

# Breaking the culture of silence

*An icebreaking handbook to spice up  
your meeting, workshop and conference*



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Krogerup 2009

# Introduction

by Garba Diallo,  
Director of Crossing Borders

The purpose of this practical handbook is to assist facilitators, mediators and trainers to achieve maximum participation of their groups in learning, training and dialogue processes.

It is for people working with all kinds of groups, but especially with groups from conflicting societies and with groups consisting of people from multicultural backgrounds.

The handbook is meant to serve as a rich source of relevant information and practical tools to apply directly in the work towards a deeper understanding, increased awareness and action for positive change. Our hope is to break the culture of silence, boredom and lack of active and positive participation of people in activities that have direct bearing in their lives.

Personally, I am of the belief that important and solid input to the process of learning by impartial subject experts has to be supplemented by active participation by the participants - furthermore, part of any end result should include concrete outputs of immediate benefit to the participants and their communities. Hence, this handbook is an example of a concrete output derived from activities in the "Peace in the Horn" project.<sup>1</sup>

I hope that this handbook will make the process of dialogue useful, fun and inspiring for the users so they will continue building on the idea, to give critique and suggest improvements.

The handbook can be accessed on [www.crossing-borders.org](http://www.crossing-borders.org) and at relevant partners' websites for all interested individuals and groups to use it free of charge and to build on and develop it towards perfection. As such it is a dynamic document that is owned and developed by all users.

Finally, I would like to acknowledge the vital support by the UNESCO Participation Programme, the Danish National Commission for UNESCO and all the Crossing Borders partners and contributors.

All the best,  
Garba Diallo

*The Crossing Borders Peace in the Horn Project was a dialogue project implemented by Crossing Borders with a grant from the UNESCO Participation Programme*

# WHY and HOW - to use the Handbook

by Roberto Nicolasora

*Educationalist from the Philippines*

*Education for Life Foundation (ELF)*

*People's Initiative for Learning and Community Development (PILCD)*

Icebreakers and other more participant oriented methods as tools for “breaking the culture of silence” and activate other skills than the strictly intellectual ones are most often put aside at the back seat.

By tradition, education is often perceived as a very formal activity and classroom activities must consequently be serious in nature, especially among adults, where rooms for non-formal activities are seldom allocated. Blessed are the children who still have the luxury to learn while having fun!

As popular education has become an acknowledged approach for fun, learning and empowering activities, icebreakers regardless of forms are highly welcomed refreshers. Of late, planners and facilitators at workshops and conferences among educational and corporate institutions, being both formal and non-formal, have discovered and realized the value of “breaking the culture of silence” through action songs, icebreakers, games and brief creative exercises including physical mobility.

These activities are mostly recognized as methods sustaining the interest of the learner and audience, creating an enabling environment for higher participation. Simultaneously, they create release of tensions, especially when people are strangers coming together in a learning situation.

More often, these approaches are highly acknowledged during the final evaluation for each learning activity, however, they equally endears together with the main focus of seminars, workshops and conferences.

# This handbook and its origin

This collection of action songs, games, short stories and workshop activities are collections of previously used and currently used methods at Crossing Border courses, study sessions, workshops, seminars and conferences; all in the spirit of “breaking the culture of silence”, especially when participants are from various countries and with different backgrounds and perspectives.

Intercultural meetings bring with them a variety of cultural expressions and views upon the world. There will always be varied reactions when these for some challenging and unfamiliar activities are introduced. In the beginning a feeling of aloofness, like unease. There can be many reasons for this, but most people are to realize the value of these activities, at a later stage.

Cerebral participants might not appreciate at the beginning. However, as they move along they get the jive of the group's rhythm. Facilitators will have to believe in the magic of these activities and enhance their skills in facilitation to direct the learning experience towards the desired goals.

## Activities in every learning space have their objectives, likewise these:

- To sustain interest, awake, energize & motivate
- To help people to relax and gain a gradual release of body tensions
- To break down social barriers
- To increase openness for self-expression
- To create a positive group atmosphere
- To help people to “think outside the box”
- To help people to get to know one another

A few reminders can assist any facilitator in the success of applying the tools and methods in this handbook - be sensitive in the following concerns for effective delivery of learning, while having fun:

- Know your participants and be aware that each of them brings his/her baggage with them. Different strokes for different folks!
- The number of participants will affect the type of icebreakers
- The right time for a particular icebreaker – timing!
- Identify the crisis hour (when participants feel bored and sleepy)
- The area or space contributes to the effectiveness of the activity

- Trust your intuition what to do at what time and be flexible
- Last but not least, the facilitator should give clear instructions.

Some important sequential steps for action songs is to first teach the tune (with words), secondly show the movement (demonstrate) and third ask the participants to perform the exercise – and do it with them.

On the special occasion of its 10th anniversary in 2009, Crossing Borders would like to share this handbook with all its friends, educators, trainers, facilitators and animators. We hope you will have fun!

### Acknowledgements:

- Climate Ambassadors course (2009)
- Crossing Borders Autumn Term 2009 Participants
- ALII (Adult Life Long Learning for Immigrant Integration) 2009
- Krogerup Højskole
- The Association of Danish Folk High Schools

# Workshop Activities

## 1) With and without music

Start your workshop with a moment of reflection in silence, with or without music, to tune into the day and get the thoughts settled out.

Also the time when participants are finding their seats, getting coffee etc. is excellent for a musical interlude.



## 2) Name plus

“Getting-to-know-you” activity with various options; as it can be adapted according to number of participants.

### Objective

- Participants will get to know each other in a fun and creative way where initial personal information will be shared

### Instructions

Facilitator asks the participants to stand up and form a circle .

Facilitator starts by saying his name plus a descriptive word about himself, starting with his name's first letter.

### Option 1

Example: Gorgeous Greg, Beautiful Bettina, Crazy Cathy

### Option 2

Say the name plus any descriptive word not necessarily starting with the name's first letter. *Example:* Helpful Johnny, Loving Peter, Generous Elena, Helen the horse rider....

### Option 3

Each participant says his/her name individually with a creative action included

*Example:* “I am Vincent” together with hands rising in a V action. Then the whole group in turn says his name and imitates the action done by the person introducing herself/himself.



### 3) Moment to moment

The activity aims to get gradual and deeper understanding of participants in a non-threatening approach. This exercise is also good for subjects about leadership.

#### Instructions

First the facilitator will give questions for individual work:

- What was the happiest moment in your life? Why? (Choose only one.)
- What was the saddest moment in your life? Why? (Choose only one.)
- What and who inspires you, why?

Divide the group into smaller groups:

- Individual sharing process in small groups (each group member presents)

#### Objectives

- Participants will see more openings about themselves based on their personal experience
- Participants will express their experience as a tool for a deeper understanding

- The group chooses what shared experiences struck them most
- Plenary presentation of their choice in various forms (poem, song, role play, mime, etc)
- Group can also decide a simple and brief reporting at the plenum

### 5) Inner weather forecasts

This exercise is just a good starter done in the morning, but can also be done in the end of the day, to land a session and get closer to the feeling in a group.

#### Instructions

- Facilitator asks each participant: "what is your weather at the start of the day"?
- Each participant expresses his/her feeling at present (tired, excited etc.)

#### Objectives

- To give participants the chance to express their mood at the start of the day
- Setting the mood, understanding the group and their expectations

### 4) Presentation of the other; The Best

This activity is a good starter for participants coming from different countries, especially among countries in conflict, a real 'feel good activity.

#### Objectives

- Participants presenting each other in the best possible manner
- Participants will initially appreciate each other's presence
- Participants feel good about themselves

#### Instructions

Facilitator ask the participants to work in pairs

- Each pair asks each other about what are the best in themselves, what they are good at, a good deed they have done etc.
- At the plenary, they present in reverse.
- One presents the other and vice versa

### 6) Tuning in to the theme

This activity is good for brain storming, poem making, situational view and slogan making. Good for plenary discussion before breaking into small groups for workshop output.

#### Materials

Markers and flip charts

#### Instructions

- Facilitator introduces the particular theme or keyword to discuss
- Ask the participants to come up with words or phrases associated to the main theme or keyword, in rounds. One can pass if they do not have something and stay till next round.
- Facilitator writes the words on the board until no more words are coming from the participants.
- Then facilitator clusters the words into categories according to the topic.  
*Example:* The keyword is ENVIRONMENT.  
Words that were articulated are trees, animals, loggers, businessmen, people, politicians, church, education, campaign, media, irrigation, plants, pesticides, etc.

#### Objectives

- Participants will have a general view of the particular topic discussed
- Participants will organize a group of words to make sense from it
- Participants will formulate complete thoughts and phrases based on the given number of words

- Categories may vary.  
*Example:* list the words that belong to one category  
- *Resources:* trees, plants, animals, people  
- *Problems:* pesticides, politicians, businessmen, loggers, people also  
- *Solutions:* education, church, campaign, media, irrigation
- Facilitator asks the participants to organize a statement through slogans or a plain sentence based on the words and categories defined.  
Another option is to make a poem out of the words gathered.



## 7) Inclusion/exclusion ball game



### Players

Good for 20-40 participants, an activity about exclusion and inclusion

### Time

Maximum time is 30 minutes.

### Materials

A small ball for each participant

### Objectives

- Participants will discover the experience of exclusion and inclusion
- Participants will express their thoughts about the activity, exclusion and inclusion

### Instructions

- Divide the group into smaller groups of 10 participants
- Each group member is given a ball to pass it on to other members randomly, within the group. It is not expected that the person will be able to catch it, there are no rules about how to do it and the group can make up a system or leave it in total anarchy
- Facilitator blindfolds one of the members only to bring him/her to the middle of the other group while the group is still throwing the balls around. Observe what happens.
- Facilitator can also bring a person from one group to change with a person from another group, tie the hands of a person or invent other 'obstacles' to the participants.

### Questions for processing after the game

- How did you feel about the activity?
- How did the group work as a team? Did anybody take charge? How did rules evolve?
- How did the group react when someone not belonging to their group entered the circle - and maybe also had a handicap (blindfoldedness)?
- How did the blindfolded persons feel when they were in the group while they were throwing the balls?

### Summary

Summarize the shared experience and elaborate on the feelings of exclusion and inclusion.

## 8) The box



This activity is about perspectives, frame of mind and the understanding about where one is coming from; that everyone has different experiences depending on where he stands and what experience he/she went through.

### Objectives

- Participants will express what they see and how they feel about it - differently.

### Materials

A box, not too big and not too small. All sides are pasted with a collage of pictures from newspapers or magazines chosen by the facilitator.

Pictures could be of a situation, an incident, a commercial ad etc.

### Instructions

- Facilitator ask the participants to form a circle
- Facilitator throws the box in any direction among the group

- The person who catches the box must look at the picture according to the position of the box in his eye level (no turning of the box)
- Participant must remember what he/she sees upon catching the box, then throws it to other member in the group.
- The process continues until everyone was able to catch the ball, at least once.

### Questions for processing after the game

- What have you seen and how did you feel of what you saw?

### Summary

Summarize how some people will observe a feeling, others a concrete observation. Depending on the eye that sees, the experiences and the 'backpack' of the individual.

## 9) Mirroring

This activity is a short breaker in between lectures. 10-15 participants are good enough for this exercise.



### Objectives

- The objective is simply to laugh at what the participants do and to set a happy mood!

### Instructions

- Participant partner up and face each other
- Person 1 faces the mirror and moves any part of his body
- Person 2 takes the role of the mirror and imitates every move of person 1
- After a minute or two, they change roles

## 10) String and pen

Cooperation, coordination, communication and teamwork are the key words of this activity. This activity is ideal as a starter, especially for a new group of people.

### Players

This is good for a group of 10 – 50 people

### Time

30 minutes including processing

### Materials

Strings, a regular bottle of soft drink and a pen

### Objectives

- Participants main task is to shoot the pen inside the hole of the bottle
- Participants will create their strategy to successfully fulfill the task
- Participants will articulate their thoughts while doing the task
- Participants will express lessons learnt from the activity

### Instructions

- Facilitator has prepared a number of strings about five feet long, enough for all participants
- Facilitator divides the group into equal numbers
- Facilitator gives one string for each pair holding each other's end
- Two groups face each other, holding both ends of the string - not too tight, not too loose
- Ask two persons outside the group to assist and post them at both center ends between the two groups
- While the pair holds strings, the two persons walk between the two groups and meet at the center, be sure that the strings of each pair are still in their hands

- Then facilitator ties the strings at the middle while the participants are still holding the strings
- At the middle of the tied strings, facilitator ties a hanging pen
- The group at this point forms a circle still holding the strings
- Then facilitator put a regular soft drink bottle right at the middle where the pen is pointing at
- Facilitator signals that the objective of the activity is to put the pen inside the hole of the soft drink bottle
- Facilitator can stop the activity even if the pen do not get inside the hole, to proceed to the next level
- Second level is to blindfold them and do the same; put the pen on the hole of the bottle
- Facilitator can call one from the group to guide the members how to shoot the pen into the bottle
- Facilitator can stop the activity again and go to the third level
- Ask all participants take off the blindfold but this time hold the strings by their teeth, hands at their back while putting the pen inside the soft drink hole
- Facilitator can change the leader of the group to guide how to shoot the pen inside the hole

### Questions for processing after the game

- How do you feel about the activity? Was it difficult, why? Was it easy? Why?
- What values did you learn from the activity?
- Facilitator explains the value of team work and communication

## 11) Crossing the bridge

This is a simple activity about interdependence and how to achieve a win-win output.

### Instructions

- Facilitator lays a long board wood that fits for feet to walk on
- Facilitator divide the group into two
- Facilitator ask for a pair, one from both groups
- The task of the pair is to cross the bridge without falling or touching the floor
- Succeeding pair are encouraged to think and find ways other than those who have done the activity

### Objectives

- Participants will appreciate the value of interdependence
- Participant will use their creativity to perform a task, like crossing a bridge

### Summary

After all pairs have gone through the activity, facilitator summarizes the value of interdependence and the win-win output.

## 12) Chair-approach to conflict

An activity for topics about conflict management.

### Objectives

- Participants will visually express their attitude towards the chair
- Participants will reflect about how they responded to the situation
- Participants will experience how a situation (conflict) can look very different, from different 'chairs' (positions).

### Instructions part 1

- Participants form a circle while seated
- Facilitator puts the chair at the center of the group
- Facilitator tells the group that the chair represents the conflict
- Facilitator tells the participant to express their attitude towards the chair visually, as they can do anything with the chair (move away etc.)

### Instructions part 2

- Facilitator explains a conflict and puts different chairs in the circle, representing different actors/positions in the conflict.
- Participants are asked to take the seats (limit it to four chairs, to keep it simple) and argue how the conflict is experienced, from their chair.
- After a round of argument new people will sit on the chairs (it is possible for one person to try different chairs) .
- The chair approach to conflict can be used also with an existing conflict (told by a participant), with the aim of expanding the understanding of the conflict by 'listening to the different chairs'.

### Processing

Part 1: After everyone has expressed their response to the chair, facilitator can ask the participants: Why have you put yourselves where you are vis-à-vis the chair?

Part 2: Explain why it is always very important in conflict management to try and see the conflict from different angles and tell how this model can be used.



## 13) Drawing concepts

This activity is about dominance of one over the other

### Materials

Pen for each pair, paper sheet for each pair



### Objectives

- Each pair will come up with a visual output of their concept
- Each pair will express how they felt about the activity
- The pairs will articulate their learning reflection on the activity

### Instructions

- Facilitator gives each pair one pen and a sheet of paper
- Both people in the pair must hold the pen, in turns, and contribute equally to draw something on the sheet of paper
- The pair is not allowed to talk
- Facilitator calls the signal to start and end

### Processing

- How did they feel about the activity?
- Did each of them contribute to the concept output?
- This activity shows how difficult it is both for the dominant and the dominated, as only one could draw while the other could only watch and not talk.

## 14) Trust building

A popular activity, but still valuable for team building exercises

### Objectives

- Participants will express their thoughts about the activity
- Participants appreciate the value of trust and responsibility in team working

### Instructions

- Have participants to sit in a circle.
- Ask participants to form pairs
- One person in each pair closes his/her eyes.
- Those with open eyes guide the blind ones carefully
- Hand the blindfolded person to another person and continue for a while
- Then facilitator announces the changing of roles.

### Processing

- Facilitator ask the participants how they feel about their experience. After debriefing, emphasize the value of trust and responsibility.

## 15) Label game

This activity is about inclusion and exclusion; a good exercise for 15-up participants.

### Objectives

- Participants will try to decode the behavior of other participants towards him/her
- Participants will express their different experiences about the activity
- Participants will feel how various positions in society almost automatically influence other peoples behaviours and ractions.

### Instructions

- Facilitator has made name labels of persons in the society, ready to stick on the forehead. Example of labels: City Official, Doctor, Migrant, Police....etc
- Facilitator stick a name label to each participant
- The participant must not see his/her own label, only the others can read what name label is on his/her forehead
- After everyone get her/his name label stuck to the forehead, the facilitator asks them to mingle around and behave or show some actions to the particular name label they meet
- After everyone have met each other, facilitator will process the activity

### Processing

- How did you feel about the activity?
- Were you able to decode the behavior of those you met?
- Were you able to realize what kind of person you are, according to the behavior the other people showed to you?

## 16) CB Olympics

This activity is a good exercise for creativity in a short period. 20-up participants will be fun.

30 minutes for group discussion and output, 5-10 minute presentation from each group.

### Objectives

- Participants will present any creative form of their choice for the competition
- Participants will appreciate the value of group work and sharing
- Participants will appreciate other peoples output
- Participants discover the value of cooperation and teambuilding

### Instructions

- Divide the big group into small group according to size, groups of 5-10 members are workable
- Participants will be given time to compose a song, write q poem, prepare short sketches, vignettes, role play, etc...
- Awards can be given to most ecological dress, creativity, best performer etc



## 17) The human zoo

This activity is fun when done in the evening with lights out and blindfolded. Also a creative way for grouping of people.



### Objectives

- Forming groups in a creative form
- Participants will have fun and play

### Instructions

- Facilitator have ready rolled paper with particular animals written in it
- Each animal has the same number of papers
- Facilitator distributes the rolled paper to each of the participants
- Upon opening the paper, participants should not reveal the kind of animal they get
- Ask them to think of the sound of each animal
- Facilitator blindfolds each participant
- Facilitator switches off the lights, then give the starting signal
- Participants start to create their particular sound and find other animals with the same sound until they can group in one place
- Facilitator gives the signal to stop
- Switch on the light and see who did not find their group
- Facilitator then give the second instruction about what the group should do,

## 18) Situations

This activity is a good exercise for creativity in a short period. 20-up participants will be fun.

30 minutes for group discussion and output, 5-10 minute presentation from each group.

### Objectives

- Participants will share their existing issues and problems in their place or field of work
- Participants will discuss and present a short role play about their discussion

### Instructions

- Divide the group into smaller groups of 5 or 7, depending on the size of the group.
- Discuss and list down issues of concern, areas of change/intervention
- Mount a role play with issues as the main content of the play
- Play should only be brief, 10 minutes for each group

### Processing

- Draw out from the participants what they learned from the activity
- Facilitator gathers the articulated learning and organizes towards the main focus of the workshop: is it team building, leadership, community relationship, confidence building etc.

## 19) Democracy tree

This activity is good for 10-50 participants, both for youngsters and adults. Minimum time is 1 hour.

### Instructions

Facilitator explain the idea of using a tree as a visual tool to map:

- The fundamental pillars
  - Methods
  - Fruits of democracy
- Divide the big group into smaller groups
  - There is a need of a facilitator for each small group
  - Each small group will brainstorm to make a list of all the words associated with democracy
  - The group can discuss and agree the keywords that falls under the roots, words that fall in the trunk and words that belong to the branches of the tree
  - The final output for the plenary presentation is a poster of their democracy tree with all the words placed in the three main parts of the tree.

NB! The tree model can be used for other concepts as well, like culture, globalisation etc.



### Objectives

- Participants gain broader understanding of democracy
- Participants share ideas and perspectives on democracy
- Participants exchange culture and network
- Share facilitation method with the participants

## 20) Orange fight

This brief exercise is good for discussions about the nature of conflicts.

### Instructions

- Facilitator explains the given situation: "There are two persons fighting for one orange"
- If you are the mediator, how do you solve the conflict? Possible answers could be to divide the orange, just give it to the other person, do not give the orange to anyone of them etc.
- Facilitator just listen to the responses without judging the answers. Exhaust all responses.



### Objectives

- Participants can discuss and choose ways how to solve a conflict

### Processing

- In short a good mediator should first try and find out: "WHY DO THEY WANT THE ORANGE?"
- In case one person wants it for orange juice and another only needs the peels for a cake they can actually both win!
- Find out the interests in a given conflict.

## 21) Global village activity

This activity is good for a group of participants coming from diverse countries, with various culture and beliefs.

### Materials

- Colored markers
- Illustration board
- Crayons
- Old newspapers

### Objectives

- The group will be able to design a sustainable village with all the necessary cultural, religious, social, political, economic, financial and educational facilities placed in the right place
- That each group produce a visual form of a global village
- That each group has the opportunity to share, discuss and come up with an acceptable decision of the global village they dream of

### Instructions

- Divide the group according to number, minimum is two groups and maximum 5 groups
- Each group discuss and share their ideas and produce a concept of a global village
- Upon agreement the group transform the concept into visual form, like a poster
- The group can use any material they want to visualize their global village
- Each group reports to the bigger group - the group decides their own process of reporting
- Maximum time for the activity is one hour

### Given Situation

You have an area of 25 square kilometers piece of land with a river flowing through from the south to the north.

There is enough rain and the land is fertile. The climate is temperate with an average of 25 degrees Celsius in the summer and 15 degrees Celsius in the winter.

There is a small forest in the southern part of the territory and some hills in the north. This piece of land is reported to be rich in unexplored resources.

The livestock resource consists mainly of dairy animals and pigs.

The population is about 500 inhabitants, some are Muslims, Jewish, Christians, Hindus and Buddhists, while the remaining groups practice indigenous beliefs. They have their own national flag and national anthem.

## 22) Climate change action drama

This activity is effective in a quite big group, like 50-100 people, as the movements and the chanting are more appreciated when there is a huge number of participants. Clear and emotional tone of story telling is a requirement.

### Instructions

- Facilitator explains the process of the activity, about roles and teamwork
- Facilitator divides the group according to their role as stakeholders
- Facilitator gives each stakeholder group the particular chant and movements assigned to them - or tell them to find a movement themselves
- Facilitator rehearse their part by mentioning their stakeholder roles
- Once the story is read aloud from the facilitator and they hear the particular role they belong, they will stand and perform the chant together with the movements
- After everything is clear facilitator starts the story while each stakeholder group executes according to assigned chants and movements.

### Background story

Once upon a time there was a place called Paraiso, abundant of Trees, Animal Herd and Water Creatures. Everything is under the stewardship of the Vulnerable Sectors. Life was so simple, easy and free from hassles. Problems are minimal except for the occasional weather interruptions of which the Trees, Animal Herd, Water Creatures and Vulnerable Sectors are a bit bothered.

One day, a group of Government Officials together with a group of Businessmen accidentally passed the area. They were amazed to see such a haven of natural resources. Huge Trees, Animal Herd and Water Creatures are just within eye's view. Well, Businessmen have keen eyes for these, don't they? Hmm, there must be more under these towering mountains that surrounds the place, said the Businessmen. You bet we can explore farther, said the Government Officials. This is a good project for tourism, the Businessmen continued. It will create more jobs and additional taxes for the city, the Government Officials say. We will submit proposals for a joint project and set a modern complex for foreign tourists, added the Businessmen. And there was a sudden noise and movements from the Trees, Animal Herd and Water Creatures.

### Objectives

- That the participants will express their creativity through music and body movements
- That participants appreciate the spirit of teamwork
- That participants will reflect upon their own participation in advocacy
- That participants appreciate the method of participatory learning

### Stakeholders

- *Trees*: "Why not coconut?" (choral articulation), showing WHY? hands.
- *Animal herd*: "Hi ho hi ho hi ho hi ho hi ho (with tune from the 7 dwarfs movie), walking
- *Water creatures*: "Part of your world" (with tune from the "Little Mermaid"), floating

... story continued

And so the Government Officials met and discussed with the Policy Makers. They agreed to pass a law to develop the area - without the consultation of the Vulnerable Sectors. One of the sectors that went euphoric was the Media. There was massive promotion and campaign both in print and broadcast. It was also good business for the Media. Happy days are here again, say the Policy Makers; Government Officials and the Media. Again, left behind are the Vulnerable Sectors.

And the Media went on their way for the information drive. The Vulnerable Sectors knew about it and they were also ecstatic about the project. They too agree that the project will improve their standard of living. It's definitely okay, said the Vulnerable Sectors. They expressed their gratitude to the Policy Makers, Government Officials and the Media. This is a worthy project, the Vulnerable Sectors chorused. Have they ever thought of the prize? No! This is development! The Trees, Animal Herd and Water Creatures moaned, as they knew the price they had to pay.

Somebody must take a stand, said the Trees. Let us take initiative to inform, disseminate and work on concrete actions. We must anticipate something disastrous, the Animal Herd seconded. Precautionary measures must be identified. We must plan to awaken the Vulnerable Sectors, persuade the Media on the side of truth; initiate lobbying to the Policy Makers, dialogue with Government Officials and Businessmen. We have to cease the moment, shouted the Water Creatures! Collaborative efforts must be established beyond boundaries. We must cross borders and this will be the task of Humanity, yes no one else but us - Humanity!

## 23) Two Circles Talk/Speed Dating

This activity is used in getting to know more about the participants in a brief encounter, especially during the initial days of a workshop.

A good number for this activity is 30 people and more.

This can take 30-45 minutes.

### Objectives

- Participants will discuss about themselves and other issues
- Participants will have random information about each other

### Instructions

- Facilitator asks participants to form two circles, the inner and the outer circle facing each other
- Each participant in the inner circle must have a partner from the other circle
- Facilitator will ask participants already prepared questions (tell about your grandmother, your favorite dish, your class at school, your pet, your organisation etc.)
- For each question both the inner and the outer circle answers in 1 minute
- The outer circle will move a step after each one question, to the right, facing the next person in the inner circle for the next question - and so on.

# Games

## 1) Happy Slapping - the newspaper game



### Materials:

A rolled newspaper and chairs for everyone.

### Players:

6 -15 people

### Time:

10-15 min.

### How to play

Everyone is sitting in a circle (on chairs) except for one volunteer, who is standing in the middle. Everyone including the person in the middle first present themselves by their name. Then one will start the game, mentioning a name of someone in the circle.

The person in the middle has to hit the person mentioned gently on the head with the newspaper before that person mentions a new name. If you get hit before saying a new name/saying a wrong name/the name of the one in the middle you get the news paper and have to be in the middle.

When changing from being in the middle you are the one who starts saying a new name. You have to say the new name just before you sit down. If you sit down first, the new person in the middle can hit you.

## 2) Find your line

### Players:

5-100

### Time:

Depending on the group size, but with ten people maybe 5-10 min

### Instructions

Everybody stands in a line. They now need to change position order according to names, age, nationality, height etc., all in alphabetic or numbered order.

### Variation

The participants can not talk to each other, but only use nonverbal communication.

### Good when

This game is good when people do not know much about each other. In this way they can get to know more about each other and as a group. If you play it in silence it can also help the group to become better at hearing everyone, even the ones who normally does not speak up. The silence can also be really good if you had a lot of fun and you need to bring your group back to focus.

### 3) My name

**Players:**

6-100

**Time:**

15-20 min

**How to play**

Most people know why they got the name they got and there might be a story behind that name. Everyone is teamed up with another person. First they get two minutes to think of their story. They have to tell each other their name and the story behind. For example "My name is Jean since my parents was a fan of Marilyn Monroe and her real name was Norma Jean. Had I been a boy I would have been Elvis, or "My name is Solvej, which means sun-road and that is because the sun was shining the day I was born." Or "My father wanted me to be Muhammed and my mother Ali so now my name is Muhammed Ali" After 5 min and both persons have told each other the story, they team up with two/three other pairs and tell the story of the other person to the rest of the group.

**Good when**

Everybody is new to each other and you need a least one you know a bit better than everyone else.

### 4) Untie the Knot/ "Kluddermor"

**Players:**

6-20

**Time:**

10-20 min

**How to play**

Everyone kneels down in a circle or sit around a table.

Lay both hands flat on the floor crossing over with the people next to them. One hand claps the ground and the hand next to have to clap and so on; sending a pulse around in the circle. Two claps in reverse the direction. If you fail to clap, you have to move your hand. The winners are the two persons left with one or both hands in the circle.

### 5) Pulse

**How to play**

Everyone kneels down in a circle or sit around a table.

Lay both hands flat on the floor crossing over with the people next to them. One hand claps the ground and the hand next to have to clap and so on; sending a pulse around in the circle. Two claps in reverse the direction. If you fail to clap, you have to move your hand. The winners are the two persons left with one or both hands in the circle.

**Players:**

6-20

**Time:**

15 min

### 6) Tropical Rainfall

**How to play**

Ask participants to stand up and form a circle. Show them how too imitate a rainfall: first you tap your right index finger (Danish: pegefinger) in your palm, then two fingers, then three fingers, then four fingers, then the whole hand. It starts as a gentle soft little sprinkling of rain. And ends like a hard torrential tropical monsoon!

NB: Make sure to be very silent and gentle in the beginning. Get people to focus their energy and attention together.

**Good when**

Good to round off a day – for instance before doi g learner log. Like a rainfall, this energizer clears the air in a powerful, beautiful and relieving way.

**Players:**

As many as you like

**Time:**

1 min

### 7) Coconut

**How to play**

The players say; My head feels like a coconut.

Then they get up and spell COCONUT with their arms/body. Just like the YMCA, just not as gay!

**Good when**

You need a fast energizer, get people up and stretching.

(You can introduce the game the first day, and the game can go on the whole seminar - every one can say "my head feels like a coconut", when they need a fast break during workshops).

**Players:**

As many as you like

**Time:**

2 min



## 8) Penguins and flamingos

**Players:**  
10-100

**Time:**  
10 min

### How to play

Chose a penguin. The penguin shuffles round quickly and penguin like, arms by his side. Everyone else is a flamingo and can only move slowly, flapping their wings gracefully. The penguin has to catch the flamingos. When a flamingo is caught, it miraculously becomes a penguin and madly shuffles round catching flamingos until everyone is a penguin.

### Good when

... you need some energy

## 9) Atomic Game

**Players:**  
10-100

**Time:**  
10 min

### How to play

The facilitator of the game says atoms (groups of people) consisting of an x amount of people needs to be created. If there is 11 participants and the facilitator says that atoms of the size of four people – then the three last persons to form an atom of four have lost the game and leaves it - 8 participants are then left. The facilitator then says that atoms of three people needs to be formed – and again to people looses. The winner is the last two persons to stay in the game.

### Good when

... you need some energy

## 10) Fruit salad

### How to play

The participants sit on chairs in a circle, except one person who stands in the center. Everybody is assigned the name of a fruit. (For example apple, pear, pineapple, and banana) It is important that there is more than one person with each fruit name.

Once the name of your fruit is called by the person in the middle you have to stand up and find a new chair. The person in the middle calls out fruit names until he finds a chair of his own. The person left without a chair stays in the middle. If the person in the middle says "fruit salad," everybody has to find a new chair. You can not return to the same chair you just left

### Variation

1) Everyone stands in a circle apart from the person who started the game. He/she stands in the center. Now the person in the center shouts out "everyone with (blond hair, glasses, big feet etc.) Change places"

2) Same procedure as above. The person in the center says "I have been leading a work camp" or "I have never been to Africa" Etc.– and the ones who agree in the statement have to move.

### Good when

... you need some energy

**Materials:**  
Chairs for everyone

**Players:**  
10-40

**Time:**  
20 min



## 11) Scarf or Bandana Race

### Materials:

Two scarves

### Players:

Good for 15 and more participants; a good game exercise during crisis hour.

### Objectives:

Participants will appreciate and enjoy the fun of a race while seated

Participants create and discover her/his own strategy to save her/himself in the race



### How to play

- Facilitator asks the participants to sit in a circle
- Facilitator explains the mechanisms of the game
- Facilitator demonstrates how to tie the scarf or bandana around the neck
- There are two scarves used for the game. Identify which one is Scarf 1 and Scarf 2.
- The objective of the Scarf 1 is to run after the Scarf 2
- The objective of scarf 2 is to run away from scarf 1
- Scarf 1 is tied only once around the neck
- Scarf 2 is tied twice around the neck
- Each scarf should be passed on to the next person in the circle and ties also around his/her neck, one tie for scarf 1 and two ties for scarf 2 (only the scarf goes around, not the individual)
- That means all participants will have the chance to get through Scarf 1 and Scarf 2 because that will pass through them when the race begins.
- Both Scarves start clockwise
- Scarf 1 starts at the center
- Scarf 2 starts at the other center facing Scarf 1
- Once Scarf 1 catches Scarf 2, the person who now has both Scarf 1 and 2 will get a "punishment" either to sing, dance or other
- Participants choose a song that everyone knows to sing while the scarves are going around
- Then facilitator calls: "START"

## 12) Loggers – Town folks – Trees

A good icebreaker for setting the mode of the day's activity; can also be played in crisis hours and as a team building exercise.

### Instructions:

- Facilitator divides the group into two
- Facilitator asks participants to agree on a particular action in freeze style for three characters: loggers, town-folks, trees
- Facilitator can suggest if the action is not clear
- Facilitator asks the two groups to do the actions of the three characters as agreed
- How the game works
  1. the loggers beat the trees
  2. the trees beat the town people
  3. the town people beat the loggers
- Facilitator asks the two groups to quietly discuss among themselves of strategies on how to beat each other
- Facilitator asks the two groups to make a straight line facing each other's back
- Facilitator gives three counts

### Objectives:

- Participants release their body tension
- Appreciate the value of teamwork and unity
- Appreciate the value of healthy competition

- At the count of three, the two groups face each other and show their chosen character and agreed movement
- Groups will not earn score if member's movements are not synchronized
- There are only three chances; if ever there is a tie it is the decision of the facilitator to continue however, 5 game chances are enough.

### Processing - (for facilitator's guide, refer to objective of the game)

- How does each group decide?
- Who leads?
- What strategy?
- What did you learn?

## 13) Two Truths and a Lie

### Materials:

Paper, markers and tape

### Players:

As many as you like

### Time:

During a dinner, a bar at night or?

### How to play

Everyone writes two things about themselves which are true and one which is a lie. The paper with the three sentences is taped on your belly and now everyone can read it. It is up to the person reading it to guess which one is the lie. The aim is to tell the story behind the truths.

### Variation

You can ask questions about the different sentences – be a detective.

## 14) 7-UP

### Players:

From 10-30 participants.

### Objectives:

Participants will prepare themselves for the succeeding activities

Participants will be able to relax and begin to focus their attention

This is a good starter to gather the participants while waiting for the others to come back after the break. It also serves as a concentration game.

### Instructions

- Facilitator asks the participants to form a circle
- Facilitator gives the instruction while demonstrating how to do the game
- There are only 7 numbers used in the game. Numbers 1,2,3,4 5 and 6 can only be used on the left or right shoulder either by your left hand or right hand.
- Number 7 is only used for the forehead in a hand salute form either by the left hand or right hand.
- Facilitator starts first, later anybody from the group can start and shout 1 to begin
- For 1-6 counts, individual use her/his hand by placing it either to his left shoulder or to the right shoulder
- If the person's left hand is place at his right shoulder at the count of 1, the next person to right shouts 2 and place his hand on his shoulder either to the left or to the right
- If person no. 2 place his left hand to his right shoulder; then the next person to his right shouts 3 while he places also his hand either to the left or right of his shoulder
- If number 3 person places his right hand to his left shoulder then the direction goes back to next person in his left and shouts 4 placing also his hand either to his left or right shoulder... and so on with 5, and 6 numbers
- When the next person is number 7, his hand in salute form should be placed on his forehead either to the right or left while he shouts 7
- The next person to which the hand is pointed in salute form goes back to number 1 placing again his left or right hand either to his left or right shoulder
- The person who shouts a number and move his hand while the hand is not pointed to him (through the left and right shoulder) will be out from the circle until only two persons are left and declared winners
- Person who places his/her hand either on the left or right shoulder for number 1 is also out
- Person who places his/her hand at the forehead for numbers 1, 2, 3, 4, 5, and 6 is also out.

## 15) Revolution

This is a running and sitting game. Facilitator will decide when to stop as soon as the sitting arrangements of participants change.

### Instructions

- Facilitator ask the participants to sit on chair in a circle
- There should be one member without a chair as he/she calls the shot
- The one that calls the shot (the "IT") should be in the center of the group
- Then he/she will go near to one of the participants and ask the question: "DO YOU WANT CHANGE?"
- The person can either say "Yes" or "No"
- If the person answers YES, the leader asks again, "WHAT KIND OF CHANGE?" Participant may answer: "ALL THOSE WEARING SHOES", then all those wearing shoes should get up from their seats and run crossing the other side to the sit vacated by the others. The lead person joins to secure a seat for himself. The person who does not get a seat will be the new "IT" and goes through the question again.

### Rules

Nobody sits the vacant seat next to his vacated seat. The "IT" person can use anything visible and not visible among the participants e.g. sock's color, shirt, belt, watches, hankies, underwear, ring, hair, no hairs etc.... Or something like: Have ever traveled in Africa.

When the person answers "REVOLUTION" at the question of "what kind of change"? all participants get off from their seats and transfer to another seat. The one who cannot find a seat will be the next "IT" to ask.

### Variation

The same procedure counts for the game called FRUITSALAD, where all the participants are named as maybe three different categories of fruits. When FRUITSALAD is mentioned, everybody will change seats. It can be the IT person to select categories, not a chosen participant.

### Players:

This is a good game for 10 and more participants.

### Objectives:

That all participants will break their sitting position with the ones they are always sitting with. At the end of the game, participants will have new seatmates.



## 16) Link and Divorce

### Players:

20 and more

### Time:

10 min

### Objectives:

That the participants will start to open up by being comfortable to the other and will appreciate the spirit of being one with the group

This game is good when participants are a bit comfortable with each other possibly on the second or third day

### How to play

- Facilitator gathers the group in a circle. Facilitator explains the mechanisms of the game
- Facilitator will name a body part first, then the number  
*Example:* "ELBOWS ARE LINKED TO EACH OTHER FOR A GROUP OF 5"
- Participants group themselves into 5 persons linking their elbows
- Those that lacks the number will be out from the game
- Then facilitator says: "DIVORCE"
- Groups should disperse again
- Then facilitator names another body part and number to link, then divorce
- Body parts could be: head, cheek, forehead, shoulder, hips, knees, butt, feet and so on...



# Chants and songs

## 1) Body Parts 1

### Good when

A good starter and to be used in between inputs/lecture activities.

### Instructions

- First the facilitator teaches the tune
- Then the facilitator demonstrates the specific movement while singing. The movement is shaking, while raising hands or feet, left and right, according to the flow of the song
- The song itself is instructional - notice that particular body parts are sequential in the song
- Then the facilitator asks participants to stand up and start the song

### The song

One finger, one thumb, let's move them

One finger, one thumb, let's move them

One finger one thumb, let's move them

We all clap hands together (refrain)

One finger, one thumb, one hand....

One finger, one thumb, one hand, two hands...

One finger, one thumb, one hand, two hands, one foot....

One finger, one thumb, one hand, two hands, one foot, two feet...

One finger, one thumb, one hand, two hands, one foot, two feet, one head....

We all clap hands together (refrain)

### Players:

It works best with 10 or more people.

### Objectives:

To focus the attention for the proceeding activity



## 2) Are you all Alive? (Philippines)

### Players:

This activity is good for 10 to 100 and more participants.

### Objectives:

That the participants will be able to release their voice and movement in a sound and body exercise, to enjoy and have fun

### Good when

A good icebreaker for crisis hour.

### Instructions

- Facilitator teaches the chant first and then the beat
- Facilitator demonstrates the movement of the part of the body he wants to move
- When facilitator calls the body part, example, "show it in your head!" everybody will swing the head left and right while chanting "Um ah, um ah ah" twice
- Ask the participants to stand up and try the first body part movement and the chant
- Then facilitator together with the group starts chant, with clappings to add the beat
- Then back to the first chanting of the question and the answer and the leader calls another body part. "Show it in your hands..." the same movement, swinging it to the left and right with the beat, and so on

### The chant itself is instructional

Leader: Are you all alive?

Group: Oh, yes!

Leader: Show that you're alive!

Group: Alright!

Leader: Show it in your head (other body parts)

Group: Um ah um ah ah

Um ah um ah ah

### Repeat the song using

Fingers, hands, elbows, waist, knees, feet, whole body etc.

## 3) Human Orchestra

### Good when

A good icebreaker for crisis hour.

### Instructions

- Facilitator acts as the baton master
- Facilitator teaches the tune
- Facilitator divides the group into 5 instruments
- Ask the group to choose their own sound [facilitator can suggest], using the tune
- Ask the group to decide how to play the instrument assigned and let them act with their hands only
- Then ask the group to stand as soon as their instrument is called
- When the instruction is clarified, facilitator leads the song first
- Then facilitator calls a particular instrument and the group will stand playing the instrument in mime to the sound they choose, using the tune learned earlier right after the last "sa"
- Facilitator can combine any of the instruments from solo to more instruments
- When facilitator shouts "orchestra" all groups stand up and perform their chosen movement and particular sound

### The song

Sa so sa so sa so sa

Sa so sa so sa so sa

Sa so sa so sa so sa

Sa so sa so sa sa

### Repeat the song using

Guitar: Kring kring kring kring ....

Violin: Eng eng eng eng eng .....

Drum: Bum bum bum bum bum.....

Trumpet: Tot tot tot tot tot tot .....

Cymbals: Klang klang klang klang ....

Orchestra: All groups stand and perform

### Time:

Around 5-7 minutes is enough and only body movements are necessary.

### Players:

Good for 30 and more participants; the greater the number the more fun!

### Objectives:

To refresh and draw the focus of the participants, through a body and sound exercise



## 4) Dancing for unity

### Players:

20-100 participants would likely enjoy this closing activity.

### Objectives:

Participants will cherish the gathering and a reminder of commitment to the principles discussed in the whole duration of the workshop and any learning activity

Participants will execute the movement

This activity is a good ending ritual after the full duration of the workshop-seminar-conference.

It needs a wider space where there are no obstacles at the center.

### Instructions

- Facilitator teaches the tune first
- Facilitator executes the movements, using one or two participants for visual understanding
- 1st hold hands
- 2nd cross right foot twice in front to the left, then cross left foot twice in front to the right
- The movement changes only how hands are held

*Example:* holds hands up, hands on each other's hips, hold hands and stretch at the center, hands on each other's shoulder, etc...

Steps and movements go together with the rhythm of the song

*Option:* Two circles: inner and outer circle, one moves clockwise, the other moves counter clockwise

- Facilitator must have the idea sequence of the movement beforehand
- Facilitator is free to create his own arrangement and movement
- Facilitator can ask for suggestions for succeeding movement

### The song

Dancing for unity, unity, unity

Dancing for unity

For peace and harmony



*Her en kort introtekst om bogens indhold*

*Relevante links etc.*

*This publication has been funded with support from the European Commission.  
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