



The following activity cards suggest a range of ideas, activities and environments that you could look to use with your young people. They are designed to help you to support young people to find their glimmers - a place of connection. Best practised before they are needed in preparation for the times when dysregulation occurs. Used by a range of schools they are also good for any adults supporting young people who need co-regulating. They take inspiration from the Healthy Mind Platter (Rock and Siegel 2011).

With all activities, these need to be co-created with pupils and teachers/school staff to ensure it reflects need. These activities also enable opportunities to develop leadership potential as those learning to be leaders can deliver the activities to younger age groups within school.

Alternatively, all young people can take turns at leading an activity to develop important life skills such as developing empathy, being responsible, decision-making and effective communication. All these skills support with connection and can develop a positive feeling of inclusion.



ACTIVITY CARDS

Sport Sanctuary Resource and Activity Cards

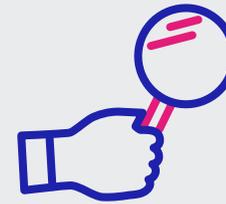
The Healthy Mind Platter



Sleep time



Physical time



Focus time



Time-in



Down time



Connecting time



Play time

ABCs of Self Compassion – Grounding Activity

Why:

If someone is feeling **dysregulated (fight and flight mode)** and needs to find a place of security where they feel **safe and anchored** (ready to return to activity or the classroom). This 'mind-body-environment' connection activity can support our awareness of each, how to ground ourselves and how to find a solution.

What to do:

A = Awareness

- Bring awareness to and notice how you are feeling: anxious, disrespected, powerless, frightened, sad, inadequate, or any other uncomfortable feelings.
- Bring awareness and acceptance of the difficult emotions you are experiencing.
- You can inwardly say: "What I am going through right now is really hard for me, or these feelings are really uncomfortable."

B = Breathing

- Take a moment to find your breath - place your hand on either side of your stomach, fingers spread pointing towards your belly button, fingers on each hand close but not touching.
- Take a deep breath in that fills up your belly and stretches out the sides (sucking the air all the way in and down to your belly button so your hands move by your belly pushing forwards).
- You will see your belly expanding and the gap between your fingers of each hand get bigger.
- Take at least 4-6 seconds to take in this breath, hold it for 4 seconds and let it out for 4-6 seconds or longer.

C = Compassion

- Now attach some words of affirmation to the in breath and out breath.
- Thinking them and repeating them with the breath in and out; I am OK, I send myself love, I am good at different things, I can be calm, I believe my mind is strong, I can be positive, I can join in, I am safe.



Equipment:

None

Space:

Inside or outside. Clear, open, and safe space

Group size:

Individual or in pairs or as a small group

ABCs of Self Compassion – Grounding Activity

STEP - Making the activity easier and harder

SPACE

- Find a quiet place and try and shut off all thoughts apart from the activity.

TASK

- A - You could draw or write down some of your feelings.
- B - Use square breathing or finger breathing etc. Trace an object instead of your hand – triangle/ square/figure of eight.
- C - You could draw or write down your affirmations – or say them to a mirror.

EQUIPMENT

- No equipment needed. Paper/mirror etc if using adapted tasks.

PEOPLE

- Do this individually, in pairs or with a small group.

What are we supporting in this activity?

Self-Discipline
Gratitude
Empathy
Concentration
Reflection

Get Outdoors – fresh air = fresh mind

Why:

Being indoors can leave us feeling tired and stressed. If we get outdoors and have some fresh air and exercise it helps us to unwind, recharge and focus on the beautiful world around us. Can help to connect to senses, ground us and reconnect us.

What to do:

- Some days we can be tired or stressed or feeling anxious. It is good to get outside into the fresh air and take a moment to focus on the positives around us.
- If you can, go outside or to an open window. If outside move along slowly and try to take in your surroundings. Be mindful and aware of your surroundings.
- Now that you are focused – look around you, paying attention what can you see? Look at all the different colours and shapes around you. Can you notice something you've never seen before?
- What can you hear? Birds singing? People talking? Children laughing? Cars? Pause and listen closely to those sounds you might not hear unless you listen carefully.
- If in a safe place, take a seat near nature and try to engage your other senses. What can you smell (cut grass) or what can you touch (leaves)?



Equipment:

None

Space:

Outdoors (or near an open window)

Group size:

Individual or in pairs or as a group

Get Outdoors – fresh air = fresh mind

STEP - Making the activity easier and harder

SPACE

- Outdoors preferably. (If indoors beside an open window or door).

TASK

- You can get people to do this indoors and outdoors and compare what they find. This can be delivered virtually live with a task to go outside and come back or as a pre-record or challenge card.

EQUIPMENT

- No equipment needed.

PEOPLE

- Can be done individually and discussions in pairs or small groups.

What are we supporting in this activity?

Self-Discipline

Resourcefulness

Gratitude

Empathy

Reflection

Concentration

Tribal Drumming and Rhythmic Breathing

Why:

Drumming helps to reduce stress by stimulating the creation of endorphins. Drumming and rhythmic breathing are powerful tools as they permeate the entire brain and body. Tribal drumming with others helps us to build and share a deeper connection with others.

What to do:

- Show with drumsticks or hands on surface that there are 4 different musical tempos: Adagio (at ease), Andante (walking pace), Allegro (quickly) and Presto (very fast).
- Pick a tempo and try to hit the tempo together.
- Add a rhythm count into the tempo and beat – 1, 2, 3, 4 – 1, 2, 3, 4
- Now add in breathing to the beat – breath in for 1, 2, 3, 4 and breath out for 1, 2, 3, 4.
- You can play around with the tempo and the numbers of breathing – breath in for 8 and out for 8 or in for 2 and out for 2, etc.
- Encourage creation of their own unique rhythms and then add in breathing.



Equipment:

Drumsticks or hands on drums/plastic boxes, etc

Space:

Inside or outside. Seated or standing

Group size:

Individual or in pairs or as a group

Tribal Drumming and Rhythmic Breathing

STEP - Making the activity easier and harder

SPACE

- Can be done indoors or outdoors. Seated or standing.

TASK

- Can add in follow the leader to the activity. Can also add in movement when stood up.

EQUIPMENT

- Drumsticks or sticks or hands with plastic surface or hands on tambourine etc. Noise defenders may be needed for some young people.

PEOPLE

- Can be done individually or in pairs or in a group.

What are we supporting in this activity?

Resourcefulness

Concentration

Co-operation

Respect

Communication

Climb the Mountain - 60 Second Challenge

Why:

This activity is great for giving a buzz break if someone is **feeling dysregulated** and needs to be **energised or work off energy**. The counting of mountain climbers helps to connect to cognitive processes. It also builds cardio endurance, core strength, and agility. You can work several different muscle groups with mountain climbers.

What to do:

- How many mountain climbers can you complete in 60 seconds?
- Start in a plank position with hands under shoulders and feet hip or ankle width. Be flat like a board!
- Slowly draw in one knee without lifting your hips.
- Can you keep going even if you start to feel tired?
- Why not create a 'personal challenge leader board' – People can input their scores and celebrate who can improve their own score the most (10 mountain climbers in 60 seconds on first attempt. 15 mountain climbers in 60 seconds on third attempt – personal improvement of 5 mountain climbers).



Equipment:

None

Space:

Inside or outside. Clear, open, and safe space

Group size:

Individual or in pairs or as a group

Climb the Mountain – 60 Second Challenge

STEP – Making the activity easier and harder

SPACE

- Just make sure you use a clear, open, and safe space.

TASK

- Perform a press up after each mountain climber to make it harder. Allow people to take a break every 10 climbers to make it easier. Or rest hands on wall and move feet in and out to make easier. You could even place a beanbag on their back and see if they can keep their back straight so it balances.

EQUIPMENT

- Beanbags as an option.
- Mats or a wall could be used.

PEOPLE

- Compete against someone else.
- The first person to achieve an agreed number of mountain climbers is the winner.

What are we supporting in this activity?

Self-Motivation

Resilience

Concentration

Self Discipline

Integrity

Wall Sit Squat Challenge

Why:

Resilience helps us to develop a positive approach to situations and supports better problem-solving and helps us to maintain motivation. This activity also helps us to get active.

What to do:

- Find a wall clear of any objects or hazards.
- Stand tall with your back to the wall, feet hip distance apart.
- When your back is fully in contact with the wall, start to slide down, until your thighs are parallel to the floor.
- Check that your knees are lined up above your ankles – adjust your foot position if not.
- Hold for 60 seconds or as long as possible.
- Have a 3-minute rest – What could you have done better? How did you speak to yourself? Could you have been more positive?
- Have another go (this time tell yourself over and over that you are strong and that you can do it) and try to beat your time.



Equipment:

Wall or chair with arm rests

Space:

Inside or outside. Sufficient space free of hazards to do activity safely

Group size:

Individual or in pairs or as a group

Wall Sit Squat Challenge

STEP - Making the activity easier and harder

SPACE

- Indoors or outdoors. This can be done sitting - if you have a chair with arm rests, you can hold yourself up out of your seat with your arms for as long as you can.

TASK

- Put your arms out laterally in front of you and hold for as long as you can. Follow the song "Flowers" by Moby whilst squatting. When the song says "Bring Sally Up", you stand up. When the song says "Bring Sally Down", you can squat and holds the squat until the lyrics repeat "Bring Sally Up".

EQUIPMENT

- Chair or wall.

PEOPLE

- Can be done individually or in a group. You can challenge someone else to see who can stay in position longest.

What are we supporting in this activity?

Self-Motivation

Encouragement

Resilience

Concentration

Self Discipline

Integrity

High Five Hand Breathing

Why:

- When a young person needs an activity that will help them feel calm.
- To show that our breath is a powerful and portable tool that we can use anytime, anywhere to help ourselves feel calm when we are nervous or anxious or stressed.

What to do:

- Stretch your hand and slowly trace your hand with a finger on your opposite hand.
- See how slowly you can trace your hand.
- Breathe in as you go up each finger, pause at the top and breathe out as you trace down the other side of your finger.
- Notice how you feel afterwards.



Equipment:

Just your hand

Space:

Inside or outside. Can do it seated and stood up

Group size:

Individual or in pairs or as a group

High Five Hand Breathing

STEP - Making the activity easier and harder

SPACE

- Find a quiet place and try and shut off all thoughts apart from the activity.

TASK

- Try to hold your breath at the top of each finger for 3 seconds.

EQUIPMENT

- Trace an object instead of your hand – triangle/square/figure of 8.

PEOPLE

- Do this individually or with a group.

What are we supporting in this activity?

Self-Discipline

Gratitude

Empathy

Reflection

Concentration

Resourcefulness

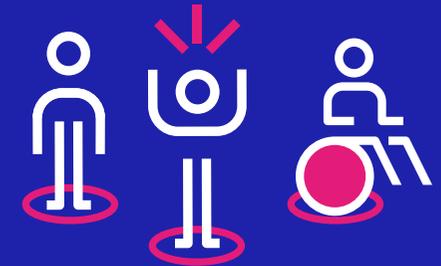
Zones of Comfort, Stretch, Panic

Why:

It is important to push our boundaries and challenge ourselves. This is a great way to identify what young people are comfortable with and how open they are to challenging themselves with new opportunities. Add in physical movement where possible to help the brain form neural pathways, as it also increases oxygen to the brain, which is critical for attention and learning.

What to do:

- A statement or question is asked – For example: How do you feel about PE/Maths/Reading in front of people.
- Each person must decide whether that makes them feel comfortable or stretched or panicked.
- They can move to a cone/floor marker etc that represents comfort or stretch or panic.



Equipment:

Create three zones for Comfort, Stretch and Panic (cones/floor markers/posters)

Space:

Inside or outside. Can do it seated at table or adding movement with zones spread out

Group size:

Individual or in pairs or as a group

Zones of Comfort, Stretch, Panic

STEP - Making the activity easier and harder

SPACE

- Ensure that sufficient space is created to enable everyone in the group to move around easily. For example, more space may be needed in order that people who have mobility impairments can participate fully.

TASK

- If moving back and forth is an issue for some people, they can indicate their perceived position - Comfort = Sit with hands on lap/ Stretch = stretch arms out wide/ Panic = hands on head.

EQUIPMENT

- Coloured marker discs or throw-down pads can provide a clearer visual representation of the 'curve' and help people position themselves according to their self-perceived level –green for high, through amber / yellow (medium) to red for low.

PEOPLE

- Play as individuals or in small groups.

What are we supporting in this activity?

Honesty
Courage
Integrity
Responsibility
Decision Making
Reflection
Empathy

Stretching Away Stress

Why:

When some of our young people start to feel anxious, nervous or even pacing; we can hold tension and stress in our bodies which we can release by doing some simple stretches.

What to do:

Upper Body and Arm Stretch:

- Clasp hands together above the head with palms facing outward.
- Push your arms up, stretching upward.
- Hold the pose for 10 to 30 seconds.

Lower Trunk Rotation/Release:

- Sit tall in chair with legs on the floor.
- Reach right arm up and over toward the left side of the chair.
- Stay tall as you turn to the left.
- Return to starting position.
- Repeat on opposite side by reaching left arm up and over to right side.

Shoulder Stretch:

- Clasp hands behind your back.
- Push the chest outward and raise the chin.
- Hold the pose for 10 to 30 seconds.

Shoulder Shrug:

- Raise both shoulders at once up toward the ears.
- Drop them and repeat 10 times each direction.



Equipment:

None (or visuals of these stretches to aid understanding)

Space:

Inside or outside. Seated or standing

Group size:

Individual or in pairs or as a group

Stretching Away Stress

STEP - Making the activity easier and harder

SPACE

- You could do this indoors or outdoors, seated or standing. You can do it in a quiet place and try to shut off all thoughts apart from the activity.

TASK

- You can add in some mindfulness and breathing to this task (for example: relax your head back and continue to look toward the ceiling. Breathe in and out. Now breath in and move your head, slowing back down and breath out).

EQUIPMENT

- Can be done with no equipment or add in items you can find to help with the stretches.

PEOPLE

- Can be done individually or in small groups with different people leading the stretches.

What are we supporting in this activity?

Resourcefulness

Reflection

Concentration

Empathy

Self-Motivation

Calming the Senses in 5, 4, 3, 2, 1

Why:

When our young people are feeling overwhelmed or stressed or anxious – take a moment to go through these 5 steps below that will help ground them – this calms the mind and the body as they take a mindful moment.

What to do:

- Think of something that makes you smile and feel calm, perhaps one of your favourite activities – try to visualise this – get into that moment.
- Now take a mindful moment to help ground yourself:
 - Think of 5 things you can see?
 - Think of 4 things you can hear?
 - Think of 3 things you can feel/touch?
 - Think of 2 things you can smell?
 - Think of 1 thing you can taste?



Equipment:

None (or visuals of the 5 senses)

Space:

Inside or outside. Can be done seated or standing

Group size:

Individual or in pairs or as a group

Calming the Senses in 5, 4, 3, 2, 1

STEP - Making the activity easier and harder

SPACE

- You could do this seated or standing. You can do it in a quiet place and try to shut off all thoughts apart from the activity.

TASK

- You can swap the numbers around so think of 5 things you feel or 1 thing you hear.
- You can take a deep breath for every 'thing' you think of.

EQUIPMENT

- You can have visuals of the senses to aid this.

PEOPLE

- Do this individually or with a group.

What are we supporting in this activity?

Self Discipline

Gratitude

Empathy

Reflection

Concentration

Resourcefulness

Bullseye Bonanza - 60 Second Challenge

Why:

To be used to enable personal challenge and achievement. Its is great for a young person who is dysregulated and needs some repetitive activity to calm. This is a target game that helps young people to be active, develop and refine hand-eye coordination skills and spatial awareness. It encourages organisation accuracy processes that help to focus and calm the body and mind.

What to do:

- Find an item that can be used as a target and one that can be thrown (for example a hoop and a ball).
- How many times can you throw your ball into/onto your target in 60 seconds?
- Start by standing 1 large step away from your target (to add extra challenge keep adding to the distance).
- You need to collect your ball/beanbag and return to the throwing line once thrown.
- Why not create a 'personal challenge leader board' – People can input their scores and celebrate who can improve their own score the most or challenge themselves the most.



Equipment:

A target (box, basket, hoop, cone, floor marker). Something to throw/roll at target (beanbag, ball, piece of rolled up paper)

Space:

Inside or outside. Can do it seated and standing. Sufficient space for players to move safely to plan and try their game

Group size:

Individual or in pairs or as a group

Bullseye Bonanza – 60 Second Challenge

STEP – Making the activity easier and harder

SPACE

- Indoors or outdoors, seated or standing. Make the target closer or far away to make their game easier or more challenging.

TASK

- Use a different technique to get the ball/beanbag to hit the target. Underhand, rolling, non-dominant hand etc. Use a basketball hoop, shooting hoops, or a football goal.

EQUIPMENT

- You can use crumpled up paper as the ball. Or use different shapes/size targets.

PEOPLE

- Compete against someone else to see how many times you can hit your target in 60 seconds. Work with someone to pass 1st before throwing to the target.

What are we supporting in this activity?

Self-Motivation

Resilience

Concentration

Self Discipline

Integrity

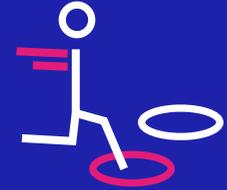
River Bank

Why:

This activity can support with a young person's concentration if they need to get focussed and remove themselves from any other distractions around them.

What to do:

- To choose to jump (or stay)- keeping two feet together.
- Lay out flat coloured dots, green for bank, blue for river. You need to land on the colour dot pending the instruction given.
- The aim is to not be tricked into jumping or stepping into the river or onto the bank.
- Starting with all young people on a line in front of you, all out either 'river' or 'bank' and on this instruction young people jump from their line onto the correct spot.
- The challenge is not to let their feet come apart or be tricked into stepping or jumping when they don't have to.



Equipment:

Colour dots (blue and green)

Space:

Inside or outside. Clear, open, and safe space

Group size:

Individual or in pairs or as a group

River Bank

STEP - Making the activity easier and harder

SPACE

- Just make sure you use a clear, open, and safe space. If you have a bigger space the distance to jump can be altered.

TASK

- You can introduce 'lives' so pupils lose a life if they move on the wrong instruction, and can gain it back if they concentrate and listen. After 10 instructions how many points have they gained for jumping correctly, can they do it again and try to improve by 1 or more?

EQUIPMENT

- Coloured dots, and a line to jump over.

PEOPLE

- This can be played with two people or many, or as an individual with a staff member calling the instructions.

What are we supporting in this activity?

Self-Motivation

Concentration

Self Discipline

Emotion Check-in

Why:

To help communication, understanding of our emotions, other people's emotions and how we feel. This can support a young person who needs to move away from feeling lonely, isolated and shut down. Add in physical movement where possible to help the brain form neural pathways, it also increases oxygen to the brain, which is critical for attention and learning.

What to do:

- Placing a range of emojis on the floor or tables, ask young people to move to the emoji that best represents how you are feeling today (walk to it, draw it, point to it).
- Facilitate a conversation around some of the emojis that are chosen. For example – if you would like to share more, please tell me why are you feeling 'tired' or 'cool'?
- This can create an open and sharing atmosphere and is fun – it also shows you where people are in terms of their emotional wellness on that day and their awareness of their own emotions and that of others.
- You can use this activity as an introduction to learn how everyone is feeling towards taking part in an activity/going back to class. You might use this for most of your school activities to check how people are feeling before and after each activity.



Equipment:

Emojis. These can be bought, drawn or printed

Space:

Inside or outside. Can do it seated and standing

Group size:

Individual or in pairs or as a group

Emotion Check-in

STEP - Making the activity easier and harder

SPACE

- Can be done seated at a table with emojis spread out or standing with emojis spread out around the room (on floors or tables etc).

TASK

- You can ask how someone is feeling today or what emoji best represents how they feel about something.
- Act out the emoji for people to guess.
- Ask young people to explain what they think that emoji means.

EQUIPMENT

- You can say, point to the emoji or draw the emotion you are feeling.

PEOPLE

- Play as individuals or in small groups.

What are we supporting in this activity?

Communication

Honesty

Courage

Curiosity

Imagination

Reflection

Decision Making

Jab - Cross - Hook: Boxing Sequences

Why:

This activity is excellent for stress relief as it stimulates endorphin production and helps to relieve muscle tension that can build up due to stress. For the young person who is feeling overwhelmed, angry, frustrated, thinks life is unfair or feels they are being blamed for something they didn't do; then helping them find their focus can help increase their concentration (helping to process better and forget the reasons they are stressed). Many of the mental skills that they learn in boxing can be effectively used outside of boxing, understanding other people, finding their own style and mastering their mind.

What to do:

- Learn technique for Jab punch – shadow box to get used to that move (this is labelled Move 1) – ensure the stance and breathing techniques are shown for each move.
- Learn technique for Cross punch – shadow box to get used to that move (this is labelled Move 2)
- Learn technique for a Hook punch – shadow box to get used to that move (this is labelled Move 3)
- Mix up the moves into a sequence – 1, 2, 1, 2, 1, 2, 3, 1,3, 2, 3, 1, 2, 3
- Create your own sequence using the techniques.



Move 1 – Jab punch



Move 2 – Cross punch



Move 3 – Hook punch



Equipment:

None

Space:

Inside or outside. Clear, open, and safe space

Group size:

Individual or in pairs or as a group

Jab – Cross – Hook: Boxing Sequences

STEP – Making the activity easier and harder

SPACE

- Just make sure you use a clear, open, and safe space.

TASK

- You can just teach jab cross to start and add in more punches to the sequence to make it harder. Can add in footwork to extend the activity also.

EQUIPMENT

- Boxing gloves and pads. Different colour gloves on each hand. Communication utilising the colour of gloves can be very effective. Example: blue glove is a jab; red glove is a right hook.

PEOPLE

- Can be done individually or in pairs or in small groups.

What are we supporting in this activity?

Concentration

Resilience

Self-Discipline

Self-Belief

Resourcefulness

Respect

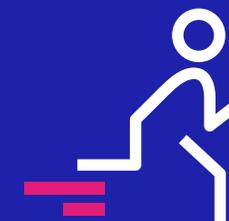
Interval Training

Why:

This activity is excellent for young people who need to release some pent-up energy and 'blow off steam' until they return to their class again.

What to do:

- Introduce short and sharp activities. For example you could set up a circuit using any available equipment (or even just do some cardio exercise such as star jumps, squats, arm raises, quick feet drills).
- If you have access to a fitness suite then short sharp bursts on the running machine, a bike, or a rowing machine are ideal.
- Climbing equipment or even Parkour are also excellent.
- After the short burst of activity support ensure a warm down activity is planned that will bring young people back down to rest- if you can also participate in the intensity and back down again; the young person's nervous system will see that you can be activated and safe at the same time- this gives the message they are safe with you and this can support safe connection.



Equipment:

Any available- think SAQ ladders, gym equipment, mats

Space:

Inside or outside. Clear, open, and safe space

Group size:

Individual or in pairs or as a group

Interval Training

STEP - Making the activity easier and harder

SPACE

- A space where young people can use their body with intensity safely, outside, in a gym, sports hall, space clear of tables/chairs.

TASK

- Make these activities short, sharp and intense. Think high intensity interval training rhythm and tempo; high pace, fast heart rate, hot and sweaty.

EQUIPMENT

- Think high intensity anaerobic activities- boxing gloves, pads, rugby tackle pads, speed ladders, make use of whatever you have that will support a strong release of energy.

PEOPLE

- Can be done individually or in pairs or in small groups.

What are we supporting in this activity?

Concentration

Self Discipline

Co-operation

Fairness

Jedi Mind Tricks

Why:

This activity takes young people from calm and still, to gently moving, to more vigorous exercise and back down again, helping young people to regulate through activity. It is a great activity to get a group active and to help them to get to know each other working on communication and teamwork. It allows young people to connect and to take turns leading and following.

What to do:

- Everyone forms a circle standing apart. You can place a cone in front of each player.
- Group pick the first Jedi; this person will stand in the middle of a circle with everyone facing in towards them (the Jedi).
- The Jedi commands everyone to have to look down together and then commands everyone to look up.
- When they look up, anyone around the circle who makes eye contact with another player must move quickly to switch spots with each other across the circle.
- The Jedi will try to move into one of those spaces to take a player's spot by getting to the empty cone first.
- The player left without a spot becomes the next Jedi.
- Check for understanding with the group - When should you switch spots? When do you become a Jedi?
- You can use rock-paper-scissors to settle disputes.



Equipment:

None

Space:

Inside or outside. Sufficient space enabling the everyone to move around

Group size:

6+

Jedi Mind Tricks

STEP - Making the activity easier and harder

SPACE

- Inside or outside. Sufficient space enabling the everyone to move around.

TASK

- You can add more movement into the switching of positions to make it harder (for example: skipping, walking, hopping on one foot). You can also have two Jedis which will make it harder.

EQUIPMENT

- Cones or floor spots.

PEOPLE

- Can be done in groups of 6 or more.

What are we supporting in this activity?

Concentration

Communication

Co-operation

Fairness

Honesty

Resilience

Decision-Making

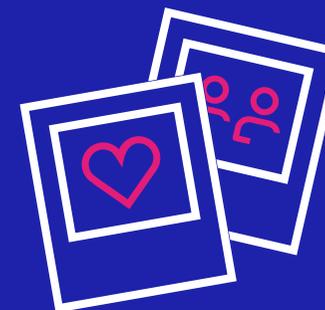
Emoji Memory Match

Why:

This activity is great for giving a buzz break for young people to get active and get to know each other working on communication and teamwork. It can also help to build staff/pupil relationships. It is a non-threatening way of finding out more information about how young people think and react.

What to do:

- Mix up the cards and spread all of the card's face-down on the floor or on the table.
- You can have 2 or more teams.
- Teams will take it in turns to move to the cards and turn only 2 cards over at a time.
- If the emoji or words on the 2 cards do not match, they put them back face-down.
- If they do match, that team collects the pair.
- You can ask the team to discuss what they think that emoji or the word means after each pair is matched.



Equipment:

Pairs of emoji cards or pairs of words linked to emotions laminated

Space:

Inside or outside. Sufficient space enabling the everyone to move around

Group size:

Individual or in pairs or as a group

Emoji Memory Match

STEP - Making the activity easier and harder

SPACE

- Inside or outside. Sufficient space enabling the everyone to move around.

TASK

- You can have cards facing upwards to make it easier. More pairs to match to make it harder.

EQUIPMENT

- Pairs of emoji cards or pairs of words linked to emotions laminated.

PEOPLE

- Compete against each other or just collect back the pairs in a pile (so no winner).
- Can be done individually with discussion on each emotion or in pairs or in larger group divided into 2 or more teams.

What are we supporting in this activity?

Resourcefulness

Communication

Honesty

Fairness

Problem-Solving

Co-operation

Line up legends

Why:

This activity helps young people to communicate and work together. It helps build trust and co-operation. It is a great activity to get a group active and allows young people to connect and to take turns leading and following.

What to do:

- Ask the group to stand on a bench/line.
- Give them tasks to do without touching the floor, like getting into height order, shoe size order or age order, from one end to another.
- Repeat with different tasks in silence.
- If they touch the floor three times as a group, or talk if they are meant to be silent, you can give them a forfeit, e.g. singing a song.



Equipment:

Bench or line on floor

Space:

Inside or outside

Group size:

Small groups (bench) larger group on a line on floor

Line up legends

STEP - Making the activity easier and harder

SPACE

- Indoors (hall space) or outdoors.

TASK

- Vary the category, e.g. height, age, birthday date. This is not a race between groups (if you have more than one). You can introduce a time limit once they have practised. Allow the children to lean against a wall. Only one person moves at a time.

EQUIPMENT

- Bench, plank, low wall or fallen tree trunk. Use a rope or chalk lines instead of a raised bench.

PEOPLE

- Group or groups.

What are we supporting in this activity?

Resourcefulness

Communication

Decision Making

Co-operation

Fairness

Problem-Solving

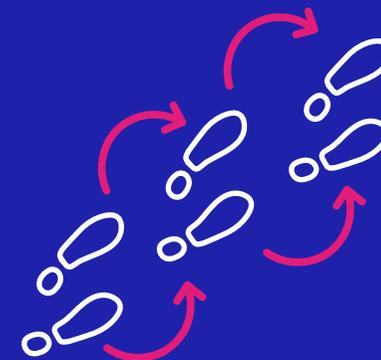
Cross the Swamp

Why:

This activity helps young people to communicate and work together. It can support young people feeling lonely with their peers to connect. It helps build trust and co-operation. It is a great activity to get a group active and allows young people to connect and to take turns leading and following.

What to do:

- Get the whole group across the swamp without anyone falling in. All group members must start on one bank and end up on the opposite bank.
- Only the equipment provided may be used.
- Only the equipment provided may touch the swamp.
- If anyone falls in the swamp, the group starts again.
- All the equipment used must end up on the opposite bank.
- Use unstable stepping stones and limit their use to one person per stone at a time: be careful of slipping if on a smooth floor.



Equipment:

Cones to mark the banks of the swamp; crates, floor spots for the stepping stones

Space:

Indoors (hall or gym) or outdoors

Group size:

Groups 3+

Cross the Swamp

STEP - Making the activity easier and harder

SPACE

- Adjust the width of the swamp; introduce a hurdle to go over and/or rope to go under.

TASK

- Groups set a target for how many crossings they can make in a given time; groups have to carry a bell or bucket of water.

EQUIPMENT

- Adjust the size and height of the stones; provide extra stones for some individuals/groups; provide extra equipment.

PEOPLE

- Limit the number of group members who can be in the swamp at a time.

What are we supporting in this activity?

Resourcefulness

Communication

Decision Making

Co-operation

Fairness

Problem-Solving