Throughout the book you will find this symbol. This highlights activities that are easily adapted for the wave.
LEADING EPIC ACTIVITIES

STARTING RIGHT

✓ Believe in yourself: Remember to act confident even if you don’t feel it. Your team will copy you.
✓ Believe in your activity: Be positive; YOU LOVE THE ACTIVITY!

BEFORE: PREPARE

✓ Know why you are running the session: e.g. is it to increase your team’s energy? Is it to develop the skill of teamwork in your group?
✓ Know exactly what the activity involves and what resources you need, and visualise leading it.
✓ Plan/adapt your activity to suit your environment and young people.

DURING: ENGAGE

✓ Be clear and concise in your explanation and instructions.
✓ Encourage buy-in: Look people in the eye, build up the activity.
✓ Interactive not reactive: Don’t be put off if people look bored or are talking. You can control the energy to engage them: don’t let people talk over you and make sure they have the energy you want them to have.

AFTER: DEVELOP AND DISCOVER

✓ Congratulate yourself for giving it your all and ask for feedback.
✓ Don’t stick to what you know – try something different next time.
LEADING INCLUSIVE ACTIVITIES

All activities that you run must be accessible to your entire group. Running inclusive activities is a vital part of your role; your APL can help you with this. When planning an activity or a session, think STEPS - Space, Task, Equipment, People, Speed.

### CONSIDER BEFORE

<table>
<thead>
<tr>
<th>SPACE</th>
<th>TASK</th>
<th>EQUIPMENT</th>
<th>PEOPLE</th>
<th>SPEED</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Use a large amount of space.</td>
<td>• Use clear, simple language to explain tasks.</td>
<td>• Provide equipment that someone can hold while waiting to alleviate anxiety. (inclusion tool box)</td>
<td>• Avoid individuals being observed.</td>
<td>• Be prepared to speed up or slow down an activity.</td>
</tr>
<tr>
<td>• Set out the activity space the same for each session to assist orientation.</td>
<td>• Give small amounts of information at a time.</td>
<td>• Use area markers to help understanding of the activity area.</td>
<td>• Consider the negatives of physical contact and partner changes on certain individuals.</td>
<td>• Be prepared to repeat demonstrations</td>
</tr>
<tr>
<td>• Clearly mark out any boundaries.</td>
<td>• Demonstrate the activity and repeat if necessary.</td>
<td>• Reinforce auditory signals with visual cues.</td>
<td>• Ensure the whole group are aware of the needs of each other to fully participate.</td>
<td>• Work at a speed where the participants are happy to contribute and that is comfortable for them.</td>
</tr>
</tbody>
</table>
Remember: Any adaptations you make to tasks and activities should be the same for the entire group. Nobody should be singled out!

### POSSIBLE ADJUSTMENTS

#### SPACE
- Increase/decrease the size of the activity area.
- Position participants to access activities better.
- Increase/decrease the size of the goals or targets.

#### TASK
- Should I change the rules of participation?
  - Anyone can score
  - Everyone has to, before...
  - Score only when...
- Use visual signs and pictures to assist access to the activity.

#### EQUIPMENT
Think of aspects specific to people in your group, for example:
- Should we use bigger or heavier equipment?
- Or shorter and lighter?
- Ramps to assist rolling a ball?
- Should we use flags or cards for starting and stopping an activity?

#### PEOPLE
- In partner drills, rotate partners more frequently or less frequently according to the situation.
- Use creative competitions, where winners are random and not always based on skill.
- Use activities/tasks that teams have to complete together to ensure teamwork and group inclusion.

#### SPEED
- Increase the time the whole group has to respond or engage in an activity, to allow for a wheelchair user to get in position.
- Be prepared to speed up or slow down an activity.
For more information on adapting sessions and activities, please see the Including Everyone Adaptions Handbook.

It offers context for behaviours, broad approaches to consider in supporting young people to engage in sessions and practical examples of session adaptions, such as evening sessions, department workshops and wave games.

Topics covered in the handbook are:

- Struggling to Concentrate
- Limited Mobility
- Sensory Impairment
- Social Interactions
- Big Concepts

Support Workers, Personal Coaches and Assistant Programme Leaders will have a hard copy of this handbook. If you think the handbook will be of use, please ask one of these staff to see theirs.

Additionally, you will be able to find a copy of this Handbook in the Inclusion Tool Kit, through the Staffing Website and by following this link:

Link: https://goo.gl/VTgbxU
For visual learners, seeing an activity can be a more effective way of understanding it.

You can access videos of many of the activities in this book using the following link or QR code or link:

Link: https://goo.gl/dTnAT3
# Hovering Bunnies (A Name Game)

<table>
<thead>
<tr>
<th>Length of activity:</th>
<th>5 - 10 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>What you’ll need:</td>
<td>Nothing</td>
</tr>
</tbody>
</table>

## Set Up
Get the team sitting in a circle covering their teeth with their lips; they must do this for the entire game.

## The Game
- Everyone rhythmically pats their knees twice before bringing their hands up to their ears, to look like rabbit ears and chanting “hovering bunnies, hovering bunnies”.
- Once this cycle has been completed twice, one person (while still patting their knees and raising their hands to the rhythm) must say “their name” to “another name in the group” (e.g. “Andrew to Colin, Andrew to Colin”).
- Following this there will be another round of “hovering bunnies, hovering bunnies” before Colin then passes the name on (e.g. “Colin to Helen, Colin to Helen”), all this with everyone’s teeth covered.

## Winning
If anyone shows their teeth at any stage in the game, everyone should point to the perpetrator with their elbows and shout “teeth, teeth”. That person is now out and the game will continue in the same fashion until there is just one person left.
NAME SCRABBLE (A NAME GAME)

<table>
<thead>
<tr>
<th>Length of activity:</th>
<th>What you’ll need:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 - 10 minutes</td>
<td>12 pens and 12 scrap pieces of paper</td>
</tr>
</tbody>
</table>

**SET UP:** Split the team into groups of 3 (give out pens and paper)

**THE GAME:** Get each group to write down each of their first names.

Groups have five minutes to make as many different words as possible (or the longest word possible) out of those letters. Letters cannot be used twice.

**WINNING:** The team with the most words or longest word wins.

POINTING IS RUDE... BUT FUN (A NAME GAME)

<table>
<thead>
<tr>
<th>Length of activity:</th>
<th>What you’ll need:</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 minutes</td>
<td>Nothing</td>
</tr>
</tbody>
</table>

**THE GAME**

The game leader stands in the middle of the circle and points at people. The first says 1, the second 2 and the third says their name.

Then change the rules, so the third person says the name of the person that said 2. Speed up and start eliminating people that are too slow/get it wrong.

**More challenging:** Once everyone is into the game, add more rules e.g. they should only respond when the game leader points with their right hand and ignore the left. Or number 3 has to say the names of 1 and 2.
GROUP JUGGLE (A NAME GAME)

Length of activity: 10 minutes

What you’ll need:
3 balls (ideally 2 the same colour) and any object

SET UP
Ask everyone to stand in a circle.

ROUND 1
Start by throwing the ball to someone and saying their name; this person throws the ball to someone else saying their name. Continue until everyone has had the ball and it ends up back at the start. Repeat in the same order, then again faster.

ROUND 2
Add a second ball that will go in the same order a few throws later.

ROUND 3
Introduce a third ball (ideally a different colour). Once you have balls 1 and 2 going around, then add ball 3 in reverse order.

ROUND 4
With balls 1 and 2 going around in the original order and ball 3 in reverse order, add in an object that will be passed around the circle.

REMEMBER
This is a name game; with each pass the team must say the name of the person they are passing to.

Inclusion note: This activity can be adapted and simplified easily in the following ways:
• Use fewer balls.
• Reduce the speed.
• Using beanbags.
• Sitting and rolling the balls.
ZOMBIE (A NAME GAME)

**INSTRUCTIONS**

- One ‘Zombie’ stands in the middle of the circle. Doing their best zombie impression, they must make eye contact with someone and walk towards them.
- This person must call for help from someone in the circle, e.g. “Amy help me, help me”, Amy should respond, in her best heroic voice, “Come here, Fred”.
- If the zombie gets to Fred before Amy has said his name he is out. If she has said his name in time, Fred is the new zombie and starts walking towards Amy; she must call for help from someone else and the activity repeats. The previous zombie’s takes the new zombies place in the circle.

**TWO TRUTHS AND A LIE**

**INSTRUCTIONS**

- Ask the team to think of three things about themselves: two that are true statements and one that is a lie. (Allow approx. five mins.)
- Select a person to share his or her three statements then ask the rest of the team to vote on which statement is a lie.
- Ask the selected person to reveal which statement was the lie.
- You can score this activity or use it as a way to get to know each other.

**Reflection tip:** The group will have learned new things about each other. Did anything surprise them? Why? Did they associate certain traits with certain people? Explain that we all have more to us than what we can see and it is important not to make assumptions.
FIRST IMPRESSIONS

This game works well in various group sizes. You could do it as a whole team, split the team in two or, even better, mix the wave into five or six groups (depending on wave size) to encourage social mixing on the wave!

INSTRUCTIONS

• Sitting in a circle, each person writes a little-known fact about themselves. Encourage them to think of something most people will not know.

• The game leader will read out the facts one at a time, and the team should write down who they think each fact belongs to.

• Everyone shares their guesses and the writer is revealed.

ADAPTATION: Team competitive element.

Split groups in two, ask everyone to write 5 facts about themselves.

Put cards in 2 piles, team 1 and team 2.

In turn draw cards from the opposing teams pile, if you can name that person after card 1 you get 5 points, then 4,3,2 etc.

Make sure to keep each persons facts together.

REFLECTION: You can use this game to discuss how important it is to respect each others personal differences.

You can get them to relate to each other, looking at ways in which they are the same and ways in which they are different.
SPLAT

**INSTRUCTIONS**

- Ask everyone to stand in a circle with one person in the middle.
- The person in the centre spins and then points at a person and says “SPLAT!”
- That person pointed at must duck and the two people on either side must splat each other.
- If the first person doesn’t duck, they are out. If they duck fast enough, the slowest of the people on either side to splat the other is out.
- Continue until you are down to just two people.
- When there are only two people left, begin the duel.
- **THE DUEL:** The two remaining players stand back to back in the middle of the circle. A category of objects is called out, such as ‘cereal’. Each time the game leader calls out a cereal, the players take one step forward. When an object that is NOT a cereal is called out, they must splat the other player. First one to splat wins!
THE STINGER

Length of activity: 10 - 15 minutes

What you’ll need: Nothing

THE GAME

• Everyone close their eyes. The facilitator will tap someone on the shoulder; they are the ‘Stinger’.

• With eyes open, the group walk around the room introducing themselves to each other and shaking hands.

• The Stinger kills their victim by injecting poison with their index finger. The victim must wait at least five seconds before ‘dying’ dramatically for everyone to see.

WINNING — MAKING AN ACCUSATION

• A person can make an accusation by calling out “accusation”, they need someone to support this accusation within 10 seconds. With support, on the count of three both must point and call out the name of the person they are accusing.

• If they both point to the Stinger, they have won. If they point to different people or the same incorrect person, the game continues.
TRAPPED ON A DESERT ISLAND

INSTRUCTIONS

• Split the team into groups of three or four and ask them to imagine they are stuck on a desert island and could only take five items.

• Ask them to rank items in order of importance before sharing their lists with the team and explaining their ranking.

• Make sure the small groups come up with their rankings together and everyone gets to input - listening is important!

PUNCHLINE

INSTRUCTIONS

• Ask YP to write a few jokes on a slip of paper. On a separate slip, write the punchline.

• Keep jokes and punchlines separate.

• Everyone picks a punchline/ a few punchlines from the pile, and someone reads out the joke.

• The person who thinks they have the punchline should shout it out.
MAKING THE MOST OF TEAMWORK ACTIVITIES

These activities are fun and should help your team bond, but you should also end the activities by linking back to the importance of working together, communicating as a team and supporting each other.

DISCUSS:

• What worked?
• What difficulties were encountered? Why?
• How can we improve our teamwork?

THE HUMAN KNOT

Length of activity: 5 - 10 minutes
What you’ll need: Nothing

INSTRUCTIONS

• At least four team members move together in a close circle and join hands with any two people in the circle (must be two different people; must not be the person next to them).

• Instruct team members that they must untangle themselves, without letting go of any hands, so that they are standing in a perfect circle at the end.
THE HUMAN CHAIR

Length of activity: 10 minutes
What you’ll need: Nothing

TO START: Everyone stand in a circle shoulder to shoulder. Each person then turns to the right to face the back of the person in front of them. Ask them to place their hands on the shoulder of the person in front.

AS A TEAM: On the count of three, they slowly begin to sit down on the lap of the person behind.

TEAMWORK: As long as everyone is helping the person in front of them to sit, then everyone should be supporting the weight of everyone else.

BACKWARD CLUMPS

Length of activity: 10 minutes
What you’ll need: Nothing

TO START: Divide the group into pairs. Ask each pair to sit on the floor with their partner, backs together, feet out in front and arms linked.

THE TASK: Simple, they have to stand up together.

INCREASE THE CHALLENGE: Once everyone has done this, two pairs join together, and the group of four try to repeat the task. After they succeed, add another two and try again. Keep adding people until your whole group is trying to stand together.
WELDED ANKLES

**Length of activity:** 10 minutes  
**What you’ll need:** Nothing

**TO START:** Instruct the team to line up and move their legs apart slightly so that their ankles are touching.

**THE TASK:** Like a giant three-legged race, the team must move as a whole to the other side of the room, while keeping all of their ankles together.

**TEAMWORK:** If some people lose contact with each other’s ankles, the whole team must start again from the beginning.

**Variations:** You can do this as a whole team split into two; compete then share tactics at the end. Alternatively, compete against another team.

CIRCLE TIME

**Length of activity:** 10 minutes  
**What you’ll need:** Nothing

**INSTRUCTIONS**

- Instruct the team to make a circle, holding hands.
- They then have to find a way to effectively turn the circle inside out, so that every person is facing outside - without letting go of each other’s hands!
- Debrief afterwards: how did they complete this challenge?
CHAIRS

Length of activity: 10 minutes
What you’ll need: Nothing

TO START: Everyone has to place a chair anywhere in the room, facing any direction, and sit down.

Ask a volunteer to stand up and walk to the opposite side of the room to their chair.

THE TASK: The volunteer’s aim is to sit down in an empty chair while only moving in pigeon steps (heel to toe).

The rest of the team will be working together to stop them from sitting down, by moving seats to fill whichever chair becomes empty (once stood up to swap they cannot sit on the same chair again).

If the volunteer manages to sit down, the person left standing becomes the next volunteer.

WHO IS IT?

Length of activity: 5 -10 minutes
What you’ll need: Nothing

INSTRUCTIONS

• A chosen Guesser goes out of the room and picks a leader.
• Whatever the leader does, the group must copy.
• The Guesser to enter the room, and figure out who the leader is.
• When correctly guessed, the process can be repeated.
SCATTERGORIES

**SET UP**

Split the group up into groups of about three or four and ask them to draw a grid on a piece of paper.

Ask them to head each column with categories you have chosen, e.g. Movie, Show, Place, Food, Animal, Famous Person, Thing and Book or Song Title.

**START THE GAME**

Once everyone is ready, shout out a letter.

Each group must come up with a word beginning with this letter that fits each category. They are given 60 to 75 seconds to do so.

**SCORING**

The goal is to guess things that the other teams won’t, because each team receives: zero points for a blank, five points if they share an answer with another team and 10 points if they have an answer that no other team has.

**IF IT’S WORKING... KEEP GOING**

This can be repeated as many times as is useful for the team. Points will be tallied at the end to determine the winning team.
MAKING THE MOST OF COMMUNICATION ACTIVITIES

Communication is a really important skill. Your team will need to develop their communication skills for many parts of the programme: visiting their community partner, pitching project plans, speaking to the public, etc.

Games are a great way to develop these skills. Make sure you use them to explore active listening as well as getting a message across.

HEAR NO EVIL, SEE NO EVIL

<table>
<thead>
<tr>
<th>Length of activity:</th>
<th>10 minutes</th>
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</thead>
<tbody>
<tr>
<td>What you’ll need:</td>
<td>An Object</td>
</tr>
</tbody>
</table>

INSTRUCTIONS

- From the group, one x seeker, one x instructor and everyone else makes up the team. The team stand in a line with the instructor facing them; the seeker is blindfolded.

- The facilitator places an object somewhere in the room (only the team should see this).

**THE TEAM:** Can see the object and the seeker but cannot speak or move.

**INSTRUCTOR:** Can speak but can only see the team. Cannot move.

**THE SEEKER:** Can move. Cannot speak and is blindfolded so cannot see.

- The team are the only people who can see where the object is. They should gesture directions to the instructor.

- The instructor should use these gestures to direct the seeker, e.g. right, left, forwards, until they get the object.

**Note:** it is important that the facilitator follows the seeker to make sure he or she does not walk into anything or get hurt.
PICTURE THIS

SET UP

Ask the group to split up into pairs: one drawer and one instructor.
Gather the instructors together and whisper to them what they will
instruct their partner to draw. It should be something relatively
simple, like a cat or a house.

GET ARTISTIC

The instructor must then instruct their partner, using only commands
like “line” and “small circle”, etc. The instructor can also say things
such as “line...line...line... stop” to indicate how long the line should be.

After five minutes or so, the group is told to stop, and each team
reveals their drawing. See how close each team got to what the
picture was intended to be.

Have the partners switch roles and repeat the process.

DISCUSS

What techniques the instructors used that worked well for them and
which ones didn’t. For example, people might find that direct, concise
instructions worked better than vague ones.

Twist: This game can be done with the instructor not being able to
speak and having to sign instead.
**BLINDLY SORTED**

<table>
<thead>
<tr>
<th>Length of activity:</th>
<th>10 minutes</th>
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</thead>
<tbody>
<tr>
<td>What you’ll need:</td>
<td>Blindfolds</td>
</tr>
</tbody>
</table>

**INSTRUCTIONS**

All members of the group are blindfolded. They have the challenge of standing in a row according to size, age, etc. How quickly can the groups solve the different tasks?

*Increase the challenge:* Part way through, add a rule that nobody can speak.

**SILENT SOLDIERS**

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>What you’ll need:</td>
<td>Nothing</td>
</tr>
</tbody>
</table>

A variation of ‘Blindly Sorted’, YP are not blindfolded but instead they cannot speak. Ask them to get in order of birth month, age etc. Reflect afterwards on effective communication, what methods were effective.

**BACK TO BACK**

<table>
<thead>
<tr>
<th>Length of activity:</th>
<th>15 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>What you’ll need:</td>
<td>Nothing</td>
</tr>
</tbody>
</table>

**INSTRUCTIONS**

Split into pairs. Ask each pair to sit back to back. Each person asks the other five questions.

**DISCUSS**

What did it feel like to actively talk and listen without looking at the other person directly?

What does this say about the various aspects of communication, and what it takes to communicate effectively?
DIRECTIONS, DIRECTIONS

SET UP

• One person starts, identifying and performing a small task, such as clapping hands.

• The next person in the circle must repeat this task, while also adding one of their own that is different from the previous action (e.g. sticking out their tongue, Capping their hands).

• This continues as you move around the circle. Anyone who cannot remember the sequence is out until the next round.

THE HOG CALL

INSTRUCTIONS

• Ask the team to get into pairs and decide on a two-word phrase, such as ‘hot dog’, or a celebrity couple such as Posh and Becks.

• Then move to different parts of the room and put on blindfolds.

• The pair must find each other again using only these two words e.g. one person says “hot” and the other says “dog”.

• Once everyone has found each other, each person introduces their partner to the group.
**VISUAL WHISPERS**

<table>
<thead>
<tr>
<th><strong>Length of activity</strong></th>
<th>5 - 10 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What you’ll need:</strong></td>
<td>Nothing</td>
</tr>
</tbody>
</table>

This activity works well with all groups but can work particularly well with groups with communication difficulties.

**PREPARATION**

Beforehand you should prepare some funny actions to be acted out.

**THE GAME**

This icebreaker can either be played as one group or as a team game. It operates very much like Chinese Whispers, except that it is played with charades rather than with the voice.

**HOW TO PLAY**

The groups should stand in a line, and the first person in the line should act out the situation to the second person.

This proceeds on down the line, until the final person has to guess what is being acted out. The result is usually humorous because the performance of the situation will vary significantly based on each person’s interpretation - so at the end, it might bear very little resemblance to the first act!

If playing this icebreaker as a team game, the winners will be the people who get closest to the original answer – so leaders may have to step in to judge on marginal decisions.
COPYCAT

Length of activity: 5 to 10 minutes
What you’ll need: Nothing

This activity works well with all groups but can work particularly well with groups with communication difficulties.

SET UP

• Ask for a volunteer to be ‘it’; then have them leave the area.
• The rest of the group should pick someone to be the leader and sit in a circle.

GET STARTED

• When ‘it’ has returned, the rest of the group should start rhythmically clapping their hands in unison.
• Once a rhythm has been established, the leader then surreptitiously changes the action and goes on to use a series of different actions. e.g. snapping their fingers, rubbing their tummy, stamping their feet.
• The rest of the group have to follow suit – hopefully as seamlessly as possible.

THE OBJECT OF THE GAME

• The group do not want ‘it’ to see from whom they are receiving instructions. The group’s aim is to protect the leader.
• ‘It’s’ aim is to figure out who the leader is – a much more difficult task than it seems. They only have three chances!

TIP: This activity works really well when visiting community partners with young children.
STAMP

Length of activity: 10 minutes
What you’ll need: Pens and paper

This activity works well with all groups but can work particularly well with groups with communication difficulties.

OVERVIEW

This is a variant of the old Hot/Cold game, where the audience must tell a volunteer how close he or she is to achieving a task by varying the intensity of their stamping.

INSTRUCTIONS

• Ask for a volunteer – they must leave the room.
• As a group, decide on an task that they want the volunteer to do when they come in e.g. find an object, do a press-up, or pick their nose, or perform a handstand.
• Do not tell them the task. They need to start doing some actions and the group should stamp their feet - quietly when they are doing something completely unrelated to the chosen task, and then louder as they get closer to doing the chosen activity.
• Once the volunteer has guessed the activity (or is close to it), you can tell them what it was and repeat with a new volunteer.
## THE LISTENING TRIAD

- **Length of activity:** 10 – 15 minutes
- **What you’ll need:** Nothing

- In threes, assign the role of speaker, listener and observer to each member. The speaker talks about a certain issue that he or she feels strongly about. This can be serious or not.

- When the speaker is finished, the listener reflects, as accurately as possible, the content of what the speaker discussed.

- The observer then determines how accurate the listener’s portrayal of the speaker’s monologue was.

- Switch so that each person has the chance to play each role.

## THE ONE MINUTE SOAPBOX

- **Length of activity:** 20 - 25 minutes
- **What you’ll need:** Nothing

### OVERVIEW

Each person will have one minute (timed) to speak about something that happened to them today.

Give each member one to two minutes to decide on their topic. No discussing with anyone else.

Ask one participant to come up to the ‘soapbox’ and start speaking. If they can make it for a minute, they win a point.

### RULES

- Must stay on the same topic, and they can’t hesitate for more than a second.

- If another team member thinks that they have hesitated or moved off the original topic, then they can ‘challenge’. If the Project Managers think the challenge is correct, then the challenger can take over the remaining time with their own topic to try to win the point.

- Mentors can use this activity for general issues, or it can be used to encourage discussion on a particular topic (e.g. sharing, communication, safety, risk).
WHY USE ENERGISERS?

During NCS, participants will be doing longer days than they are used to. Energisers are a great way to increase energy levels in the group, give them a boost and help them bond as a team.

Most energisers can be linked back to Teamwork, Leadership and Communication. Ensure that you make this link to get the most out of these games.

PULSE GAME

SET UP

• Form two teams of equal size.
• Each team has to form a human chain holding hands and facing the opposing team.
• At one end of the line - the object on the chair.
• At the other end of the line - the game leader.

THE OBJECT OF THE GAME

To get points by being the first team to get the object.

THE GAME

• Instruct the first people in both lines to watch the referee while everyone else bows their head and keeps their eyes closed.
• The referee will then flip a coin.
• If it lands on heads, the two people at the front squeeze the hands of the person next to them to pass the pulse on to the other end in the hope of being the first team to grab the object from the chair. This team then wins a point.
TEAM ACTION

Length of activity: 10 minutes
What you’ll need: 4 objects

INSTRUCTIONS

Split participants into groups (can be large groups of 10 or smaller groups).

Have four objects (e.g. sweets of different colours or random objects that are available, anything you like). Each colour/object will be associated with a different action.

e.g.

yellow = lay face down on the floor
red = human pyramid
green = conga line
blue = star jumps

Be as creative with this as you can!

Inform the groups that you will only go through this list once so they should listen carefully.

Give your teams two minutes to discuss tactics and then go.

The team with everyone doing the desired action first gets a point. Play as many rounds as you like.

This energiser is also good for teamwork and communication:

• What was their team tactic?
• What worked well/what did not work well?
• How would you improve team performance next time?
TIME BOMB

**Length of activity:** 10 minutes  
**What you’ll need:** Nothing

**BOMB:** Instruct everyone to stand up. Ask them to look around the group and, without telling anyone else, to choose one person in their group who is their bomb (who will explode if they get close to them).

**SHIELD:** Once they have done this, ask them, again without telling anyone, to choose someone who is their shield (who will protect them from their bomb).

Once everyone has done this, instruct them that for the next five to ten minutes they need to do everything to ensure that their shield is always between them and their bomb. If that isn’t the case at the end of the time, then they will die.

Everyone should then run around trying to do this for the five to ten minutes. Once the time is up, shout ‘Bang’ and get everyone to own up to who was their bomb and who was their shield.

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**BALLOON GAME**

**Length of activity:** 5 - 10 minutes  
**What you’ll need:** Balloons and string

This activity works well with all groups but can work particularly well with groups with communication difficulties.

- Each person has a balloon on a string tied to their ankle; the string needs to be fairly long, at least a couple of feet.
- The object of the game is then for each person to try and pop everyone else’s balloon, while simultaneously keeping theirs safe.
- Be careful where you play it though – it will get noisy.
HUMAN NOUGHTS AND CROSSES

Length of activity: 10 minutes
What you’ll need: 9 chairs

SET UP

- Set up nine chairs in a 3x3 formation to form a square.
- Divide YP into two equal teams, one noughts and the other crosses. With an uneven number, ask one YP to lead the activity.
- Assign a number to YPs in both teams.

ACTION!

- The activity leader is to call out a number and the YP assigned this number from each team must race to a seat and display their symbol (a nought or a cross) using their arms.
- The first to sit and display their symbol can stay, the other YP rejoin their team. Continue until there is a winner.
**21**

**Length of activity:** 10 minutes  
**What you’ll need:** Nothing

**THE AIM**

Getting to 21. Easy!

Going around the circle everyone counts in sequence, one, two, three etc.

**THE TWIST**

Whoever “21” lands on makes a rule for the next round. This will make it harder and harder to reach 21.

**MAKING RULES AND WINNING**

Ask young people to be creative when making new rules. Some examples are: instead of saying five clap, stay silent for 10, spin in a circle for multiples of three etc.

Get it wrong and you are out. The winner is the last person in!

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**JUMP IN, JUMP OUT**

**Length of activity:** 5-10 minutes  
**What you’ll need:** Nothing

- Get everyone to stand in a circle and hold hands.
- Start by asking everyone to **say** what you say and **do** what you say. Jump in, jump out, jump right, jump left - in any order.
- Ask everyone to **say** what you say but **do** the opposite: e.g. you say “jump in”; everyone says “jump in” while jumping out.
- Then get everyone to **do** what you say but **say** the opposite: e.g. you say “jump left”, everyone jumps left while saying “jump right”.

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**EVERYONE CAN**

- Have a go at jump in, jump out.
- Play 21.
- Suggest a new game idea.

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**ENRICHMENT**

- Play 21 with 10 cards.
- Use cards numbered 1-20.
- Each number has a rule.
- Example: 10 = stay silent for 10.
- 11 = spin in a circle for 11.
- 12 = do the opposite of what you say.
- 13 = jump left.

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**IDEAS BIBLE**

- Energisers
- Games
- Icebreakers
TADPOLE TO SUPERMAN

Length of activity: 10 - 15 minutes
What you'll need: Nothing

Get energy levels up with extreme rock, paper, scissors.

TADPOLE: Every member of the team starts out as a tadpole (and moving around as a tadpole). Each tadpole challenges another tadpole to a game of rock, paper, scissors.

CHICKEN: The winner moves up, becoming a chicken (they must walk around, flapping their wings and clucking like a chicken, too!). The loser remains a tadpole and can only challenge other tadpoles.

Chickens challenge other chickens. Whoever wins becomes a monkey. Whoever loses becomes a tadpole.

MONKEY: Monkeys challenge other monkeys. The loser moves down to a chicken and the winner becomes superman.

SUPERMAN: The first person to become superman is the winner!

Note: Tadpoles can only challenge other tadpoles; chickens can only challenge other chickens, etc.
STEAL THE BACON

SET UP

- Split the group/wave into two equally sized teams.
- Teams are to stand in line facing the opposing team and each member is assigned a number.
- Place the bacon somewhere in the room an equal distance from both teams.

PLAY

- Call out a number or multiple numbers. The players on each side who were assigned that number will then run to get to the ‘bacon’ first.
- If a player is able to get the bacon and carry it over to their side, that team scores a point.
- If a player is tagged whilst holding the bacon before returning to their side, the team that tagged them scores a point.

IMPORTANT: Only a player whose number has been called can tag another player or get the bacon, and a player cannot be tagged until they are holding the ‘bacon’.

Length of activity: 15 minutes
What you’ll need: An object to act as the ‘bacon’
WOULD YOU RATHER

Length of activity: 10 - 15 minutes

What you’ll need: Scrap paper and pens

- Ask everyone to write down a question starting: “Would you rather...”
- Give the group an example, such as “Would you rather live without a TV or a computer?” or “Would you rather have a lot of money and no true friends, or true friends but little to no money?”
- Once they are done writing the questions, collect them in a pile.
- Each person will then pick one question and ask the person to their right, who in turn will do the same, until everyone has had a chance to both ask and answer.

Adaption: Ask the question and allow everyone to discuss it; there are no right or wrong answers, and it can be interesting to see how different people reason - ensure that everyone has the chance to input.

WHY USE CALMERS?

Energisers boost energy levels, and calmers can bring energy levels down. They are also great for teams to get to know each other on a deeper level and can aid communication.
ZEN COUNTING

Length of activity: 10 - 15 minutes
What you’ll need: Nothing

Requires the team to be aware of one another and work together. Instruct participants that they, as a team, must count from 1 to 50. The trick is that the team must count out loud together, but only one person can say one number at a time. If two people shout out the same number at the same time, everyone must start from 1 all over again.

20 QUESTIONS

Length of activity: 10 - 15 minutes
What you’ll need: Nothing

- Divide the team up into groups of four.
- Ask one person in each group to be the leader.
- The leader must think of an object and tell their team that it is classified as animal, vegetable or mineral.
- Each team member must take a turn asking a question that can be answered with a yes or no.
- Each team gets 20 questions to figure out what the object is.
- Teams could compete by seeing which team guessed what the object was with the least number of questions.
POETRY CONSEQUENCES

Length of activity: 15 minutes
What you’ll need: Pen and paper for each participant

Everyone is to write down three rhyming lines.

Then fold each sheet of paper so that the first two lines of the poem are covered.

Pass each sheet to the left (this next person can only see the third line of the poem).

On the sheet they have just been handed, everyone is to write two more lines and fold the paper so only the last line is visible.

This continues until each person receives their original poem.

Once the circle is complete, each person can read their original poem to the team – it should be very funny!

Adaption: If there are members of your group that may find this difficult, put the entire team in pairs.

IDOL

Length of activity: 10 minutes
What you’ll need: Nothing

INSTRUCTIONS

• Ask everyone to think of someone they admire then go around the circle asking each person to describe their person without using a name. It is important that everyone is listening and paying attention to the speaker.

• Once guessed, ask to explain why they picked this person, why do they respect them and what qualities would they like to see in themselves.
WHO IS AT YOUR TABLE?

**INSTRUCTIONS**

- Begin with a brief discussion about how leaders need good role models/mentors. Discuss how just as a company or a large organisation has a Board of Directors to help lead and guide it, so too do we all need to surround ourselves with people who can help us on our leadership journey.

- Ask participants to think about their own Board or Directors or their table of role models.

- These may be people living or dead (or even non-humans – one person had his dog at his table because from the dog he learned unconditional love). They may be people the participant knows personally or just looks up to, people in history, etc.

- Ask participants to share who’s at their table and why.

- Ask participants to discuss whose table they might be sitting at, serving as their mentor or role model.
  
  - What qualities do they think they would bring?
  
  - What qualities would they like to bring?
  
  - How can they develop these attributes further?
WHY REVIEW AND REFLECTION IS IMPORTANT

Teams will run a review each day of NCS, looking at what went well throughout the day and what did not. Reflection is about learning from these experiences and applying them to other areas of your life. This does not come easily to some people but is a great way to grow and develop.

MAKING THE MOST OF COMMUNICATION ACTIVITIES

Using these activities will help structure the review and reflection, and conversation will usually flow quite naturally. If not, you can ask some simple questions such as:

- What did you learn?
- If something did not go to plan, how would you approach it in the future?

SILENT APPRECIATION

Length of activity: 10 - 15 minutes
What you’ll need: Prepare some statements

INSTRUCTIONS

- Explain to the group that this exercise will allow them to anonymously show appreciation to each other.
- Ask the group to sit in a circle and choose three or four people to step in the middle.
- Those sitting close their eyes.
- Read out a number of statements, e.g. someone you are proud of today, someone who was brave today, someone who showed empathy today etc.
- Those standing should silently tap one person in the circle that matches the statement.
- Rotate who is in the middle until everyone has had a go.
In advance write a number of sentence starters on blank pieces of paper - minimum of 15 but the more the better.

Shuffle the paper and have each team member (and yourself) draw out a piece. In whatever order you choose, have everyone complete the sentences on their paper.

**EXAMPLE SENTENCES**

- Something I feel I contributed to the group...
- My thoughts are...
- I feel frustrated when...
- The hardest thing for me was...
- The easiest thing for me was...
- What surprised me was...
- Something I knew would happen was...
- Nobody listened when...
- I’m really pleased that I...
- I wish I had...
- I felt like going home when...
- If I had a camera...
- If I could do it again, I would...
- I wish I had been asked...
- I was annoyed when...
- My motivation went down when...
- I was helped by...
- I helped...
- I appreciated...
- I’d like to complain about...
- I’d like to tell the group...
- It made me laugh when...
**REVIEW PICTURE CARDS**

<table>
<thead>
<tr>
<th>Length of activity:</th>
<th>Open</th>
</tr>
</thead>
<tbody>
<tr>
<td>What you’ll need:</td>
<td>Picture cards from SM pack</td>
</tr>
</tbody>
</table>

- Lay the picture cards face up on the floor.
- Ask each team member to choose a card that best represents their day / how the activity went, if following an activity.
- Ask members of the team to give their reason for choosing their card.

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**THE BIG WIND BLOWS**

<table>
<thead>
<tr>
<th>Length of activity:</th>
<th>10 minutes+</th>
</tr>
</thead>
<tbody>
<tr>
<td>What you’ll need:</td>
<td>1 fewer chairs than people</td>
</tr>
</tbody>
</table>

- Ask the group to sit on chairs in a circle with one person in the middle.
- The person in the middle makes a statement that is true to them, e.g. “The big wind blows anyone who has been to France”, everyone that this statement is true for must find a new seat (cannot be the seat next to them).
- The person that did not get a seat stands in the middle and makes a new statement.
- Instruct the group to relate the statements to their day after the first few, e.g. “The big wind blows anyone who was scared when climbing today” or “the big wind blows anyone who was nervous meeting the community partner and service users today”.

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METAPHOR MAP

<table>
<thead>
<tr>
<th>Length of activity:</th>
<th>What you’ll need:</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 minutes</td>
<td>Pens and paper</td>
</tr>
</tbody>
</table>

DRAW

In groups of three, draw a metaphorical map of what the day looked, for example.

Confusion could be represented by a dense forest,

Good morale could be a beach.

Ask them to mark out the route they thought the team took through that day.

PRESENT

Groups present their metaphor maps and discuss what route they would take if they were to do the day again.

TELEPHONE CALLS

<table>
<thead>
<tr>
<th>Length of activity:</th>
<th>What you’ll need:</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 minutes</td>
<td>Nothing</td>
</tr>
</tbody>
</table>

• Ask the group “If you had only one minute of credit left to tell someone about today, who would you call and what would you say?”

• Depending on the group mood and level of trust, ask another participant to “have” the telephone call OR simply ask the person why they chose this person. Why is making this call important? What does that say about themselves, their lives and their priorities?
MOMENT OF TRUTH

Ask everyone to take two minutes to think of an example of Trust, Responsibility or Understanding and Empathy that they have seen or been part of in the day.

Share them.

THE QUESTION HAT

Ask everyone to write down a question they have. The question could be related to what they have learned today, something that has come up today, or various other categories.

The team leader may choose one theme specifically, or can leave it open to individuals to pose any questions that they feel are relevant.

The leader will collect all the questions in the ‘hat’ and give it to one person, who will pick a question randomly.

The person will then provide an answer to the question. If time permits, the team leader can also ask others for their opinion.

Pass the hat around the circle until everyone in the group has picked a question and answered it.
PILOT, PARTICIPANT, PASSENGER...

**Length of activity:** 15 minutes  
**What you’ll need:** 5 sheets of paper

Write participant, passenger, protestor, prisoner and pilot on separate sheets of paper and place them around the room.

Explain to the group that a team is typically comprised of five different roles:

- **PARTICIPANT** Someone who gets involved and participates
- **PASSENGER** Someone who is happy just going along for the ride
- **PROTESTOR** Someone who tries to go a different way
- **PRISONER** Someone who feels trapped and wants to escape
- **PILOT** Someone who guides and leads

Walk the team members through the day, asking them to place themselves in one of the categories depending on the role they played in the team during that particular time or activity.

**DISCUSSION**

Each time they are in their respective corners, discuss what playing that role at that time meant for the team dynamic.

- Was this helpful and beneficial? or:
- Did it detract from team spirit? Why or why not?
- What does it mean to be passenger, versus a prisoner, when the team is about to embark on a particularly difficult challenge, for example?
- Do people tend to stick to the same role? What does this mean for the team? Why?
1 – 2 – ALL

**Length of activity:** 15 – 10 minutes  
**What you’ll need:** Nothing

**BEFORE**

The Project Managers think of a question about the activities the team has done in the day e.g. ‘How difficult did you find meeting the elderly people today?’. One end of the room will be good/easy; the other end will be hard/bad.

**ONE PERSON**

Each person is to position themselves in the room based on how they felt about it.

**TWO PEOPLE**

Give everyone a couple of minutes to talk with their neighbour about why they chose this particular position.

**ALL**

Everyone is asked to look at the overall pattern and individual positions that other team members have chosen.

The Project Managers then ask one of the people to explain why they have chosen to stand where they have. People are then able to change their position based on what that person said. Project Managers can then ask another person.
MOMENT OF TRUTH

Length of activity: 10 minutes
What you’ll need: Nothing

Ask everyone to take two minutes to think of an example of Trust, Responsibility or Understanding and Empathy that they have seen or been part of in the day.

THE QUESTION HAT

Length of activity: 15 -20 minutes
What you’ll need: Pens, Paper, ‘hat’

Ask everyone to write down a question they have. The question could be related to what they have learned today, something that has come up today, or various other categories.

The team leader may choose one theme specifically, or can leave it open to individuals to pose any questions that they feel are relevant.

The leader will collect all the questions in the ‘hat’ and give it to one person, who will pick a question randomly.

The person will then provide an answer to the question. If time permits, the team leader can also ask others for their opinion.

Pass the hat around the circle until everyone in the group has picked a question and answered it.
Riddles are a great way to bond with your team on the bus journey or during the hike.

1. I am the only sort of room without windows.
   What am I?

2. The person that makes me doesn’t want me.
   The person that buys me doesn’t use me.
   The person that uses me doesn’t see me.
   What am I?

3. I am lighter than air but a hundred people cannot lift me.
   What am I?

4. I can fly but I have no wings. I can cry but have no eyes.
   Wherever I go, darkness follows me.
   What am I?

5. I am the only thing that places today before yesterday.
   What am I?

6. The more you take of me, the more you leave behind.
   What am I?
7. I go up and down but never move.
   What am I?

8. What has a mouth but does not eat, has a bed but does not sleep, and always runs but never walks?

9. Two in a corner and one in a room, zero in a house but one in a shelter.
   What am I?

10. I start with a T, I end with a T and I have T in me.
    What am I?

11. I go around in circles, but I go straight ahead. I never complain, no matter where I am led.
    What am I?

12. I have not flesh, nor feathers, nor scales, nor bone. Yet I have fingers and thumbs all of my own.
    What am I?
RIDDLE ANSWERS

1. A Mushroom
2. A coffin
3. A bubble
4. A cloud
5. A dictionary
6. Footsteps
7. Stairs
8. A river
9. The letter ‘r’
10. Teapot
11. A wheel
12. Gloves