which you can write all the earnings (on the left) and expenses (on the right) of your calculation.

Expenses	Earnings

What do you have to include in the calculation?

1. Write down all the expenses for the project.

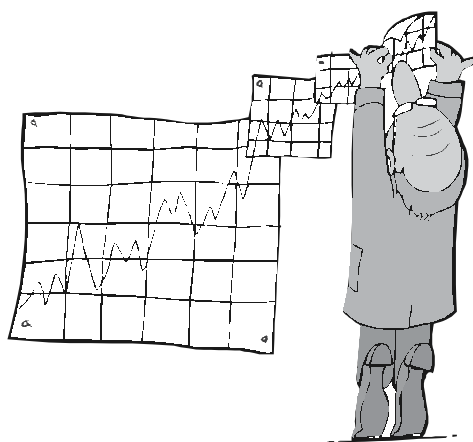
For example:

- ▷ Expenses for material
- ▷ Expenses for transport
- ▷ Expenses for construction
- ▷ Expenses for seeds
- ▷ Expenses for tools
- ▷ Expenses for human resources
- ▶ Find out about the prices for certain materials, for construction material etc. Ask the traders and make a ⇌ Note



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2. Check if the ministry / the donor / the supporting institution covers these expenses.
3. Check the duration of the project. Calculate the costs for a month or for a year as necessary.
4. Write down which of the costs the group / the institution can meet themselves. For example:
 - ▷ Own work (this has to be evaluated)
 - ▷ Own funds to finance part of the project
5. What earnings do you expect? Find out about the prices for your products.
 - ▷ Talk to people who have sold similar products before.
6. Often you will need a starting capital. Ask the group who wants to carry out the project if they have any savings yet.
 - ▶ Write all earnings (income) and expenses (costs) into the table you have prepared before. Check carefully if all the sums are correct. Then add up the earnings on the left hand side and the expenses on the right hand side.
 - ▶ Then subtract the earnings from the expenses and you get the amount of money that you need for your project according to your calculation.



With the help of the information from the ministry / the donor / the supporting institution, find out if this sum corresponds to the respective specifications.

Project Administration

What do you need?

- ▷ An orderly cashbox with a register with all earnings and expenses.
- ▷ A receipt or invoice book for each earning and expense.
- ▷ A project report (if necessary, various interim reports that you have already written).



The accounts of the project have to be exact and honest!



Avoid mistakes!

- ▷ You can only spend money on the **purpose defined** in the application.
- ▷ All expenses have to be justified by an invoice.
- ▷ Carefully add up all the earnings and expenses once again. (It may be useful to mark all the earnings and expenses corresponding to one project with a sign, for example a banana for an agricultural project or a football for a sports project etc.).

Then you will have sufficient material and information to write an extensive and informative final report.

Write a project report

It is a difficult task to write a report at the end of a project, especially if in the course of the project you have failed to write down the important steps, results and thoughts.

Therefore!

- ▷ In the course of the project, write down all important events, results, involved persons etc.
- ▷ Write an interim report regularly, even if you do not have to send one to the ministry/donor/supporting institution



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A few notes on the contents of the final report

The report contains information about:

- ▷ All the persons who were involved in the project.
- ▷ The exact period of time when the project took place.
- ▷ The different steps of the project.
- ▷ If an advisory organization or an advisor accompanied the project, evaluations and interim reports from them.
- ▷ The aims which you have achieved
- ▷ Maybe drawings illustrating the project report.
- ▷ Maybe newspaper articles on the project that you have collected
- ▷ Don't forget your main personal experiences

How do I write the report?

- ▷ Make a frame of not more than 10 points.
- ▷ Write in keywords! ⇒ then create sentences to each keyword.
- ▷ Type it on the typewriter or computer
- ▷ Make a time schedule of the project on which everything can **easily** be seen.
- ▷ Concentrate on the results and successes. Summarize them in not more than 5 points.



Very important: The final accounts of the project!
You have to justify all earnings and expenses exactly and completely.

Note!

The funds have to be used according to the purpose they were granted for.

- ▷ The funds are only to be used for the purpose they were applied and granted for.
- ▷ There is no exception to this rule.
- ▷ Never divert funds to other purposes without asking the ministry / the donor / the supporting institution for permission. (For example when you use allowance money for the acquisition of agricultural tools or when you use money for sports material to buy food etc.)
- ▷ Send the ministry / the donor / the supporting institution the final statement of the financial affairs on time and at the stipulated date.
- ▷ Make a responsible employee of the ministry/donor/supporting institution confirm the receipt of your report in writing. (Place, date, person who received it.)

Responsibility for a Cashbox

What is a cashbox?

A place where you can keep your cash. It makes it easy to handle the money that you spend or receive on a daily basis.

What's an account?

A place to keep money in a bank. You can put money on or take money out of your account only if you go to the bank and fill in a form.

Why do you need a cashbox in your institution/organization or project?

When working on one or more projects you will need cash to buy materials and you will need a place where to store earnings from the projects safely and without problems.



- ▷ Always lock the cashbox and store it away safely!
- ▷ Whenever you have to open the cashbox because you receive money or have to pay for something, stay close and do not ask somebody else to do it.
- ▷ Always count twice the change you receive or pay twice.
- ▷ Never be alone with the person who receives your money or the person you pay. Always ask two other people to be present as witnesses.

What's a receipt? What's an invoice?

Receipt

A receipt is a piece of paper you give someone who has given you money. On it you confirm with your signature that you have received the money. If possible, ask two witnesses to sign also.

Contents of the receipt:

- ▷ the amount in Ksch.
- ▷ the date you received the money
- ▷ the purpose of the payment (why, who from, what)

Invoice

- ▷ If you take money out of the cashbox you have to justify the expense, you need an invoice.

Contents of the invoice:

- ▷ the amount in Cash.
- ▷ the date of purchase or payment
- ▷ the exact description of the goods, products or materials
- ▷ the name of the project for which these materials or goods were acquired or purchased



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What happens if you are in the market, buying materials and goods and the traders cannot give you a receipt?

- ▷ Then make them confirm the purchase on a piece of paper/file card of your own.
- ▷ Ask two witnesses to come and be present.
- ▷ Write down on the piece of paper exactly what you bought and how much of it.

What happens if you have to pay allowances or wages?

Payments of this kind are quite frequent in a project. Put the following columns on a file card:

- ▷ Date
- ▷ Name of the person
- ▷ Purpose of payment
- ▷ Signature



- ▷ Each time you give someone money, let them confirm the amount.
- ▷ Make the column for "Signature" big enough for other people to sign as witnesses, too. That way you can make sure that nobody says afterwards they didn't receive the money.

Keep your cashbox tidy! Keep a register for your cashbox! You have to register all earnings and expenses!

How?

- ▷ Take a big file card. On this file card you write all the expenses on the left hand side and all the earnings on the right hand side.
- ▷ Register all the earnings and expenses according to their chronological order.
- ▷ Mark all the earnings and expenses according to the project they belong to. Think of a sign you can use (for example mark all the earnings and expenses of the agricultural project with a banana, mark all the earnings and expenses of the sports club with a football etc.)
- ▷ That's very useful when you want to calculate the earnings and expenses of one project. You will know exactly what was spent for which project.
- ▷ Keep all receipts and invoices.
- ▷ Tie up all the receipts and invoices that belong to one project with a rubber band and store them in the compartment next to the cashbox.
- ▷ Mark them with the sign you chose for the project (banana, football)



- ▷ Be honest! Cheating does not pay!
- ▷ Keeping everything in order saves a lot of time, not keeping any order can threaten the project of your Parish!

Milestone-Chart for Project Management



- ▷ Do some projects confuse you?
- ▷ Do you make a mess of the deadlines?
- ▷ Do you fail to see the link between the different tasks?
- ▶ Then draw your project and its time schedule in form of a Milestone-Chart!

And this is how you do it:

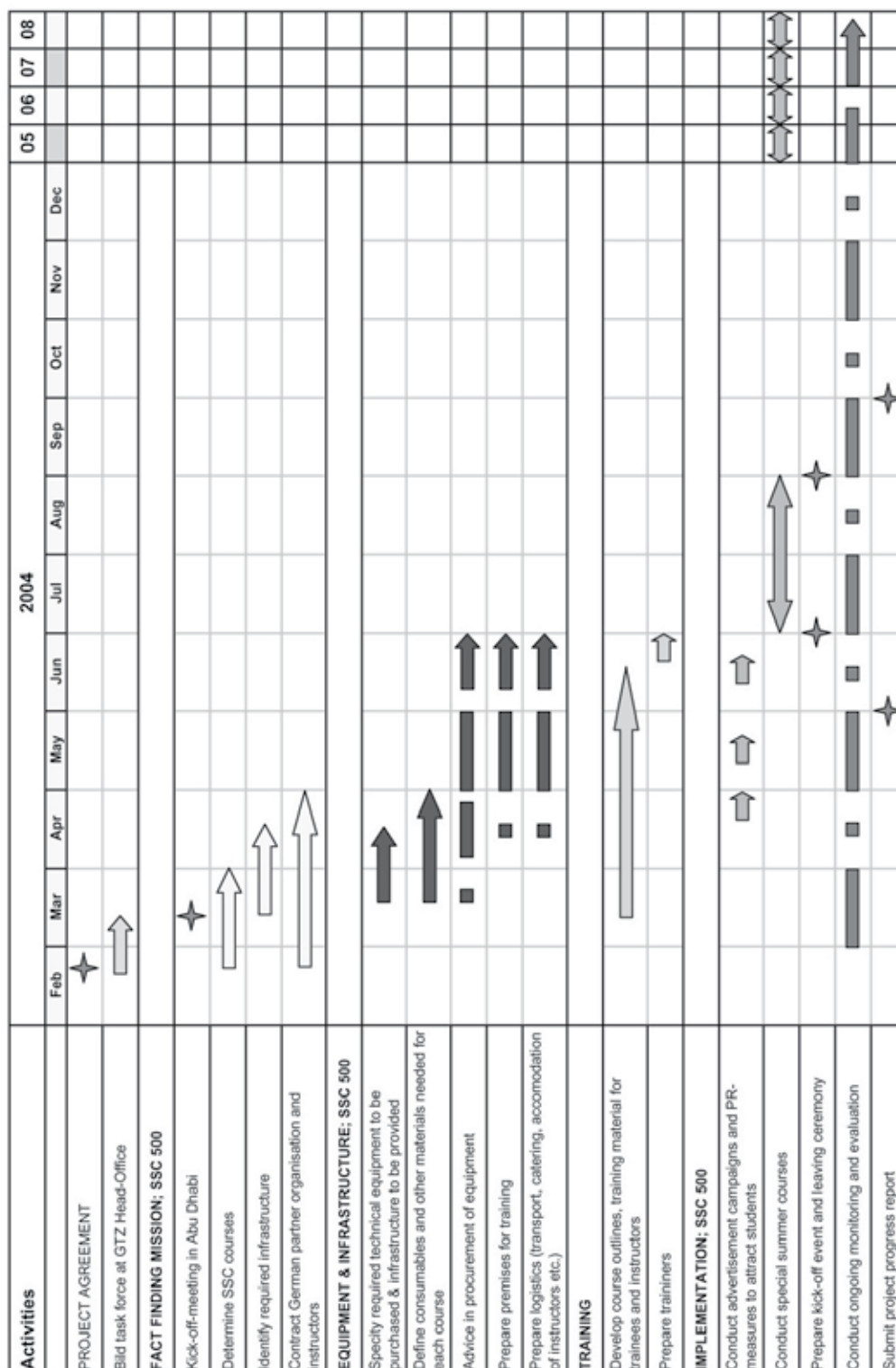
- ▷ Identify the necessary tasks for the project!
- ▷ Make a realistic guess how much time you will need for each task.
- ▷ Draw an arrow behind each task whose length corresponds to the time the task will take.
- ▷ Find out how much time you have for the project. Decide on the date for the beginning and the end.
- ▷ **Take a new sheet of paper!** Write on it in landscape format. In the line near the bottom, write the time schedule. Divide the paper in months, weeks or days, depending on the length of the project.
- ▷ Write the numbers that you have given to the different steps vertically on the left edge of the paper (Assign the numbers to the different steps according to the order in which you want to finish them.)
- ▷ Now you define a working plan. You copy the arrows in your diagram. In case some steps coincide, draw those periods one below the other.
- ▷ **How can you document the progress of the work?** Below the line in which you put the day/week/month you draw a line in which you register the date each task was finished. This line also serves for observations.



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Example of a Milestone-Chart

FLOWCHART - MILESTONE SPECIAL SUMMERCAMP (SSC) 2004; ABU DHABI
(Year 1 of 5 years implementation)



The Survey



- ▷ You want to know what the people in your institution/neighbourhood think about a certain subject.
- ▷ You need to know the opinion of a ministry or a donor concerning a certain project.
- ▷ The administration needs certain information.
- ▷ Before an event or a project in your institution, the inhabitants or specific groups need to be consulted.

Example

- ▷ The situation of the young people.
- ▷ The opinion about a school, a hospital or a nursery school.
- ▷ Opinions about a street or a path.
- ▷ Opinions about a new technology.
- ▷ Or maybe some young people want to create a music band and they want to know if they will be asked to play at events, weddings etc.

Such questions can best be answered through surveys. A survey will provide you with an idea about the general opinion and it will give you the opportunity to think your own ideas over or change them.

How do I prepare a survey?

1. **Structure your thoughts!**
2. **Define the main target of your survey**
3. **Generate the main interrogative sentences based on the targets**
4. **Supplement necessary additional questions**
5. **Check your questions!**
 - ▷ Are they correct?
 - ▷ Are they easy to understand?
 - ▷ Is it worth your while to do all this work for this question?
 - ▷ On the reverse you will find a model questionnaire.
6. **Check the scope of the survey:**
 - ▷ How many questions should be asked? Where should they be asked?
 - ▷ In the whole Parish or Sub county?
 - ▷ Or should only certain groups be asked?
 - ▷ For example only women or families or teachers etc.
7. **Check how much time you have for the survey (Is there a deadline? How much time do you have personally?)**



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8. Check the questions yourself and in detail!

- ▷ What question is really necessary.
- ▷ What question is directly linked to the subject?
- ▷ Is there anything else that you could deal with while you are at it?

9. Find helpers

- ▷ For a survey you need at least helpers. Explain them what the survey is about. Explain the questions to them.
- ▷ Check if they can read and write sufficiently.
- ▷ Once you have checked that, you can oblige them to carry out the survey correctly, and return their results to you.
- ▷ Agree with your helpers about who asks whom and where. Explain the target group to them.
- ▷ Tell each helper exactly how many people he or she has to ask. Rehearse the interview with your helpers and take the time.
- ▷ That's the only way you can find out how long one interview takes. The helpers should not ask more than 15 people.

The Questionnaire

Consider

Material and paper are expensive, so design the questionnaire according to the following criteria:

- ▷ Not more than 15 questions.
- ▷ Decide whether you want people to answer with a simple yes/no or if you want them to say a whole sentence or explain an idea.
- ▷ Design the questionnaire in such a way that the 15 answers can be written down on the same piece of paper as the questions. Either
 - with a list where yes/no can be marked or
 - preparing lines where answers such as ideas, proposals etc. can be written down.

Prepare the questionnaires with typewriter and carbon paper

Do not ask more than 5 questions

Otherwise people get tired and have difficulties to concentrate during the interview.



- ▷ How to choose the right questions and how to estimate the time is something that you will learn in time and with experience.
- ▷ Try yourself out.
- ▷ Analyse your mistakes.
- ▷ Try to learn from the experiences you make.
- ▷ Ask other organizers about their experience.

Time schedule

A survey should not last more than 3 weeks. Otherwise, the situation of the people may change and the results are not valid anymore.

The Analysis

The analysis of the results of the survey should be careful and honest. Therefore:

- ▷ Control the questionnaires that are given back to you. (Important: Give your helpers a deadline for the return of the questionnaires. Demand the return if necessary.)
- ▷ How where the questions answered? Are there any explanations on the questionnaires that might need more space?
- ▷ Create a sheet for the analysis
 - If the answers are simply yes and no, it is sufficient to count the yes's and the no's and the abstentions.
 - If the answers are ideas or proposals, compare them and try to find a summarizing expression for each group of answers.
 - When you have the groups, assign the different answers to them.
 - Note: this assignment is never absolutely objective. But it is necessary to structure the result of the survey. So find 5 different ways to answer one question and assign each answer to one of the.
 - Then count the similar answers and make a note on the analysis chart.
 - When you have finished the analysis, thank your helpers and present the



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How to Create a File



What do you need a file for?

- ▷ To collect, organize and manage information about one subject in a specific and well structured manner. For example:
 - Addresses of and information about doctors, politicians, the district administration.
 - People who have certain ⇒ talents, gifts or responsibilities
 - Who carries out bicycle transports, who offers repair services etc.

What are the different kinds of files?

Basically, there are big files with many file cards for complex subjects and small ones where all the information concerning one subject can be written on one single card.



The file cards should be in a well structured box.

- ▷ Don't use them for anything else.
- ▷ Use different compartments to create files and to store them well.

Procedure for the creation of a file

- ▷ **Structure your thoughts.** Think about the subject. Maybe you already have certain information about it. Think about how you want to structure this information.
- ▷ **Check what information** concerning this subject is already in your info box. Check if surveys have been carried out concerning this subject. Check newspaper clippings. Structure the material you have.
- ▷ Roughly estimate **how big the file will be**. Decide whether you need a smaller file (one large piece of paper) or a bigger register with several pieces of paper.
- ▷ **Structure it well!** Give your file sheet a structure. (For example, if you want to collect addresses, decide, which items you need: street, place, telephone number, talents, offers).
- ▷ **Decide the prominent criteria** for the file structure, for example residence, first names, activities.
- ▷ Write this criteria in the upper left hand corner of the file sheet.
- ▷ **Design a model** file sheet which will serve as example for all the other sheets or for the design of one large file sheet only.
- ▷ Fill out each of the file sheets (Maybe you can ask someone to help you).

Information – How to Gather and Organise It 1

First, give a structure to your thoughts!

Ask yourself:

- ▷ What kind of information does my organisation/institution need?
- ▷ What kind of information do I need?
- ▷ What kind of information does any special group in my organisation/institution need? (Women, schoolchildren, businessmen, teachers, sick people etc.)
- ▷ What do I already know and what can I find out thinking about it? (Addresses, contact persons, notes from the Town or the District, things I have been told a minute ago etc.)

Give a structure to your collection of information / info box.

It is up to you how you structure your information; the following may serve as an example.

Example

Health

- ▷ Where can I find a doctor? / Where can I find specialized doctors?
- ▷ Which organizations give advice on health issues?
- ▷ Where can I find condoms?
- ▷ Who offers HIV/Aids education?
- ▷ Which organizations have campaigns about public health care?
- ▷ Who might support a health project in my Parish?

Shopping

- ▷ Where can I find what items?
- ▷ Who transports what?
- ▷ Where can I find certain tools?
- ▷ Who repairs what?

Relief organizations

- ▷ Who may support some of our projects (health, income creation measures, youth work etc.)?
- ▷ Who has already supported other Parishes?
- ▷ Do the relief organizations offer places for trainees to the inhabitants of the Parish?



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Business

Who buys our products?

- ▷ On which market did we sell the most products?
- ▷ Where can we buy which product for ourselves?

Exemplary Projects

- ▷ Who had a good business idea?
- ▷ Where was a good meeting organized?

Gather information

First, gather all the information linked to the most important aspects earlier defined by you.

How?

- ▷ Ask the inhabitants of your organisation/institution.
- ▷ Ask visitors and the inhabitants of other organisations/institutions.
- ▷ Ask civil servants of the sub county or the district. ⇒ As for questioning techniques see handouts 'Questioning techniques'.
- ▷ Read newspapers, old ones and new ones, cut out articles referring to your subjects.
- ▷ Look for information from the Government, the Ministry, the District or the Town.
- ▷ Listen to the radio and write down important information ⇒ Note pad.



Shall I organize all of the information immediately? NO

- ▷ First of all, give your information a rough order.
- ▷ Intensively gather information for several weeks.

2

THEN take an afternoon to organize the information according to the subjects earlier defined by you.

NOTE: your collection is constantly increasing. Therefore

Divide your collection in subjects and sub-subjects (You have not found information regarding one of your subjects? Don't worry, then the file will remain empty for the time being. Maybe you will find the information later.)

And then what?

- ▷ Examine your information (For example: Is this address correct?)
- ▷ Maybe you can ask someone from your institution/organisation who is about to go to the city, to the district capital to check addresses and telephone numbers. Give him a piece of paper from your
⇒ Note pad.
- ▷ Test your information. (Who needs it? What information is most wanted? When has your information helped / Ask the user after some time for the results)
- ▷ Continue investigating! (Make it a habit to write down any information you hear from visitors or read in the newspapers and include it into your archive!)
- ▷ Don't forget anything important ⇒ Documentation.

When do you have to write something down?

- ▷ When you moderate a meeting/gathering, in order to check the results later or to remind the participants of what they wanted to do.
- ▷ When you participate in a meeting and receive important information concerning your institution/organisation.
- ▷ When someone tells you something important or when you receive a useful information for your info box.
- ▷ When you are responsible for a project and want to take down how it was carried out and what results were achieved.
- ▷ When you learn something important for your institution/organisation or for yourself.

Why do I have to write down all this?

- ▷ Because you are the organizer and it is your responsibility that the inhabitants of your institution/organisation receive any information that could help them in terms of health care, business, education or bureaucratic procedures.
- ▷ Because we cannot remember everything and sometimes forget things. Because it is necessary to be able to check if agreements and deals are kept in order to achieve good results.



The Note



What do you need?

- ▷ Always carry a small note pad and a pen with you.

What else do you have to write down?

- ▷ Date
- ▷ Time
- ▷ Name of the person who gave you the information/who you talked to
- ▷ Subject

Information as such in not more than 5 short points

A note is a short remark we write down concerning a conversation, something we have heard in the radio/read in the newspaper or any kind of information we gathered while in another district, city etc., a simple agreement for example when an event is going to start, where it is going to be held and who is to be invited.



Check your notes weekly! Consider carefully what notes are not important (throw them away). Include important notes in your info box or pass them on to other responsible persons in the institution/organisation!

The Minutes

The minutes are a record of larger meetings or events in which agreements and opinions are written down and put into an order.



What are the contents of the minutes?

- ▷ Information about time and place;
- ▷ Names of the participants;
- ▷ Subjects dealt with;
- ▷ Agreements on the different subjects;
- ▷ Names of those responsible for the tasks, deadlines when the tasks have to be fulfilled;
- ▷ Maybe important remarks;
- ▷ Date of the next meeting to deal with this subject.



The minutes only contain the main points. Keep them as simple and short as possible.

Example

Subject "The school" - Item on the agenda: Repairs:

- ▷ The school roof is damaged.
- ▷ A sum of 2.000 US\$ is granted for repairs.
- ▷ Jon is responsible for the repairs.- Deadline March 15, 2002.
- ▷ Peter buys the material and Mary gives him the money for it from the cashbox. (End)

How do I have to organize the minutes?

The minutes are to be organized according to the subject and chronologically. For example: all the minutes regarding the subject 'school' from 2001 have to be filed in chronological order.



When do I have to use graphs or drawings?

- ▷ When you describe a building.
- ▷ When you describe the location of a building, a field, a tree within a village or when you want to describe the village as a whole.
- ▷ In case of an accident, when buildings or fields are destroyed by storms or natural catastrophes.
- ▷ When visiting an unknown town or village, in order to write down the way.



Sometimes it is easier to draw and write down only a few explaining keywords.

What do I have to consider?

- ▷ Structure your thoughts - What do you want to describe? (The damage on the roof of the school, a flooded field, the way to the doctor, to a district capital).
- ▷ Ask yourself what is the most important thing for the description.
- ▷ What information does a third person need to understand your drawing?
- ▷ Include conspicuous points of orientation in your drawing, for example trees, houses, a river, a church, a school (if your drawing is more detailed, an orientation point on a building, a car that had an accident, maybe the location or the position of people involved in the action).
- ▷ Keep the drawing simple (draw people with one or two lines, trees with a trunk and a top, just outlining everything).
- ▷ Describe anything that you cannot draw in 3 - 5 words.



In certain situations (accidents, conflicts and the like) you will have to draw very quickly. In these cases it might be useful to ⇨ look at the drawings at home again with more time. If necessary, make a new and more detailed drawing. Put it in your information file.

Passing on Information, Announcing Events



When do I have to use graphs or drawings?

It is very important to structure and administrate information well ⇒ files, but most of all ⇒ we have to reach the young people who need, know or want this information

- ▷ so that someone can work with the information,
- ▷ so that the information is useful to someone,
- ▷ so that the information can be tried out.

Events have to be announced

- ▷ to those who are going to be invited,
- ▷ to those you want to participate and
- ▷ to those who know or have heard about it.

How?

The following are only some ideas. Of course there is no limit to your imagination.

Tell everyone:

- ▷ Create a network of talkers in your institution/neighbourhood.
- ▷ Recruit them everywhere, on the market, in the school, in the church, you need one or two persons in each place whom you see regularly, as for example each day or every other day.
- ▷ Ask them if they would do you the favour of passing on information about events.
- ▷ After that, you can improve your system even further. Find multipliers in your personal environment who in turn can look for talkers in the homesteads, schools, churches etc.

Create a system. Don't leave the spreading of information to chance!

1. How do people know that you are the organizer and that you are gathering and passing on information?

- ▷ **Talk about your work**, make it known, make yourself known! Explain your work to people at events, in school, in church, at the Youth Council, in the Sub county, on the market.
- ▷ **Make it clear** that you are gathering information and that you can pass it on if necessary.
- ▷ **Tell people what material you can lend out for events**. Offer your services in groups tell people you can write something on the typewriter for them, announce them, prepare an event.
- ▷ **Tell people what you can do**, but only do so if it's true! Your work is developing step by step. Only offer information that you have.



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- ▷ **Challenge yourself.** Make an enquiry. Search for talents, then you will soon be known by the people in your institution.

2. And then?

- ▷ A poster or an announcement is a very efficient way of passing on information. If you put them up in the right places and use these places regularly for your posters or announcements, people will start looking for them and perceive your information well.
- ▷ It is essential that a poster or announcement is well structured and designed, because people will judge the event from the impression the poster or announcement makes on them. That is, when the poster or announcement is well done, people will assume that the event is well prepared and important.
- ▷ Create a poster with the ⇒ clear capital letters
- ▷ Design it clearly arranged
- ▷ Make sure that people can recognize the information not only the shaping



A poster should contain the following information:

- ▷ **What?** (Name of the event, title, abbreviation/ A title consists of not more than 5-6 words, written in large letters, maybe handwritten)
- ▷ **When?** (Date, day, time)
- ▷ **Where?** (Exact description of the place)
- ▷ **Who is the contact person** in case there are questions about the event?
- ▷ **Who is responsible for this event?** (Always name people)
- ▷ **What do the participants have to bring along?** (Chairs, food, cutlery, material, pen and paper etc.)





What are the best places for your posters?

- ▷ the market
- ▷ the school
- ▷ the administration of the Village home
- ▷ the church
- ▷ the street
- ▷ the entrance of an institution
- ▷ the door of your office



I N G W E

INNOVATOR

Drama is a Means
of Formation a
Creative Personality

Drama is a Means of Formation a Creative Personality

The workshop is devoted to the teachers who work with children and young people

Drama art is applied in 3 aspects:

1. Drama as therapeutics, helping to overcome psychological problems.
2. Drama as methodics, developing a personality's creative potential.
3. Drama as the way solving a person's social and intercourse problems.

Why namely drama ?

1. The main means of drama expression is a person's physical and psychological action.
2. Drama realizes one of the most remarkable creative needs and abilities to become different.
3. Drama (game) play helps stimulating a person's inner and exterior freedom.
4. A person involved in a creative activity founds a distinctive unique reality and the world of new values.
5. While playing both a child and an adult has an opportunity to know himself, people and environment surrounding him better.

4 Steps assisting to stimulate a person's imagination, self-discovery and the language of body motion.

1. Making an acquaintance among the participants and an attempt to feel one's own body, surroundings and objects.
2. The language of body motion and the importance.
3. Training of creative imagination and improvisation
4. The process of creative work in empty





Step 1

Making an acquaintance among the participants and warming-up workshop

1. Everyone says his\her name performing any movement.

(Other participants repeat the movement and the name, later on a facial expression and mood can be added)

- ▷ Participants are walking about the room and greeting each other:
 - a. only by giving a nod.
 - b. handshake-officially
 - c. as old good friends, who haven't seen each other for ages.
 - d. everybody tries to greet as many people as possible asking and saying his or her name
- ▷ Participants divide up in pairs in order to know more about each other (e.g. hobbies, family, extraordinary event and etc...)
- ▷ Introducing each other participants speak in the first person (e.g. my name, I have, I saw etc.)

2. Participants are walking about the room in different rhythm, which is beaten by a teacher,

- a. meeting the eyes of the other person they stop for 3 seconds in front of each other
- b. moving about the room in the rhythm which is chosen by a participants himself, to change the direction and the rhythm of movement in a pause of 3 seconds.
- c. to move in fast rhythm and after meeting another person step back slowly to the farthest corner of the room keeping eye contact all the time.

When the task is fulfilled, the leader asks participants to sit in a circle and discuss how they felt performing the tasks, in one case or the other.

3. The strain and relaxation of body muscles, the importance of breathing

- ▷ The leader asks to run across the body muscles in thought starting with the toes up to the head, then slowly release one after another
- ▷ One can strain and release muscles while walking, sitting or standing, depending on the body place mentioned by the leader.
- ▷ Different emotions such as pain, fear, surprise, etc. can be added to the task of strain and release.
- ▷ The leader asks participants to lie down on the floor on the back, to release the body and to feel deep diaphragmic breathing by stomach swells and breathing out-descends.
- ▷ The leader checks participants loosening raising an arm or a leg in order to see if it is strained.

4. The game of associations.

- ▷ Participants are lying down on the floor with the eyes closed and the leader mentions any word, e.g. water, a spoon, fire, a shoe etc...

Step 2

Expression of body movement workshop

1. To feel the motions of separate body parts.

- ▷ To express an emotion or mood by an arms, the head or a leg.
- ▷ Participants stand straight, with the arms to the sides and looking at each other squeeze their fists slowly and bend forward slightly. After that they have a talk what they felt; it is visual example of Connection between a physical body and emotions.
- ▷ Participants try to recall themselves being in different life situations when they were worried, were afraid of something, were happy or angry.
- ▷ Try to make a stiff body position which is the most characteristic to one or the other emotion.

2. The connection between movement and rhythm

- ▷ Participants are moving in 3 different rhythms, making a pause before each other one, using a various body form in every rhythm (e.g. to go quickly-with the head raised, to go slowly-go bent)
- ▷ Every participant shows his variant as a short story only with the help of rhythm and movement.

3. Rendering of the information by movement or the shape of a stiff body.

- ▷ Participants divide into 2 groups: one group finds a place in the room and accept a stiff form of a body.
- ▷ The second group repeats the suggested variants and adds the expression.
- ▷ Then the first group takes again and adds a word and motion.
- ▷ A lot of separate stories are created in this way.
- ▷ A leader divides the participants in twos, threes etc...
- ▷ Every group demonstrates the photography and others try to guess the event. One can come up to stiff people and make their thoughts sound recording.

4. Body sensations and emotional memory.

- ▷ Participants are moving in the space accompanied by a leader's voice (bare feet go into cold water, walk through dry grass etc...)



I N G W E

- ▷ To stop and close the eyes in order to feel the wind only on the face and by the whole body.
- ▷ Pick a flower and smell it, to eat a sour or sweet apple.

5. Imitation of animals movement and the form of inanimate objects

- ▷ A leader discusses a movement and temper of different animals with the participants.
- ▷ Moving about the room to try feelings the form and the style of one or another living creature.
- ▷ Try to transfer a living creature's behaviour into a person's character
- ▷ To think of the theme for a discussion and every participant tries to behave and speak adapting an animal's to himself during the discussion

6. Copying the forms of inanimate objects.

- ▷ Participants are divided in pairs: one of them is an object and another "uses" it as an object, then they inter change the roles.
- ▷ Performing of a chosen object, adapting a person's characteristic features.
- ▷ Participants are divided in threes, four and they have to take some common things e.g. a shoe, a cap, a handkerchief and create a short story (objects become a doll, which is controlled by some people)
- ▷ It's the best way to play short stories with dolls on a table.
- ▷ Every object which will be used in a performance must have a sound characteristic only do it in order to express it's emotions. (it must not be a coherent speech used, separate sounds or nonsense talk called Gibberish would be better in this case)

Step 3

Developing a creative imagination, self-discovering and improvisation

Our body and the objects surrounding us are material, we can touch them and smell.

Before beginning this activity it is very important to raise the question: **WHAT WOULD HAPPEN IF..?**

The question "if" has a great importance for the development of imagination. The reality transforms and takes another quality. The truth of Imagination is quite different, it's a game having different rules, where everything is possible.

1. A leader asks everyone to take a good look at our arms and legs:

- ▷ We try to imagine, that we see the parts of our body for the first time and we don't know what to do with them.
- ▷ We start moving slowly, quickly and imagine that your limbs move themselves without your help and you only watch closely .

- ▷ We add the emotion if you like it or not, maybe it excites astonishment or fear.
- ▷ Concentrate your attention on one part of the body a nose, an arm, an ear or a leg while moving in a room, they can become heavy or light, big or small , they can get stiff on get loose, force to move in a different rhythm or stop in one place.

2. Movement in a marionette's principle:

- ▷ Feel that everything what is happening with you (e.g. the limbs are moving, the head is turning round, the body is bending) doesn't depend on you.

3. Now let's pay attention to the objects a chair (the same chairs must be used the activity).

- ▷ Participants take chairs and the leader asks what they would tell about them if they were asked.
- ▷ Now all the participants examine the chair attentively (if they were mixed, you could find your chair without a mistake).
- ▷ You put a chair and step aside further from it. The task is to come up and sit down, letting the imagination run away with one in what place you are coming back.
- ▷ You rise quickly from the chair, then sit down very slowly, then jump to your feet. Feel what new emotions are appearing fulfilling these actions.
- ▷ You jump to your feet and throw a chair down. While looking at it, step back slowly to the other corner of the room.
- ▷ You are approaching to the chair, trying to put it up, but it is very heavy.
- ▷ You would like to sit, but you can't. Why? Put the question to yourself what would happen if (e.g. a chair is angry, it tickles you).

To find as many actions with the chair as it possible, asking a question: Who am I? What is a chair?

4. The exercise with chairs is devoted to the intercourse and concentration of attention.

- ▷ To spread the chairs out in the room and take a seat.
- ▷ Find a partner by eye contact and make an arrangement in the way.
- ▷ You fix the pose he sits and drop down your eyes. When a leader gives the signal, partners interchange their places and sits down in the pose as his partner.
- ▷ The exercise can be made heavier. Finding a partner to fix how he is sitting and in what position is his chair. After the leader gives a signal, take the chairs and interchange places with the partner.

5. To think of fantastic stories

(e.g. what happens when I sit on the chair maybe to me it doesn't let me stand me stand up, maybe my appearance is changing)



These exercises devoted to the development of improvisation can be performed with little balls, with stones, masks. Participants themselves can suggest new ideas. It violates stereotypes of thinking, teaches to be free and helps to get rid of fear, that you look foolish.

Step 4

The process of creation in empty space concentration on invisible objects especially trains a person's imagination, concentrates his attention and thoughts.

1. Draw a square in the space, hold your look at it and take your hands away.

- ▷ Take an invisible square by the corners, turn it and lay down.
- ▷ Bend out and make a small stick, take it by both hands-lift it up, let it down, get over think as much action as you can.



2. Feel hard, soft surface in the space, press up your hands to an invisible wall, put the hands into the water, model in clay.

- ▷ Disjoin a cobweb, pull a rope.
- ▷ To see a tall man or a very short one; how does he behave with you? And you?
- ▷ You must always feel how your motion the rhythm of the tempo and feelings differ.

3. Movement in a room, meeting invisible obstacles.

(A game) Picture gallery

All the participants stay together, when a leader gives a signal, they are walking in a room in find three laces, stopping in each one for 3seconds and coming back to the initial point.

- ▷ A leader asks every participant to visit the same places once more and leave three invented pictures in every place.

- ▷ Every participant guides the excursion separately in his picture gallery (tells about an artist, the content of a picture, colours), others can ask questions.

Every creative step mentioned can be broadened, music can be used, the atmosphere can be created with the help of sound and rhythm.

A lot of ideas are born spontaneously, during the process of creation. It is very important to know that this process must not be tiring, too serious. A leader must keep an easy game atmosphere in order participants could feel free and comfortably. The group which has been working for a longer time begins understanding each other.

I would like to suggest one psychological test as the last activity.

Every participant thinks about his character and brings 3 small objects which would characterize him best.

Nobody must know it, it's a secret.

- ▷ A leader asks to enter the room separately and put the things (it would be the best to put all things into a big circle).
- ▷ The leader invites all participants to enter the room. You choose one pile of objects and examine them properly.
- ▷ When everyone evaluates the received information, which is encoded about the person, he tries to characterize that person, to speak about his hobbies and temper.





I N G W E

1. Creativity (creare = creation)

= discover, try out and invent

Creativity is closely linked with the **freedom of human thought and feelings**.

If something new is to be created, this means that **new ways** must be found and old barriers overcome.

This requires **spontaneity and inventiveness**.

Statements about creativity

- ▷ Children have great creative potential which declines when they become adults
- ▷ A child needs freedom to develop
- ▷ The origin of all creativity is a decisive rejection of what is old and familiar
- ▷ The creative person must be allowed to play and be surprised. That means that education for creativity needs space, time, patience, empathy, ideas and pleasure
- ▷ Creativity is productive, it does not stay with scattered thoughts
- ▷ The creative person is dependent on recognition by society
- ▷ In our anatomy, the creative centre is in the right half of the brain (also: pictures, feelings, art/music/dance, all-round action)

Why are you creative?

- | | |
|------------------------------------|-------------------------------|
| ▶ Money | ▶ Individualism |
| ▶ Boredom | ▶ Passion |
| ▶ Fear | ▶ Mission |
| ▶ Passing things on, communication | ▶ Spirituality |
| ▶ Sexuality | ▶ Wish to return to childhood |

A lack of something is an unbelievable source of creativity, but if we have too much, this makes us into consumers !

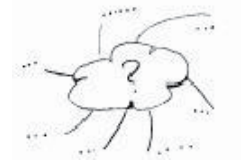
How?

- ▷ Self-determined action
The teacher should only stimulate, the pupils should be free to decide
- ▷ Ability to gain own experience
- ▷ The experience that detours can also lead to the destination
Even mistakes can lead to interesting results
- ▷ Linking old and new experience
Integration of leisure interests into the new learning process
- ▷ Questioning things, uncovering problems, following them through
- ▷ Pupils should seek and discover possible solutions themselves
- ▷ Build up interest
- ▷ Deal with subjects/themes in a comprehensive and all-round manner

2. Methods Which Lead to Creativity

Brainstorming = spontaneous expression

1. phase, 5 -10 minutes: everyone expresses their ideas about a subject spontaneously and without any censorship (can also be done with index cards)
2. phase, ideas are arranged, i.e. by feasibility, importance
Variant: Everybody passes on the cards with the ideas to their neighbour, who then takes the suggestions and adds their own solutions (pupil-oriented teaching method/lesson planning)



Collage

- ▷ Cut/tear material from periodicals, the pupils glue a picture together
- ▷ Visual associations on a theme are created
- ▷ Creative sensory introduction to a teaching subject
- ▷ Presentation: mutual interpretation, guidance through the exhibition, continued work from a new perspective
- ▷ **Mind-mapping**
- ▷ Method to record and write down thoughts on a subject/concept
- ▷ Thought process is presented like a map, thought paths, forks
- ▷ Large sheet of paper with central concept/theme
- ▷ Symbols, drawings, photographs, pictures are used as well as concepts
- ▷ For pupil-oriented lesson introduction, to structure subject areas, to summarise



Role-playing game

- ▷ Without defined actions, the assigned roll is creatively developed
- ▷ Preparation: situation is discussed (specific problem, conflict, to elicit experience, contradiction with various alternatives for action)
- ▷ Roll cards should give information about the role (name, job, biography, information about the problem)
- ▷ Give time to prepare, game process, evaluation session: observers report and question the players, players reflect, perhaps a 2nd round



Thinking in alternatives

- ▷ Even if an ideal solution seems to have been found for a problem, alternatives should be considered > other strategies



Doubts about the basic assumptions

- ▷ No ideas are out of bounds, question basic assumptions in order to find new perspectives

Break down problems

- ▷ The deeper the structure is penetrated, the more sophisticated the proposed solutions will be

Reversal method

- ▷ Deliberate return to the starting position in order to regard the situation from a new perspective

Analogy method

- ▷ Similar situations can be considered, compared and evaluated in order to understand problems better



2.1. Mind-Mapping

What do you need?

Group:	equal
Equipment:	a large sheet of paper (at least A4) pencils in different colours
Site:	/
Length:	20-30 min

How to manage the method

Begin in the middle of the sheet of paper. There you write the central concept you are working with. For an abstract subject it is better to find and use a picture (e.g. a light bulb for creativity, or a flash of lightning for ideas).

Starting from this concept you then create several branching lines, and on each line you write a concept which you derive from your subject. Don't spend much time thinking, just write down what comes into your head. Starting from these concepts, you will then think of more concepts which you then write on new lines.

You will see connections and you will notice unusual elements.

Your mind map is finished when you get the feeling that you have run out of ideas.

What are the benefits of this method?

- ▷ You activate your image-based/spatial thinking
- ▷ You open up new perspectives
- ▷ You can reorganise your subject
- ▷ You have open structures which can be supplemented at any time

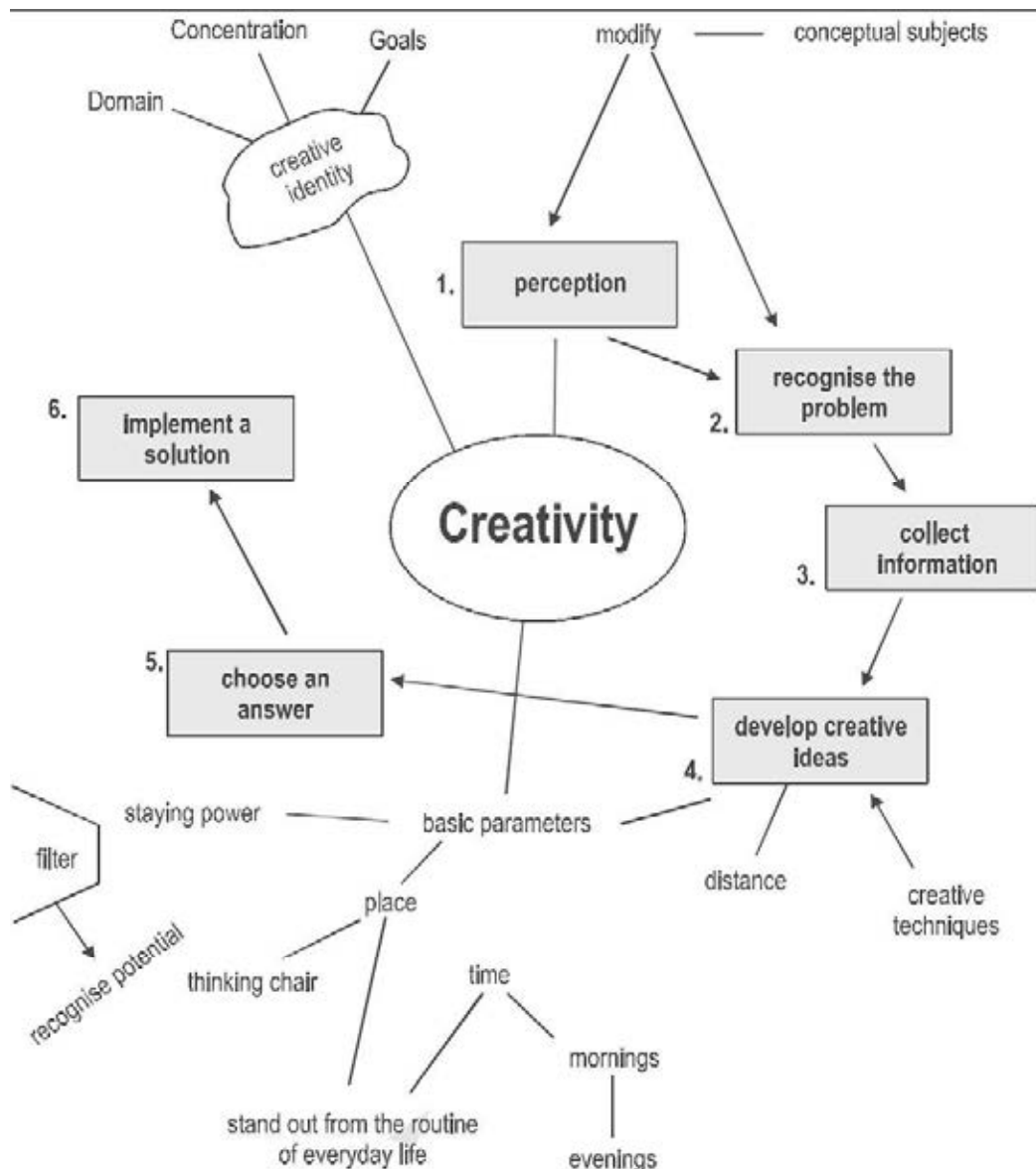
For what contexts?

- ▷ Problem analysis
- ▷ Planning and strategy
- ▷ Overview of complex subjects
- ▷ Preparation of papers, speeches, essays
- ▷ Aid to memory (helps you to find your bearings quickly)

What are the disadvantages of this method?

- ▷ Complex subjects are over-simplified
- ▷ Illusion of having a complete overview of a problem
- ▷ Pictures can be suggestive and direct thinking in only one direction

A Mind-map to "Creativity"



2.2. Brainwriting (method 635)

What do you need?

Group:	ideal: 6 people, equal
Equipment:	ideal: prepared form, paper (A4) pencils
Site:	/
Length:	30 min

How to manage the method

Each participant has a piece of paper on which the question is formulated.

In the next 5 minutes he/she lists three suggested solutions, passes the piece of paper on to the next person and then receives a piece of paper on which three suggestions are already listed. Ideally, each person is stimulated by the three suggestions, adds three new ideas in the next 5 minutes then passes on the piece of paper.

The session ends when every participant has had every piece of paper.

Ideally, with 6 participants, there are $6 \times 3 \times 6 = 108$ ideas.

What are the benefits of this method?

- ▷ **High speed**
- ▷ **Harnesses the stimulating effect of short-term stress on creativity**
- ▷ **Draws on the originality of spontaneous answers**
- ▷ **More answers than in brainstorming**
- ▷ **Group dynamics processes hardly play any role**
- ▷ **Unlimited number of participants**
- ▷ **No moderator to hinder the flow of creative ideas**

For what contexts?

- ▷ Simple, clearly structured questions / more complex problems
- ▷ For texts if headlines or names need to be found
- ▷ If some participants are not present
- ▷ If there are communication problems in the group

What contexts are not suitable?

- ▷ Complex questions
- ▷ If some participants have significantly greater specialist knowledge
- ▷ If the number of solutions is very limited

**The Idea:**

1.0	2.0	3.0
1.1	2.1	3.1
1.2	2.2	3.2
1.3	2.3	3.3
1.4	2.4	3.4
1.5	2.5	3.5

2.3. Osborn Checklist

What do you need?

Group: equal
Equipment: an idea/product which you would like to improve
checklist, pencil, paper
Length: 60 min

How to manage the method

You should go through the complete checklist for each idea/product. Take your time, develop at least one idea for each point.

- 1. Use in different ways!**
Different possible use? Can the idea be used elsewhere?
- 2. Adapt!**
What is like this idea? Are there parallels? What can you imitate?
- 3. Modify!**
Can you change the meaning, colour, movement, size, form, sound, smell etc.?
- 4. Enlarge!**
Can you make it bigger? Add something? Increase the frequency, thickness, height, length, value, clearance? Can you duplicate it? Exaggerate it? Make it more general?
- 5. Reduce!**
Can you make it smaller? Take anything away? Make it deeper, shorter, thinner, lighter, brighter, finer? Break it down? Use it as a miniature?
- 6. Replace!**
What parts of the idea could you replace? Can the process be designed differently? Are there other items? Musical keys? Elements from other countries or times?
- 7. Switch!**
Can you switch parts or sections? Can you change the order? Reverse cause and effect?
- 8. Reverse!**
Can you do the opposite of the idea? What does a mirror image of the idea look like? Can the roles be changed? Can the idea be rotated by 180°?
- 9. Combine!**
Can the idea be linked with other ideas? Can it be integrated into a greater whole? Broken down into modules?
- 10. Transform!**
Can you make holes in it, condense it, expand it? Make it harder, more fluid, transparent?

What are the benefits of this method?

- ▷ A creative spark can be gained from weak ideas or old and familiar products.
- ▷ It gives you starting points from which you can change things in order to arrive at an unusual idea.



I N G W E

For what contexts?

- ▷ When there are already ideas/products
- ▷ To follow on from a brainstorming session
- ▷ For imaginative product ideas

What contexts are not suitable?

- ▷ If you are at the beginning of a project
- ▷ Texts, processes
- ▷ If imaginativeness is not what is needed

Example checklist for the Osborn method for a Christmas card:

Christmas card	
1. Use in different ways	Use at the same time as a coupon or puzzle
2. Adapt	As an admission tickets, a phone card
3. Modify	Card with pine smell
4. Enlarge	As a newspaper, poster, book
5. Reduce	Minute type size, enclose a magnifying glass
6. Replace	Historical map
7. Switch	Easter motifs at Christmas
8. Reverse	Write personal greetings on the envelope
9. Combine	As an invitation to a Christmas party, card as the start of a series
10. Transform	As a piece of music

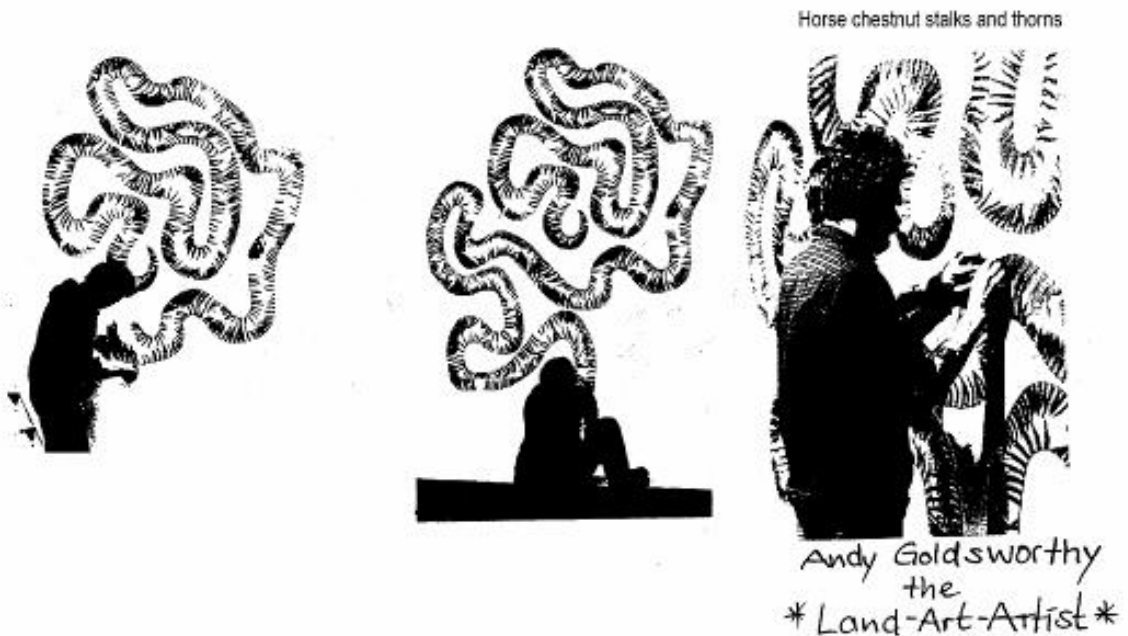
3. Methods Which Lead to Practical Creativity

Play > search > find > be surprised > apply



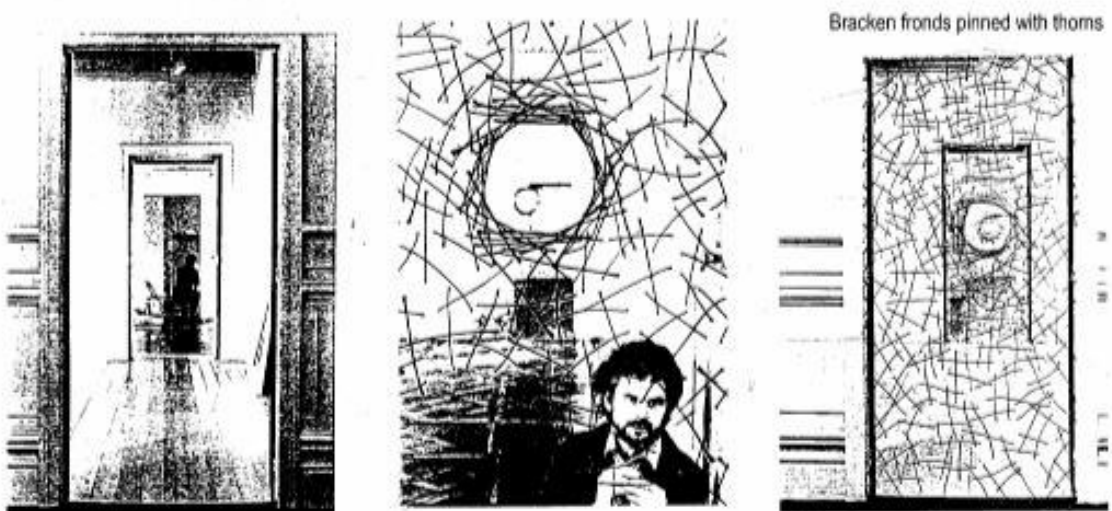
1. Finding as creative perception

Examine objects / fragments to determine what they mean and what can be done with them



2. The rearrangement principle

A special form of design: materials are taken out of their existing functional context and put together afresh with a different meaning



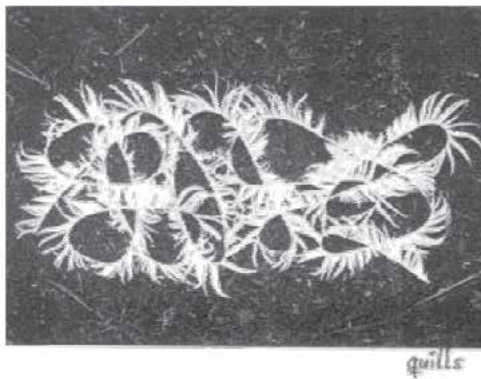


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3. Change as an artistic principle

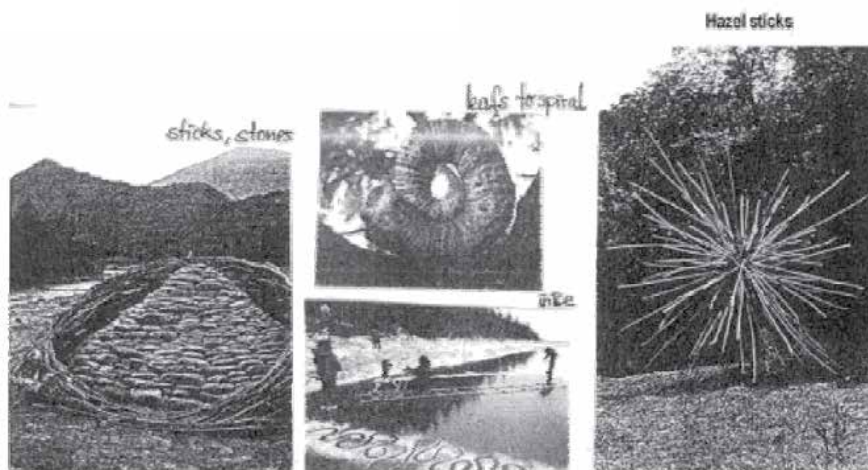
Change often has a playful character. What happens if I change the existing situation at this point, if I make this or that move?



4. Change as alienation

Rearrangement starts from the existing/familiar situation, which is then called into question with a creative intention.

Alienation means breaking up our familiar perception patterns, and it enables us to find a new, unprejudiced perception



3.1. Perception / Concentration

3.1.1. Exact Observation and Perception

What do you need?

Group: equal
Equipment: any text with 10 lines
Length: 10 min

Advantages of the method

- ▷ The is one of the oldest concentration training exercises.
- ▷ Experts even say that it is the most effective method.
- ▷ But this exercise can easily become monotonous, so it should not be overdone.

How to manage the method



You need 10 lines of any text (can be extended).

Try to count the number of times any letter occurs in this text. For example, you could find out **how many times a small "a"** occurs in the text. No aids are allowed. If you repeat the test several times, you may find that the results are different every time. But the value of the exercise is in actually doing it. Even if the result is wrong, the care taken in searching and the concentration involved are the real point of the exercise.

Variation: This is more difficult with combinations of letters such as **es** or **ne**, which must be carefully distinguished.

Optical illusions

What do you need?

Group: also possible alone
Equipment: mystery pictures

Advantages of the method

In historical postcards and in pictures by artists such as Salvador Dali and Cornelius Escher there are sometimes additional pictures hidden within the picture. They may be face sketches, profiles of people or similar motifs.

How to manage the method

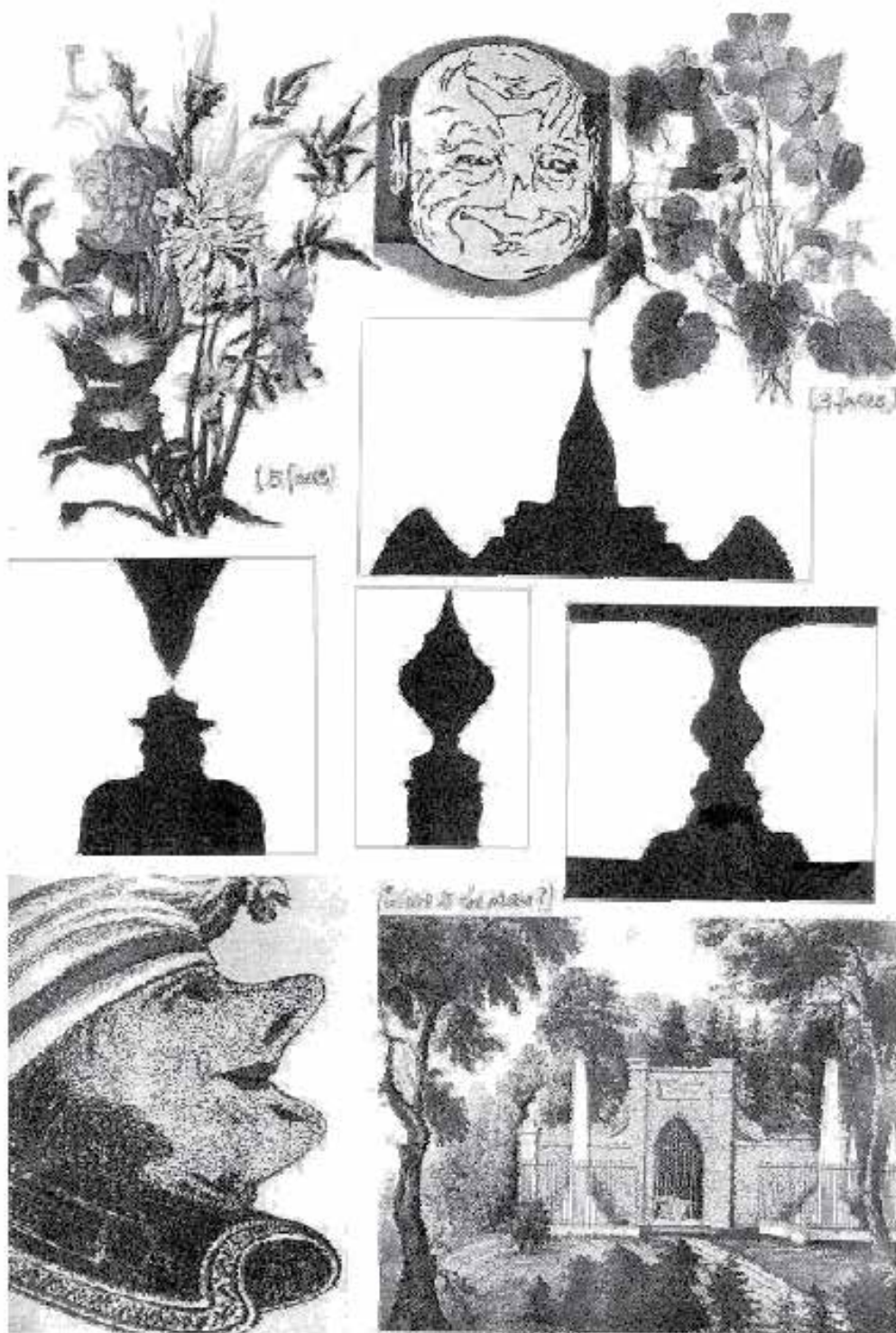
These mystery pictures need to be solved. Participants who are particularly skilful can try to create mystery pictures themselves - all such pictures are designed on similar principles.





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INNOVATOR



Perception / Concentration

3.1.1. Exact Observation and Perception

- some tips -

1. "Walk" through pictures and discover the wealth of details in advertising posters and paintings. For example Albrecht Dürer, a 16th century German painter. There is also much to discover in the works of James Rizzi, a contemporary American artist.
2. Look intensively at objects, then try to write down their arrangement and shape without looking.
3. Look carefully at a number of objects. Remember them. After one minute, they are covered with a cloth. You should now say what is under the cloth.
4. Draw your own house door from memory. Imagine you are standing right in front of it and pressing the handle. What is the shape of the handle? What decorations and details are there on the whole of the door?

You will never again walk blindly past your door.

Variation: This conscious perception can be carried out with all objects and places of everyday life.

5. Take a quick look at car number plates and try to repeat them from memory without making any mistakes. Make sure that you only look for a moment (seeing time: ½ second).
6. Distinguish the outlines of objects and things (e.g. the leaves of various trees)
7. Take one look at a house you go past and then say how many windows it has.
8. Try to notice quickly how many cars of which colours are parked on a moderately sized car park. (Coloured items of clothing, etc.)



Perception / Concentration

3.1.2. Exact Listening and Perception

- ▷ Try to distinguish noises exactly in the dark or with your eyes closed.
- ▷ Ask your partner in another room to drop objects onto the table or floor, then say what the object was.
- ▷ Take note of the differences between human voices, and try to describe what is typical about a voice. Form a group, close your eyes and try to recognise all of the members by their voice.

Sound makers

Collect ten everyday objects which can be used to make different kinds of sound. Creativity is already needed in the selection process! What can you make sounds with?

Matchboxes
Rice in a glass
Drawing pins in a tin
Percussion rattle
Kitchen foil
Paper

Now close your eyes, your partner can make the noises and you can guess which noise.

3.2. Creative Geometry/Maths

3.2.1. Tangram (shape arranging game)

What is it?

Tangram is an old Chinese shapes game. It consists of a square made up of 7 pieces: a small square, a parallelogram and 3 right-angled Isosceles triangles.

What do you need?

Group: alone, in twos, in small groups
Equipment: paper, scissors

Advantages of the method

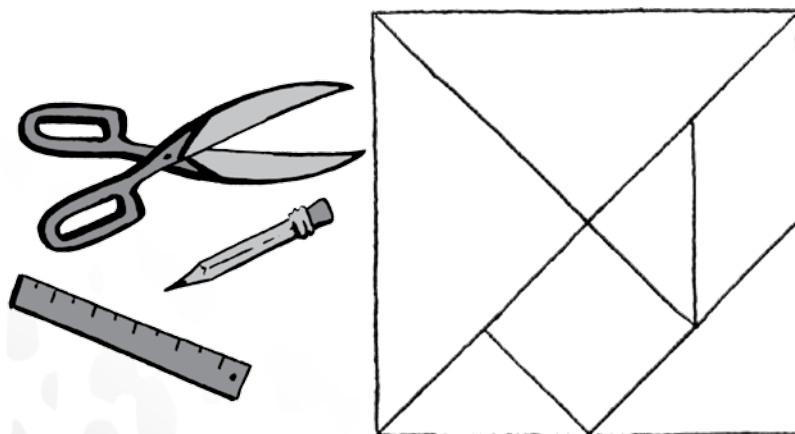
- ▷ The Chinese also call tangram the “board of wisdom”.
- ▷ The name is accurate, because you can’t play this game without thinking.

How to manage the method

“Playing” the tangram involves using the 7 pieces to lay prescribed shapes or to invent and lay imaginative shapes. Rules of the game: Each figure must always be laid using all 7 pieces, and the pieces always have the same defined shapes. And only shapes in one level can be laid, i.e. all pieces must be laid next to each other.

Tasks

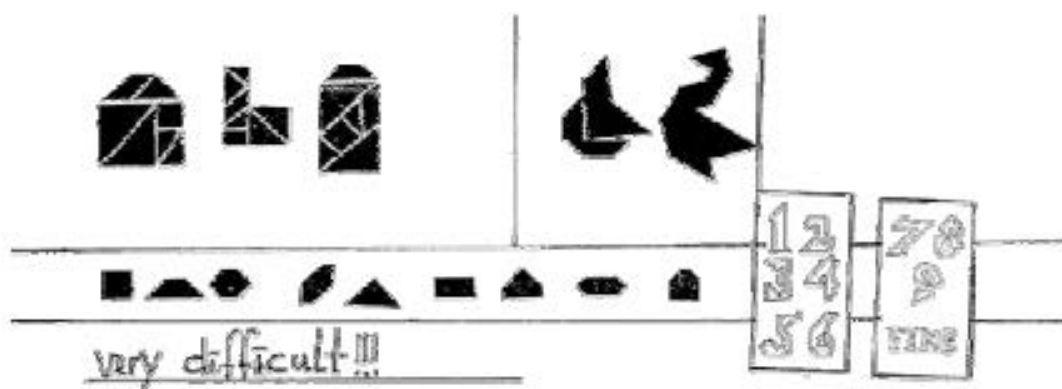
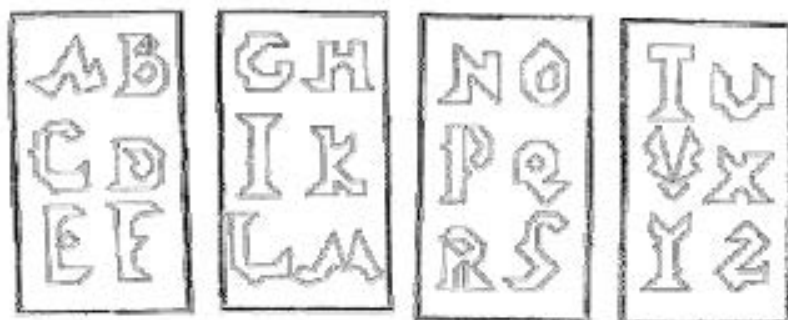
- ▷ Create your own tangram.



- ▷ Now lay the following shapes.
 - The alphabet
 - People
 - House shapes
- ▷ Lay symmetrical figures!
- ▷ Invent beautiful shapes or figures!



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3.2. Creative Geometry/Maths

3.2.2. Your Own Shape Arranging Game

What do you need?

Group: alone, in twos, in small groups
Equipment: paper, scissors

Advantages of the method

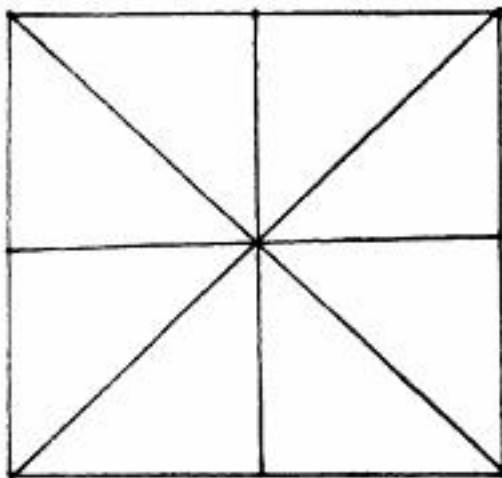
- ▷ This shape arranging game is easier to produce. It only consists of 8 identical triangles.
- ▷ But they can be used to create wonderful shapes, and especially symmetrical shapes.

How to manage the method

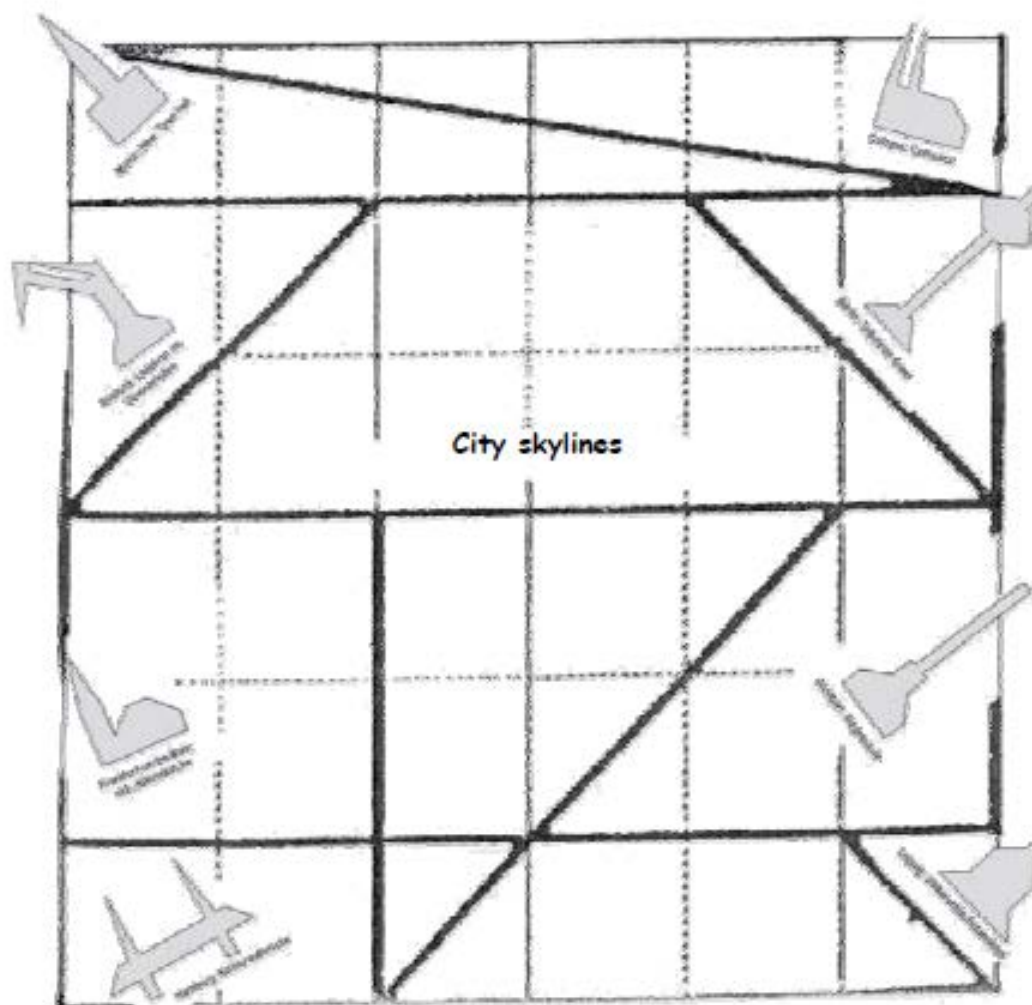
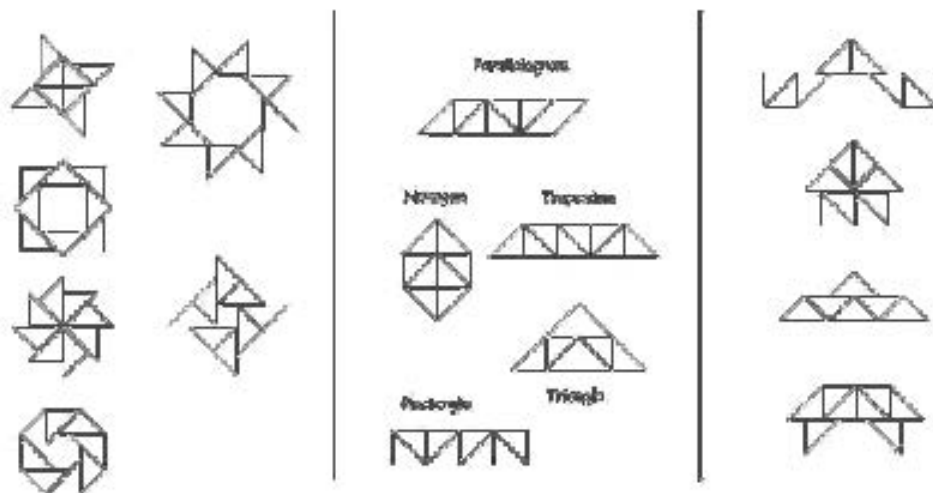
5 geometrical shapes such as rectangles, parallelograms can be laid and the differences are then remembered. You can also create shapes from nature such as a wide range of blossom shapes. Froebel also laid these and similar "beautiful shapes" with his pupils.

Tasks

- ▷ Create your own shape arranging game.

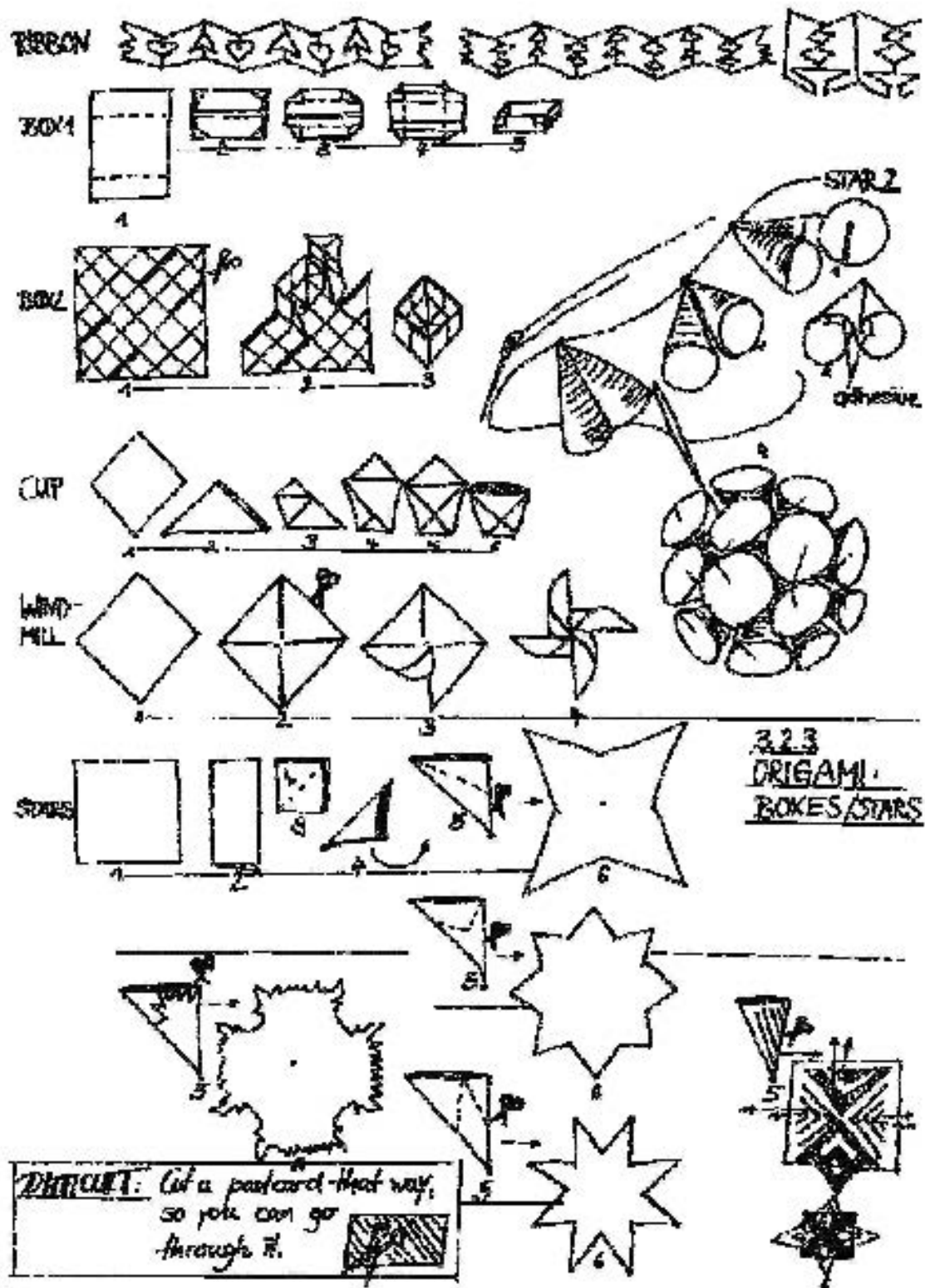


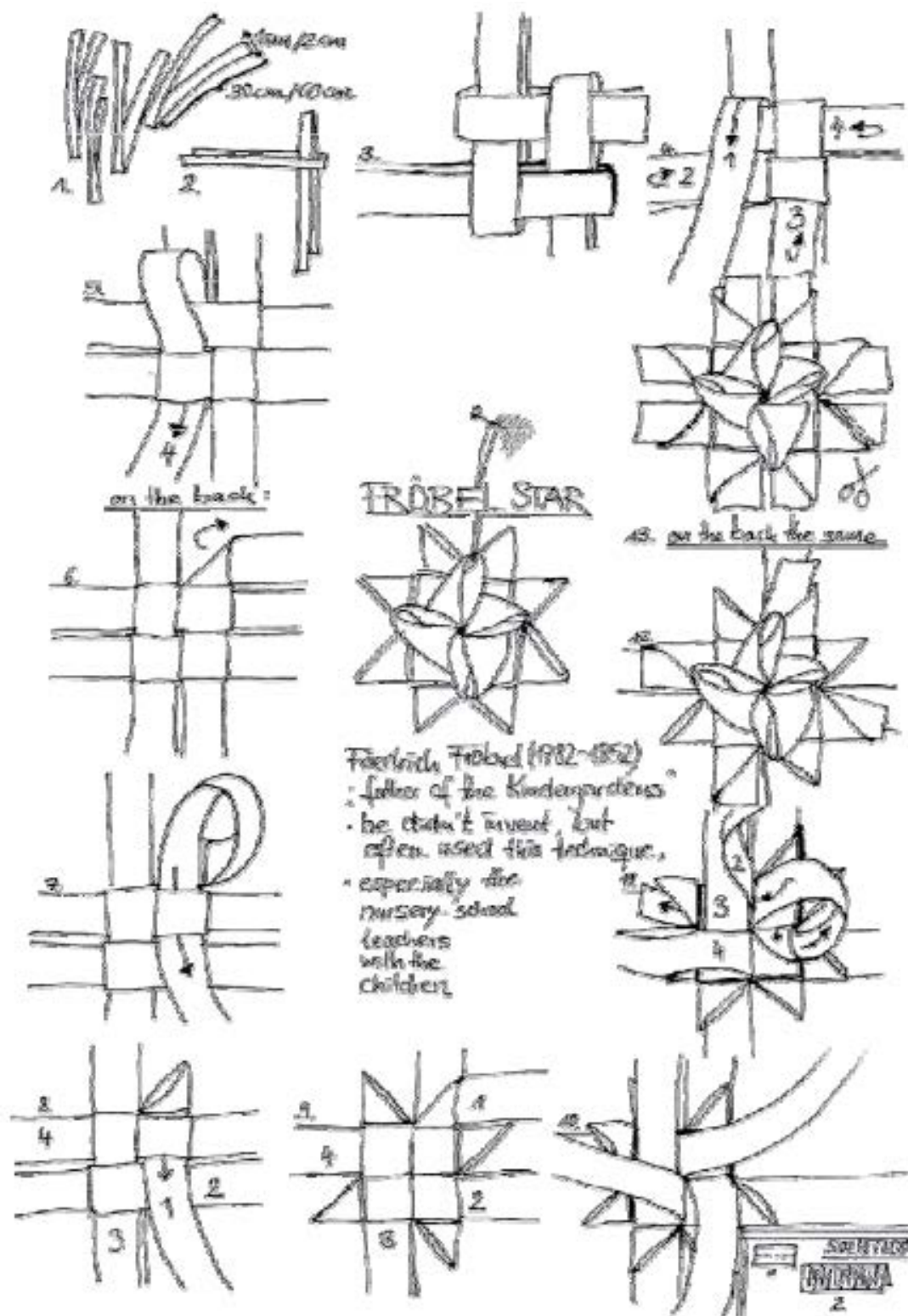
- ▷ Now lay the following shapes.
 - Beautiful shapes
 - Rectangles
- ▷ Lay symmetrical figures!
- ▷ Invent beautiful shapes or figures!



3.2. Creative Geometry/Maths

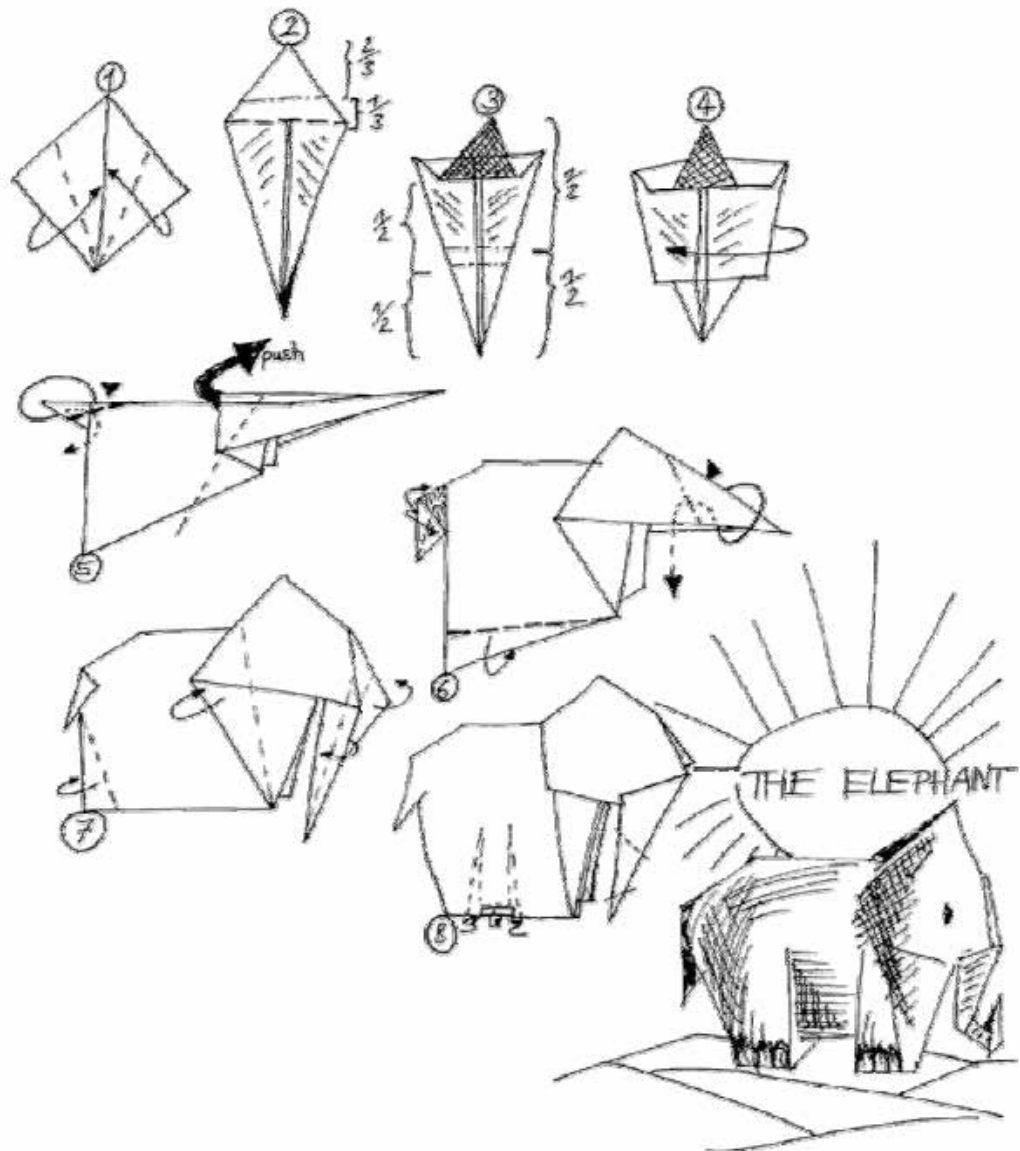
3.2.3. Origami: Boxes/Stars

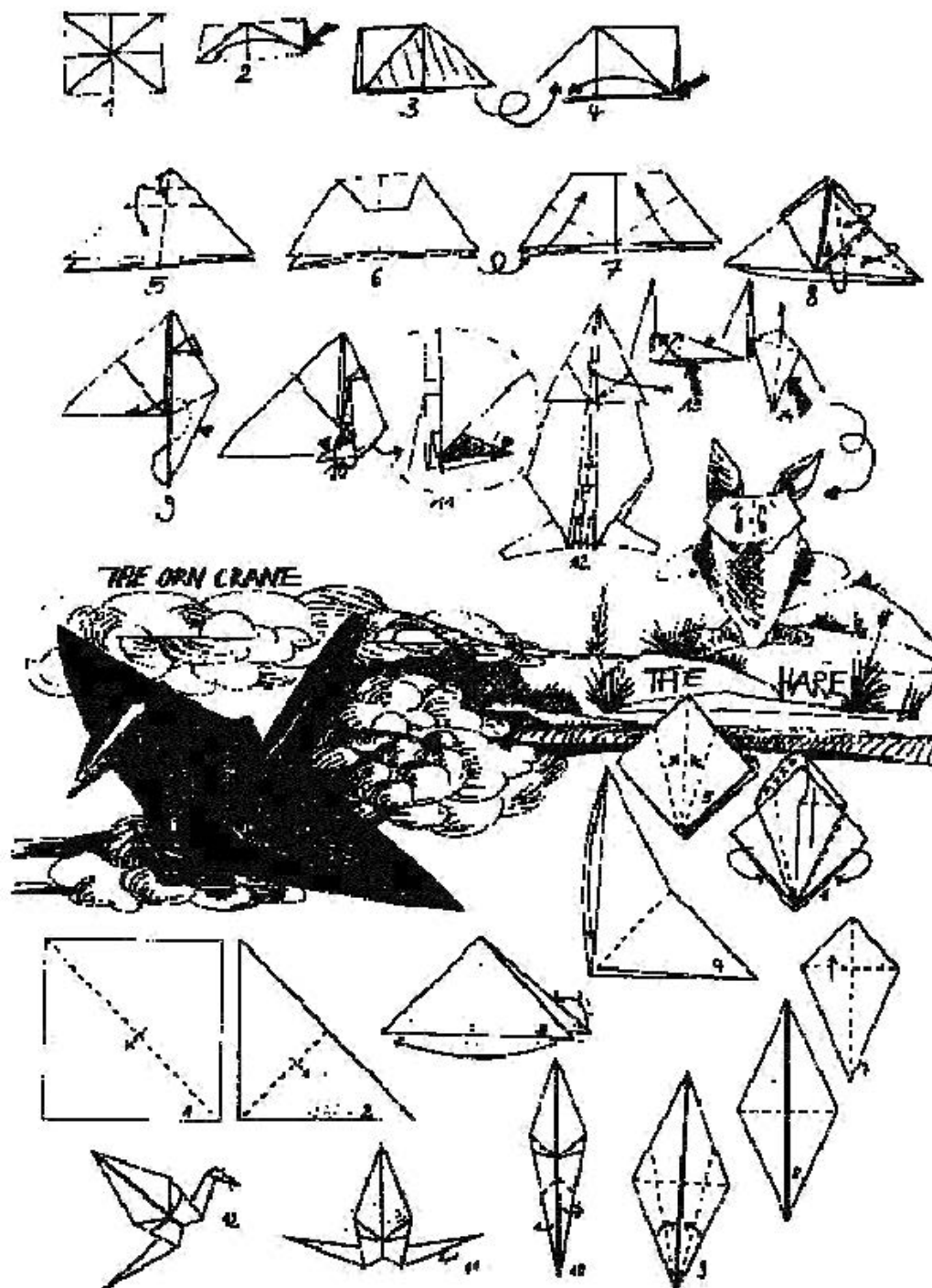




3.2. Creative Geometry/Maths

3.2.4. Origami: Animals





3.3. Improvisation in Creating Materials for Learning

Make shure, what is in your sourrounding. What things can be used to show something, to built something or provide a better learning?

If you watch nature carefully, you can discover symmetry forms or structures and patterns, you can fix with a pen by rubbing through.

In the following example nature was the first step in writing the first name. After that abstraction can grow up: the connection between letters and natural things, which lead to learn in a multidimensional way. Not only to learn letters, the things help to remember them.

Introduction sessions

1. Lay names creatively from natural materials. The characteristics of the material are an expression of personality. Can be used later for room decorations.
2. Write the letters of your name one under the other. For each letter, draw an object that starts with the same letter. A combination of all letters of the alphabet with drawn pictures (which begin with his letter) is called ANLAUTTABELLE. Most pupils in Germany learn to write only that way, with the help of this combination.
3. Write your name in printed letters. Join the letters using as few pen strokes as possible Use several colours for recognition

Producing material you need for use

1. Colours out of boiled leafs and different earth, sugar chalk
2. Charcoal out of burned wood
3. Paper by recycling old paper
4. Saltdough, pappier-masché
5. Potatoes or anything else to print

Producing material to provide learners

1. Domino: you have to built pars
2. Lernkartei: a box you can organize your vocabs
3. Dice out of wood
4. Tangram
5. Cards you can correct yourself



Materials

1.



2.



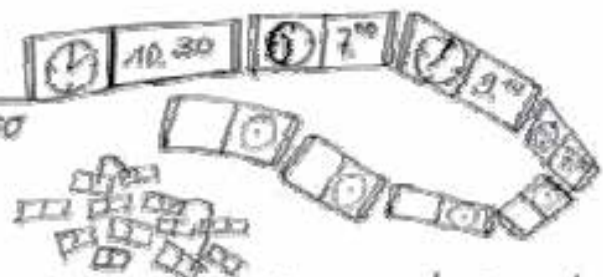
3.




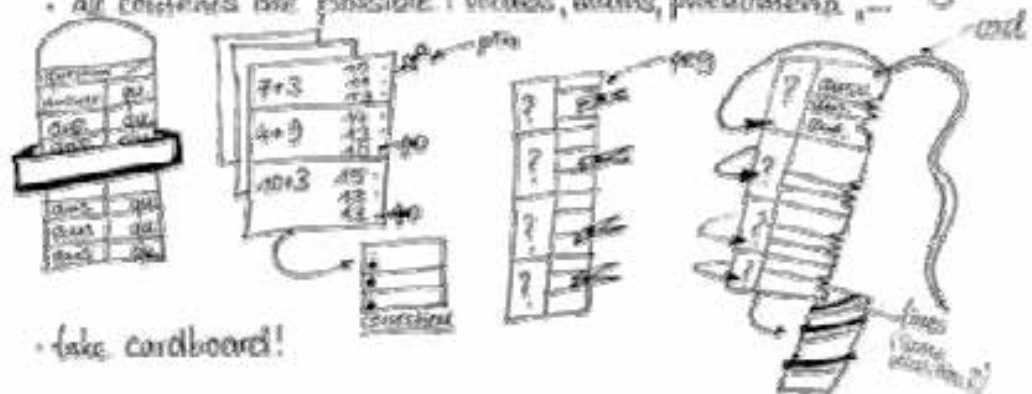
My „Anlauttabelle“

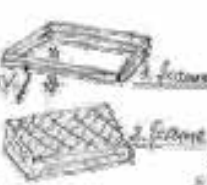
A		H		O		V	
B		I		P		W	
C		J		Q		X	
D		K		R		Y	
E		L		S		Z	
F		M		T			
G		N		U			

Material to Provide Learners

- 1.) "the Domino"
- 
- produce cards so that two build a pair
 - pupils learn for the time better in a play, especially they repeat intensively
 - 'vocabulary' are also possible, or mathematical tasks,...

- 2.) "Lernkarten"
- 
- produce a box with 3 separations
 - it is used to train individually the correct writing or spelling or meaning of foreign or the own language
 - how it runs:
 - in the first place you put all new words on cards (the translation on the back)
 - now you train the translation: take a card, translate and control if it's right, the card comes into the second place
 - all cards, which are easy translated even in the second place, come into the winner place - these words are in mind

- 3.) "Control Cards"
- the benefit is the possibility to control yourself
 - it takes time to produce them, but they can be used a long time
 - all contents are possible: verbs, nouns, phenomena, ...
- 
- take cardboard!



- you need:
- 30 sheets of newspaper (50g)
 - make it to small pieces
 - 24 hours in water
 - mix it with a mixer
 - 40L "Bike" - 50 sheet An
 - do the "Bike" into 40L water
 - mix a bit and follow the pictures:

- 1) take the double frame
- 2) come slowly and absolutely horizontal to the surface
- 3) shake a bit, so that the paper is in the same brand everywhere
- 4) let the water out
- 5) and press a bit
- 6) now carefully take off the paper
- 7) put it into 2 cloths and press the paper (one outside a cloth with your body above)
- 8) take off the cloths
- 9) dry it by wind or by ironing



- The making of paint:
- red colour = natural product + binder
 - brown = different oxide
 - yellow = clay, sand
 - black = charcoal
 - white = chalk

- The making of sugar coats:
- coloured sugar
 - sugar (cup of water)
 - 30 minutes (cup of sugar)
 - It's most intensive, coloured
 - you can wipe it, when it's dry
 - you put it on paper it wet

- The making of salt dough:
- 1 cup flour
 - 1 cup salt
 - 1/2 cup water
 - 1 teaspoon glue or oil
 - dry your object in / out

- The making of paper - transfer:
- small pieces of paper from any
 - boil it 15 minutes, adding
 - take away the hot water
 - 2 teaspoons glue + 3 teaspoons
 - heat adhesive + 10 minutes
 - heat adhesive
 - brush carefully



3.4. Improvisation in Creating Decorative / Useful Things

Creativity is supported by a lack of something, you want to have. So you have to improvise the situation and use what's there, even it is unusual at the first impression.

Material in the location

- ▷ Branches, wood
- ▷ Palm leaves, tree leaves
- ▷ Stones
- ▷ Sand, soil



Things missing in the location

- ▷ Empty seminar rooms
- ▷ No covered bus stops / shaded places
- ▷ No paper
- ▷ No paint / coloured pens



1. Creative thinking in small groups helps to get many solutions, use the creative-methods!

- ▷ Which material possibilities do I have?
- ▷ What can I create out of it?
- ▷ Is there an economical use possible?

2. Possible ideas

Room decorations with natural materials (string, sticks) and paper

- ▷ Mobiles (folding technique with decorations of natural material - for tourists)
- ▷ Nets (notice board)
- ▷ Door curtains (mosquito net)
- ▷ Branch fork weaving (fan, decoration)

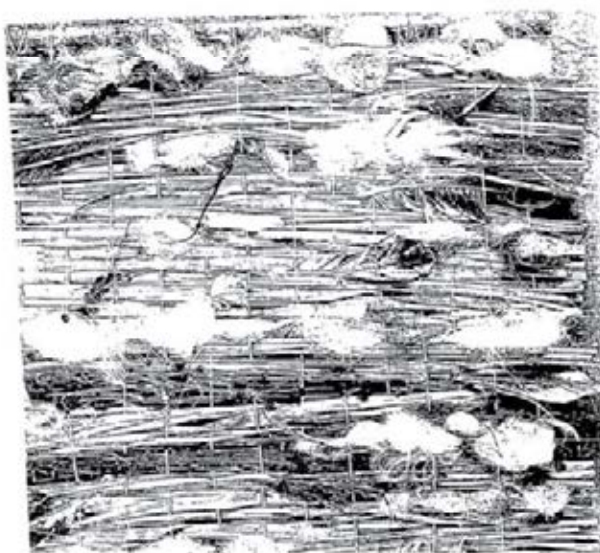
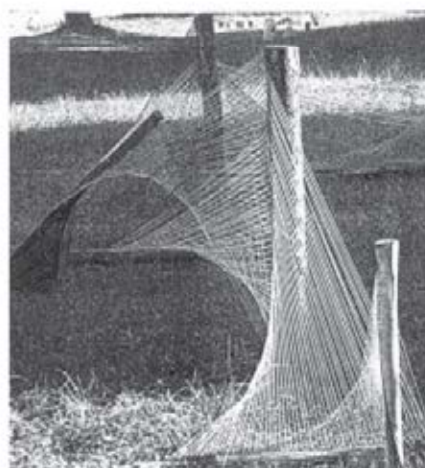
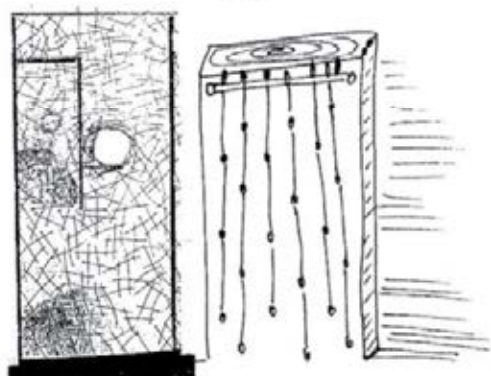
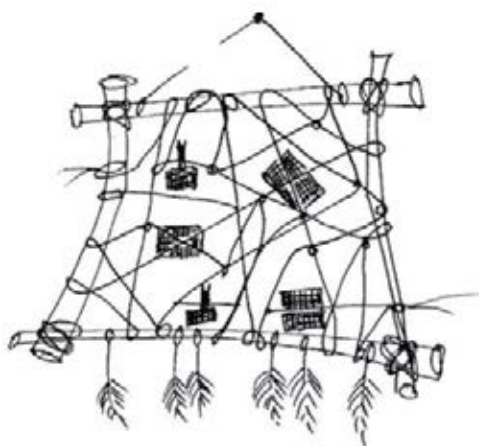
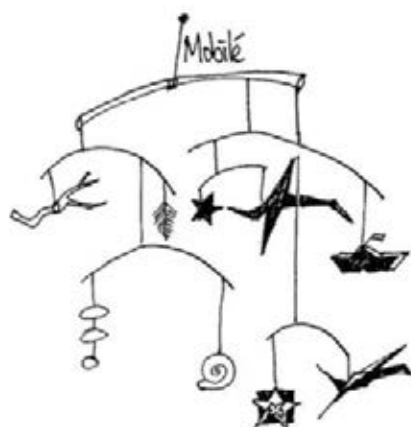
Outdoor design

- ▷ Branch fork weaving supported by branches (shade / bus stop)
- ▷ Nets (outdoor table)





Decorative / Useful Things



3.5. Constructive Creativity

Imaginative shapes: building with toothpicks

What do you need?

Group: 3 people
Equipment: toothpicks, peas
Length: 15 min

Advantages of the method

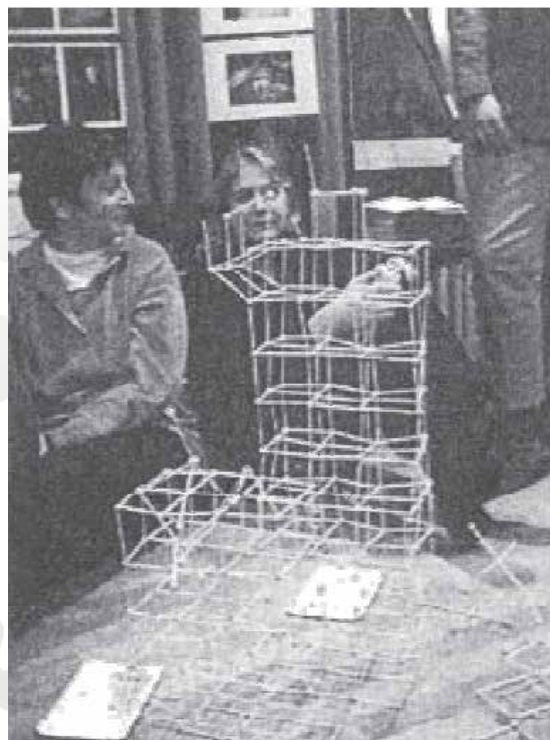
- ▷ This is a good way to evaluate creativity and cooperation.
- ▷ The group leadership can be observed and then evaluated and appraised according to different criteria:
- ▷ How well did they cooperate?
- ▷ Who led the group with his/her ideas?
- ▷ How were the typical weaknesses of the material overcome?

How to manage the method

Isn't it a fascinating idea - to create imaginative shapes or wonderfully filigree buildings out of cubes of joined toothpicks? Where they meet together, the toothpicks are stuck into peas.

Variations

This is a new variant of the old creative group dynamics exercise of using only paper and glue to build a **tower that is as high and stable** as possible, or a **stable bridge**.





The fall of the egg

What do you need?

Group:	4-5 people aged 12 or over
Equipment:	per group: 25 drinking straws, 1 raw egg, 125 cm of adhesive tape
Place:	Construction phase in the room, test phase outside
Length:	60-90 min

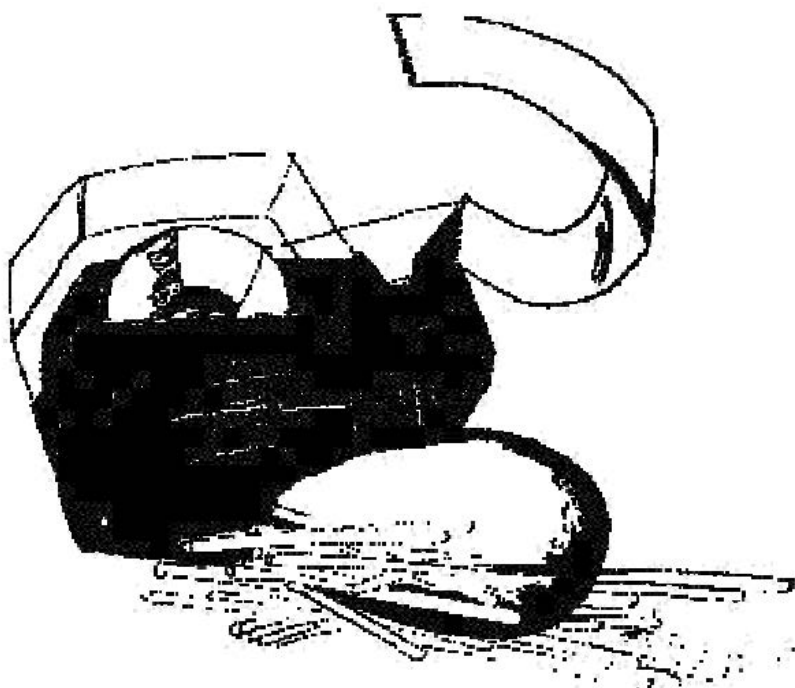
Advantages of the method

- ▷ **The fall of the egg is an enjoyable game which enables the participants to practice cooperation and creativity in a situation with few resources.**

How to manage the method

The task of the group is to wrap a raw egg with adhesive tape and a maximum of 25 drinking straws in such a way that it can fall from a height of 2.5 metres without breaking. No other materials may be used.

After completing the task, each group should find a suitable name for its object. Before the final test phase, each group presents its "rescue system" to the others by explaining its name and the way it works. If the first eggs break and the level of interest is high enough, the groups can be given a second chance.



4. Exercises

4.1. Creativity Test

What do you need?

Group: equal
Equipment: a sheet of paper pencil
Length: each task: 4 Minutes, all in all 30 min

Tasks

1. Draw as many different things as possible which contain a **circle**. The size, number and position of the circles and the quality of the drawing are not important. Here you can see examples for the subject of triangles.

For example:



2. Write as many things or objects as possible on a piece of paper in such a way that their meaning becomes clear from the **form of the word**. Here you can see that the word hollow actually looks like a hollow.

For example:

BEED HOLLOW WAVE

3. Here you can see examples of things with the number "seven": seven dwarves, seven-armed candlestand, seven wonders of the world, seven fat years, ...
Now write as many different things as possible associated with the number **"three"**.
4. Write down all of the proverbs you can think of in four minutes.
5. A brick can be used to build a wall, but it can also be used for many other purposes: as a bookshelf support, to throw, as a book end or a table leg. What different things can be done with a **newspaper**? Write down as many different possible uses as you can.
6. Think of the brick again. Your task now: what different things can be done with a paper clip?

What are the benefits of this method?

- ▷ Your ability to solve problems is one way to judge your thinking power.
- ▷ Test what your strengths are:
 - Full of ideas
 - Many different solutions
 - Imaginative ideas
- ▷ The result also helps you to see how you can strengthen your creative potential.



Analysis

Points	Under Average	Average	Above Average
1. How many circle figures have you found?	---8---9---	--10---11---12---13-	-----
2. How many word forms have you found?	-----	---1---2---3---4---	-----
3. How many terms with „three“ have you found?	-----	5---6---7---8---9---	-----
4. How many proverbs do you have?	-----	5---6---7---8---9---	-----
5. How many purposes for a newspaper?	---8---9---	--10--11--12--13--	-----
6. How many purposes for a paper clip?	-----	---4---5---6---	-----

Solution

1.

One Circle				More Circles		
Change inside	Change outside	Inside and outside	not decorated same size	not decorated not same size	decorated same size	decorated not same size

2. HILL VALLEY HOLE ^E ^C ^I ^L ^C ^R ouse riangle

3. 3 holy kings, 3 Wishes, 3 dimensional, triangle, three sorts, threefold/triple, three hundred, three-part competition, triad, tricycle, three-figure, three-storied, three-day, trident, triplets,...

4. PROVERBS: One men`s choice is the other men`s woe. Too many cooks spoil the broth. The way to hell is paved with good intentions. Don`t look a gift horse in the mouth. Not all that glitters is gold.

A penny for your thoughts. A stich in time saves nine. When you are in Rome do as the Romans do. Rome wasn`t built in one day. All roads lead to Rome. When woman sin, men cry. The early bird catches the worm, but a wise worm sleeps late.

5.

Category	Examples for the Newspaper
information	reading, take artickles out, analysis
raw material	recycling
as a pad	for writing, painting; for desk leg, for chair sitting
for burning	making fire
handicraft	origami, collage, folding, papmachee
wrapping paper	for presents
as an arm	for a fly, slap someone
for cleaning	windows, shoes, toilett paper

6.

Category	Examples for the Paper clip
as a peg	fishing, clothes
ring	ear, finger, piercing
linking objects	Necklace, dog chain
handicraft	form figures, collage, mobile
holding something together	key ring, for hair
for pricking	needle
for cleaning	ear, nails, teeth
an arm	to prick sb.



4.2. Creative Number Puzzles (Maths) I

What do you need?

Group: equal
Equipment: sheets of paper, pencil matches, pieces of paper, pieces, strips
Length: 60 min

Puzzle
Laying pieces

1. Use 20 matches to make seven squares as shown in our example. Then move three of these matches so that only **five squares** can be seen. You must not place any matches double, across other matches or break them.

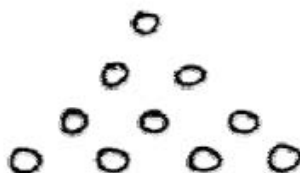
For example:



Puzzle
Laying pieces

2. Lay ten pieces of paper to form a pyramid as shown in the example. Now move three pieces of paper in such a way that the **pyramid faced downwards**.

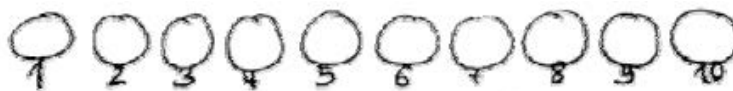
For example:



Strategy

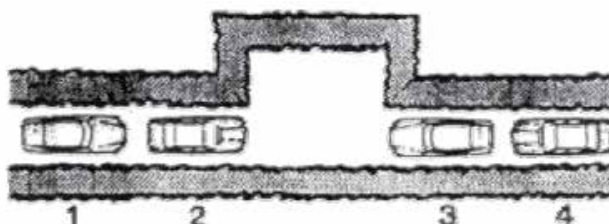
3. **A game for partners:** take turns to lay 1 or 2 pieces of your colour on the **strip**. The first person to lay a piece on the last field wins.

Play it again until you have found out the trick.



Strategy

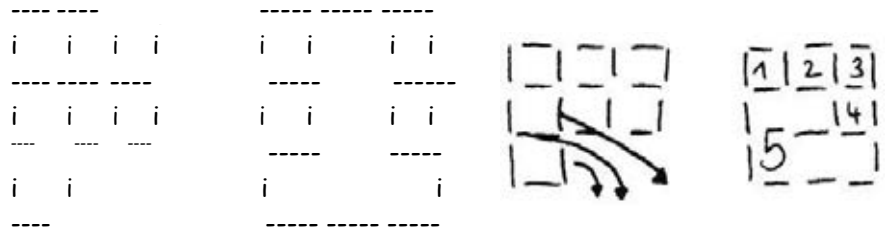
4. **Parking space**
 Four cars meet on a single-lane road next to a parking bay which can take only one car at a time. Two cars are driving in one direction, two in the other direction. How can the four cars pass each other with the minimum number of moves?



Solutions

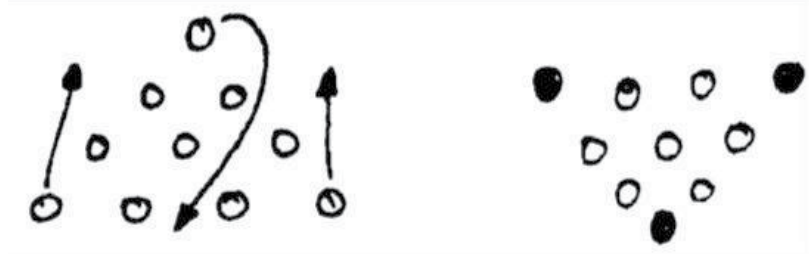
Puzzle
Laying pieces

1. Five squares



Puzzle
Laying pieces

2. Pyramid faced downwards



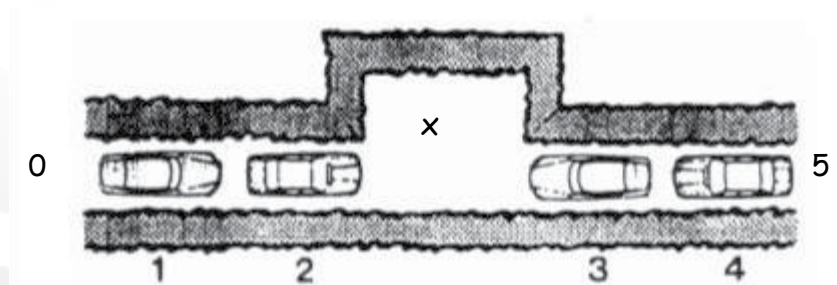
Strategy

3. A game for partners

Important is, who begins.

Strategy

4. Parking space



$$3 > x, 4 > 5, 1/2 > 3/4, x > 0, 3/4 > 1/2, 5 > x, 1/2 < 3/4$$

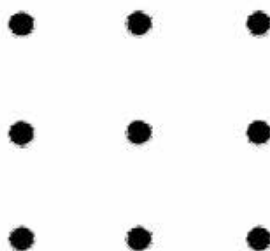


4.3. Creative Number Puzzles (Maths) II

Puzzle Drawing

5. Here you can see nine **dots** arranged in a square. Link all dots with four straight lines without taking the pencil off the paper.

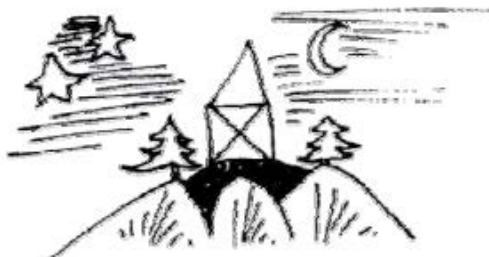
For example:



Puzzle Drawing

6. The house of **Father Christmas**
Draw this house with 8 straight lines. But do not take the pencil off the paper. Try to find different ways to do the same thing.

For example:



Flexibility

7. Each player is given 10 pieces. The task is to lay a **figure/object** together without saying a word. The players take turns to add a piece until they have no pieces left.

When they add a piece, they can even destroy someone else's idea. The other person must then adjust and start building another idea. If you create an identifiable figure, this means that you were able to restrain yourself, work well in the group and think flexibly.

Variations Details

8. Take 20 pieces and lay as many **symmetrical figures** as possible.
Variation: Take 20 pieces and lay one complicated symmetrical figure.

Discover

9. **Scratch** as many abstract symmetrical figures with varied forms as possible.

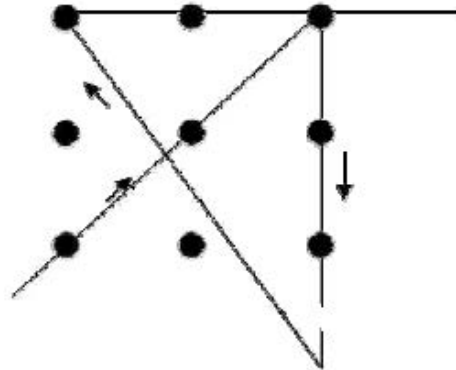
Perceive

10. Go out (in your thoughts) into **nature and draw** all of the shapes in nature that are symmetrical.

Solutions

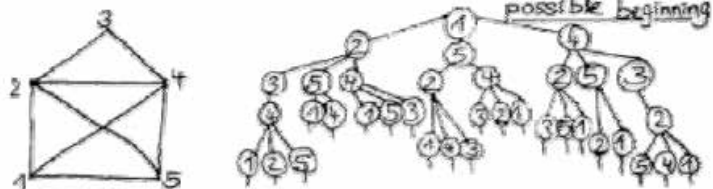
Puzzle Drawing

5. Verbinden sie alle Punkte mit vier geraden Strichen



Puzzle Drawing

6. Father Christmas



Variations

8. Symmetrical figures



Perceive

10. symmetrical shapes of nature

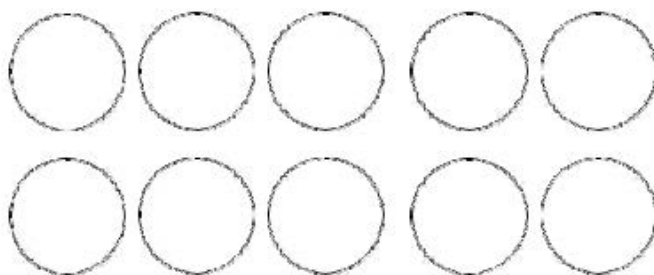




4.4. Creative Number Puzzles (Maths) III

11. People have been fascinated with **circles** from earliest times - as a symbol of the perfect form. We can do an infinite number of things with circles. Just let your imagination and creativity work freely.

Complete these circles in such a way that various objects are shown. The circle must be part of the object.

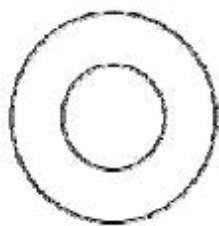


12. **Two circles - many interpretations**

Seen rationally, the drawing on this page shows a circle with a second, smaller circle in the middle. But must we be so rational?

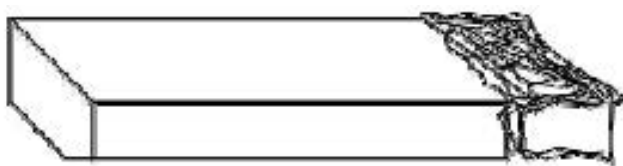
Perhaps it is a Mexican with a hat? Or it could be a ...
Or a ...

Write down at least ten spontaneous ideas that you think of.



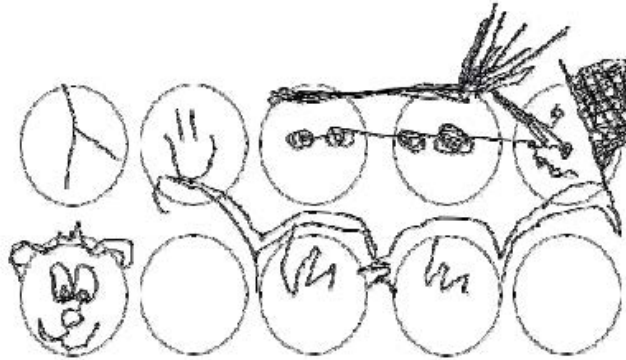
13. **Small things**

Quickly write down ten square or rectangular objects which would fit in a matchbox, i.e. objects which are smaller than a matchbox.

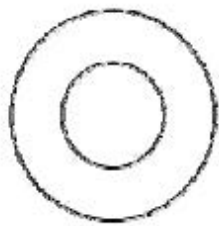


Solutions

11. The circle

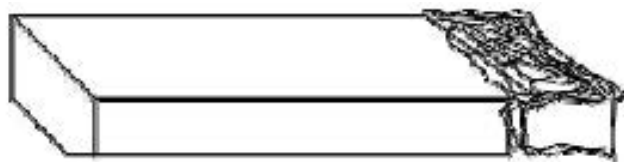


12. Two circles - many interpretations



Saturn, Mexican, ring, the moon in front of the sun, magnifying glass,...

13. Small things



-finger ring, ear ring, paper clip, rubber, micro chip, a fly, a beetle,...



4.5. Creative Writing

What do you need?

Group:	alone or in a group
Equipment:	paper, pencils
Length:	take time

How to manage the method:

Free creative writing stimulates the imagination, especially for children. The basic ideas for writing a story can be found in the stories and fairy tales which you know.

The creative point is that anything can happen in your imagined story. Nothing has to be real, anything is possible on this little sheet of paper.

What are the benefits of this method?

- ▷ Creativity
- ▷ Imagination
- ▷ Problem-solving

Stimulus

- ▷ Keywords are given any must be included in the story you create
- ▷ Only musical stimulus (e.g. circus noises, natural noises etc.)
- ▷ Picture fragments

Keywords

Place the following mixed list of words into the correct logical order and use them to write a story which should be as imaginative as possible. There should be no limits for your imagination.

hit-and-run driver, passers-by, injury, road, child, cyclist, doctor, football, panic, tetanus injection, collision

Explain the results

You see an unusual situation on a photo or in a simulation (e.g. a bicycle tied to a lamp post 2 metres above the ground). Now think of a story, which should be as imaginative as possible, to explain the situation.

With symbols and pictures

Stories can easily be invented in a group, for example if Indian drawings or cave paintings are copied onto cards and then placed in the middle of the room in a mixed pile.

The participants take turns to pick out a card, then they use this picture to continue the story that the others have begun.

This can also be done with hieroglyphs.

Project idea:

Every member of the group is given part of a drawing, a scrap of a newspaper or just a torn piece of paper. This is then glued onto a white card, and the participants let their imagination run free. What could it have been, what could it become? A cockerel, a leaf, a face a witch, ...? The participant then draws this idea.

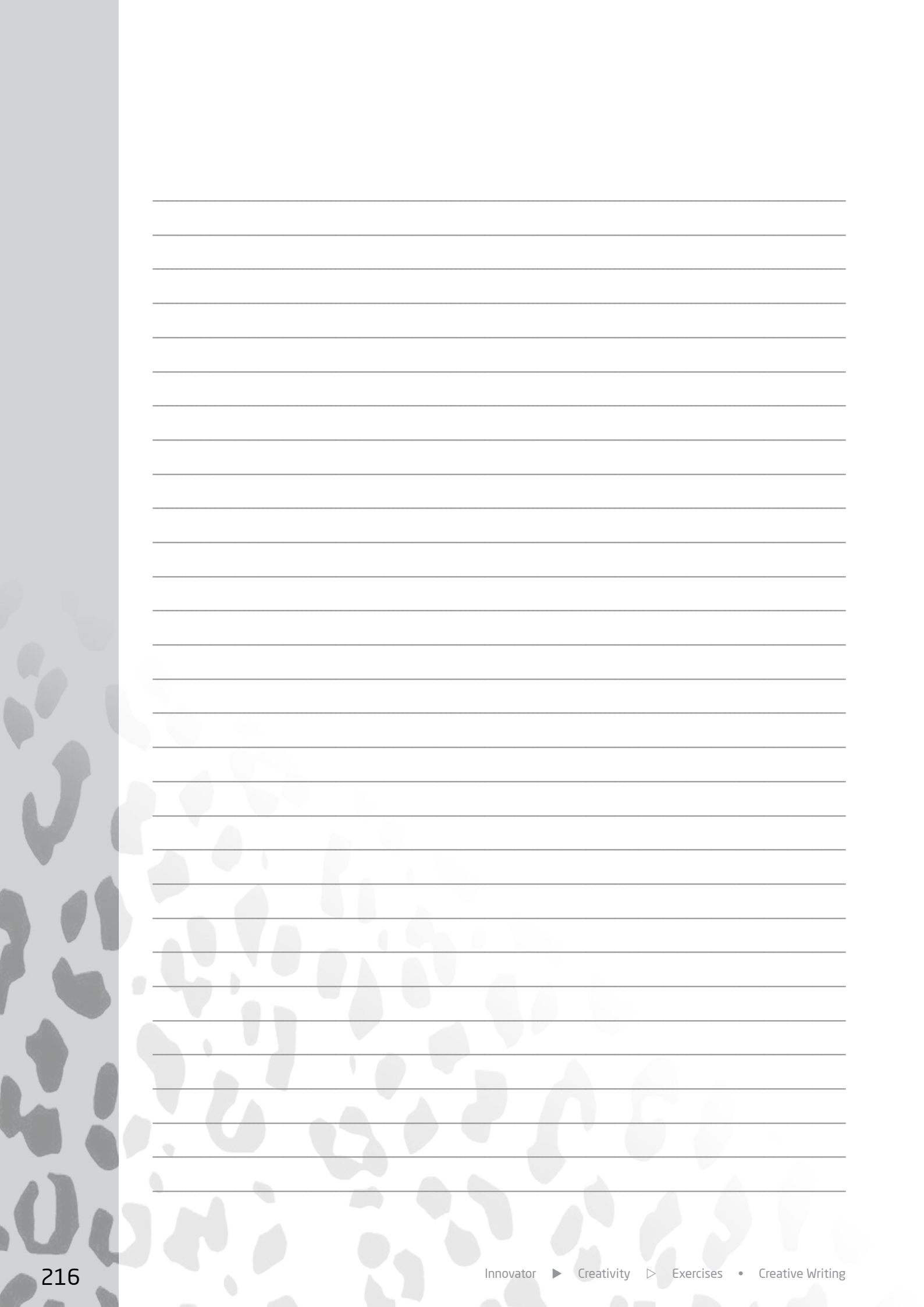
At the end, everybody has a card with such an object. Now these cards are combined to tell a story. All of the players keep their cards in their hands.

Each player can only say one sentence about his/her card.

Variation:

This can be made more difficult if the first and last card form a framework around the story. If necessary, the narrative may take 3 rounds in the group.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Handwriting practice lines consisting of 20 horizontal grey lines.



4.6. Creative Speaking Presenting Points of View

What do you need?

Group: 3-4 people
Equipment: paper, pencils
Length: 30 min

How to manage the method:

In the following exercise, which is popular in courses in rhetoric, the aim is to see things from new and unaccustomed standpoints. Speak for one minute on tape, or write about 100 words, about the POTATO.

- From the standpoint a biologist who sees it on the field
- From the standpoint of the farmer who depends on it for his livelihood
- From the standpoint of the politician who advocates cultivating it
- From the standpoint of a religious leader who extols the virtue of the potato to his religious community
- From the standpoint of a press photographer

What are the benefits of this method?

- ▷ Seeing a different perspective
- ▷ Imagining statements
- ▷ Training to convince others (rhetoric)

Telling stories in unusual ways

What do you need?

Group: about 6 people
Equipment: stories, dictionary in an unknown language

How to manage the method:

Each member of the group is given the text of a different story. In each story, several words are underlined. These words should be spoken in a language which the members of the group do not know.

Others may read the underlined words in the story backwards, replace them by unknown foreign words or plant names, portray them by pantomime, hum a song to go with them or make a sketch.

What are the benefits of this method?

An important element of creativity in this game is transporting one form of symbolic communication (language) into another (music, movement, picture, etc.).

Stories

Once upon a time there was a lovely little girl, who was loved by everybody, especially by her grandmother. One day she gave her a little **cap of red velvet** that she wore, all the time. Therefor all people called her **Little Red Riding Hood**.

One day her **mother** sent her to her **grandma**, who was sick and weak., to bring her gin and tonic. "Don` t run off the path!" the mother shouted while the girl ran in the forest.

After a few miles **a wicked wolf** appeared: "Where are you going little girl?" "To visit my grandma", she answered, "I` m bringing her gin and **tonic**."

"What a nice surprise!", better than I expected, the wolf thought craftily.

He mentioned how pretty **the flowers** in the **forest** were and proposed that she gathers a bunch of flowers. So she did that and went off the **path** deeper into the forest.

Once upon a time there were **two friends** who found a third. Liking no one better in the whole **world**, they vowed to live in one palace, sail in one **ship**, and **fight** one fight with equal **arms**.

After three months they decided to go on a **quest**. "What shall we seek?" they asked each other. The first said "**gold**". The second said "**wives**". The third said "That, which cannot be found". They all agreed that this last was best and so they set off in fine arrey.

My **friend** Jones is not a very **practical person**. Driving along a main road one **dark night** he suddenly had a **flat tyre**. Even worse, he discovered that he did not have **a spare wheel** in the back of his car! Jones waved to passing cars and **lorries**, but not one of them stopped.

Half an hour passed and he was almost in despair. At last he waved to a car just like his own. To his **surprise**, the car actually stopped and **a well-dresses young woman** got out. Jones was terribly disappointed. How could a person like this possibly help him? The lady, however, offered him her own spare wheel, but Jones had to explain that he had never changed a wheel in his life! She set to work at once and **fitted the wheel** in a few **minutes** while Jones looked on in admiration.



4.7. Creative Imagination Presenting Relationships

What do you need?

Group: work as partners
Equipment: paper with the words given
Length: 1 min

How to manage the method:

- a. For each of the following 30 words, try as quickly as possible to give another object noun which is related to the respective word.
Maximum time: one minute.

ship	rose	carnation	football	watch	hand
car	finger	lion	forest	sea	fish
jacket	needle	coach	hammer	tree	cigar
glass	nose	floor	lawn	washing	bang
lamp	table	frog	music	horn	ointment

Variation: Take any text and mark the first 30 / 40/ 50 object nouns, then you have enough material for the next exercise.

- b. Try to take the word chain that is begun here, in which each word is related to the previous word, and to continue for about 3-5 minutes and extend it as far as possible:

net-fish-market-trader

You can carry out the same exercises starting from any word you choose.

Variation: The exercise is more difficult if you specify that the player must return to the original word after a certain number of words.

What are the benefits of this method?

Concentration, creativity and associations can be trained and improved if you can find a relationship to each of a large number of words as quickly as possible.

Proposed solutions:

- a. ship-sailor rose-thorns carnation-smell football-goal clock-hand hand-arm car-petrol finger-hand lion-plain forest-apes sea-beach fish-net jacket-trousers needle-thread coach-horse hammer-tongs tree-branch cigar-ash glass-water nose-face floor-carpet lawn-park washing-soap bang-fright lamp-light table-chair frog-stork music-beat horn-cow ointment-wound
- b. net-fish-market-trader-scales-weight-calibration-official-desk-letter-stamp-post-charges-price-inflation-politics-election-forecast-computer-processing-calculation-mathematics-school-teacher-report-evaluation-reward-wages-livelihood-luxury-limousine-motorway-holiday

4.8. Creative Language

Seven in one go

Let your creativity explode when you are asked to make an imaginative sentence from the following 7 concepts:

orange neckscarf motorcycle arch handle yellow dessert

Opposites

For each of the following concepts there is an opposite. Write it down as quickly as possible.

Fire....., black....., day....., loud....., big....., tight....., hill....., front.....,
man....., sweet....., tired....., employer....., summer....., sea....., hard.....

A and O

Write down a word **GREAT** vertically from top to bottom on a sheet of paper, then from bottom to top at a certain distance further to the right.

This will give you the first and last letters of five words.

G-----T
R-----A
E-----E
A-----R
T-----G

Creative word forming

Word chains: Compound nouns and noun phrases

The members of the group take turns to follow on from the first concept, e.g. flower pot, potted plant.

Creative anticlockwise

Make at least 15 new words from the letters of the word anticlockwise. It doesn't matter how many letters you use in the new word.



I N G W E

4.9. More Exercises

4.9.1. The Castle

Solving Problems

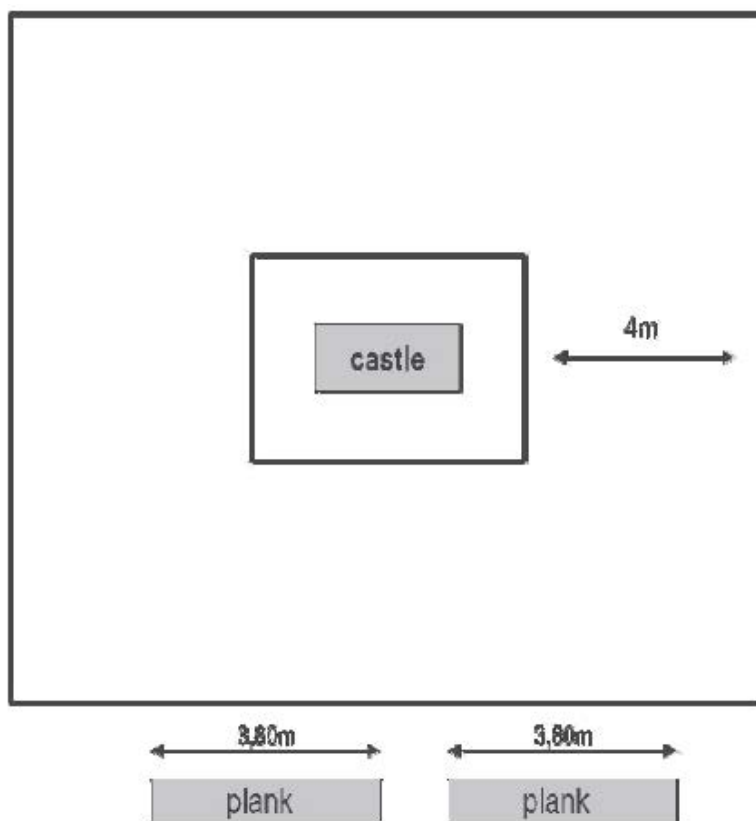
Overcoming an obstacle

In the Middle Ages, every castle was surrounded by a deep moat to protect the inhabitants from attack. The attackers then had to find ways to overcome the moat.

Implementation

In our case, the castle is surrounded by a 4 metre wide moat. To overcome the moat, all you have is two planks and no other resources at all. The planks are thick, but unfortunately they are too short, because they are only 3.80 metres long. How can the moat be overcome?

Description of the problem



Solution

One plank is laid across the corner in such a way that the second plank can be laid diagonally across the moat.

4.9. More Exercises

4.9.2. Moebius Ribbon

Astounding results

Augustinus F. Moebius was a mathematician in the 19th century who developed the so-called infinite loops. Looking at it, the Moebius ribbon has only one edge and only one side. If we follow the ribbon, we go through many twists and turns and then come back to our starting point. In spite of the many coils, we never have to take our finger off it; the loop is continuous. The participants should learn the tremendous creative potential of such a ribbon.

Material

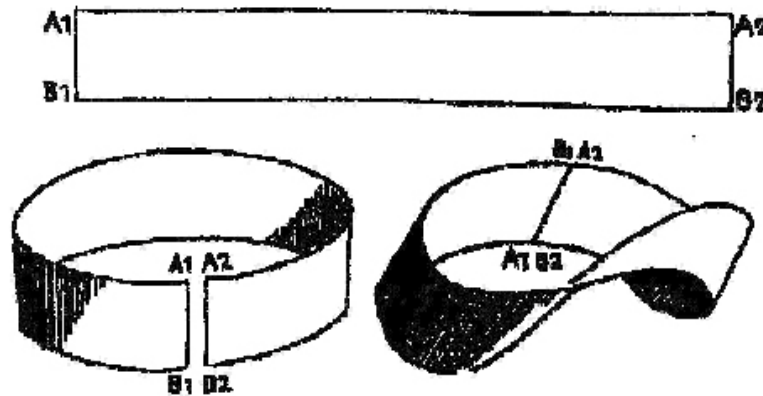
Printed paper, scissors, glue

Implementation

The participants make their own Moebius ribbon by following the drawing. They can use this Moebius ribbon made of paper to create models for sculptures

Take a pencil and move along the Moebius ribbon. What do you notice?

Cut the Moebius ribbon along its length. What shape is created?





I N G W E

MEDIATOR

How to Develop Ideas
and Train Creativity

Group and Game Leaders

Conflicts in the Group



It is the responsibility of the mediator to organise and maintain the group process, the unity of the group and the work of the group.

In order to be able to do that, it is important that he or she learns the following concepts, being able to put them into practice later:

1. A variety of possibilities and ideas to activate a group.
2. Knowledge of how to manage initial situations and how to get people acquainted.
3. Knowledge of methods and ability to form a well coordinated group.
4. Awareness of his or her role and ability to meet the demands as group leader.
5. Ability to see and solve conflicts within the group.
6. Knowledge of how to develop his or her own ideas or ideas from the group in a creative manner.
7. Ability to convince others of the quality of certain ideas and present these ideas.

What is 'Mediation'?

Mediation is a process for the settlement of a conflict, developed in the USA in the 60s and 70s. It can be used in a variety of different situations.

Mediation means quite literally the attempt to settle a dispute between opposing parties. The mediator is the impartial third party that is accepted by the disputing sides. The mediators help to find a solution for the problem that everyone agrees with. They listen to all the participants, let them explain their feelings and help to find a solution that satisfies all of the disagreeing parties. The objective is to find a settlement that the conflicting parties put into practice.

In order to become a mediator, a person has to be qualified in the following areas:

1. Study and practice methods of initiating and forming groups (see material for Animator).
2. Practice and try out methods to form a well coordinated group (Cooperation Games - see Animator)
3. The group leader - Tasks and conduct of group leaders.
4. Conflicts within the groups - Strategies /mediation.
5. How to develop one's own ideas - Training of creativity
6. How can I convince others of my ideas - Model games, techniques for moderation and presentation
7. How to put into practice ideas - Checklist for the planning of events and projects.

How to Develop Ideas and Train Creativity



INGWE

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The Creative Lecture

How to make a lecture interesting and creative

This is a list of things that can be included in a lecture otherwise boring because of the one sided communication structure. These things can make the lecture more vivid and encourage the listeners to participate.

INTRODUCTION

- ▷ Play a suitable song.
- ▷ Appear in disguise.
- ▷ Make a survey among the listeners.
- ▷ Read a quotation, a note from a diary or a letter (to the editor).



ILLUSTRATION

- ▷ Tell a story (fable, fairytale, utopia, experience)
- ▷ Show items or pass them on for the audience to see.
- ▷ Carry out an experiment.
- ▷ Sit down in various postures on different chairs (bar stool).
- ▷ Any kind of visualization: graphs, transparencies, presentation show, tables, thesis, models...

INTERACTION

- ▷ Audience decides about the main focus.
- ▷ Spontaneous limited discussion.
- ▷ Opinion poll with red, green and yellow cards that were handed out at the beginning.
- ▷ Small experiments in the audience, each listener alone or with their neighbors.

► REPORT

► PRESENTATION

► PLANNING OF AN EVENT

How to Perform a Process



INGWE

MEDIA TOR

How to perform a project instead of just talking about it

Grace, Chief Librarian, has presented her project with a great deal of imagination - it was nearly a complete theater play.

She acted out the different metaphors she had found to describe what had happened to her: how she had not lost the thread, how she had looked very sheepish when things did not work out, how at the beginning she was in high spirits because of certain successes etc.

Owing to the imaginative presentation, her project description is the one that I still remember.

Why don't you try to include the performance of metaphors in a presentation?

Take your life for example (maybe now you are thinking:

Nonsense, why should I? But just try it out for yourself, you will be amazed at how many new things you will discover in your life.)



- ▶ CREATIVE EXERCISE
- ▶ FORMS OF PRESENTATION
- ▶ PROJECT REPORT

Eleven Little Creativity Helpers

How to overcome the block in creative thinking

If you think and think and cannot come up with any idea or if a group suffers a “thinking block”, then there are basically four useful strategies that might help to overcome the situation:

Find the reasons for the block and eliminate them:

- ▷ Too tired? Or maybe hungry?
- ▷ Does the group have a difficult social structure?
- ▷ Is the motivation not sufficient?

Distract yourselves and do some thing else for a short while:

- ▷ Take a break, go for a walk, make a group massage.
- ▷ Get up, switch on the TV.
- ▷ Go for something to drink.

Organise stimulation from outside:

- ▷ Go and see someone (or call) and ask for advice.
- ▷ Search in pictures or any other kind of information.
- ▷ Search in collections of quotations.

Stop thinking and talking - act!

- ▷ Introduce a limited phase of trying something out (do something with your hands, rehearse, experiment). Then come together again and report.

If nothing helps:

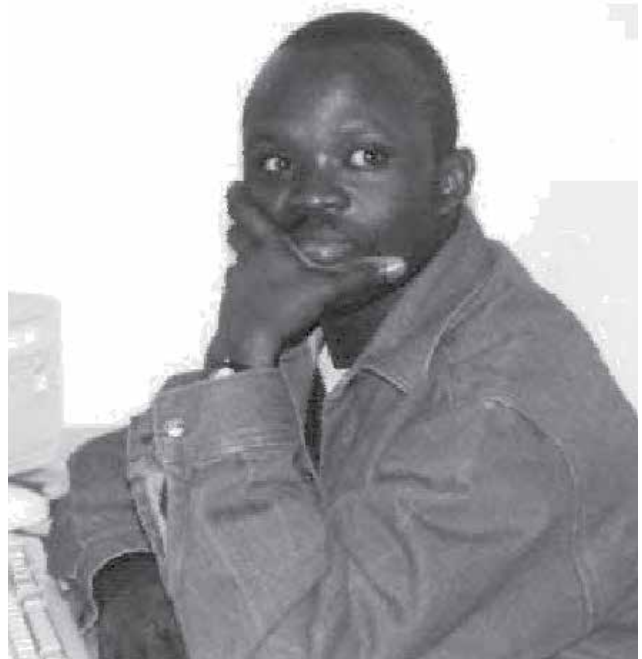
- ▷ You can always do a brainstorming asking “What can we do to unblock a situation?”

▶ **ADVICE**

▶ **BLOCK**

▶ **GROUP PEDAGOGY**

▶ **DEADLOCK**



Making Small Things Big and Big Things Small



INGWE

Finding new ideas through changing one characteristic in an item

The motto **“make small things big and big things small”** brings about a new idea: make the traditional string game for children big. Fingers are replaced by people, strings by ropes.

Changing one characteristic of an item, an event, a method or a project, may give rise to a completely new idea. Maybe that new idea is completely crazy and unrealistic, but then try out changing another characteristic!

When you do this with your group, talk with the members about the effects and the changes it have on the whole situation.



- CREATIVITY TECHNIQUE
- INVENT METHODS
- DEVELOP NEW THINGS

Creative Beginning

Begin with a surprise

A colleague of mine always starts a game story with a suitcase that she brings in with her and puts right in the middle of all the children. Then, making some fuss about it, she takes an item out of the suitcase that will play a part in the following story. That makes the children curious, eager to learn, heightens the suspense, the motivation and the intensity of the experience. Curiosity is a major source for creativity.

Think about a creative, surprising beginning for your presentation or your classes:

- ▷ Hide an item that is symbolic for your subject under a cloth - or maybe three items, one for each part of your presentation. Make a short but intense brainstorming on your subject with the audience.
- ▷ Tell the audience a parable.
- ▷ Play the first chords of a song that matches your subject.
- ▷ Organise an opinion poll among the audience.
- ▷ Read a (fictitious) letter...



- ▶ **BEGINNING**
- ▶ **CURIOSITY**
- ▶ **PRESENTTION**

Mr. Invisible on the Empty Chair



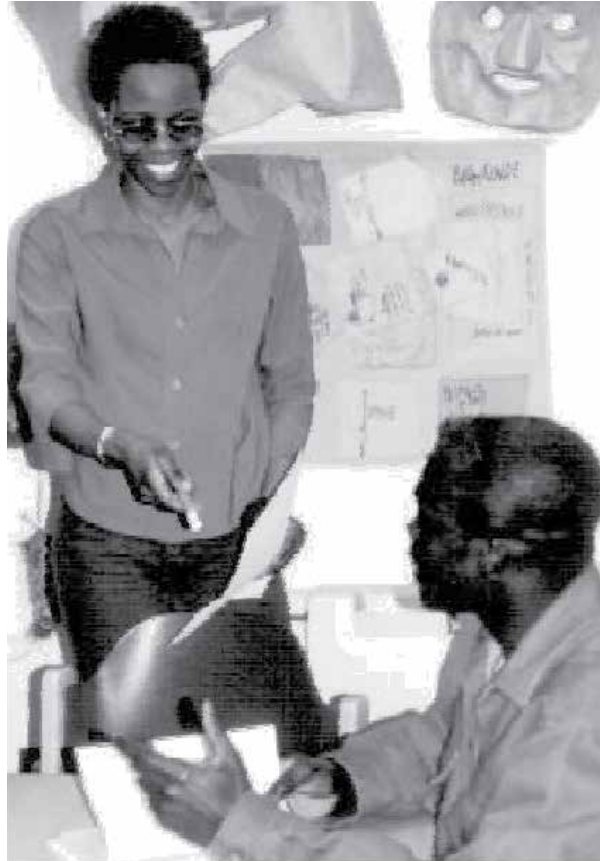
INGWE

Stand behind your chair and introduce yourself

An idea for an introduction round for groups of up to twelve people: one after the other, the group members get up, stand behind their chairs and introduce the invisible person who is sitting on the chair. That is, people speak of themselves in third person singular (he/she/it), just like a narrator: "Now I am going to introduce Tom to you. He practices a lot of sport, as you can see for yourselves, he is still out of breath." That's a good way of speaking about one's feelings or interests indirectly.

VARIATION:

- ▷ Improvise a small talk show.
- ▷ Sit down as talk master on an empty chair next to Mr. Invisible's chair. Ask your questions and then change over to the other chair and answer them.
- ▷ Other creative forms of introducing oneself:
 - Use different styles, imitating the neutral tone of a newsreader or the exaggerated tone of an advertisement.
 - Compose a poem of four lines about yourself and read it.
 - Draw a picture of yourself and explain it.
 - Present four symbolic items and explain their symbolism.
 - Cut typical pictures and titles out of magazines and tag them around your name.



► FIRST CONTACTS

► SELF-PRESENTATION

► SYMBOLISM, ANALOGIES

The Keyhole Effect

How to inspire creativity with presentations that arouse curiosity

We can find the concept of the keyhole effect in exhibitions or in museums for children: information or items are deliberately hidden and we cannot see them unless we peep through a hole or behind a wall or get close. Something that is not clearly visible attracts the curiosity of the onlooker. Moreover, if we have to “do” something in order to discover it, we will feel that we have “earned” it or contributed to acquiring it. Present a subject, the description of the group or the institution, using this effect!



How could you go about? Here are some suggestions:

- ▷ Use a semitransparent curtain.
- ▷ Make something visible only from above.
- ▷ Use a box, lighted from within, with a peephole to look through and see the content.
- ▷ Put a question on a piece of paper and write the answer underneath the paper, so that people have to lift the paper.

► DESIGN OF AN EXHIBITION

► CURIOSITY

► PRESENTATION

Activity Strips



Creative representation of a time schedule

Everyone receives a strip of cardboard paper measuring approx. 60 x 30 cm. Then fold over the strip in the middle (at 20 cm) and then fold it over in the middle again. When you unfold it, three folds divide the strip into 4 sections at 25%, 50% and 75%, the whole strip representing 100%. Now divide the strip (= 100% time) in the upper part into different activities. Then you rip off at the lower part of the strip that section that represents the time that you did not enjoy yourself. Depending on the group and the level of reflection, the strip can represent the entire working week or a period in one's life or just one year at school.

For evaluation, the group divides into groups of three, to present their strips and talk about the differences and similarities. Then you could talk about how to make that portion smaller where you did not enjoy yourself.



- ▶ PLACE OF WORK
- ▶ EVALUATION
- ▶ PROFESSION
- ▶ GRAPHIC REPRESENTATION
- ▶ SELF-MANAGEMENT
- ▶ DISTRIBUTION OF LIKING



This is a valuable activity, but it needs to be demonstrated to the group first!

And then, Suddenly...

A game for 2-6 people. Use your imagination! What's your reaction in crazy situations which anyone can be confronted with today...?

In this game there are

- ▷ 12 situation cards (Sentences beginning with "You...")
- ▷ 12 event cards (Sentences beginning with "And then, suddenly...")
- ▷ 6 question cards
- ▷ 6 emergency cards
- ▷ 1 piece of paper with the score table "What I think about your reaction..."

Preparation

Copy the cards of the following pages and write them on different cards. The youngest member of the group shuffles the cards and piles them head down in the center. Next comes the pile with the event cards and finally the pile with the six question cards. Each player receives one emergency card.

The game begins

The wisest player (always the oldest?) starts taking one card from each pile, puts them down and reads them aloud!

Then he or she explains how they would react in a crazy situation like this. The others can and should ask questions.

The evaluation

Now everyone in the group evaluates the reaction of the first player giving him a score corresponding to the table.

The score can be handed over to the player in form of matches, small coins, smarties or crackers (whatever is handy in sufficient amount).

And now what?

The cards are put back under the pile and it's the turn of the player who sits to the left of the first player. Then everyone scores again etc.

After each round, the cards are mixed again. If someone cannot think of any reaction, he or she can play the emergency card.

The end of the game

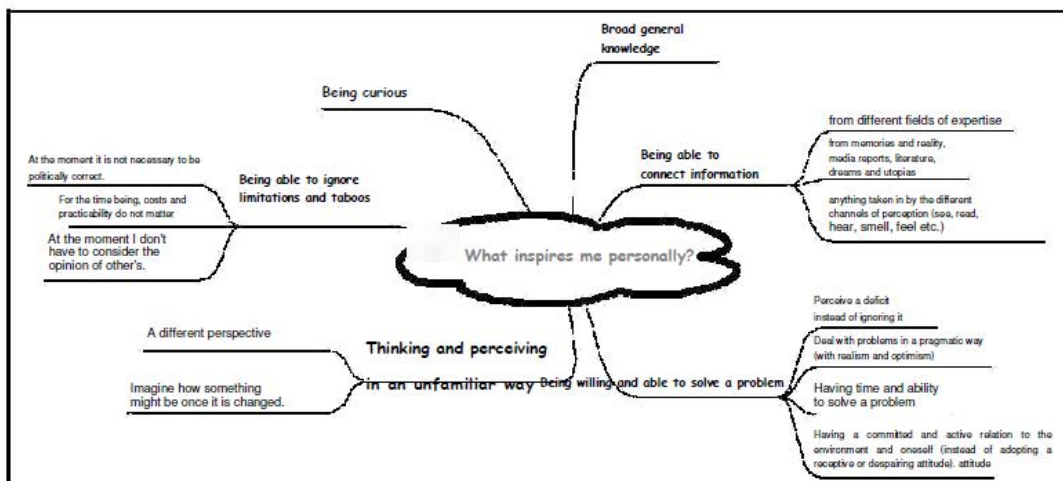
After five rounds the adventures are over and everyone can count their scores or leave them be. Because now the whole group makes a big picture of the smarties or matches etc. The winner can start!

Mind-Mapping

Structure your thoughts in a simple way

A simple way to sort our thoughts is to make a map of our mind: Mind Mapping. We write a subject (question, keyword, motto) in the center of a sheet of paper and all the associations that we have concerning this subject, we write as branches all around it. And if we want to be more profound concerning one association, we can add sub-branches to the main branches. We can determine priorities (numbers) for the different aspects and include them in a time or priority schedule. This way we have a problem scheme that we can complete or expand easily and conveniently. Furthermore, it is ideal to be presented in groups (maybe adding one branch after the other).

- ▶ **GATHER IDEAS**
- ▶ **STRUCTURE IDEAS**
- ▶ **CREATIVE COMPUTER PROGRAMS**
- ▶ **PLANNING**



Mind Maps for Creativity

Excerpt from the book „Kreativität für alle“ (“Creativity for All”) by Ulrich Baer, Kallmeyer Verlag, Seelze-Velber © All rights reserved.



A simple way to sort our thoughts is to make a map of our mind: Mind Mapping. We write a subject (question, keyword, motto) in the center of a sheet of paper and all the associations that we have concerning this subject, we write as branches all around it. And if we want to be more profound concerning one association, we can add sub-branches to the main branches. We can determine priorities (numbers) for the different aspects and include them in a time or priority schedule. This way we have a problem scheme that we can complete or expand easily and conveniently. Furthermore, it is ideal to present in groups (maybe adding one branch after the other).

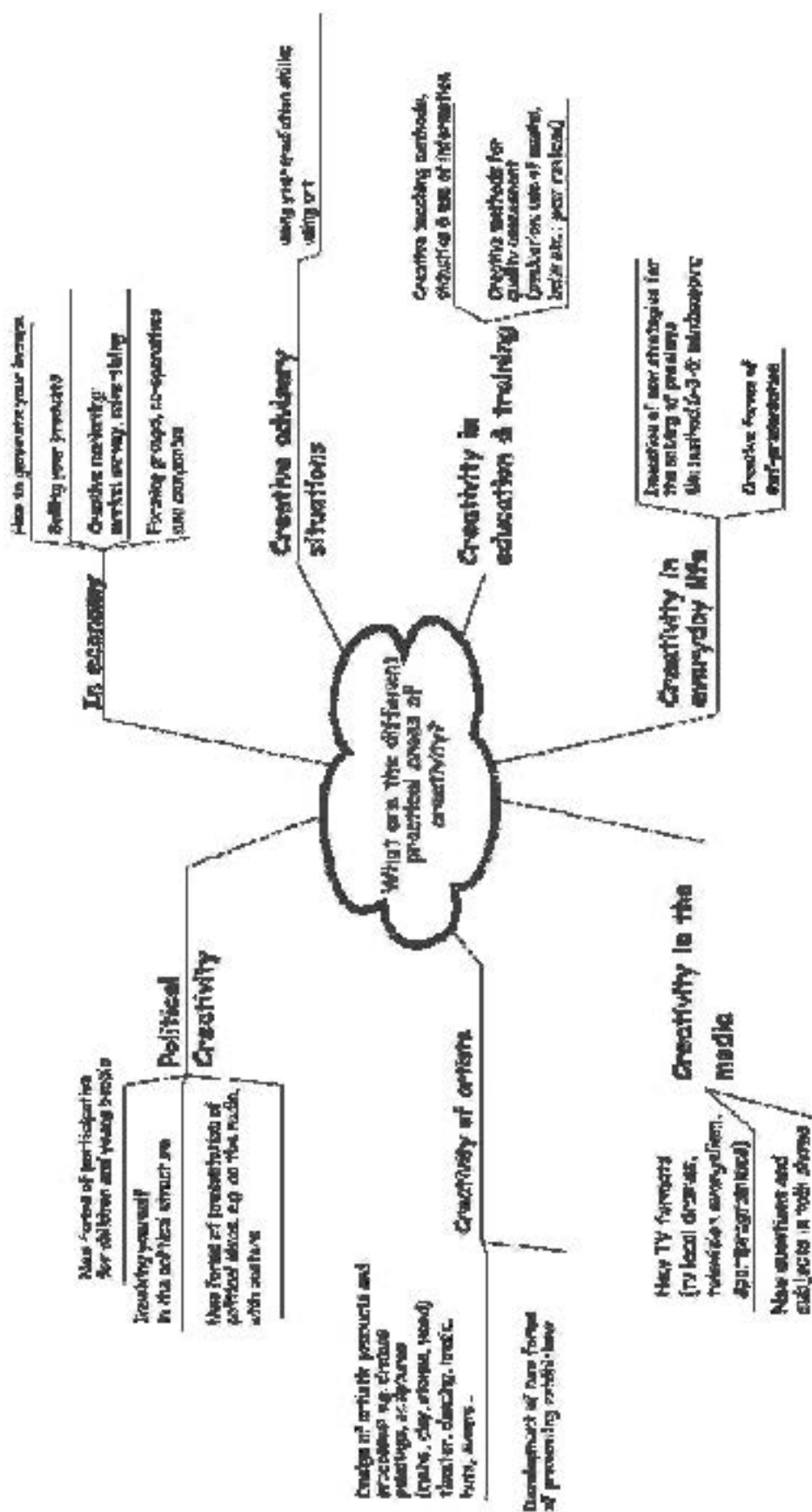
On the following pages you will find 5 mind maps for creativity:

- ▷ What are the different practical areas for creativity?
- ▷ What makes me more creative?
- ▷ Being creative in everyday life!
- ▷ How can I put my ideas into practice?
- ▷ What inspires me personally?

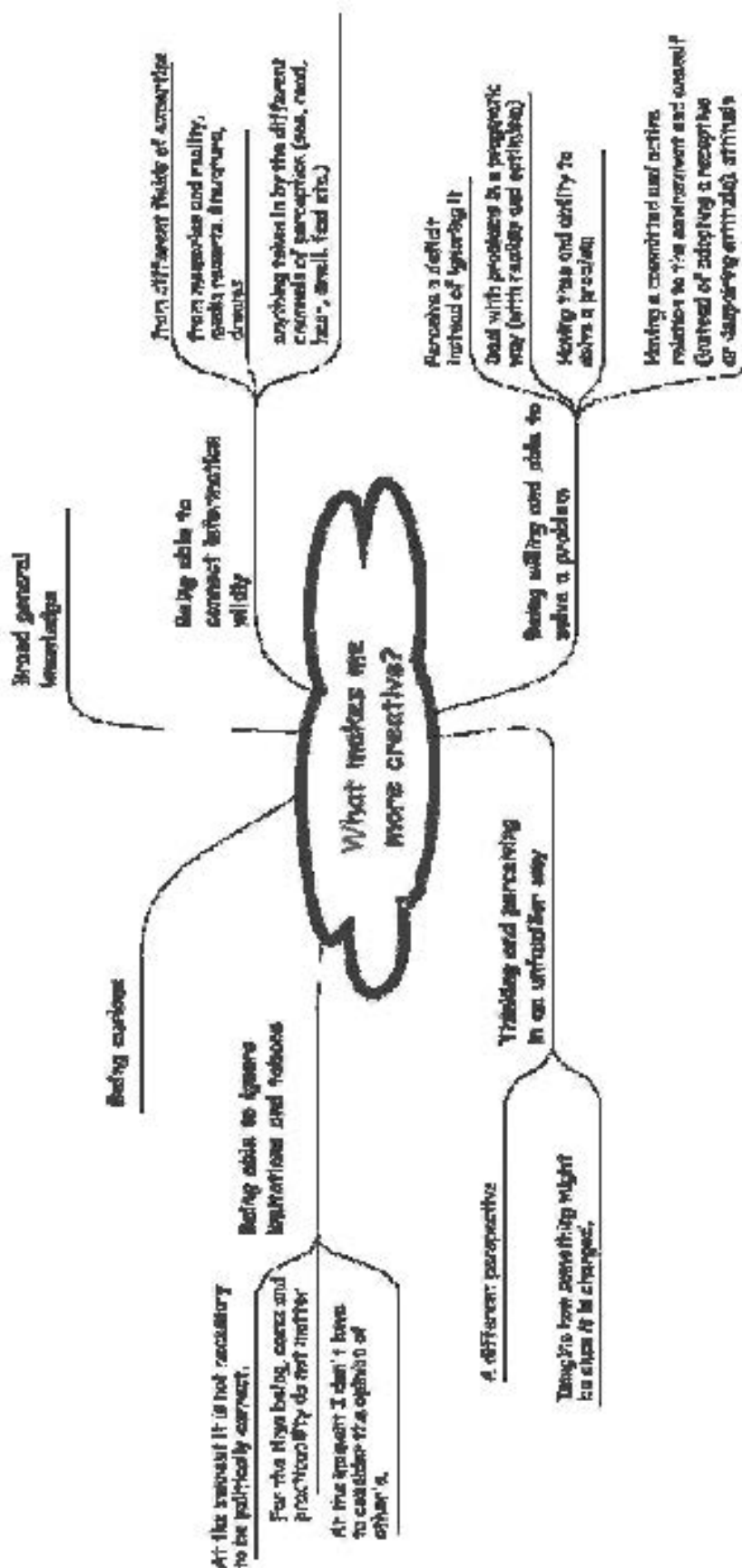


INGWE

What are the different practical areas for creativity?

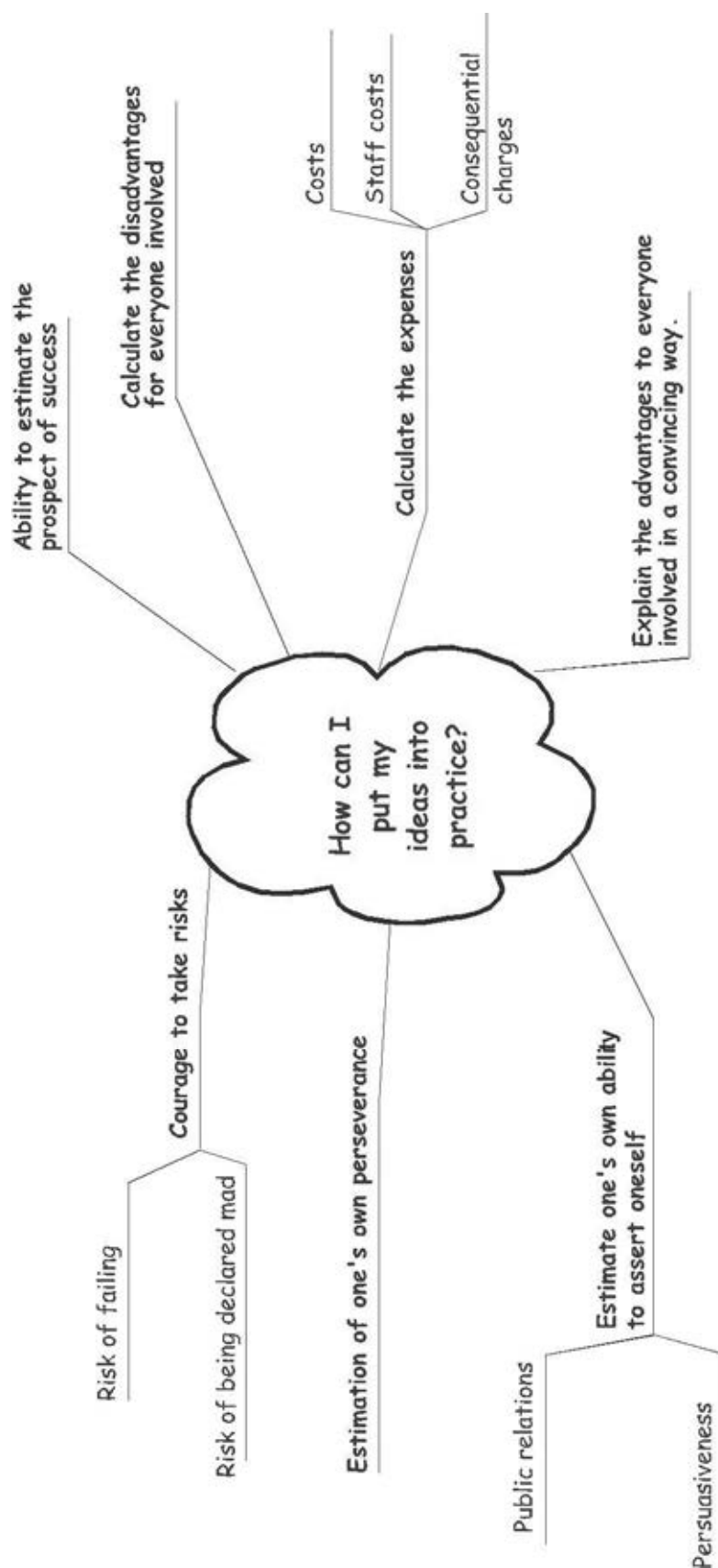


What makes me more creative?

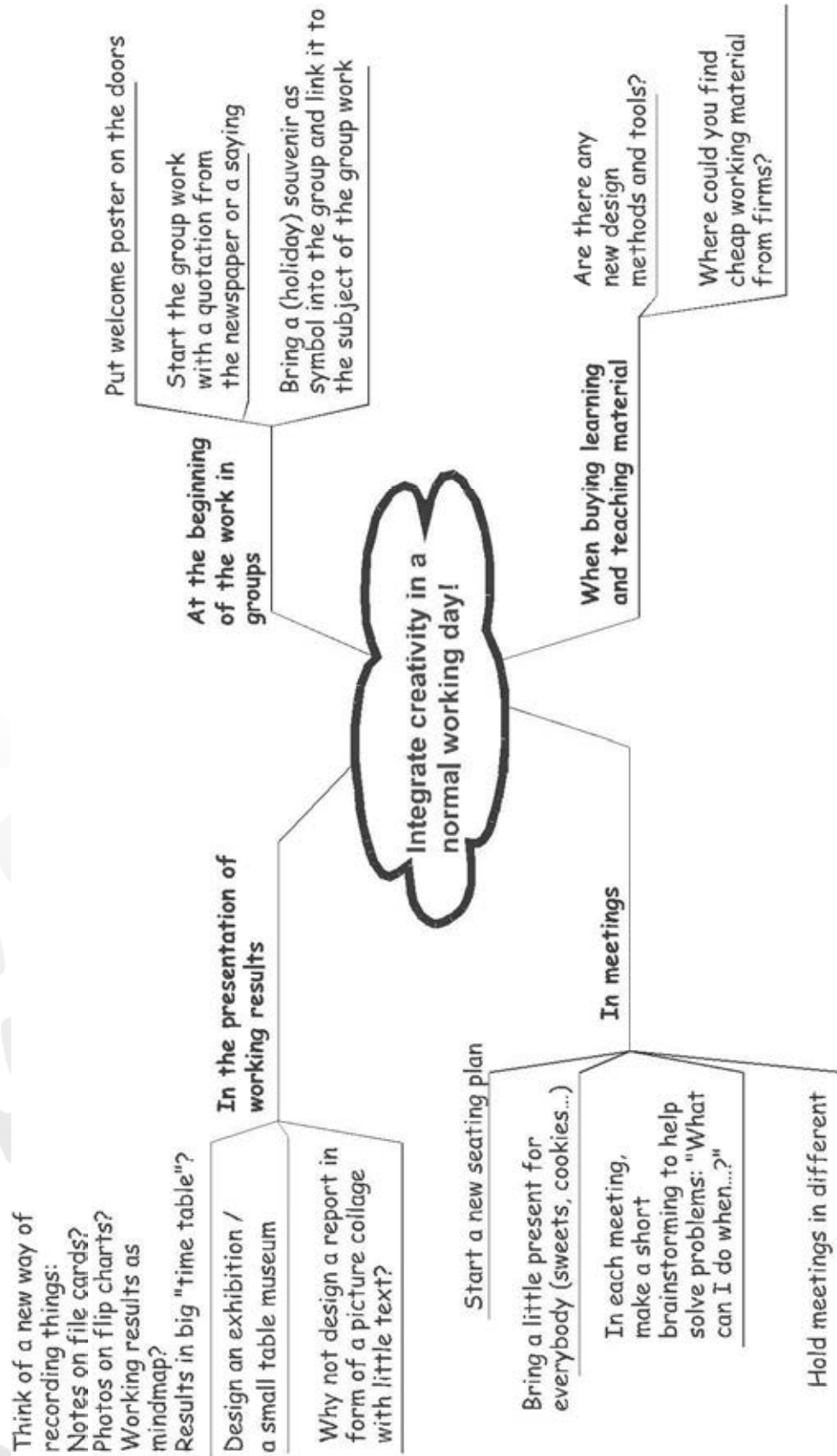




How can I put my ideas into practice?



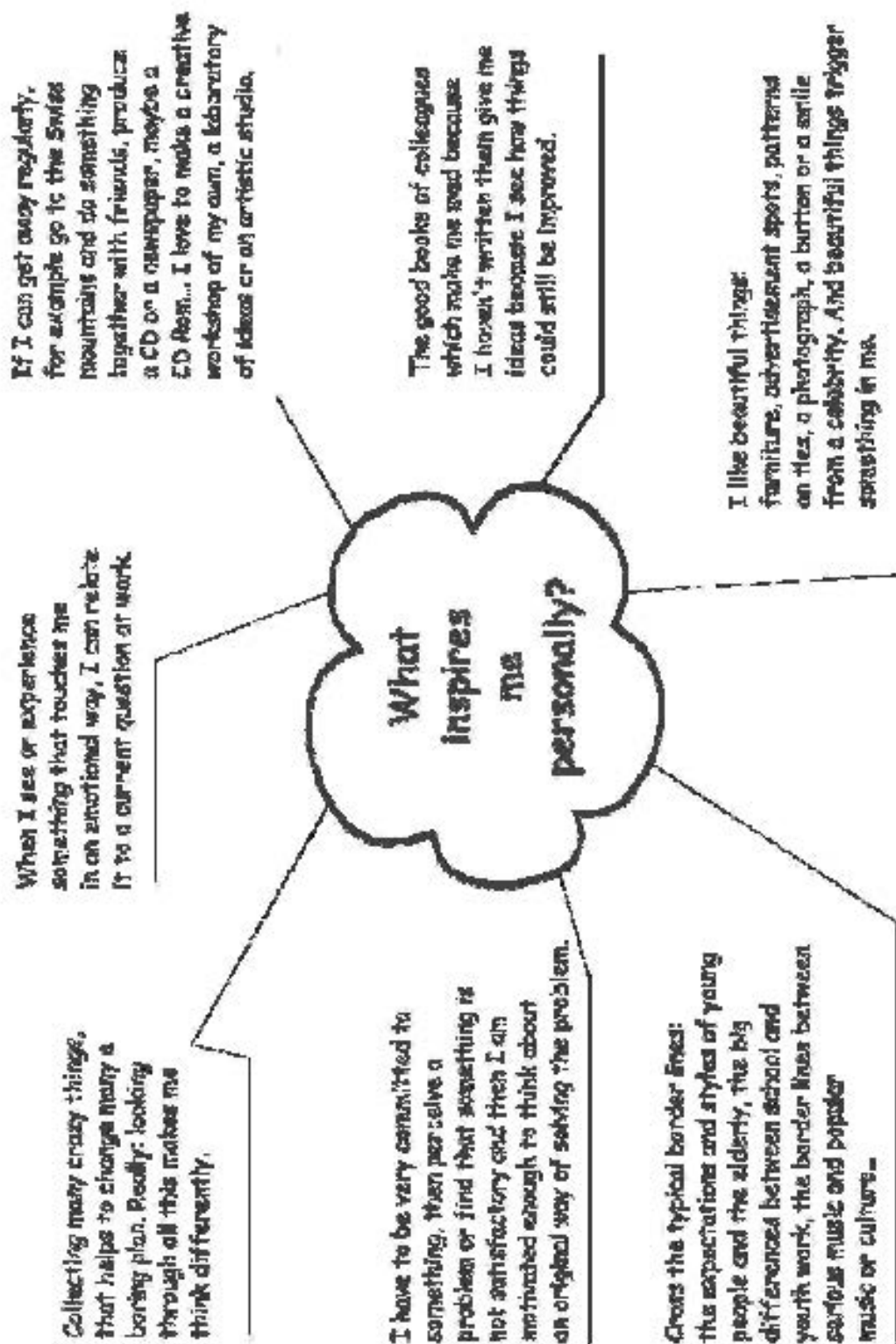
Being creative in everyday life!





INGWE

What inspires me personally?



Group and Game Leader

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Group and Game Leader



The tasks of the group leader begins with the planning of the group meetings and activities. The work itself has to be well prepared: the group leader has to chose, invent or adapt games and methods for his group, taking in consideration the interests, needs, deficits and problems of that particular group. He or she also have to think about the pedagogical aims they want to achieve and the conditions in terms of space, time and material to which the work is subjected. Having done all this, the show can begin!

A short list of rules for the conduct of a group leader

How to plan group games and activities

The games and methods should be chosen in such a way that the group will enjoy them and experience a confirmation through them, but on the other hand, the games have to teach them something as well, new experiences that the group leader wanted them to have.

When choosing games and methods, group leaders should consider the effect they may have on the group and the difficulties that may arise.

When planning a group meeting, the group leaders should think about the different experiences of the group with games and other methods as instruments of group work. Always advance in small steps. Especially the problems that may arise have to be considered.

When planning an event or a group meeting, the group leaders should also consider the outside and inside conditions (rooms, space, equipment, role of the group leader within the group, group rituals and group conflicts).

How to conduct group games and activities

First of all, group leaders should motivate the group to take part in the games or arouse their interest in a given subject. To do so, he can use different methods such as the design of the surroundings, a theoretical introduction etc.. The reason for this is that they cannot take for granted that everyone is automatically motivated or interested, especially if the group consists of teenagers or adults.

Group leaders should announce their methods/games in a self-confident, precise and comprehensible manner. Especially if the subject is rather unusual, the leader has to present it in a convincing and committed manner.

At least in the initial situations, the group leaders should meet the expectations of the group regarding their style when communicating or when leading a group activity and regarding their behavior.

Group leaders should participate in the activities as much as possible, but guarding a certain distance, that is, participate, yes, but always bearing in mind that their role is that of the group leader and never losing control. Group leaders should always be able to react in a careful and thoughtful manner should conflicts arise, that is they should never take conflicts with group members as an attack on their self esteem.

Group leaders should not insist too much on their programme. Especially when playing games it is necessary to be flexible and relaxed, not insist on a planned or systematic procedure.

The group splits up in small groups who receive the task to elaborate important characteristics that a group leader should have. They draw the outlines of a person and write these characteristics in or around this figure. Afterwards, the results of each group work will be gathered, presented and discussed by all.

Welcome, Diversity!

Demonstrate what's in a group!

All participants stand in a circle. Now, tell them that those who were born in the spring (or anything else), step into the middle. Make everyone else applaud them. Then they go back into the circle and you repeat this with other characteristics like skills, handicaps etc. These characteristics should have some connection to the group or the subject of the course. Soon the participants will make suggestions of their own about things they would like to know about the others. Be careful that everybody steps in the middle at least once, if necessary, develop characteristics especially for those who were left out.



Feedback:

What was it like to receive applause for something that is not normally appreciated so openly?

What do We Have in Common?



INGWE



Material:

- ▷ One of the following form for each participant
- ▷ Colored pens
- ▷ Threads (each participant should have enough threads)

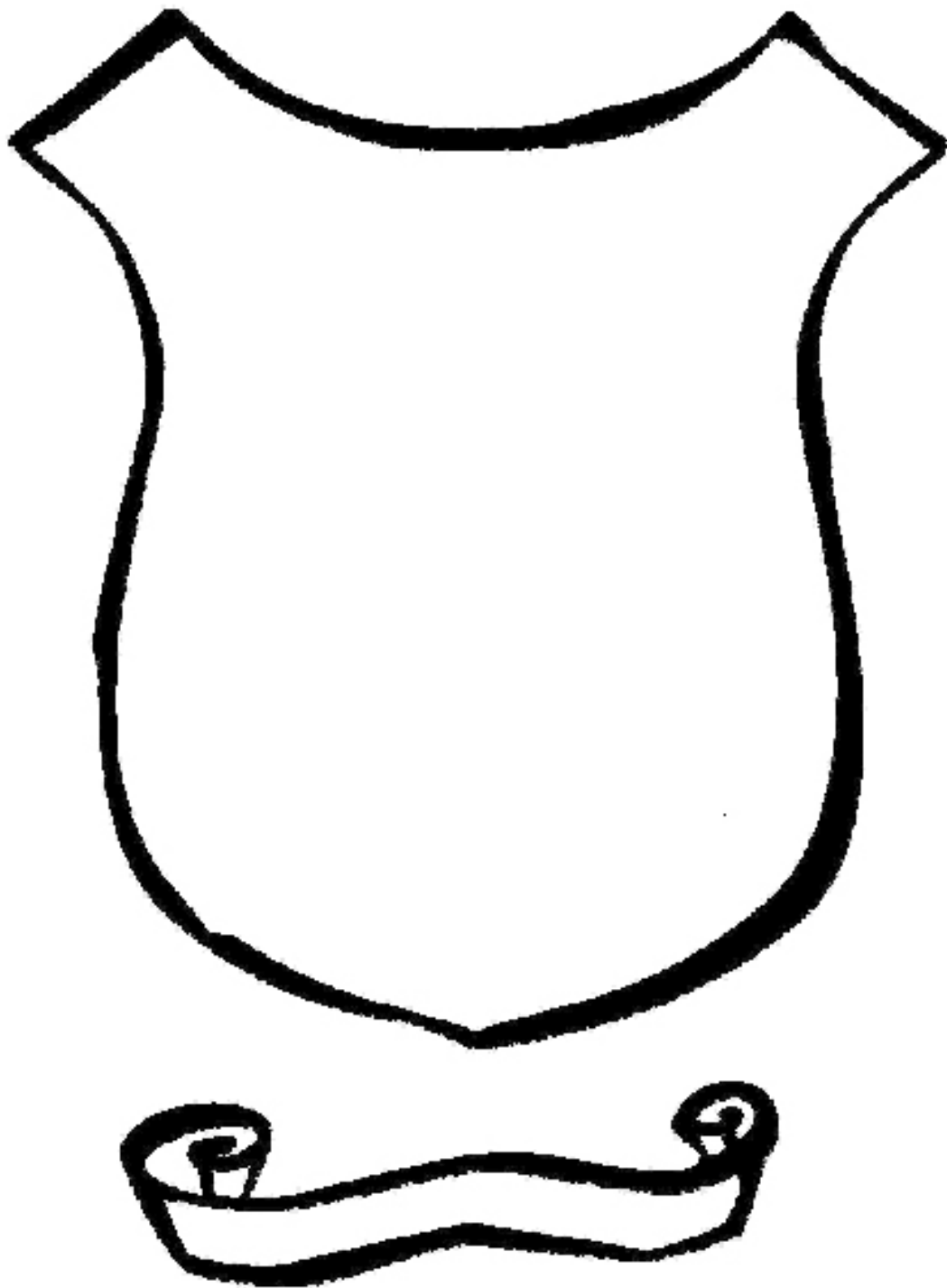
Each participant receives an empty “coat of arms” , like the one on the back of this page.

1. The task is to design a personal coat of arms with images and maybe letters. Tell the participants what everyone has to put into the different parts of the coat of arms. The complexity of the concepts depends on the age structure of the group, for example:
 - a. My favorite subject at school
 - b. My favorite music band / music
 - c. My favorite animal
 - d. My favorite color
 - e. What I want to be when I grow up
 - f. What I would like to do
2. All coats of arms are closely hung on the wall. The participants observe the coats of arms and then use the threads to connect their own coat of arms with that or those which they think are related to their own. That way a network is created that makes individuality and group identity apparent.



Feedback:

Where there surprises? What does it feel like to experience one's own preferences as a part of a group? Has anyone discovered a coat of arms identical to their own?



Bingo



INGWE

Things we have in common / Things we can talk about later



Material:

- ▷ Pen for everyone
- ▷ Paper for everyone

Knows ten different countries	Siblings	Likes to listen do the radio	Likes to read the newspaper	Athletic
<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
.....
1.				
2.				

Each participant receives a piece of paper and a pen.

1. The participants copy the Bingo table (see above) on their papers. Then they write information about themselves on the paper, for example: knows ten different countries, has siblings, likes to listen to the radio, likes to read newspapers, likes to do sport. Then they answer the questions with "yes" or "no".
2. Now they ask the others and try to find someone who would answer the question in the same way. Then they put their names on the list.

The first person to have filled out the form shouts "Bingo!" and has finished.

Postcards



Material:

- ▷ The group leaders collection of postcards.

1. Show the participants the postcards which are spread out. Ask them to choose one of them and then form pairs.
2. Now the pairs retire and tell each other why they have chosen that particular post card and what they think or imagine when they look at it.
3. Back in the group, each presents what the other has said.



Experiences:

This exercise is suitable for introductions and for times when the group has passed through exciting moments and confusion in terms of group dynamics. It helps to calm down spirits and to make the group come back to itself.



A possible variation is that each pair chooses a postcard together or that the participants talk about themselves starting with the postcard.

What the Body Tells Us



INGWE

The expression of the body: how to interpret and use it



Material:

- ▶ 5 sheets of paper with an attitude written on it.

1. The participants sit in pairs opposite each other. A chooses an attitude: doubt, joy, energy, defense, skepticism etc., and adopts the corresponding posture. B has to guess what the intended attitude is, pronouncing a phrase that A could say, putting the words into A's mouth, so to speak. For example: "How wonderful to see you!" or "I am so sad." or "Will she make it?". A then says if the words describe the attitude correctly or corrects if necessary. Then B adopts the posture he or she would have chosen for that particular attitude. A and B compare the differences in their body postures and discuss the different expressions. A and B repeat the exercise with 5 different examples.
2. Put five chairs with the back to a wall and approx. 3 ft away from each other. On each chair there is a piece of paper with an attitude written on it.

Five volunteers sit down on the chairs, each one adopting the respective posture. The rest of the participants observe carefully. Then the papers are pinned on the wall above the chairs, but not in the corresponding order. The participants who sit on the chairs now have to verbalize the attitude on the paper above their respective chairs, but maintaining the former posture. So maybe someone has adopted the posture corresponding to the attitude "fear" and then has to say all over again "I am so happy!" because he or she is sitting under the paper that says "Happiness".

Talk about how much the posture can contradict the spoken word.



Reflection:

In what way can a matching or non-fitting posture affect an argument or a reconciliation?



With this handout it is important that the group leader rehearses the exercise first and understands the rationale behind it.

Selection Method

Instructor - Characteristics



Material:

- ▷ Write several terms to be selected later on sheets of paper. There should be approximately 5 times as many terms to choose from as the number of selections the participants are asked to make.
- ▶ Up to 1 hour.

How to proceed:

Each participant receives a sheet of paper with 50 terms: characteristics that an instructor should have (see next page). Each participant is asked to select those 10 characteristics that seem most important to him or her.

Each participant chooses 10 characteristics and reaches an agreement with another participant. Then 2 or 3 of the pairs form a small group and discuss for about 20 minutes with the aim of agreeing on 10 characteristics.

Then, the selected characteristics are again reduced. The issue should be intensively discussed, with the participation of all. The instructor should visualize the results of the group on a flip chart.

Variation

1-3 hours, maybe longer

This selection method also serves to carry out a "exercise in democracy". At first, the procedure is followed as described. But before the instructor asks for the chosen characteristics, each group appoints a representative. Now, the representatives agree one last time on just 10 characteristics. Thus, the instructor does not need to ask for them.

We recommend this variation especially if decisions have to be taken that need the support of all group members, for example the elaboration of a programme for a year or defining the key issues for a working group.

It is very important not to rush through this exercise. The aim is that as many group members as possible support the decisions and are motivated accordingly. If someone is more or less forced to agree on a certain point of view, this can have negative effects later on. It is therefore helpful to hand out guidelines for the discussions in the groups (see next page).



Supplement for the selection method

Characteristics that a good instructor should have

Please mark 10 characteristics that you think a good instructor should have.

- | | | |
|--------------------------|-----------------------------|-------------------------|
| 1. active | 18. discrete | 35. able to deal with |
| 2. good companion | 19. good listener | conflicts |
| 3. makes people feel | 20. reliable | 36. qualified |
| confident | 21. self-critical | 37. determined |
| 4. social | 22. has opinions of his/her | 38. loyal to colleagues |
| 5. critical | own | 39. has firm principles |
| 6. good organizer | 23. imperturbable | 40. continues his/her |
| 7. friendly | 24. responsible | education |
| 8. energetic | 25. communicative | 41. tolerant |
| 9. infectious enthusiasm | 26. inspiring | 42. eloquent |
| 10. mediator | 27. has lots of ideas | 43. reserved |
| 11. helpful | 28. progressive | 44. vigorous |
| 12. meticulous | 29. correct | 45. convincing |
| 13. understanding | 30. courageous | 46. educated |
| 14. revolutionary | 31. stressing partnership | 47. liberal |
| 15. democratic | 32. inspires confidence | 48. dynamic |
| 16. conscientious | 33. just | 49. sensitive |
| 17. stressing friendship | 34. open-minded | 50. lively |

Decision exercise for groups

This exercise is designed to help groups take realistic decisions. Your group should take a unanimous decision, which is hard to achieve. Therefore, not every single characteristic will completely satisfy each of the group members. The group should make an effort, however, to find those characteristics with which all members agree to a certain degree.

Here are some guidelines:

1. Avoid forcing your personal decision on the others. Give your reasons, be logic, try to convince.
2. On the other hand, also avoid giving in or avoiding conflicts for the sake of reaching a unanimous vote. Do not support the opinions of others, unless you agree with them at least partially.
3. Avoid conflict solution strategies such as majority vote or horse-trading (if you do this, I do that)
4. See diverging opinions rather as useful contributions, not as a nuisance.

Variant 1

Take all the time you need to come to a real group opinion.

Variant 2

Try to find an agreement on as many characteristics as possible in a given time, without using time as a means to pressurize the group.

Selection Method

Worksheet

Supplement for the selection method

Characteristics that a good instructor should have

Please mark 10 characteristics that you think a good instructor should have.

- | | | | |
|---------------------------------|-----------------------|---------------------------------|-----------------------|
| 1. active | <input type="radio"/> | 34. open-minded | <input type="radio"/> |
| 2. good companion | <input type="radio"/> | 35. able to deal with conflicts | <input type="radio"/> |
| 3. makes people feel confident | <input type="radio"/> | 36. qualified | <input type="radio"/> |
| 4. social | <input type="radio"/> | 37. determined | <input type="radio"/> |
| 5. critical | <input type="radio"/> | 38. loyal to colleagues | <input type="radio"/> |
| 6. good organizer | <input type="radio"/> | 39. has firm principles | <input type="radio"/> |
| 7. friendly | <input type="radio"/> | 40. continues his/her education | <input type="radio"/> |
| 8. energetic | <input type="radio"/> | 41. tolerant | <input type="radio"/> |
| 9. infectious enthusiasm | <input type="radio"/> | 42. eloquent | <input type="radio"/> |
| 10. mediator | <input type="radio"/> | 43. reserved | <input type="radio"/> |
| 11. helpful | <input type="radio"/> | 44. vigorous | <input type="radio"/> |
| 12. meticulous | <input type="radio"/> | 45. convincing | <input type="radio"/> |
| 13. understanding | <input type="radio"/> | 46. educated | <input type="radio"/> |
| 14. revolutionary | <input type="radio"/> | 47. liberal | <input type="radio"/> |
| 15. democratic | <input type="radio"/> | 48. dynamic | <input type="radio"/> |
| 16. conscientious | <input type="radio"/> | 49. sensitive | <input type="radio"/> |
| 17. stressing friendship | <input type="radio"/> | 50. lively | <input type="radio"/> |
| 18. discrete | <input type="radio"/> | 51. _____ | <input type="radio"/> |
| 19. good listener | <input type="radio"/> | 52. _____ | <input type="radio"/> |
| 20. reliable | <input type="radio"/> | 53. _____ | <input type="radio"/> |
| 21. self-critical | <input type="radio"/> | 54. _____ | <input type="radio"/> |
| 22. has opinions of his/her own | <input type="radio"/> | 55. _____ | <input type="radio"/> |
| 23. imperturbable | <input type="radio"/> | 56. _____ | <input type="radio"/> |
| 24. responsible | <input type="radio"/> | 57. _____ | <input type="radio"/> |
| 25. communicative | <input type="radio"/> | 58. _____ | <input type="radio"/> |
| 26. inspiring | <input type="radio"/> | 59. _____ | <input type="radio"/> |
| 27. has lots of ideas | <input type="radio"/> | 60. _____ | <input type="radio"/> |
| 28. progressive | <input type="radio"/> | 61. _____ | <input type="radio"/> |
| 29. correct | <input type="radio"/> | 62. _____ | <input type="radio"/> |
| 30. courageous | <input type="radio"/> | 63. _____ | <input type="radio"/> |
| 31. stressing partnership | <input type="radio"/> | 64. _____ | <input type="radio"/> |
| 32. inspires confidence | <input type="radio"/> | 65. _____ | <input type="radio"/> |
| 33. just | <input type="radio"/> | 66. _____ | <input type="radio"/> |

Count to 20



INGWE

Communication through understanding and concentration.

The "Count to 20" game

The participants sit in a circle. One of them is told to always start counting from the beginning. Then all close their eyes and that person starts counting by saying "1". Now, the group has to count up to 20 in such a manner that no number is pronounced by two or more persons at the same time. Of course, this will happen quite frequently and whenever it happens the group has to start from the beginning. It is also forbidden that people sitting next to each other pronounce subsequent numbers. When the group succeeds to count up to 20 in this manner, it is "tuned".



Conflicts in the Group

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Some Recommendations on How to Resolve Conflicts



This exercise helps to decide whether it is useful to mediate in a conflict or not.

In any group there are basically three different ways to resolve conflicts:

1. **With power**
"I am the boss and you will have to do what I say!"
2. **With rules or laws**
"We can look it up in the house rules." or "Didn't we agree on..."
3. **With the possibility to mediate between the different positions of the disputing parties.**

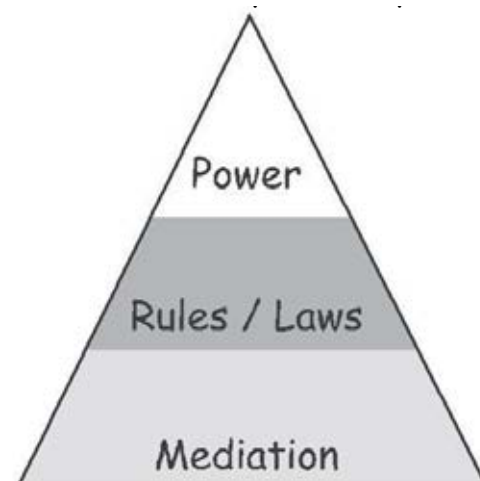
1. Draw the triangle of conflict resolution and explain it:

There are three basic strategies for the resolving of conflicts: power, rules or mediation.

You have to decide in each individual case what the appropriate strategy would be. The decision depends on the situation, the history and the reason for the escalation of the conflict. For the people concerned it is usually better to have a mediator than to have to accept a decision from above. But mediation may not always be possible. That's why first of all we have to find out if mediation makes sense. The triangle is not an evaluation of the 3 strategies. Its message is simply that it is better for an institution, that is, a school, if

- ▷ the majority of the conflicts can be resolved by mediation;
- ▷ a smaller part can be resolved by rules;
- ▷ the smallest part has to be resolved by instructions from above.

2. The group divides into various smaller groups. The task is to examine cases known to the participants or cases that have happened to them personally. In each case it has to be discussed if a mediation is possible or not. Each group writes down 1-3 cases in which mediation is possible.
3. The results are presented to the whole group. Explain the criteria for each case. When does a mediation make sense, when should a mediation be avoided, when should be negotiated?



Develop Rules

Negotiate rules which are binding for everyone

1. In small groups, people talk about the rules for the course. The rules are there to help avoid problems. Within the small groups, people should agree or at least know on what points they disagree. Make a summary of your results on a big piece of paper that you hang on the wall.

A recommendation: Try and be as precise and general as possible. There should not be more than 10 rules.

2. Back again in the big group, each small group presents its suggestions. The group leader only moderates the negotiation and the agreement. Which rules are more or less the same? Have the same purpose? Which rule excludes another? Which of the two is to be preferred? Will that disrespect important needs?
3. Have the group confirm the exact words of each rule and then write the rules in your best handwriting on a big poster, title: "These are the rules of our course".



As a group leader, you have to respect the rules of the course just like everyone else, so you should also have the opportunity to make suggestions when the group decides about these rules. But keep in the background nonetheless. In the following you will read some tried and tested rules and their explanations for reference.

Some Tried and Tested Rules for Groups



I N G W E

Speak for yourself

Avoid generalisations like "All of us want, don't we?" Instead, say exactly what you can say for yourself: "I would like... I feel... I need..." When the whole group is that explicit, a clear picture emerges.

Let others finish what they have to say

"When others in the group don't try to patronize me, I can listen more carefully and calmly to what others have to say. Even if sometimes it is hard to accept: Everyone else in the group has as much and as important things to say as I. Instead of insisting on my own point of view, I should make sure that I understand what the other wants to say."

Take the initiative

Because if we chose a task ourselves, usually we perform it better than when we are forced to do something. And so many people have to struggle under their bosses that we should not try and be "bossy".

Same space, same time for everyone

This is a rule that the supervisor as a prominent figure in the group cannot always respect. But it is a dictate of tolerance that we grant everybody else as much freedom as we want for ourselves.

Respect differences

That is the only way to perceive the diversity within the group. The group can develop methods in order to use this diversity as a positive impulse for their activities. They should under no circumstances try to reduce the diversity!

Trouble is a priority

Problems, irritation, objections from individual members of the group can be more important than a smooth order of events. If the individual "troublemakers" are taken seriously, the whole group profits. But that doesn't mean that everyone can do as they please and be a nuisance!

The Spider's Web Analysis

An exercise that makes the structures of a conflict evident.

1. Explain briefly the three most important aspects of a conflict situation and how they can be described in a spider's web analysis.
 - a. **Who?** Who is involved in the conflict?
 - b. **What?** What are they doing?
 - c. **Why?** What are the reasons behind the behavior of these persons? What do they want to achieve?

Then the participants receive the form "Spider's Web Analysis". Speak with the group about how the three aspects can be put into the structure of a spider's web.

2. The group splits up into several smaller groups to become familiar with the form.
3. The results and questions are discussed in the whole group. Make sure everyone has understood the concept of the web.
4. Now the participants receive the task to split up in pairs and decide in which way the conflict can be described by the three different aspects of the web.
5. Then, in 2 or 3 smaller groups, the different solutions are presented and each group produces a spider's web analysis. Help the groups at this point.
6. The results are then presented and discussed in the whole group.

Evaluation:

What matters here is not so much the technique, but the process of how the analysis was made. Possible questions could be: Was it difficult to describe the different aspects so briefly?

Was the web useful? Have the main aspects of the conflict become clear?

This analysis is a very good instrument for the preparation of role plays.

The Spider's Web Analysis

Example

Task:

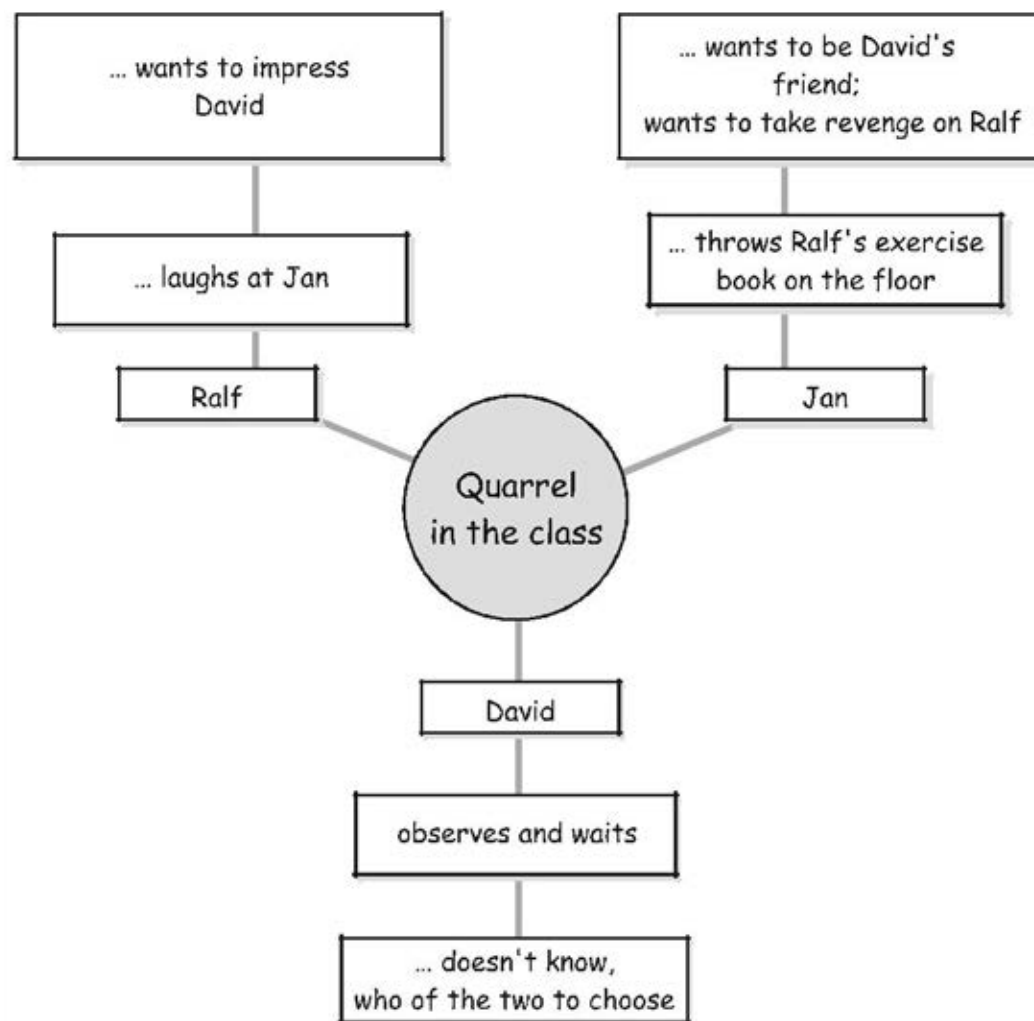
Draw an analysis in form of an spider's web. Mention the most important point.

Use different colors:

- ▷ **Blue:** Who is involved?
- ▷ **Red:** What are they doing?
- ▷ **Green:** What are their motives?

Example:

During the class Richard laughs at John who could not answer one of the teacher's questions. John throws Richards exercise book on the floor. David observes the whole thing. During the break, Richard and John have an intense fight. David stands close by.



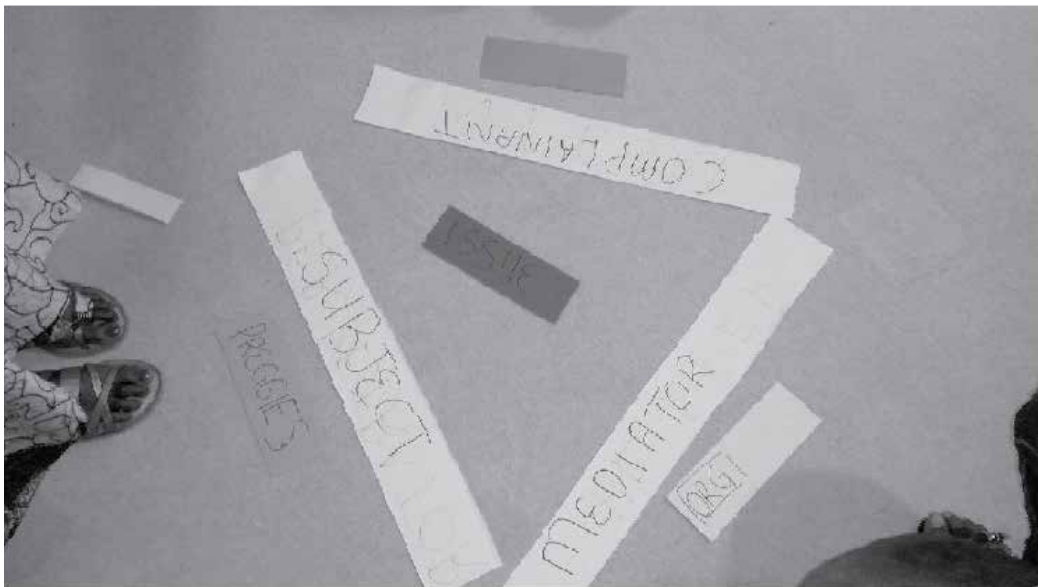
The Role Shift Game



A complex role play, very appropriate for the transmission of valuable experiences and quite enjoyable. If possible, play in groups of three.

Material:

- ▷ Use a set of three pieces of paper for each group, the papers of each set with the words "COMPLAINANT", "SUBJECT" and "MEDIATOR" written on them.



1. The purpose of this exercise is to make clear to what extent perpetrators, victims and helpers are entangled in a mutual dependence and at the same time to find alternatives for one's own behaviour.

For this exercise we need groups of three. First of all, these groups talk about conflict situations in which they felt as perpetrators, victims or helpers.

Then the group chooses one of these situations for the following role play. We do not recommend to choose a situation that was in any way existential or threatening for the affected person.

2. Put the papers with the words "perpetrator", "victim" and "helper" on the ground - so that they form a regular triangle.

Each group acts their chosen conflict situation in this triangle, several times. At the same time, the role each person plays in this conflict, is dominated by one of the stereotypes which were discussed before. Imagine the triangle with the stereotypes is put on top of the triangle with the conflicts, like a transparency. This transparency can be moved and at the same time each participant can continue playing his or her role in the conflict.

The Role Shift Game

Example



The situation:

A woman is sitting on the bus. Opposite her a slightly drunk man is sitting who tries to chat her up. Another man wants to help the woman and tells the drunkard off. This outward constitution of the conflict remains unvaried throughout the three enactments, only the inner structure changes.

► Enactment 1:

The drunk occupies the place of the "perpetrator", the woman the place of the "victim" and the man the one of the "helper".

► Enactment 2:

Everyone moves to the place on his right. Now the drunk is the "victim", the woman the "helper" and the man the "perpetrator". The inner structure has changed: the man is in a foul mood and only looking for an opportunity to take it out on somebody else. So the drunk who is bothering that woman is just what he needs. The woman tries to mediate because she did not feel so bothered by the drunk.

► Enactment 3:

Again, everyone moves to the place on his right. Now the woman is the "perpetrator", the drunk the "helper" and the man the "victim". The inner structure of the situation has changed again: the woman feels attracted to the drunk and wants to establish contact with him. She is angry about the man who interferes and the drunk tries to mediate.

Pattern for the Solution of Problems

(developed by K. Levin)



When continuing work on the different alternatives for finding a solution, this pattern for the solution of problems may be used.

Each participant receives a problem solving sheet and starts working on it. The "final solution" is either defined by each participant individually or jointly by all group members.

► 1-3 hours

Problem
Final Solution

Strengthening factors	Inhibiting factors
within myself	within myself
in others	in others
in objective factors (time, money, ...)	in objective factors (time, money, ...)
General support material EXISTS	General support material TO BE ACQUIRED



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Triangle Method



This method helps treating conflicts, their causes and strategies for their solution.

The pattern is easy and allows a slow and precise proceeding.

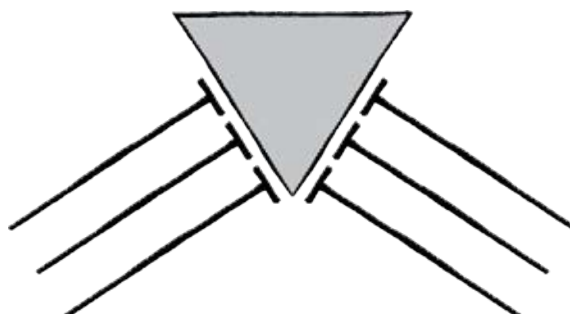
► 1-3 hours

1. Conflict Situations

Write down a conflictive situation, ideally one relating to the issue at hand, suggested by the participants themselves, in the "weak triangle". The "weak triangle" is the visual symbol for the conflict. Its existence depends on the support it receives from exterior forces.

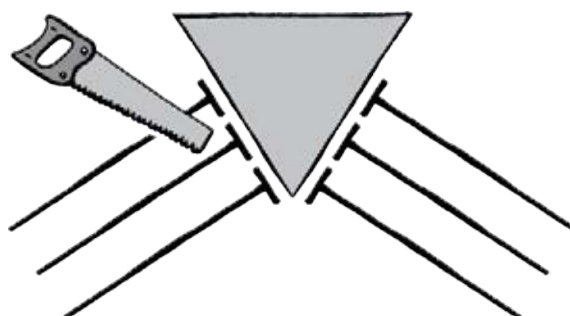
2. Causes

Now the search for „supports“ begins: causes that have created the conflict, forces that stabilize the weak conflictive situation. They are added to the triangle as its supports.



3. Strategies

Now the participants search for suggestions of how to "cut off" these supports: a strategy for a solution.



The triangles of different small groups may be compared to one another in terms of what they have in common and where they differ. The participants can discuss key issues for their cooperation.

Cracking the Code



An exercise designed to enhance the attention for the behaviour of others.

▶ 30 minutes

1. Divide the group in smaller groups of 4-5 persons. One person of each group leaves the room. The others agree on an - ideally concealed - sign or gesture to be employed repeatedly during the discussion, for example touching one's chin or similar.
2. The participant who left the room is asked to come back in. The others discuss something and don't pay any attention to this person, whose task it is to observe the group and find the code. As soon as he or she thinks she knows it, he or she will join the discussion and use the code like the others do. The person will not be accepted in the group unless he or she has found the correct code.
3. Now another participant leaves the room and the exercise is repeated until each participant has had to crack the code once. To add interest to the exercise you can make it gradually more complicated.

Questions concerning the evaluation:

- ▷ How did you feel as an outsider?
- ▷ Was it difficult to crack the code?
- ▷ How did the group feel?
- ▷ Is it just a game or are there similar situations at school, in the family or in your recreational activities?



The Iceberg Model



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This exercise helps to reflect on the background of a conflict.

► 45 minutes

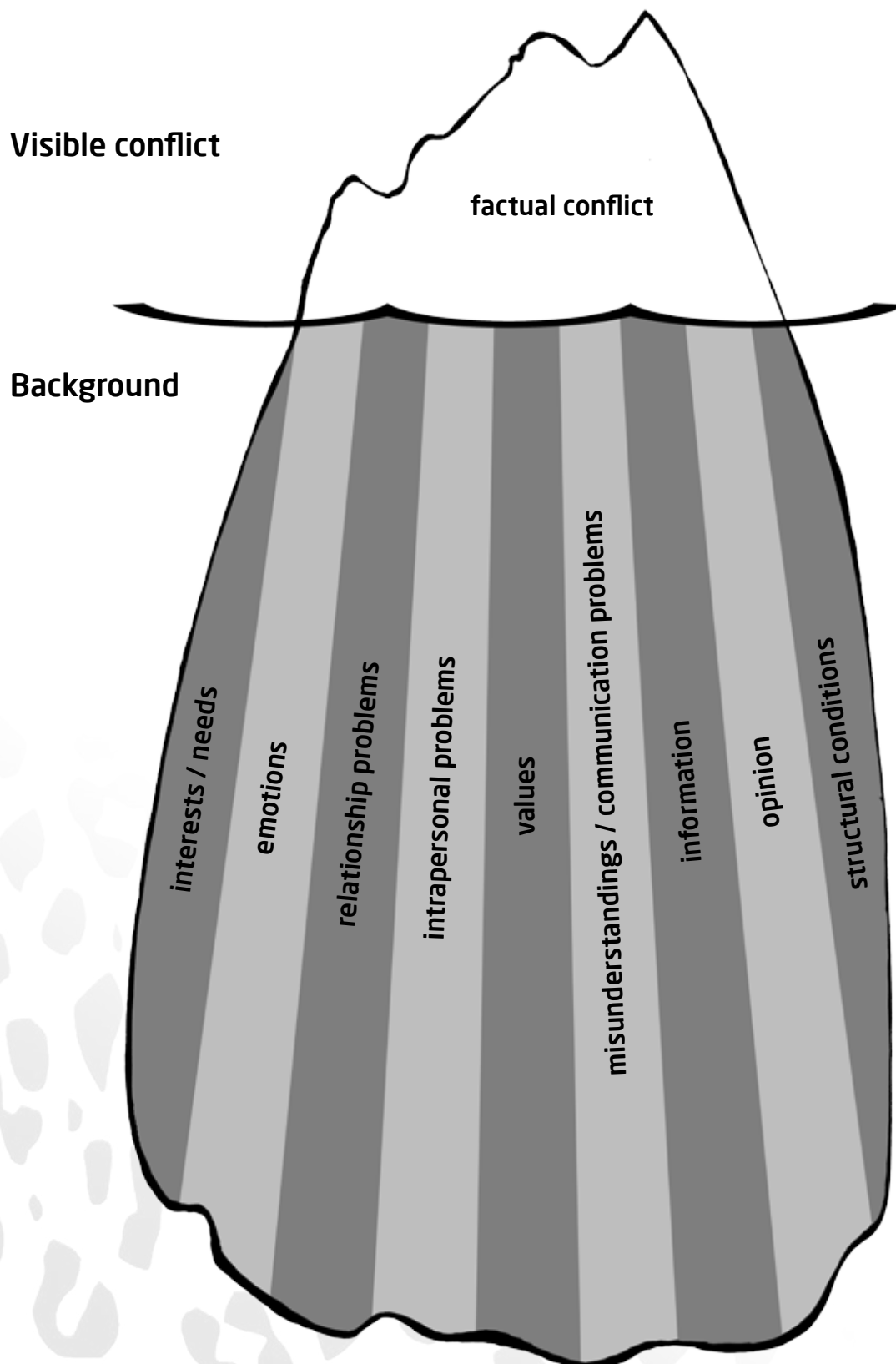
1. With the help of a slide or a drawing, explain the iceberg model.
2. Divide the group in several smaller groups and give each group one working sheet with the iceberg model. The task for each group now is to draw an iceberg on a large sheet of paper and complete it with opinions and positions - referring to a current example. Make sure to strictly follow the iceberg model. Each case, however, may be amended according to the participants' individual experiences.
3. Later, the results are presented to the group as a whole, one participant of each group describing the progress of the discussion.

Questions concerning the evaluation:

- ▷ Was it difficult or easy to apply the iceberg model to an individual case?
- ▷ Did many questions remain unanswered?
- ▷ Do you remember experiences of your own where it was difficult to find out the real causes of the dispute?

The Iceberg Model

Worksheet



Iceberg model by Christoph Besemer, adapted



I N G W E

Circle - Training: Interventions



Learning about the different types of conflict and the corresponding interventions.

► 90 minutes

1. Write down five different levels of conflict and the different interventions to treat them on five large sheets of paper. Hang these sheets of paper on different places in the room. Then, arrange some chairs in a semicircle. Equip all five locations with cards, pens and glue.
2. The group as a whole is separated into 5 smaller groups. Each group goes to one of the locations.
3. Now, the groups have ten minutes to talk about their level of conflict and the interventions and to find examples for the different possibilities of intervention. They write these examples on cards and stick them on the large sheet of paper. Pay attention to the time and ask the groups to change places after 10 minutes.
4. After having dealt with all five levels of conflict, the groups make a last round of looking at all five locations again and find out what examples the other groups have found.

Questions concerning the evaluation:

- ▷ Is it surprising how different these levels of conflict are?
- ▷ How can one see that?
- ▷ Were the interventions useful for the examples you found?
- ▷ Do you have more ideas for interventions?

Causes for conflicts and possible interventions:

Factual Conflicts

Can be caused by:

- ▷ lack of information,
- ▷ incorrect information,
- ▷ diverging opinions about what is important,
- ▷ diverging interpretation of data,
- ▷ diverging processes to reach an assessment.

Potential interventions for factual conflicts:

Reach an agreement on which information is important!

Reach an agreement on what course to follow to obtain information! Make the parties develop common criteria to obtain information! Make the parties develop common criteria to evaluate the data!

Involve independent experts to hear an outside opinion or to overcome a situation that has reached a deadlock!

Conflict of Interests

Can be caused by perceived or real competition between:

- ▷ real (factual) interests,
- ▷ procedural interests,
- ▷ psychological interests.

Potential interventions for conflicts of interest:

Focus your attention on interests and needs, not on positions! Search for objective criteria!

Suggest the development of complex solutions which take into account the needs of all parties involved!

Search for ways to enlarge options and resources!

Suggest the negotiations of barter deals in order to satisfy interests and needs of different intensity!

Relationship Conflict

Can be caused by:

- ▷ strong emotions,
- ▷ wrong perceptions or stereotypes,
- ▷ lack of communication or unsuccessful communication,
- ▷ repeated negative behaviour.

Potential interventions for a relationship conflict:

Control the expression of emotions by employing an adequate procedure, by stipulating some basic rules, by holding individual talks etc.!

Support the expression of emotions by acknowledging them and providing a procedure for it! Clarify the perceptions and build up positive perceptions!
 Improve quality and quantity of the communication!
 Block negative, repeated behaviour by changing the structure! Encourage positive attitudes towards the solution of the problem!

Conflict of Values

Can be caused by:

- ▷ diverging criteria for the evaluation of ideas and behaviours,
- ▷ excluding goals of inner values,
- ▷ diverging ways of life, ideology and religion.

Potential intervention for a conflict of values:

Avoid defining the problem in evaluating terms! Give the affected parties the opportunity to agree or disagree! Create spheres of influence in which one set of values predominates! Search for general goals, shared by all!

Structural Conflicts

Can be caused by:

- ▷ destructive patterns of behaviour and interaction,
- ▷ imbalanced control, distribution of property or of resources,
- ▷ imbalanced power and authority,
- ▷ geographical, physical and environmental factors impede cooperation,
- ▷ pressures related to time.

Potential intervention for structural conflicts:

Clearly define the roles and change them! Replace destructive behavioural patterns! Suggest a new distribution of property or resources!
 Introduce a fair procedure, accepted by both parties, to aid the finding of a solution!
 Change the negotiating style of positions - towards a negotiation that takes into account the needs!
 Change the manner in which the parties exercise influence (less forcing, more convincing)!
 Change the physical area and the environment of the parties (closeness and distance)! Decrease the external pressure on the parties!
 Change the time pressures (more or less time)!

The Training Map



This exercise helps to plan further key issues of the training more efficiently.

► 40 minutes

1. Distribute the working sheet „The role of the mediators“. discuss it with the participants.
2. The participants talk in small groups about the criteria and about what they are confident they can do and what not. Each participant should find two issues he or she would like to intensify work on during the training. Note these two issues for each participant on a card.
3. Each small group presents its results to the group as a whole. Each participant puts his or her cards on a large piece of paper. Similar cards are grouped together and those key issues that are to receive special attention during the training, are highlighted. The training map should be hung in the training room.



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ABC – General Role Playing



A conflict is acted out simultaneously by several groups of three. Compare the different results.

► Up to 1 hour, 1-3 hours

How to proceed

(Written by Ulrich Baer)

We are presenting the method „ABC – Role Playing“ with an example, however, this method is perfectly suitable for intensively treating nearly all social conflicts and issues. To prepare the ABC-Role Play the group is divided into small groups of three participants each. Each of the three members of these small groups receives a note, one with an “A”, one with a “B”, the last one with a “C”. The situation is now acted out in three parts, but each part at the same time by all the groups (it is recommendable, therefore, that the groups are somewhat separated from one another to avoid distraction).

The instructor thinks up a story and the corresponding characters in accordance with the issue to be dealt with. These act in pairs. The instructor starts telling the story for all, thus beginning with the first part of the game.

How to proceed

The game consists of three short dialogues (1st, 2nd and 3rd round) which are enacted by all groups of three at the same time. All of these dialogues belong to a story told by the instructor. For each dialogue and each group there is one group member who observes the others and takes notes about the course of the discussion.

Duration

Without evaluation approx. 30 – 45 min.

Number of players 12 – 39 (depends on the size of the room, number of players should be a multiple of three), age: 15 years and older (depending on issue)

A	B	C	D
1 st Round (7-10min)	Mrs. XYZ	daughter XYZ	observer
2 nd Round (7-10min)	Mr. B	observer	son B
3 rd Round (7-10min)	observer	Mrs. XYZ	Mr. B

Then, on the basis of the 3 games within the groups the following issues are being discussed:

- ▷ In what manner did the acting persons treat each other?
- ▷ Were the represented characters typical and/or realistic?
- ▷ How was the issue discussed?
- ▷ Did any issue raise discussions, stereotypes or prejudices?
- ▷ Was the game useful for learning new arguments concerning the issue?
- ▷ What were the effects of the A and C participants having to represent the parents as well as the youths – and therefore having experienced the conflict from both points of view?

Clarify the Conflict

General

The target is to make clear the feelings, interests and all other relevant background information concerning the problem at hand. This clarification of the conflict helps the affected person to a more complex self-analysis and to understand the nature of the conflict.

The mediator's task in the third phase is to ask deliberate questions for the conflict level in order to clarify the background and help the affected persons through exercises - which may be also of the nonverbal kind - to reach a clearer understanding of their own behavioural pattern in conflicts and to register the ideas of the other party.

If the mediation threatens to reach a deadlock, for example because the affected persons are repeating the same arguments over and over again, the mediation may suggest a different way of proceeding. If the dispute is about an object or a certain incident, the mediator may suggest that everybody makes a drawing of the object or the scene. To develop an understanding of the other side, nonverbal exercises are sometimes more efficient.

In this phase it is also important to gradually re-establish direct communication between the adversaries. Once a certain comprehension of the motives and needs of the other side has been established, you have a basis for directing the discussion towards the solution of the conflict. This is the condition for entering the fourth phase.

Once the conflicting parties have explained their point of view in the second phase and reached a certain comprehension of the issues at hand - meaning, "what all this is about" - the third phase wants to consolidate - meaning, "why" this conflict about these issues developed.