

# TAKE ME OUTSIDE!

A TOOLKIT OF OUTDOOR  
ACTIVITIES TO ENRICH MENTAL  
HEALTH AMONGST YOUTH



# TAKE ME OUTSIDE!

A TOOLKIT OF OUTDOOR ACTIVITIES TO ENRICH  
MENTAL HEALTH AMONGST YOUTH

THIS TOOLKIT PROVIDES OVER 30  
ACTIVITIES AND GAMES THAT WILL  
REINFORCE OUTDOOR EDUCATION WHILE  
CONTRIBUTING TO THE ENRICHMENT  
OF MENTAL HEALTH AMONGST YOUTH.  
IT CAN BE USED BY TEACHERS,  
PARENTS AND EDUCATORS AROUND THE  
WORLD.

IT IS AVAILABLE IN BOTH PRINT AND DIGITAL FORM  
AND CAN BE DOWNLOADED AT [WWW.IYNF.ORG](http://WWW.IYNF.ORG)

International   
Young Naturefriends

THIS TOOLKIT WAS KINDLY SUPPORTED BY THE EUROPEAN  
YOUTH FOUNDATION OF THE COUNCIL OF EUROPE AND BY  
THE ERASMUS+ PROGRAMME OF THE EUROPEAN UNION.





# CREDITS



THIS TOOLKIT IS A RESULT OF THE CYCLE "LET'S GET OUTTA HERE – OUTDOOR EDUCATION AS THE PATH TO MENTAL HEALTH" AND WAS KINDLY SUPPORTED BY THE EUROPEAN YOUTH FOUNDATION OF THE COUNCIL OF EUROPE AND BY THE ERASMUS+ PROGRAMME OF THE EUROPEAN UNION.

"YOUTH AND MENTAL HEALTH"  
14-19 MARCH, 2022  
ATHENS, GREECE

"OUTDOOR EDUCATION ADVISORS FOR  
MENTAL HEALTH OF YOUTH"  
9-14 MAY, 2022  
PIETROSANI, ROMANIA

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# INDEX

THIS TOOLKIT PROVIDES THE NECESSARY THEORY TO UNDERSTAND THE CONNECTION BETWEEN OUTDOOR EDUCATION AND MENTAL HEALTH AS WELL AS OVER 30 ACTIVITIES AND GAMES THAT ARE INTENDED FOR THE OUTDOORS. THE PURPOSE OF THESE STRATEGIES IS TO PROMOTE MENTAL HEALTH IN YOUTH USING NATURE'S RESOURCES AND FUN ACTIVITIES. IT CAN BE USED BY TEACHERS, PARENTS AND EDUCATORS AROUND THE WORLD.

## THE CARD DECK

THERE ARE FIVE CATEGORIES, EACH REPRESENTED BY A COLOR AND A FRUIT.



## THE CARDS





# MENTAL HEALTH AND OUTDOOR EDUCATION

## WHAT IS MENTAL HEALTH?

MENTAL HEALTH IS A STATE OF BALANCE BETWEEN EMOTIONAL, PSYCHOLOGICAL, AND SOCIAL WELL-BEING. IT HELPS DETERMINE HOW WE HANDLE STRESS, RELATE TO OTHERS, AND MAKE CHOICES. IT AFFECTS HOW WE THINK, FEEL, AND ACT.

## WHAT IS OUTDOOR EDUCATION?

OUTDOOR EDUCATION IS THE LEARNING PROCESS FACILITATED THROUGH PLANNED AND PURPOSEFUL ACTIVITIES USING THE OUTDOOR ENVIRONMENT AND GAINING EXPERIENCES THROUGH IT. IT PROMOTES A NATURAL CONNECTION BETWEEN PARTICIPANTS IN AN OPEN SPACE.





# LINK BETWEEN MENTAL HEALTH AND OUTDOOR EDUCATION

OUTDOOR EDUCATION IS ONE OF THE GREATEST WAYS TO SUPPORT MENTAL HEALTH, REGARDLESS OF THE AGE OF THE PARTICIPANTS.

OUTDOOR EDUCATION PROMOTES:

- A CONNECTION BETWEEN THE PARTICIPANTS AND NATURE;
- A HEALTHY LIFESTYLE IN A RELAXING “BLUE AND GREEN” ENVIRONMENT;
- MEMORABLE RELATIONSHIPS BETWEEN PARTICIPANTS

THE WORLD HEALTH ORGANISATION FINDS THAT CHILDREN RAISED WITH EXPOSURE TO GREEN SPACE ARE AS MUCH AS 55% LESS LIKELY TO DEVELOP MENTAL HEALTH PROBLEMS.

BEING OUTDOORS MAKES US MORE AWARE OF OUR SENSES AND SURROUNDINGS, MORE PRESENT IN THE MOMENT, AND HELPS RELIEVE STRESS.





# RESILIENCE AND ITS 7C'S

## (PART 1)

### RESILIENCE:

RESILIENCE IS THE ABILITY TO RECOVER OR ADJUST QUICKLY TO DIFFICULTIES OR NEGATIVE EXPERIENCES IN LIFE.

THERE ARE SEVEN COMPONENTS THAT CAN HELP US BUILD RESILIENCE, KNOWN AS THE “7CS MODEL” :

### 1. COMPETENCE

ABILITY TO KNOW HOW TO HANDLE STRESSFUL SITUATIONS EFFECTIVELY. IT REQUIRES HAVING THE SKILLS TO FACE CHALLENGES.

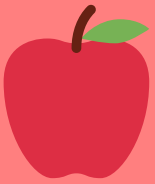
### 2. CONFIDENCE

THE BELIEF IN ONE'S OWN ABILITIES IN A REALISTIC, SECURE WAY. IT ISN'T ABOUT FEELING SUPERIOR TO OTHERS, BUT RATHER THE TRUST IN ONESELF AND ONE'S CAPABILITIES.

### 3. CONNECTION

IS THE FEELING OF BELONGING TO A GROUP AND THE FEELING OF CLOSENESS TO OTHER PEOPLE IN THE GROUP. IT IS THE KNOWLEDGE THAT THERE IS A BOND BETWEEN ONESELF AND THEIR GROUP OR NATURAL SURROUNDINGS.





# RESILIENCE AND ITS 7CS

## (PART 2)

### 4. CHARACTER

CONSISTS OF ALL THE QUALITIES SOMEONE HAS THAT DISTINGUISH THEM FROM OTHERS. CHARACTER DEFINES WHO WE ARE AS INDIVIDUALS AND HIGHLY INFLUENCES THE CHOICES IN OUR LIVES.

### 5. CONTRIBUTION

IS ABOUT PARTICIPATING AND ADDING VALUE TO A COMMUNITY. IT CONSISTS OF SELF-DEVELOPMENT ACTIVITIES FOR A COMMON PURPOSE.

### 6. COPING

IS THE ABILITY TO ADAPT TO ENVIRONMENTAL CIRCUMSTANCES BY HANDLING LIFE'S CHALLENGES MORE EFFECTIVELY AND BEING BETTER PREPARED TO OVERCOME THEM.

### 7. CONTROL

A PERSON'S ABILITY TO CONSCIOUSLY MAINTAIN SELF-DISCIPLINE, ESPECIALLY IN TERMS OF EMOTION AND DESIRES UNDER CHALLENGING SITUATIONS.







# RECOMMENDATIONS FOR INCLUSIVE PARTICIPATION (PART 1)

TO ENSURE ALL YOUR YOUTH PARTICIPANTS ARE ENGAGED AND INCLUDED, IT IS IMPORTANT TO TAKE THEIR DIVERSITY INTO CONSIDERATION. HERE'S SOME ADVICE AND SUGGESTIONS ON HOW TO DO IT:

## ● RESPECT

DISCUSS THIS TOGETHER AND SET EXPECTATIONS AND AGREEMENTS TO FOSTER RESPECT FOR THE DIVERSITY OF THE GROUP.

## ● SAFETY AND SUITABILITY

ENSURE THAT YOUR SPACE IS PHYSICALLY SAFE AND ADEQUATE FOR ALL PARTICIPANTS BEFORE PRACTISING ANY ACTIVITY (E.G. REMOVE PHYSICAL OBSTACLES, AVOID WET FLOORS, ETC).





# RECOMMENDATIONS FOR INCLUSIVE PARTICIPATION (PART 2)

## ● ADAPTATION

FEEL FREE TO CONTEXTUALISE ACTIVITIES ACCORDING TO THE NEEDS OF YOUR GROUP MEMBERS, EITHER PHYSICALLY OR METHODOLOGICALLY (VISUAL AID, SPECIFIC ADAPTATIONS, ETC.)

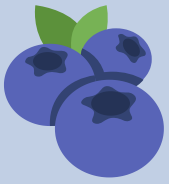
## ● CLARITY

KEEP YOUR INSTRUCTIONS CLEAR AND SIMPLE. IF POSSIBLE, DO THE FIRST EXAMPLE WITH YOUR GROUP TO CLEAR ANY DOUBTS.

## ● MOTIVATION

MOTIVATE YOUR PARTICIPANTS TO FULLY PARTICIPATE IN THE ACTIVITIES, ACCORDING TO THEIR DIFFERENT PACE. IDEALLY, ALLOW THEM TO ENGAGE COMFORTABLY BUT CONSCIOUSLY.





10+

# DRAGON'S TAIL

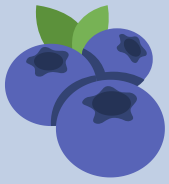
CONFIDENCE, CONNECTION, CONTRIBUTION,  
CONTROL

15-30 MIN

PIECES OF ROPE OR FABRIC (ONE PER GROUP)

10+





# DRAGON'S TAIL

10+

DIVIDE INTO TWO TEAMS. THE TEAM MEMBERS STAND BEHIND EACH OTHER AND HOLD ON TO THE PERSON IN FRONT OF THEM. THE LAST MEMBER IN THE LINE PUTS THE “TAIL” ON THE BACK OF THEIR PANTS.

AFTER THE START SIGNAL, THE FIRST PERSON OF EACH TEAM (THE HEAD OF THE DRAGON) TRIES TO CATCH THE TAIL OF THE OTHER DRAGON, WHILE AT THE SAME TIME PROTECTING ITS OWN TAIL.

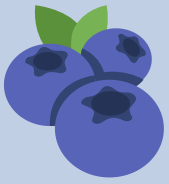
IF ONE DRAGON CATCHES THE OTHER ONE'S TAIL, THEY GET THE POINT.

IF ONE GROUP BREAKS APART (LOSES CONTACT), THE OTHER TEAM GETS THE POINT.

VARIATION: IF THE GROUP IS BIG ENOUGH, THERE COULD BE MORE DRAGONS OR A LIMITED AREA THE DRAGONS CANNOT STEP OUT OF, TO MAKE IT EVEN MORE DIFFICULT.

10+





8+

# CURTAINS DOWN

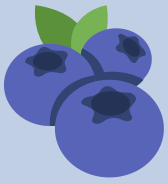
CONFIDENCE, CONNECTION, CONTRIBUTION

20 MIN

BLANKET

8+





# CURTAINS DOWN

8+

START WITH A ROUND WHERE EVERYONE SAYS THEIR NAME OUT LOUD (IT'S IMPORTANT THAT EVERYONE KNOWS EVERYONES' NAMES).

DIVIDE THE PARTICIPANTS INTO TWO GROUPS, WHILE TWO PEOPLE HOLD THE BLANKET AS A BARRIER SO THAT THE GROUPS CAN'T SEE EACH OTHER.

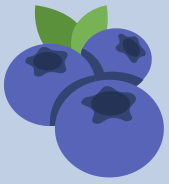
EACH GROUP CHOOSES ONE PARTICIPANT WHO COMES CLOSE TO THE CURTAIN.

AT THE COUNT OF THREE THE FACILITATORS PUT DOWN THE CURTAIN.

EACH PARTICIPANT SHOUTS THE NAME OF THE OTHER ONE OPPOSITE AS FAST AS POSSIBLE. THE FASTER PARTICIPANT TAKES THE OTHER TO THEIR GROUP.

8+





8+

# THE WIND BLOWS

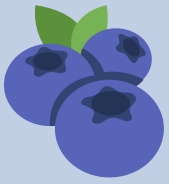
CONNECTION, CHARACTER

45 MIN

CHAIRS PER PARTICIPANT MINUS ONE

8+





# THE WIND BLOWS

8+

EVERYONE IS SEATED IN A CIRCLE EXCEPT ONE PERSON, WHO HAS NO CHAIR OF THEIR OWN.

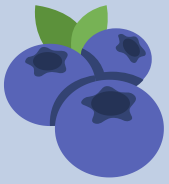
THE PERSON STANDING HAS TO SAY SOMETHING LIKE:

- "THE WIND BLOWS ON THE PEOPLE WHO ARE A MORNING PERSON"
- "THE WIND BLOWS ON THE ONES WHO HAVE ANIMALS"
- "THE WIND BLOWS ON THE PEOPLE WHO LIKE SALTY FOODS"

THE PEOPLE WHO IDENTIFY WITH THE STATEMENT HAVE TO STAND UP AND FIND A NEW SEAT (PLAYERS CAN'T SIT IN THE SAME SEAT AFTER GETTING UP). THE ONE THAT ENDS UP WITHOUT A SEAT HAS TO SAY THE NEXT STATEMENT.







8+

# I'M UNIQUE

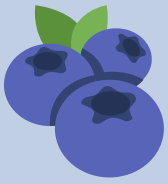
CONFIDENCE, CONNECTION, CHARACTER

15-30 MIN

NO MATERIALS NEEDED

8+





# I'M UNIQUE

8+

ASK EVERYONE IF THEY ARE FINE WITH PHYSICAL CONTACT AND THEN SIT/STAND IN A CIRCLE. IN ONE ROUND, EACH PARTICIPANT CAN SHARE A FACT THAT MAKES HIM/HER UNIQUE.

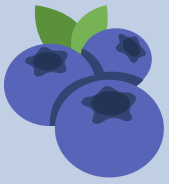
FOR EXAMPLE:

"I' M THE ONLY ONE WITH RED HAIR." OR  
"I' M THE ONLY ONE WITH 5 SIBLINGS."

IF ANYONE ELSE SHARES THE SAME FACT, THAT PERSON SITS/STANDS IN FRONT OF THE PARTICIPANT WHO SAID THE UNIQUE ATTRIBUTE (THEY CAN LINK ARMS OR SIT IN EACH OTHERS' LAP IN A ROW). AFTER THAT, EVERYONE COMES BACK INTO THE CIRCLE, AND THE NEXT PARTICIPANT SHARES A UNIQUE FACT.

THROUGHOUT THIS ACTIVITY, THE GROUP SEES WHAT THEY HAVE IN COMMON OR WHAT MAKES EACH INDIVIDUAL UNIQUE.





8+

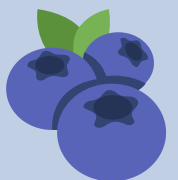
# THIS OR THAT

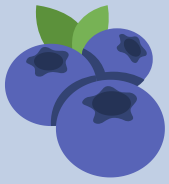
CONNECTION, CHARACTER

45 MIN

ROPE

8+





# THIS OR THAT

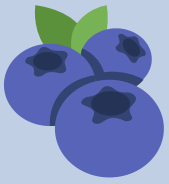
8+

A ROPE IS PUT ON THE GROUND AND PARTICIPANTS HAVE TO STAND ON ONE OR THE OTHER SIDE OF IT DEPENDING ON THEIR PREFERENCES.

THE FACILITATOR WILL READ SOME QUESTIONS. FOR EXAMPLE: "I PREFER DOGS OR I PREFER CATS" OR "I AM A MORNING PERSON OR I AM A NIGHT PERSON", AND EXPLAIN WHERE EACH STATEMENT STANDS (EXAMPLE: "DOGS ON THE RIGHT SIDE, CATS ON THE LEFT SIDE").

PARTICIPANTS CAN SHARE WHY THEY ARE POSITIONED ON THAT SPECIFIC SIDE OF THE ROPE AND DISCUSS IDEAS.





8+

# DON'T FALL DOWN

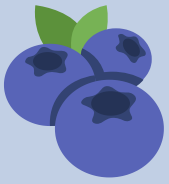
CONNECTION, CONTRIBUTION

15 MIN

CHAIRS

8+





# DON'T FALL DOWN

8+

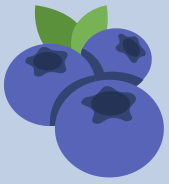
THE GOAL OF THIS ICE BREAKER IS TO GET THE GROUP TO STAND IN A SPECIFIC ORDER.

FOR EXAMPLE: DATE OF BIRTH, HEIGHT, NAME (ALPHABET), SHOE SIZE, ETC.

YOU CAN MAKE IT MORE DIFFICULT BY NOT SPEAKING DURING THE ACTIVITY, SO THE PLAYERS HAVE TO COMMUNICATE WITHOUT WORDS, STANDING ON CHAIRS AND NOT TOUCHING THE FLOOR, OR A COMBINATION OF BOTH.

ANYONE THAT FALLS CAN GET BACK UP. NO ONE LOSES IN THIS ACTIVITY.





5+

# MAPPING

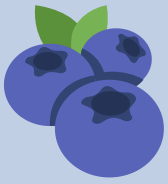
CONNECTION, CONTRIBUTION

20 MIN

NO MATERIALS

5+





# MAPPING

5+

ASK THE PARTICIPANTS TO IMAGINE A MAP OF A COUNTRY, CONTINENT, OR THE ENTIRE PLANET PROJECTED ON THE FLOOR IN FRONT OF THEM (DEPENDING ON WHETHER THE GROUP IS LOCAL, NATIONAL, OR INTERNATIONAL).

THEN THE FACILITATOR ASKS QUESTIONS LIKE: "FROM WHERE DID YOU START YOUR JOURNEY? WHERE WERE YOU BORN? WHERE HAVE YOU ALWAYS WANTED TO TRAVEL? IF YOU COULD LIVE ANYWHERE, WHERE WOULD THAT BE? FROM WHICH COUNTRY DO YOU LIKE THE CULTURE?"

AFTER THEY POSITIONED THEMSELVES, ASK THE PARTICIPANTS TO SHARE WHY THEY STAND AT THIS POINT. TO DEBRIEF, POINT OUT THAT THOSE DIFFERENT BACKGROUNDS AND PERSPECTIVES CAN BE CONTRADICTORY BUT ADD A GREAT VALUE TO THE GROUP'S WORK.

5+







5+

# WHOOSH

CONNECTION, CONTRIBUTION

10-20 MIN

NO MATERIALS

5+





# WHOOSH

5+

THE GAME FACILITATOR BEGINS WITH AN IMAGINARY ENERGY BALL – THE “WHOOSH” BALL. MOTIONS IN THIS GAME INCLUDE:

“WHOOSH”: WHEN THE BALL IS PASSED TO THE SIDE

“ZAP”: WHEN THE BALL IS PASSED TO THE FRONT

“BOING”: WHEN THE BALL IS PASSED TO A RANDOM PERSON

THE GROUP STANDS IN A CIRCLE AND THE ACTIVITY STARTS WITH A PERSON WHO HOLDS THE SMALL IMAGINARY ENERGY BALL. DEPENDING ON WHERE THEY PASS IT, THEY HAVE TO MAKE THE PROPER SOUND. "WHOOSH" IS USED WHEN THE BALL IS PASSED TO THE SIDE, AND THE RECEIVING PLAYER CAN PASS IT BACK. "ZAP" IS WHEN THE BALL IS THROWN ACROSS THE CIRCLE TO THE PERSON IN FRONT OF THEM. "BOING" IS DONE BY RAISING THE BALL HIGH ABOVE THE HEAD OF THE RECEIVER, EVERYONE ELSE ALSO HAS TO RAISE THEIR ARMS AND SAY "BOING" TO BE ABLE TO RECEIVE THE BALL, WHICH IS THROWN TO ANYONE REGARDLESS OF THEIR POSITION WITHIN THE CIRCLE.

THE ENERGY BALL GROWS AFTER A WHILE AND INCREASES IN SPEED. PLAYERS HAVE TO BE QUICK OR ELSE THE ENERGY DISAPPEARS AND THEY HAVE TO START SMALL AGAIN. THE GROUP WINS WHEN THE BALL BECOMES TOO BIG AND TOO HEAVY TO THROW. IN WHICH CASE, "BOING" IS USED TO THROW THE BALL HIGH UP AND SPREAD THE ENERGY TO EVERYONE WITHIN THE CIRCLE.

5+





8+

# ATOMS

CONNECTION, CONTRIBUTION

10 MIN

NO MATERIALS

8+





# ATOMS

8+

- 5 DEGREES = SLOW PACE
- 20 DEGREES = WALKING PACE
- 50 DEGREES = RUNNING PACE

THE PARTICIPANTS START TO WALK AT A REGULAR PACE AROUND THE ROOM. THE FACILITATOR TELLS THE TEMPERATURE AND THE PARTICIPANTS ADJUST THEIR MOVEMENTS ACCORDING TO THE INSTRUCTIONS GIVEN.

AT SOME POINT, THE FACILITATOR MAY CALL FOR THE GROUP TO CREATE MOLECULES BY JOINING INTO GROUPS OF PEOPLE (IN THE FORM OF HOLDING HANDS OR HUGGING). GROUPS CAN BE MADE FROM 2 - 5 PEOPLE. FOR EXAMPLE: "THE TEMPERATURE IS 30 DEGREES" RUNNING PACE AND LATER THE FACILITATOR CAN ASK THE PARTICIPANTS TO "CREATE A MOLECULE WITH 3"

OPTIONAL: MAKE IT COMPETITIVE BY ELIMINATING ATOMS THAT HAVEN'T FORMED A MOLECULE

8+





5+

# NINJA

CONFIDENCE, CONTROL

10 -15 MIN

NO MATERIALS

5+





# NINJA

5+

THE GROUP STARTS BY STANDING CLOSE TO EACH OTHER IN A TIGHT CIRCLE. AFTER THAT EVERYBODY HAS TO JUMP BACK WHILE SCREAMING "NINJA!" AND LAND IN THEIR BEST NINJA POSITION.

IN CLOCKWISE ORDER, EACH NINJA CAN JUMP OR TAKE ANOTHER STEP, WITH THE GOAL BEING TO ELIMINATE THE OTHER NINJAS BY "CUTTING OFF THEIR ARMS." YOU DO THAT BY TOUCHING THE ARM OF ANOTHER PARTICIPANT WHILE SCREAMING LIKE A NINJA.

THE NINJA GETS ONE MOVE PER ROUND AND YOU HAVE TO FREEZE AFTERWARD. YOU CAN ATTACK THE PARTICIPANTS ON YOUR SIDE, AND THEY CAN DODGE YOU, BUT ONLY IF THREATENED. IF THEY MOVE WITHOUT YOU ATTACKING THEM, THEY LOSE THEIR TURN. IF YOUR ARM IS CUT, YOU CANNOT USE IT ANYMORE. WHEN BOTH OF YOUR ARMS ARE CUT, YOU ARE OUT!

AT AN ADVANCED LEVEL, YOU CAN ALSO CUT LEGS.

5+





4+

# BAZINGA

CONNECTION

5 MIN

NO MATERIALS

4+





# BAZINGA

4+

THE PARTICIPANTS STAND IN A CIRCLE.

THE LEADER STARTS TO SHOUT “BAAAAA” WITH THEIR ARMS IN FRONT OF THEM, THE PARTICIPANT ON THEIR LEFT HAS TO COPY THEM, AND THE OTHERS FOLLOW UNTIL THEY REACH THE LEADER. THEN, EVERYONE SHOUTS “ZINGA!!” TOGETHER.

THE GAME CAN BE REPEATED UNTIL EVERYONE FEELS MORE ENERGETIC.

4+







8+

# FAIRYTAIL RACE

CONNECTION, CONTROL

20 MIN

3 ROPES

8+





# FAIRYTAIL RACE

8+

YOU SPLIT THE GROUP INTO 2. EACH TIME YOU PLAY, THE GROUPS HAVE TO DECIDE THEIR CHARACTER AND ACT IT OUT. THE CHARACTERS AND THEIR ABILITIES ARE:

- DWARF: TICKLE THE GIANTS' FEET
- GIANT: ARE STRONGER THAN THE WIZARDS
- WIZARD: CAN MAKE THE DWARFS DISAPPEAR

AFTER CHOOSING THE CHARACTERS, THE TEAMS STAND IN A LINE FACING EACH OTHER, WITH A ROPE BETWEEN THEM AND A ROPE BEHIND EACH TEAM, WHICH IS PLACED A COUPLE OF METERS AWAY. AT THE COUNT OF THREE, THEY SHOW THEIR CHARACTER, AND THE LOSING TEAM HAS TO RUN AWAY BEHIND THE BACK ROPE. THE OTHER TEAM CHASES THEM AND TRIES TO TAP THEM BEFORE THEY CROSS THE LINE. PARTICIPANTS THAT HAVE BEEN TAPPED HAVE TO JOIN THE OTHER GROUP. YOU CAN PLAY THIS AS MANY TIMES AS YOU WANT. THE TEAM WITH THE MOST PEOPLE IN THE END IS THE WINNER.

8+





2+

# FIRE, WATER, STORM

COMPETENCE, CONTROL

10 - 20 MIN

NO MATERIALS

2+





# FIRE, WATER, STORM

2+

THERE ARE THREE COMMANDS: FIRE, WATER, STORM.

FIRE: THE PARTICIPANTS HAVE TO LAY DOWN BECAUSE OF THE SMOKE IN THE AIR.

WATER: THE PARTICIPANTS HAVE TO “KEEP OUT” OF THE WATER AND GET OFF THE GROUND (CLIMB ON SOMETHING).

STORM: THE PARTICIPANTS HAVE TO HOLD ON TO SOMETHING IN ORDER NOT TO GET BLOWN AWAY.

THE PURPOSE IS TO CHALLENGE THE PARTICIPANTS TO REACT QUICKLY BUT ALSO BE AWARE OF THEIR SURROUNDINGS. THE FACILITATOR CAN ALSO MAKE UP NEW COMMANDS LIKE ALIEN INVASION, ETC.

2+





15+

# HORSE RACE

CONNECTION

10 MIN

NO MATERIALS

15+





# HORSE RACE

15+

THE WHOLE GROUP STANDS IN A VERY CLOSE CIRCLE SO THAT THE SHOULDERS TOUCH. THE FACILITATOR EXPLAINS THAT THEY ARE PARTICIPATING IN A HORSE RACE AND INSTRUCTS THE PARTICIPANTS TO BEGIN THE RACE BY TAPPING THEIR THIGHS TO SIMULATE HOOF TRAMPLING.

THE FACILITATOR SHOUTS THE COMMANDS: “TURN TO THE RIGHT!” AND EVERYBODY HAS TO LEAN TO THE RIGHT WHILE STILL TAPPING THEIR THIGHS. SAME WITH “TURN TO THE LEFT!”. AT ONE POINT, THERE IS AN OBSTACLE IN THE HORSE RACE, SO THE FACILITATOR SHOUTS “JUMP!” AND EVERYBODY JUMPS. YOU CAN ALSO INCLUDE OTHER COMMANDS.

REMEMBER THAT THE FACILITATOR IS LIKE A COMMENTATOR SO IT IS MORE MOTIVATING IF YOU TALK LIKE YOU WERE COMMENTING ON A HORSE RACE. MAKE SURE YOU INSTRUCT THE PARTICIPANTS TO TAP FASTER BEFORE THE FINISH LINE FOR EXTRA EXCITEMENT :)

15+





2+

# MANDALA

CONFIDENCE, CHARACTER, CONTRIBUTION

30-60 MIN

EVERYTHING YOU FIND OUTDOORS

2+





# MANDALA

2+

THE PARTICIPANTS SHOULD CREATE A MANDALA/PICTURE OUT OF MATERIALS THEY FIND IN THE SURROUNDINGS. THEY CAN CHOOSE THE SHAPE, COLOUR, THEME, AND ANYTHING THEY PERSONALLY WANT TO EXPRESS. TO CREATE THE MANDALA, THEY CAN USE ANY MATERIAL THEY FIND (BUT PLEASE BE RESPECTFUL TOWARDS NATURE).

IN THE END, REFLECT ON THE PROGRESS WITH QUESTIONS LIKE:

- HOW DID YOU FEEL DURING THE PROCESS OF CREATING?
- WHAT DID YOU ENJOY THE MOST?
- WHAT WERE THE CHALLENGES?
- WHAT DID YOU WANT TO PORTRAY?

DON' T FORGET TO TAKE A PICTURE WHEN YOU'RE FINISHED! :)

2+







5+

# CALCULATOR

COMPETENCE, CONNECTION, CONTRIBUTION,  
COPING, CONTROL

30 MIN

2 ROPES, NUMBERS 1 THROUGH 30

5+





# CALCULATOR

5+

THE GOAL OF THIS ACTIVITY IS TO TOUCH THE NUMBERS 1 THROUGH 30 IN THE CORRECT ORDER.

THE GROUP STANDS BEHIND A ROPE. IN THE MIDDLE OF THE PLAYING FIELD, THERE IS A CIRCLE WITH ALL OF THE NUMBERS INSIDE OF IT. WHEN THE GROUP CROSSES THE ROPE TO THE PLAYING FIELD, THEIR TIME STARTS. FOR EACH TRY THEY HAVE A MAXIMUM OF 3 MINUTES. THE GROUP HAS TO FIND A TACTIC TO DO THE ACTIVITY AS FAST AS POSSIBLE.

ALTERNATIVES:

- NO SPEAKING AFTER CROSSING THE ROPE
- THERE CAN ONLY BE ONE FOOT AT A TIME INSIDE THE CIRCLE

5+





4+

# DON'T SPILL THE WATER

COMPETENCE, CONTRIBUTION, COPING, CONTROL

30 MIN

SMALL WOODEN BOARD WITH STRINGS  
ATTACHED TO IT, CUP WITH WATER

4+





# DON'T SPILL THE WATER

4+

THE GOAL OF THIS ACTIVITY IS TO GET FROM POINT A TO POINT B WITHOUT SPILLING ANY WATER OUT OF THE CUP.

EACH PERSON IN THE GROUP HAS TO HOLD A STRING THAT IS ATTACHED TO A WOODEN BOARD.

A CUP OF WATER IS PLACED ON THE WOODEN BOARD. THE GROUP HAS TO KEEP THE BOARD AND THE CUP IN BALANCE BY HOLDING THE STRINGS IN A WAY THAT THE WATER DOESN'T SPILL FROM THE CUP.

THE FACILITATOR SHOULD NOT GIVE ANY TIPS, BUT LET THE GROUP FIGURE OUT A GOOD STRATEGY.

4+





5+

# BUILDING A HUT

COMPETENCE, CONNECTION, CONTRIBUTION

1 HOUR+

FOREST

5+





# BUILDING A HUT

5+

THE GOAL OF THIS ACTIVITY IS TO BUILD A HUT.

THE PARTICIPANTS ARE FREE TO SHAPE THE ACTIVITY AS THEY LIKE. YOU CAN CONSTRUCT JUST A LITTLE HUT, OR YOU CAN DO VARIATIONS. FOR EXAMPLE:

- BUILD A KITCHEN
- INCLUDE A TOILET

THINK ABOUT ITS PRACTICALITY, DOES IT SHELTER FROM THE WIND AND RAIN? CAN IT FIT ALL THE PARTICIPANTS? IS IT SAFE AND SECURE?

REFLECT ON YOUR WORK AFTER, EXPLAIN THE THOUGHT PROCESS AND SHARE YOUR FEELINGS. PAT YOURSELF ON THE BACK FOR THE WORK YOU HAVE DONE TO CONTRIBUTE.

5+





<15

# ALADIN'S CARPET

COMPETENCE, CONNECTION, CONTRIBUTION,  
COPING, CONTROL

30 MIN

FABRIC OR TARP (BIG ENOUGH TO FIT ALL THE  
PARTICIPANTS + SOME EXTRA SPACE)

<15





# ALADIN'S CARPET

<15

LAY THE CARPET ON THE GROUND AND HAVE ALL PARTICIPANTS STAND ON IT.

THE FACILITATOR SHOULD READ THE FOLLOWING STORY:

“YOU ARE ON A MAGICAL CARPET FLYING OVER THE GIZEH PYRAMIDS. SUDDENLY YOU NOTICE THAT THE MAGICAL FLYING POWER WEAKENS AND YOU ARE ABOUT TO FALL DOWN. BUT YOU KNOW THAT THE UNDERSIDE OF THE CARPET STILL HAS ENOUGH MAGICAL FLYING POWER LEFT TO CONTINUE YOUR JOURNEY! SO YOU NOW HAVE TO TURN THE CARPET UPSIDE DOWN - BUT NO ONE CAN STEP OFF, OR YOU WOULD FALL DOWN!”

GROUP TRIES TO FIND A WAY TO TURN THE CARPET AROUND WITHOUT STEPPING OUT OF IT.

<15







5+

# ELECTRIC FENCE

CONFIDENCE, CONNECTION, CONTRIBUTION

20 MIN

(DEPENDING ON THE SIZE OF THE GROUP)

ROPE

5+





# ELECTRIC FENCE

5+

THE GOAL OF THIS ACTIVITY IS TO GET THE WHOLE GROUP FROM ONE SIDE OF THE ROPE TO THE OTHER SIDE.

YOU HANG A ROPE BETWEEN TWO TREES/ POLES ABOVE THE GROUND. YOU CAN HANG IT AS HIGH AS YOU WANT, WHICHEVER IS MOST SUITABLE FOR YOUR GROUP, KEEPING IN MIND THAT THEY HAVE TO GO OVER IT. YOU CAN ALSO CREATE A NET USING MORE ROPE, IN ORDER TO MAKE IT HARDER TO PASS. THE GROUP IS NOT ALLOWED TO TOUCH THE ROPE, IF THEY DO, THAT PERSON HAS TO START OVER AGAIN.

THE GOAL IS TO FIND A STRATEGY ON HOW TO GET THE WHOLE GROUP TO THE OTHER SIDE OF THE ROPE.

ALTERNATIVES:

- A SPECIFIC AMOUNT OF PEOPLE HAVE TO GO UNDER THE ROPE AS WELL.

5+





10+

# LAZY GRANDMA

COMPETENCE, CONNECTION, COPING, CONTROL

30 MIN

CHAIRS

10+





# LAZY GRANDMA

10+

ALL THE PARTICIPANTS SIT ON A CHAIR, WHILE THERE IS ALWAYS ONE EXTRA FREE CHAIR.

THE PERSON PLAYING THE ROLE OF THE “LAZY GRANDMA” IS THE ONLY ONE STANDING AND WALKS AROUND THE PARTICIPANTS THAT ARE SITTING. THAT PERSON CAN ONLY WALK (SINCE THEY ARE OLD!), WHILE THE PARTICIPANTS CAN RUN.

THE GOAL OF THE GAME IS TO PREVENT THE GRANDMA FROM SITTING DOWN ON THE FREE CHAIR. IF THE PARTICIPANTS STAND UP FROM THEIR CHAIRS, THEY CAN'T SIT DOWN AGAIN AND THEY HAVE TO FIND A NEW SEAT.

10+





5+

# THE HUMMING MEDITATION

CONNECTION, CHARACTER

6-7 MIN

OPEN SPACE (COMFORTABLE FOR THE  
PARTICIPANTS TO SIT IN)

5+





5+

# THE HUMMING MEDITATION

PARTICIPANTS FORM A TIGHT CIRCLE, BEING NEXT TO EACH OTHER, AND CLOSE THEIR EYES.

SILENTLY, THE FACILITATOR WALKS INTO THE CENTRE OF THE CIRCLE AND STARTS HUMMING. PARTICIPANTS SHOULD TRY TO IMITATE THE FACILITATOR WITHOUT GETTING DISTRACTED BY OTHER SOUNDS.

THE FACILITATOR SHOULD REGULARLY CHECK ON PARTICIPANTS. ASKING THEM TO ELEVATE AND LOWER THE VOLUME OF THEIR HUMMING PERIODICALLY.

THE GOAL OF THE ACTIVITY IS TO FOCUS ON ONE PERSON AND STAY IN THE MOMENT.

5+





5+

# THE COMPLIMENT CIRCLE

CONFIDENCE, CONNECTION, CHARACTER

10 MIN

OPEN SPACE COMFORTABLE FOR PARTICIPANTS  
TO WALK.

5+





# THE COMPLIMENT CIRCLE

5+

FORM A WIDE CIRCLE AND ASK PARTICIPANTS TO MOVE SIMULTANEOUSLY IN RANDOM DIRECTIONS WITHIN THE CIRCLE.

EXPLAIN TO THE PARTICIPANTS THAT YOU WILL CLAP TWO TIMES TO STOP.

ONCE THEY HEAR THE CLAPS, PARTICIPANTS WILL HAVE TO FIND THE CLOSEST PERSON TO THEIR LEFT OR RIGHT AND TELL THEM A REAL COMPLIMENT (EITHER COMPLIMENTING THEM ON THEIR APPEARANCE OR SHOWING GRATITUDE FOR THE THINGS THIS CERTAIN PERSON HAS DONE FOR THEM).

5+







8+

# THE “BURRITO” HUG

CONNECTION

10+ MIN

OPEN SPACE COMFORTABLE FOR PARTICIPANTS TO WALK  
AND DANCE

BACKGROUND MUSIC (IDEALLY JOYFUL MUSIC FOR A  
GROUP DANCING, OR A SONG COLLECTIVELY SUNG BY  
THE PARTICIPANTS)

8+





# THE “BURRITO” HUG

8+

PARTICIPANTS ARE POSITIONED IN A STRAIGHT LINE, HOLDING HANDS WITH EACH OTHER.

PARTICIPANTS ON THE RIGHT WILL START WALKING CLOCKWISE WITH THE RHYTHM OF THE MUSIC WHILE STILL HOLDING EACH OTHER'S HANDS.

INCREASE THE SPEED OF THE ROTATION, CREATING A SPIRAL WITHIN THE LINE, DANCING WITH THE PACE OF THE MUSIC.

KEEP DOING THIS UNTIL EVERYONE HAS BEEN WRAPPED IN THE SPIRAL.

8+





3+

# MARBEL RUN

COMPETENCE, CONNECTION, CONTRIBUTION

30-40 MIN

ONE BALL PER GROUP (SIZE OF A TENNIS BALL  
OR SMALLER)

FOREST GROUND WITH A SLOPE

3+





# MARBEL RUN

3+

DIVIDE THE PARTICIPANTS INTO GROUPS OF 3 OR 4 AND HAND OUT A BALL TO EACH GROUP.

THE FACILITATOR GIVES THE FOLLOWING INSTRUCTIONS: "CREATE A TRACK MADE OUT OF NATURAL MATERIALS."

THE GROUPS GATHER MATERIAL AND BUILD THE TRACK. IN THE END, EVERY GROUP PRESENTS THEIR TRACK TO THE OTHER GROUPS AND THEY CHECK IF THE BALL REACHES THE FINISH LINE AND WHETHER THE CHALLENGES (IF CHALLENGES WERE POSED) ARE MET.

OPTIONAL CHALLENGES:

- AT ONE POINT MAKE THE BALL DISAPPEAR
- MAKE THE BALL BE IN THE AIR
- MAKE A SOUND
- MAKE A CURVE
- CREATE A BRIDGE

3+





<25

# IMAGINARY JOURNEY

CHARACTER

15 MIN

SOMETHING TO LAY ON

<25





# IMAGINARY JOURNEY PART 1

<25

THE FACILITATOR SLOWLY READS OUT THE IMAGINARY JOURNEY (PUNCTUATION CHARACTERS INDICATE A SMALL BREAK).

FIND A COMFORTABLE POSITION. YOU SHOULD BE ABLE TO STAY LIKE THIS FOR A FEW MINUTES. – CLOSE YOUR EYES AND RELAX. – I WILL NOW TELL YOU ABOUT SOME THINGS, TRY TO IMAGINE AND FEEL THEM AS CLEARLY AS YOU CAN – LIKE A MOVIE IN YOUR HEAD. FEEL INTO YOUR BODY – EACH PART OF IT: YOUR FEET, YOUR UPPER BODY, YOUR HANDS, YOUR ARMS, AND YOUR HEAD. FOCUS ON YOUR BREATHING – IN – AND OUT. NOW, EVERY TIME YOU BREATHE IN AND OUT, NOTICE HOW YOU GET LIGHTER AND LIGHTER. – LIGHTER AND LIGHTER. – YOU NOW START FLOATING IN THE AIR. HIGHER AND HIGHER. YOU REALIZE THAT YOU ARE A BEAUTIFUL CLOUD. FEEL THE AIR FLOWING AROUND YOU – FEEL THE WARMTH OF THE SUN. WHAT KIND OF CLOUD ARE YOU? BIG OR SMALL? LOW OR HIGH? SOLID OR FLUFFY? WHITE OR STORMY GREY?

<25





# IMAGINARY JOURNEY PART 2

<25

– NOW LOOK AT THE LANDSCAPE BENEATH YOU, A SOFT WIND IS PUSHING YOU ALONG. SEE THE SNOWY MOUNTAINS IN THE DISTANCE AND THE BLUE LAKE BENEATH YOU WITH THE DUCKS TAKING A BATH IN IT – DO YOU MAYBE EVEN SPOT A FISH SWIMMING CLOSE TO THE SURFACE? – AS YOU TRAVEL WITH THE WINDS, THE LANDSCAPE CHANGES AND THERE IS A HUGE FOREST. THERE ARE SO MANY DIFFERENT COLOURS OF GREEN, EACH TREE IS A SLIGHTLY DIFFERENT SHADE. IN THE TREES, THERE ARE SQUIRRELS JUMPING FROM BRANCH TO BRANCH. – ON THE GROUND THERE ARE DEER GRAZING ON SOME DELICIOUS FRESH GRASS – THEY ARE COMPLETELY CALM, LIKE YOU. BIRD FLIES CLOSE TO YOU AND ACCOMPANIES YOU FOR SOME TIME. TAKE A CLOSE LOOK – WHAT KIND OF BIRD IS IT? WHAT COLOUR IS IT? IS IT SMALL OR BIG?

<25





# IMAGINARY JOURNEY PART 3

<25

IS IT JUST CALMLY SURFING ON THE WINDS OR IS IT DOING FUN MANOEUVRES? IS IT MAKING A SOUND? NOTICE THE FRIENDLY WAY IT LOOKS AT YOU. NOW FOCUS ON YOUR BREATHING AGAIN – IN – AND OUT. WITH EVERY BREATH FEEL YOURSELF GET HEAVIER AND HEAVIER AGAIN. – YOU SLOWLY, SLOWLY DESCEND TO THE GROUND. – FEEL THE EARTH YOU ARE LAYING ON. NOTICE WHICH BODY PARTS TOUCH THE GROUND AND HOW IT FEELS. SLOWLY COME BACK INTO THE REAL WORLD. START MOVING YOUR LEGS AND ARMS AND SLOWLY OPEN YOUR EYES.

SAMPLE QUESTIONS FOR REFLECTION AFTERWARDS:

- IN WHAT KIND OF CLOUD WERE YOU?
- HOW DID YOU LOOK?
- WHAT KIND OF BIRD DID YOU SEE?
- WHAT WAS YOUR FAVOURITE LANDSCAPE YOU TRAVELLED OVER?
- WHAT DID YOU SEE?

<25







8+

# RAINFOREST MEDITATION (BECOMING A YANOMAMI PART 1)

CONNECTION, CONTRIBUTION, COPING

15 MIN

AT LEAST 3 TEAM MEMBERS (GUIDE, GATE  
KEEPER(S), TRIBE LEADER), FACE PAINT,  
NATURE ELEMENTS TO DECORATE.

8+





# RAINFOREST MEDITATION (BECOMING A YANOMAMI PART 2)

8+

EVERYONE GATHERS IN A CIRCLE AND GETS INTRODUCED TO THE RAIN FOREST MEDITATION THAT CALLS THE RAIN.

DURING THIS GUIDED MEDITATION, EVERYONE IS INVITED TO CLOSE THEIR EYES AND REPEAT THE SOUND THE PERSON ON THEIR LEFT MAKES.

THE TRIBE LEADER STARTS MAKING SOUNDS AND THEY TRANSFER THROUGH THE CIRCLE BACK TO THE LEADER. START WITH HANDS RUBBING, THEN TAPPING 2 FINGERS TO THE PALM. THE LAST ONE IS TAPPING PALMS TO HIPS, AND THEN THE MOVEMENT COMES BACK IN A BACKWARD MANNER UNTIL IT'S SILENT AGAIN.

8+





8+

# JOINT RAIN DANCE (BECOMING A YANOMAMI PART 2)

CONFIDENCE, CONNECTION, CONTRIBUTION

15 MIN

SPEAKER, MUSIC PLAYLIST, AT LEAST 3 TEAM  
MEMBERS (GUIDE, GATE KEEPER(S), TRIBE  
LEADER).

8+





# JOINT RAIN DANCE

## (BECOMING A YANOMAMI PART 2)

8+

THE RAIN STARTS COMING TO THE VILLAGE SO EVERYONE IS INVITED TO START WALKING AROUND AND, IN THAT MANNER, THE JOINT TRIBAL DANCE STARTS WITH MUSIC.

THE JOINT DANCE IS A BODY SCAN DANCE THAT IS THERE TO HELP PARTICIPANTS EXPRESS THEIR BODY NEEDS AND CREATIVITY THROUGH DANCING IN A STEP-BY-STEP MANNER.

WE START BY MOVING AND STRETCHING OUR WRISTS. THEN, MOVE TO ELBOWS AND SHOULDERS. WHILE EVERYONE REMAINS AND KEEPS FOCUS ON THEIR BODY, THE NEXT ADDITION IS THE CHEST. MOVING DOWN FROM THERE, ADD THE SPINE, HIPS, KNEES, ANKLES, AND TOES.

IN THE END, EVERYBODY ON THEIR OWN, ARE USING ALL OF THEIR BODY (EVEN PARTS NEVER USED BEFORE) TO DANCE, THUS UNLOCKING EVERY BIT OF IT.

8+





8+

# COMMUNITY MASSAGE (BECOMING A YANOMAMI PART 3)

CONNECTION, CONTRIBUTION

10 MIN

AT LEAST 3 TEAM MEMBERS (GUIDE, GATE  
KEEPER(S), TRIBE LEADER), FACE PAINT,  
NATURE ELEMENTS TO DECORATE.

8+





# COMMUNITY MESSAGE

## (BECOMING A YANOMAMI PART 3)

8+

WITH THE DANCE SO GOES THE RAIN AND EVERYONE GATHERS IN A CIRCLE FACING THE BACK OF THE PERSON NEXT TO THEM. IT'S TIME TO CONGRATULATE AND TAKE CARE OF EACH OTHER FOR THEIR CONTRIBUTION TO THE RAINFOREST MEDITATION AND JOINT RAIN DANCE.

DURING THIS COMMUNITY MESSAGE EVERYONE TAKES CARE OF THE OTHER'S BACK, STARTING BY MIMICKING AN ANT IS WALKING AROUND THEIR BACK USING 2 FINGERS, THEN SOFT AND HARD RAIN ALL OVER THE HEAD, SHOULDERS AND BACK THEN THE AIR WASHES IT AWAY AND WE THANK OUR MASSAGERS/CARE TAKERS FOR THEIR GENEROUS OFFER.

8+





8+

# ONE TO FIVE

CHARACTER, CONTROL

FLEXIBLE TIME

NO MATERIALS

8+





# ONE TO FIVE

8+

DEFINE A LINE WITH 5 SPOTS LIKE A SCALE. ONE IS THE LOWEST AND FIVE IS THE HIGHEST. THE FACILITATOR ASKS QUESTIONS LIKE:

- HOW DO YOU FEEL RIGHT NOW?
- HOW DID YOU LIKE THE FOOD?
- HOW DID YOU LIKE THE ACTIVITIES?
- HOW WAS THE TIMING?
- HOW DID YOU LIKE THE WAY OF FACILITATING?
- HOW WAS THE WHOLE EXPERIENCE?
- ... ADD ANY OTHER QUESTIONS USEFUL FOR YOUR FEEDBACK

ACCORDING TO HOW EACH INDIVIDUAL IS FEELING, THE PARTICIPANTS CAN POSITION THEMSELVES IN THE ASSIGNED SPOT. IF MULTIPLE PARTICIPANTS SHARE THE SAME SPOT, THEY CAN SIT/STAND AND FORM A LINE.

8+







4+

# COLOURS WITHIN

CONFIDENCE, CONNECTION, CHARACTER

FLEXIBLE TIME

OPEN SPACE FOR WALKING,

INSTRUMENTAL/MEDITATION BACKGROUND MUSIC.

4+





# COLOURS WITHIN

4+

PARTICIPANTS SIT IN A CIRCLE WITH THEIR EYES CLOSED AND IDENTIFY AN EMOTION THEY ARE EXPERIENCING AT THAT MOMENT. IN SILENCE, THEY WILL PICK A COLOUR THAT REPRESENTS THAT EMOTION. AFTER, THEY WILL IDENTIFY A BODY PART, AND WITH CALM BREATHS, VISUALIZE BEING COLOURED WITH THAT EMOTION, CREATING AN AURA.

THEN, PARTICIPANTS WILL OPEN THEIR EYES AND WALK AROUND THE SPACE. WITH A SIGN GIVEN BY THE FACILITATOR, PARTICIPANTS WILL PAIR WITH A PARTNER NEAR THEM AND, IN SILENCE, EXPRESS A GESTURE THAT REFLECTS THE COLOUR CHOSEN.

THE PARTICIPANTS SHOULD KEEP WALKING AROUND UNTIL GIVEN A SIGN BY THE FACILITATOR. IN THE END OF THE ACTIVITY, PARTICIPANTS CAN FORM A PLENARY AND SHARE WHAT THEY FELT AND PERCEIVED.

4+





2+

# NATURAL CO-SENSATION

CONNECTION, CONTRIBUTION

FLEXIBLE TIME

OPEN SPACE OUTDOORS

NATURAL OBJECTS (BRANCHES, LEAVES, SEEDS,  
ETC.)

2+





# NATURAL CO-SENSATION

2+

IN THE OPEN SPACE WHERE THE ACTIVITY WILL BE HELD, THERE MUST BE NATURAL MATERIALS ON THE GROUND (E.G. LEAVES, SEEDS, BRANCHES, ETC.).

PARTICIPANTS ARE ASKED TO EXPLORE THE SPACE FOR 5 MINUTES AND PICK UP ANY NATURAL MATERIALS FALLEN ON THE GROUND THAT THEY CAN USE FOR CREATING A PIECE OF ART.

THEN, COLLECTIVELY AND IN SILENCE, THEY WILL USE THE ELEMENTS THEY CHOSE AND CREATE THE ARTWORK. IT SHOULD SYMBOLICALLY REPRESENT SOMETHING THAT THEY OFFER TO THE GROUP AND NATURE AND THE PROCESS OF MAKING IT SHOULD BE APPRECIATED.

AFTER CREATING THE ARTWORK, PARTICIPANTS WILL SIT IN A CIRCLE AND SHARE THEIR CONTRIBUTION, WHILE EXPLAINING ITS MEANING.

2+





**5-20**

# **KNOT REFLECTION**

CONNECTION, CHARACTER

FLEXIBLE TIME

ROPE

**5-20**





# KNOT REFLECTION

## 5-20

THE FACILITATOR MAKES 4/5 DIFFERENT KINDS OF KNOTS IN THE ROPE. THE GROUP SITS IN A CIRCLE AND HOLDS THE ROPE IN THEIR HANDS, SO THAT THE ENDS OF THE ROPE ALSO TOUCH. EVERY KNOT HAS A DIFFERENT QUESTION. THE GROUP BEGINS THE ACTIVITY BY PASSING AROUND THE ROPE. WHEN A PERSON HAS A KNOT IN THEIR HANDS THEY CAN ANSWER THAT QUESTION. IF THEY DON'T WANT TO ANSWER THAT SPECIFIC QUESTION, THEY JUST LET THE KNOT PASS. YOU KEEP GOING UNTIL EVERYONE HAS ANSWERED AT LEAST ONE QUESTION.

QUESTIONS YOU CAN ASK:

- HOW DID YOU FEEL ABOUT THE TEAMWORK?
- HOW DID YOU FEEL ABOUT YOUR POSITION IN THE GROUP?
- WHAT DID YOU LEARN FROM THIS ACTIVITY?
- ARE YOU HAPPY WITH THE RESULT OF THIS ACTIVITY?

## 5-20





5+

# STEP FORWARD

CHARACTER

15 MINS

NO MATERIALS NEEDED

5+





# STEP FORWARD

5+

THE GROUP IS STANDING IN A CIRCLE. THE FACILITATOR ASKS ONE QUESTION AT A TIME.

WHEN THE PARTICIPANTS AGREE WITH THE QUESTION THEY TAKE A STEP FORWARD TO THE MIDDLE. IF THEY REALLY AGREE THEY TAKE A BIG STEP, IF THEY AGREE BUT NOT THAT MUCH THEY TAKE A SMALL STEP. IF THEY DON'T AGREE AT ALL THEY KEEP STANDING IN THEIR PLACE. PARTICIPANTS CAN LATER SHARE THEIR THOUGHTS ON THE QUESTIONS.

EXAMPLE QUESTIONS:

- WHO LIKED THE ACTIVITY?
- WHO OVERCAME THEIR FEAR?
- WHO HATED THE ACTIVITY?
- WHO FELT EXCLUDED?

5+







2+

# MEDITATING

CHARACTER

10 MINS

NO MATERIALS NEEDED

2+





# MEDITATING

2+

EVERYBODY IN THE GROUP CLOSES THEIR EYES AND LISTENS TO THE SOUNDS OF NATURE FOR SOME TIME. THE FACILITATOR ASKS A QUESTION AND FOR A MINUTE, THE PARTICIPANTS THINK ABOUT IT IN THEIR MINDS.

AFTERWARDS, THE PARTICIPANTS OPEN THEIR EYES AND EXPLAIN WHAT WAS ON THEIR MINDS DURING MEDITATION. NOBODY IS OBLIGATED TO SAY ANYTHING.

THE MOST IMPORTANT THING IS TO ASK OPEN QUESTIONS, NOT SOMETHING IN A PARTICULAR DIRECTION.

EXAMPLES OF QUESTIONS:

- WHAT DID YOU (NOT) LIKE ABOUT TODAY?
- WHAT DO YOU NEED TO FEEL BETTER ABOUT THE ACTIVITY, THE GROUP, THE GROUP ANIMATOR, ETC?
- HOW DO YOU FEEL RIGHT NOW?

2+





4+

# 5 FINGER FEEDBACK

CHARACTER, CONTROL

FLEXIBLE TIME

NO MATERIALS

4+





# 5 FINGER FEEDBACK

4+

THE PARTICIPANTS GIVE FEEDBACK ANSWERING A SPECIFIC QUESTION FOR EACH FINGER OF THE HAND:

- THUMB: WHAT DID YOU LIKE THE MOST?
- INDEX: WHAT WOULD YOU LIKE TO HIGHLIGHT?
- MIDDLE FINGER: WHAT DID YOU NOT LIKE?
- RING FINGER: WHAT WILL YOU TAKE HOME?
- PINKY: WHAT WAS MISSING?

EACH PARTICIPANT WILL HAVE THEIR TURN TO SHARE THEIR FEEDBACK WHILE THE OTHERS LISTEN.

VARIATION FOR BIG GROUPS: ASK THE PARTICIPANTS TO WRITE IT DOWN ON PAPER AND GIVE IT TO YOU.

4+





4+

# PUT YOURSELF IN A TREE

CHARACTER, CONTRIBUTION

FLEXIBLE TIME

DRAWING OF A TREE, PENS

4+





# PUT YOURSELF IN A TREE

4+

FOR THE BEGINNING OF THIS ACTIVITY, THE FACILITATOR NEEDS TO DRAW A LARGE TREE.

AFTER THAT, EACH PERSON OF THE GROUP SHOULD DRAW THEMSELVES INSIDE OR AROUND THE TREE BASED ON HOW THEY ARE FEELING AFTER THE ACTIVITY, OR BASED ON WHERE THEY THINK THEY STAND IN THE GROUP AT THIS SPECIFIC TIME.

AFTER EVERYONE IS FINISHED WITH THEIR DRAWING, THEY CAN EXPLAIN THE REASON WHY THEY PUT THEMSELVES IN THAT SPECIFIC PLACE.

4+

