

# Getting out, Getting skills

24 volunteers of IFM-SEI around the world



IFM • SEI



## What is IFM-SEI?

The International Falcon Movement – Socialist Educational International is an international educational movement working to empower children and young people to take an active role in changing society for the better and fight for their rights. We are an umbrella organisation for fifty child and youth-led movements all over the world, educating on the basis of our values of equality, democracy, peace, co-operation and friendship.

## Getting out, Getting skills

“Getting out, Getting Skills” (GOGS) is a global European Voluntary Service project with 24 young volunteers from IFM-SEI member organisations volunteering for up to 12 months in another IFM organisation in 13 different countries.

The young volunteers supported their host organisations in their regular activities such as running children’s groups and organising campaigns on matters affecting children and young people around the world. Their common theme was outdoor education, something that connects all organisations of the International Falcon Movement. Together, they learned about the possibilities and benefits of outdoor education, shared their favourite activities and planned outdoor education projects with their host organisations.



This project has been funded with support from the European Commission. The publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.





Amal Paredes from Mentas en Accion  
volunteered in Liepajas Jaunie Vanagi



Oliver Pohl from SJD Die Falken  
volunteered in Fundacion Acacia



Mireia Sanesteban from Esplac  
volunteered in Fundacion Acacia



Daniel Chang from Integridad Absoluta  
volunteered in Kinderfreunde Austria



Ellie Ferguson from Woodcraft Folk  
volunteered in Nuoret Kotkat



Joachim Sylva from Action Enfance  
volunteered in Kinderfreunde Austria



Emily Connor from Woodcraft Folk  
volunteered in KKSP Indonesia



Frederic Tschepp from Woodcraft Folk  
volunteered in Action Enfance



Itziar Perez from Esplac  
volunteered in Action Enfance



Hannah Woodin from Woodcraft Folk  
volunteered in Integridad Absoluta



Jane Baneth from SJD Die Falken  
volunteered in NOV Israel



Lena Ulbrich from SJD Die Falken  
volunteered in Integridad Absoluta







Rosa Lia from Woodcraft Folk  
volunteered in NOV Israel



Josephine Wells from SJD Die Falken  
volunteered in Woodcraft Folk



Ruth Meoto from OGCEYOD  
volunteered in Woodcraft Folk



Khady Dione from Action Enfance  
volunteered in Woodcraft Folk



Maria Jose Molina from Integridad Absoluta  
volunteered in Esplac



Pekka Osterberg from Nuoret Kotkat  
volunteered in Esplac



Rosa Hopkins from Woodcraft Folk  
volunteered in OGCEYOD



Maike Mollendorf from SJD Die Falken  
volunteered in OGCEYOD



Verity Jones from Woodcraft Folk  
volunteered in Menten en Accion



Joerdis Mangels from SJD Die Falken  
volunteered in Menten en Accion



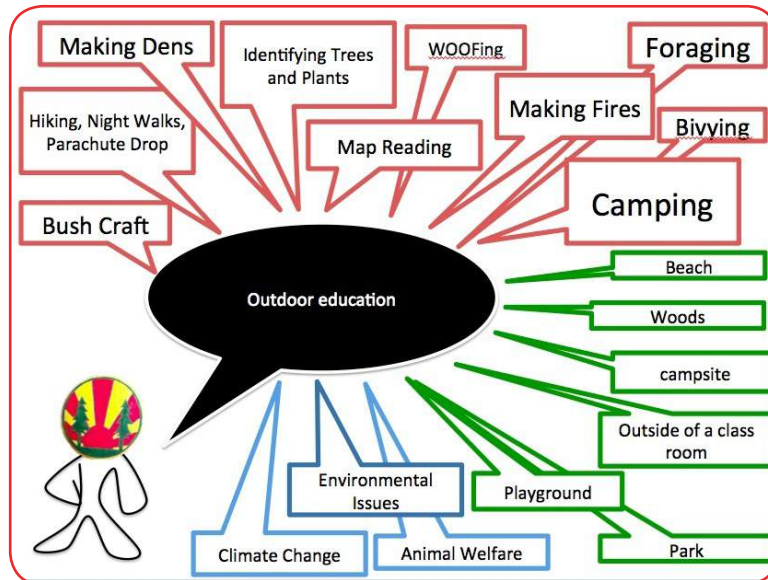
Carlos Alberto Guerrero from Fundacion Acacia  
volunteered in IFM-SEI





# Outdoor Education

The IFM-SEI volunteers of the “Getting out, Getting skills” project were asked what outdoor education means to them. Here is what they think:



By Hannah Woodin, Woodcraft Folk

## Making Education More Enjoyable

Emily interviews Eko from her host organisation KKSP

*What does outdoor education mean for you at KKSP?*

“Outdoor education means an alternative education where people can share their values of friendship and solidarity, it involves people in the movement. Fun activities such as playing games and doing crafts make education more enjoyable.

KKSP runs lots of activities and games with children in villages. Our main aim is promoting children’s rights and we do this through games, discussions and camps. Outdoor education is an alternative to formal education which is a part of the capitalist society. We teach about the truths, and teach children things that aren’t taught in formal education. In schools, they teach individualism and how to be successful within capitalism, but outdoor education lets people be themselves and share their knowledge and ideologies. Children can decide what activities they want to do and it gives them more freedom.”





## How to Pack my Bag Ready for Camp

Rosa Hopkins, Woodcraft Folk

For me, outdoor education is a type of non-formal education which can take place anywhere outside of the typical classroom. My understanding of outdoor education is that it involves exploring and learning about the natural environment and developing an appreciation and respect for it. Learning about the outdoors can occur through a variety of mediums. For me the activities I most associate with outdoor education are things like camping, walking and other outdoor pursuits.

I feel that everyone, especially young people, can develop a respect for the outdoors by participating in activities outside such as hiking, orienteering, climbing, mountain biking and kayaking. I would also class a game that is played outside (eg. in the woods or on a beach) as a form of outdoor education. I also understand that outdoor education can involve less physical activities such as studying the natural environment and looking at wildlife and animals. I think that outdoor education can also be used as a medium to promote a healthy lifestyle as it encourages physical activity which isn't necessarily organised team sport.

Outdoor education is an important part of what the Woodcraft Folk does and it encourages young people to learn about and respect the environment. It is on district, national and international camps where young people best engage in what we understand as 'outdoor education'. The Woodcraft Folk encourages districts to go camping and to make use of the campsite and centres that it owns. For example, when my district visited the Woodcraft-run Lockerbrook Outdoor Activity Centre, we were able to go hiking, climbing, mountain biking, caving, abseiling and learn how to navigate using a map and compass. Through camping the Woodcraft Folk teaches young people to learn about and respect the environment.



The Woodcraft Folk is rooted in bushcraft principles which mean learning to live off of the natural environment. The Woodcraft Folk teaches young people bushcraft skills such as building shelters and making a fire as a way of teaching its young people about the outdoors. During my time in the Woodcraft Folk I have enjoyed bivvying (sleeping outside without a tent), playing outdoor games such as runouts and spotlight (a great night time game) and singing round the campfire. Whilst relating a lot to outdoor education, activities on camps also teach young people how to work together, usually working in a 'clan' to cook, clean and provide fire and water.

The Woodcraft Folk plays an important role in ensuring that its young people living in inner city areas have access to the outdoors and the British countryside. Many young people, for example from many of the inner city London districts, may not have the opportunity to participate in outdoor education. For me, this is one of the most important things that the Woodcraft Folk does. However, outdoor education is not always done at camp and there are aspects which can be explored at group nights. I remember learning about the 'Countryside Code', pitching a tent, map reading and more from the school hall in London where my district met every week.

Outdoor education has been an important part of my involvement in the Woodcraft Folk. Since joining the organisation when I was 7 years old I have been particularly drawn to the aspects of the organisation that are outside, especially camping. I still remember preparing for my first camp with my district as an Elfin (Woodcrafter aged 6-9) and learning how to pack my bag ready for camp!







## Out of the Box Education

Rosa and Jane interview Edan from their host organisation NOV



Outdoor education literally is education that is out of the door, so basically using a lot of methods, but if I search a bit deeper behind the words it means to me that it's education that is not inside square spaces, four walls that create a certain space, it means education that is first of all about the children or the people and is shaped according to the people around, even when inside.

We can also call it 'out of the box education'. Getting out to play outside in nature and in space is a big part of it, of course. I think it also means bringing the people closer. When you go out of the door to educate, this is usually connected to being closer to nature, to other people, the group to the leader, the group members among themselves and also being very creative in your methods and always

seeing your aims and reaching them in different ways.

The method is only the method and for me also outdoor education is seeing the method as the method, not as the aim and the purpose. Sometimes we fall in love with the method and forget the aims we want to achieve through that method. Outdoor education means to me, keep the aim as the aim and the method as the method.

*What is your approach?*

First of all in the branches of the movement our approach is non-formal education, which means to give place for the members to be themselves, to be accepted, to be included, to decide and design their space and their activity. Also the activities planned for them are a method and the aim is to achieve certain values, certain criticism and so on. We are going a lot out of our branch as well, it also means reaching the community.

Outdoors is also out of the circle of people we know, reaching out to other people, to the community for more interaction; doing activities for the community, with the community, with schools; and of course going to hike, going for a while into nature and leaving the devices, the internet, and friends on Facebook and have the real friends with you. This is my approach and our approach.

## Reducing the Tension

Ruth Meoto, OGCEYOD

This is education outside the classroom, outside the school curriculum, learning about the natural environment while carrying out fun activities with nature. It is a technique to reduce the tension that goes with classroom work or studying for an exam. Outdoor education includes activities like playing games on the open field, camping, clean-up campaigns and doing a public sensitization march on key issues like child trafficking, HIV/AIDS, children's rights and violence against women.

Indulging in outdoor education has always been an integral part of OGCEYOD Cameroon; being a youth led organisation, the president and board members have always wanted fun-filled activities for all its children and youth groups. Based on this idea, OGCEYOD in the past years has done a lot of outdoor education with its obligatory capacity and team building exercise it carries out with all interns and new volunteers who join the office, and with the InBetween Magazine (a magazine for students from students) lots of outdoor sessions have been done which creates an atmosphere of nature appreciation.





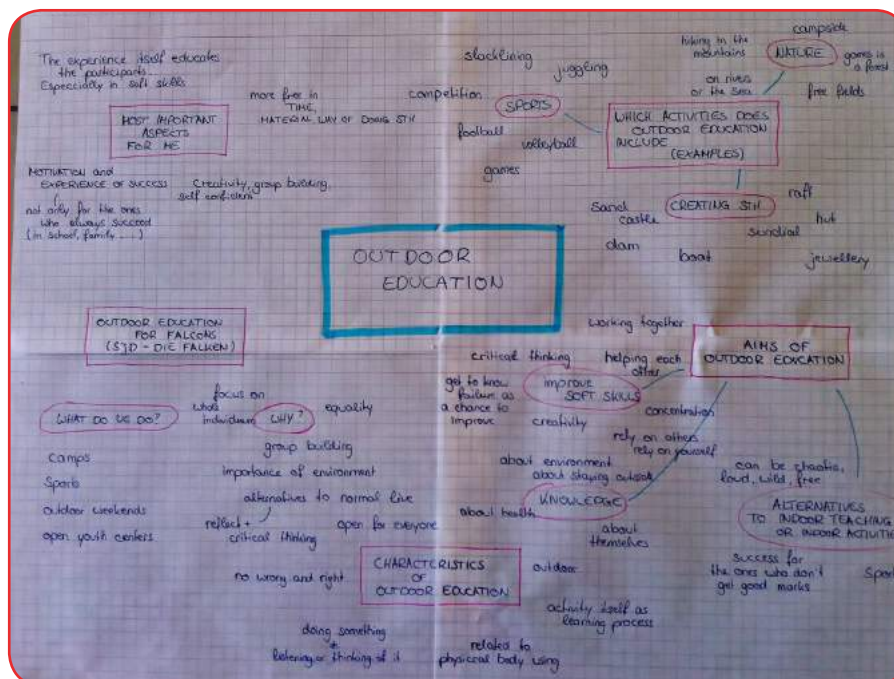
The most recently created group is the OGCEYOD Falcons which came into existence thanks to the two EVS volunteers Laura Hallsworth and Hywel Sedgwick-Jell who came to Cameroon in 2012. There exist two Falcon groups who have done a lot of exciting outdoor activities on environmental issues like tree planting, child trafficking, children's rights, health, education and games.

The Green City Show also stands as a success to OGCEYOD'S outdoor education scheme. Following this event 50 youths from ten local areas around Limbe took a two day training workshop on environmental protection and management which was crowned with a tree planting exercise in all ten areas as well as a clean up campaign. Students from three schools in Limbe did a clean-up campaign around the beach area to mark the Global Youth Service Day.



## Participatory, Emancipatory and Against Racism Jane Baneth, SJD Die Falken

Activities and camps of the Falcon Movement in Germany are participatory, emancipatory and against racism. We try to create a different atmosphere of learning, an atmosphere which has nothing to do with education in school. First of all we want to encourage kids and youth to think by themselves. They should have the chance to create their particular space of education. That includes coming together as a group, to arrange their own place and establish the rules of the group. Most of the camps of the movement are outdoors. We want all members and participants of the Falcons to get a sensitive feeling for our environment. The best way to get it is to spend as much time as possible in the nature. This implies that camping is also a kind of outdoor education. Falcons organise and take youth through seminars and workshops about living without electricity and technical stuff, learning to build a float or to experience nature only with the sense of touch and smell.



By Lena Ulbrich, SJD Die Falken







# Super - Facilitation

All volunteers facilitated outdoor and other nonformal education activities in their EVS projects. In their opinion, what makes a great facilitator?

**To accompany, not lead**



**To be attentive to real needs**



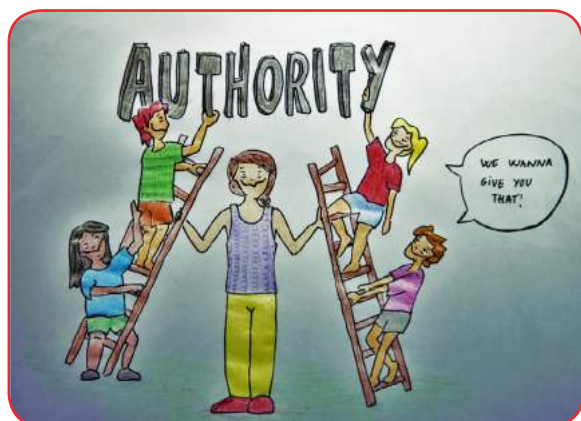
**To be approachable**



**To be coherent and a good example**



**To earn authority through respect**



**To be human**



By Itziar Perez Quiros, Esplac





## The Educator as an Actor

Joerdis Mangels, SJD Die Falken

When I think about educators, I have a picture in my head about how they should be.

When I educated a children's group, I learned that every educator has to be an actor, and I have an example to explain why.

Once I was on a training with two different groups, which worked together when one of them participated in the games of the other group. I really liked the games, but my facilitator didn't do and showed it, and suddenly I was the only person in my group who wanted to participate in the games.

This shows not only that sometimes the most difficult and most important job is to keep being motivating all the time (which can be really exhausting), because all the participants are constantly watching the facilitator, but also that two or more facilitators have to work closely together.

When there is more than one facilitator, it is very important that they don't play against each other. Even if everything is as planned as it should be, there can be situations where an educator does something which makes the other educator or the whole facilitators' team lose credibility or authority. Working in a group is something important anyways. For that, a facilitator should have qualities like being organised and reliable, the ability to discuss, criticise and not take criticism personally and to be able to achieve something in a group in general.

All of this of course is also a matter of attitude – a facilitator should be a facilitator because he or she wants to! It's not only about creativity and planning, it's also about having fun, caring about what the group achieves and when something doesn't work, trying to find a different way.

And yes, I think it's also about authority. That doesn't mean that anybody should be authoritarian, but to try and show a good presence in front of the group. I don't know how you achieve this, for some groups it works and for some it doesn't seem to be so easy.

Should educators have a special knowledge on something? Yes, I think they should. If they do an activity with a group and somebody has a question, it strengthens the trust in the facilitator if they have an answer. So the special knowledge means knowledge about whatever the activity or programme is about!

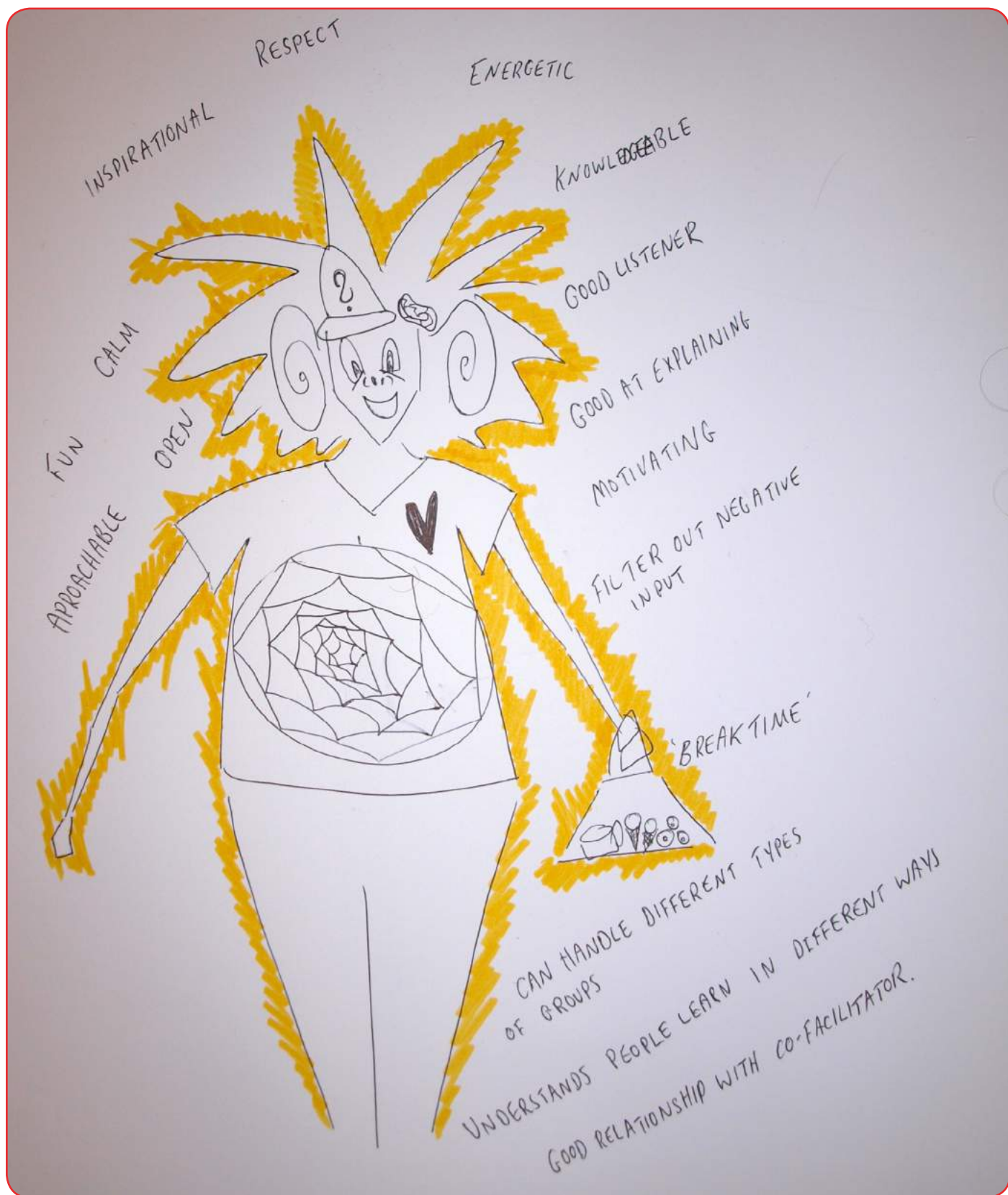
But what is really important to be able to work in a group and to lead and plan activities is the reflection process for yourself as a facilitator. That means that you should know yourself, try to find your own mistakes, know what you are good in and be able to communicate with others – also I think it helps to find the mistakes in activities and plan better the next time. Am I a good educator? I always try to reflect myself and I think I have some of the things that are important to be a facilitator, but of course I am not perfect.



I guess, there is no perfect facilitator, but back to myself – I consider myself to know about how facilitating works, to be attentive and have ideas for leading a group. The problem is that I get really frustrated when something doesn't work as planned or more, when a group just doesn't achieve something in one day. Maybe I'm too hard on myself and a group always achieves something.







By Hannah Woodin, Woodcraft Folk







## Madrikha = Facilitator (female) in Hebrew

Rosa Lia, Woodcraft Folk

*Leadership* – not someone that necessarily takes charge of every situation, but someone who is able to empower others to carry out their ideas and create an environment for that

*Initiative* – someone who isn't afraid to take initiative, contribute their own ideas, change things that aren't working, and not always waits for someone to tell them what needs doing

*Safety awareness* – someone who cares about the health and wellbeing of the participants and can spot potential hazards

*Sociability* – to enjoy the company of the participants and want to build a relationship with them

*Intelligence* – to contribute their own ideas, question what they are educating on and encourage the participants to do so as well

*Creativity* – to design engaging teaching methods and be able to deal with the unpredictable

*Calmness* – the ability to deal with chaos, sometimes seeing its positive sides and sometimes restoring order

*Assertiveness* – confidence in their ability to get participants involved and behaving with respect

*Enthusiasm* – excitement for what, how and who they are teaching

*Respect* – to realise that the purpose of all the activities is to benefit the participants, who need to be respected as complete individuals and to set an example for personal interactions

*Curiosity* – to find new methods and ideas for education. To be involved in the world so that what they do is relevant to it

*Organisational abilities* – the ability to plan and also to be spontaneous and creative.

The ability to empathise with the participants – to see the learning experience from their perspective and how it relates to their other experiences.

*Shared abilities* – e.g. using the guitar to educate through song, using photography to teach visually, art and craft skills, cycling/hiking/climbing so they can guide others





## Sharing Sorrows and Troubles

Pekka Osterberg, Nuoret Kotkat



When I was a child and a participant in different events there never were too many adults (facilitators) with whom I felt comfortable to talk or with whom I shared my feelings. I learned from all the facilitators and enjoyed the activities they run, but with few of them I had a different relation, a deeper confidence.

At older age and even nowadays while attending training courses, the best facilitator for me is usually the one with whom I would share my sorrows and troubles. Reflecting on a topic in a small group or with the facilitator is usually the best learning moment for me. Not underestimating the specific information on something, but remembering that working with non-formal education is not only about finding the correct answers.

Trying to keep in mind my personal reflections of good facilitators from my youth and childhood and million other things while facilitating an activity is not the easiest task.

While there are almost as many learning style combinations as there are participants, for me there is no such a thing as the perfect facilitator. For me it's more important to realise that there are different learning styles and concentrate on your strong points than trying to be

an invincible facilitator. Accepting your flaws and being able to receive criticism are important characteristics of a good educator.

Diversity in the facilitator group is only an asset; even though no one will ever be perfect, if you prove to the kids being a trustworthy person with good attitudes you will be a great facilitator for some of them. Let your colleagues do the drawing workshops if you don't know how to hold a pen.

The most important qualities, attitudes and abilities of an educator for me are:

- Being able to treat everyone equally
- Setting a good example
- Being able to be yourself
- Being able to be neutral and not take sides
- Realising that the educator does not possess the absolute knowledge
- Being able to admit your mistakes and learn from them
- Learning from the discussion you have with your participants, making your own reflections and utilising the learning opportunities that are provided while facilitating an activity.
- Being able to go nuts and act like platypus



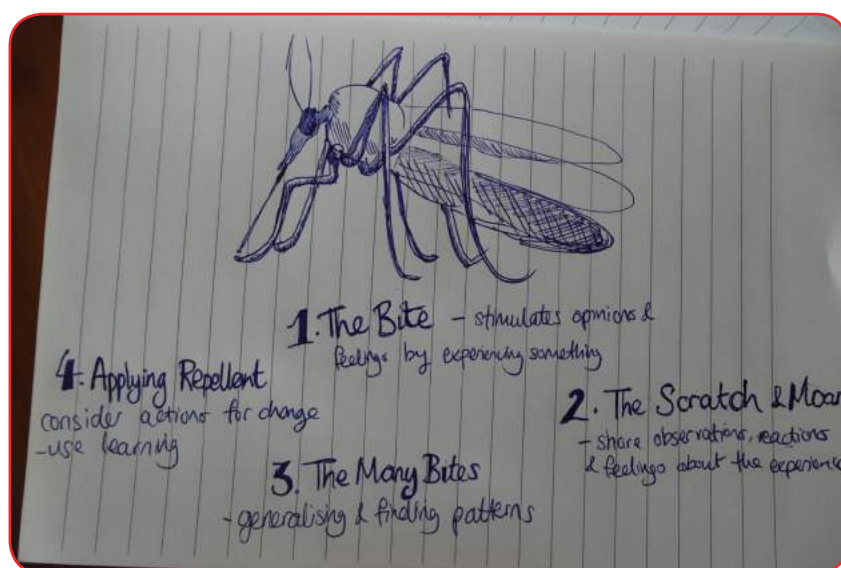


## Experiential Learning With Mosquito Bites

Verity Jones, Woodcraft Folk

I have been in groups run by facilitators using all sorts of learning styles and with all sorts of personalities. Often polar opposite qualities in two individuals can mean they both make great facilitators. For example – some are performers who entertain you so much you don't notice that you are learning something new. This type of facilitators brings lots of energy and excitement to the session; others are quiet and reflective enabling the group to work together to learn. I'm sure I could find similar examples for 'attitudes', 'abilities' and 'knowledge'.

Struggling to describe a perfect group leader I began by thinking about the idea of learning by doing. To help myself understand the idea I recreated the 'experiential learning cycle' and applied it to the lesson I learn every time experience a new mosquito bite.



First I experience the bite, I then reflect (complain), feel the itch and share this experience with anyone who will listen. Thirdly I think about patterns – for example I always get a lot of bites at night in my flat. Theoretically, then, at stage 4 I should consider actions to change the situation – However, though I have been through this cycle uncountable times I still never seem to avoid new bites.

I think the reason I continue to fail to act on the patterns surrounding my bites is because I haven't given myself the time (before today) to sit down and digest and contemplate. So what is the pattern? I am often bitten at night in my apartment. The solution is easy: wear repellent and cover up to protect myself from these tiny monsters.

This exercise got me thinking about how important it is to find time for digesting and reflecting on learning if you are really going to try to change something about the way you go about life. So, it's clear that stage 4 'debriefing' really is important when you want people to use their learnings to make changes. I am looking forward to implementing my stage 4 changes and to having less itchy legs.

We recently introduced a method for 'digesting our learnings' at our after school clubs – we now take some biscuits and use the final 10 minutes to digest the session while we digest the biscuit. I hope this ensures the children do have the space and time to contemplate the patterns and apply the learnings when they get home. I think it will take us some practice to coax out their thoughts but finding the time and getting their attention is a start.







## Sense of Humour With Boundaries

Amal Paredes, Mentas en Accion



*What qualities do you think a facilitator/educator should have?*

From my perspective, a facilitator or educator should be respectful, being able to understand that each individual has the right to be heard. He or she is a 'content neutral party' who by not taking sides or expressing a point of view during the meeting, can support a fair, open and inclusive procedure to accomplish the group's work.

It also should be a trustworthy person, somebody who you can look up to, like an example of how to be a facilitator or someone who has leadership.

*Which attitudes does an educator need?*

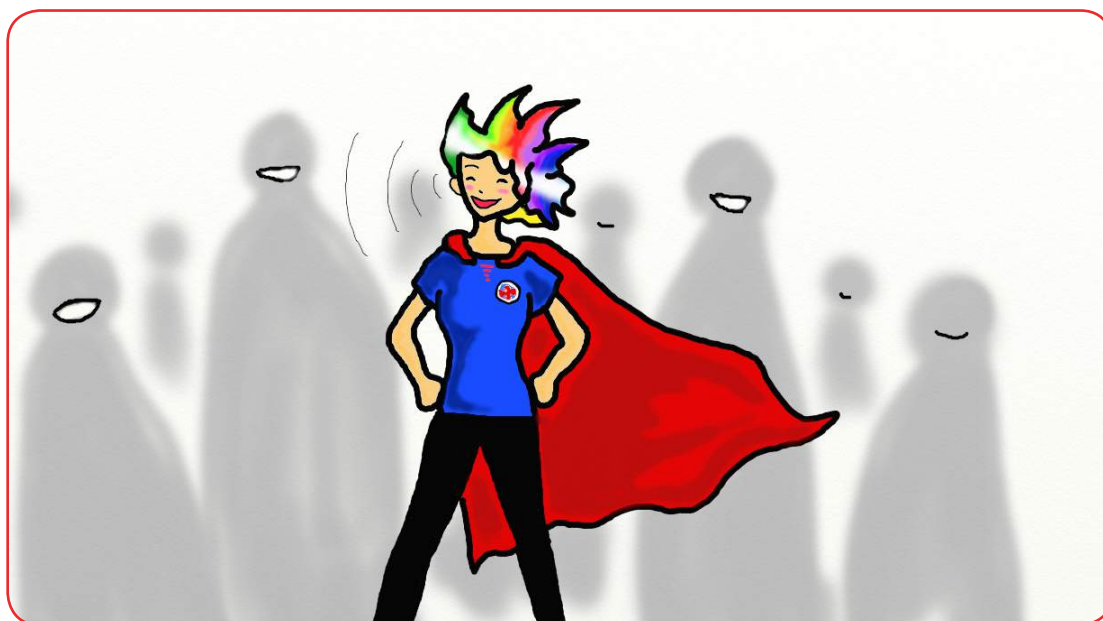
Sense of humour with boundaries, open to learn during workshops, being a good listener, as well as having a positive attitude, giving value and acknowledge every person's strength instead of being indulged in criticism.

*Which abilities?*

- A facilitator is a guide to help people move through a process together, not the seat of wisdom and knowledge. This means a facilitator isn't there to give opinions, but to draw out opinions and ideas of the group members. A facilitator is neutral and never takes sides

*Should educators have specific knowledge on something?*

Personally I do not think they should have specific knowledge, just a general idea and few experiences by the side, but they should have an insatiable thirst to fulfil all inquiries that a volunteer or another person depending on them would have.



**Here is my perfect educator**  
**By Josephine Wells, SJD Die Falken**





# Games, Games, Games

Throughout one year, the IFM-SEI volunteers played games in their host organisations – inside and outside, short and long ones. Here are their favourites:

## Let's Find the Genius

Played by Maria Jose in Esplais Catalans with children from 4-6.

### Objectives

- To develop a space for socialisation and relations between children
- To promote children's autonomy
- To promote team work and co-operation

Before starting our activity, we present it in an artistic way to get the children's attention.

### What do we need?

- A treasure box
- A letter
- A ball
- Coloured pencils
- Carton
- Lots of energy to participate

### What happens?

A genius is lost and doesn't know how to find her home, she needs our help. We hear her inside the treasure box and we find out that when we open the box...surprise! She has left us a letter where she explains that she is really tired and really sad because she can't find her home, so she decided to go and find it. She also explains us a path full of obstacles, and maybe, if we follow it, we will find her... With the children we decided to go and help her.

The obstacles are around the village (or campsite) and are short games and different problems that the children have to solve in a co-operative way.



### Evaluation

The children participated actively, willing to find the genius. They co-ordinated and cheered each other to achieve their goals. Finally, they found her and we could explain her what we found out during the path: that her home is in the forest. Then we showed her the way.





## Photo Story on Bullying

Run by Jane and Rosa in NOV, Israel

### Objectives

- To encourage young people to reflect on values of friendship and inclusion
- To get them to build bonds by working together on a collaborative project
- To encourage creativity

### What happens?

#### Energizers:

**Stuck in the mud:** One person who is “it” chases people. When the person catches another, the other has to stand still with their legs open. Other participants can run through their legs to free them.

**Double the double:** stand in a circle in pairs, with one kid in front and one behind, except for one person who stands by themselves.

The person standing by themselves has to blink at one of the children standing in front who has to run to them without being caught by the person behind (who has their hands crossed behind their backs until the person blinks and who can't run).

### The main activity: a photo story on bullying

We drew the outline of a story for participants to adapt, or entirely rewrite. The story was to show an example of bullying that ends in resolution and inclusion.

If the participants wanted to rewrite it, the only requirement was that it be about friendship.

The outline of our story was:

- 1) Kids sat together in a semi-circle
- 2) New kid approaches the group
- 3) They turn their back on the new kid
- 4) He tried to get their attention
- 5) They react violently
- 6) One of the kids shouts enough
- 7) The new kid looks sad
- 8) They feel sad seeing that he looks sad
- 9) He joins them and they form a circle holding hands

The participants take control by directing, storyboarding and taking photos. They should also be creative by using the dressing up room and makeup.

Once the photos are taken, the kids can prepare speech bubbles and captions to accompany the photos.

### Conclusion: fan post

To conclude the theme, you can stand in a circle and each participant says something they like about the person next to them. You can also have pieces of paper with the children's names on, where everyone writes what they like about that person.

What happened?

The children liked the storyboard we had prepared and didn't want to change it. I'd written the word “empathy” (in Hebrew) to accompany one of the scenes and the children asked what it meant. We discussed the word and went over it again later when the scene came up – they seemed to like it and it felt rewarding to explain them the concept.







Unfortunately they didn't want to dress up, direct or add to the scenes.

Acting the scenes worked fairly well – some reading I'd done on bullying, in preparation for the activity, helped. If you mimic an expression, it helps you feel the feeling which builds empathy.

Bullies come up with ways to justify their actions – commonly that it's just a joke, that the other person isn't like them (i.e. is not as human), and that other people do worse things.

Once we had finished taking the photographs, we looked back through them and wrote the captions and speech bubbles. We ended up writing them in English in one colour, while the kids wrote in Hebrew beneath – an unplanned language exchange.

## **This is my Friend**

**Name game played by Rosa and Maike in OGCEYOD**

1. Organise the group into a circle.
2. The group should split into pairs, ideally with someone they don't know. In our session we tried to pair students from different schools.
3. Give pairs 3-5 minutes to find out about each other; it's useful to offer questions they should ask (name, school and year group, hobbies...)
4. Get students to introduce each other to the rest of the circle.
5. Each participant should start introducing the other person with "this is my friend..."



## **Dracula**

**Name game played by Rosa and Maike in OGCEYOD, Cameroon**

1. Stand in a circle.
2. It may be useful, especially with a new group, for each individual in the circle to shout their name before the game starts.
3. Pick somebody to start as 'dracula'.
4. That person should walk towards someone in the circle with the aim of tapping them on the shoulder.
5. To prevent being caught, the 'victim' who Dracula is heading towards must shout somebody else's name and point at the correct person.
6. If the Dracula catches a victim before they can name another, or they incorrectly identify a new victim, then the victim and Dracula change places.
7. The game continues with a new Dracula.

## **Alphabet**

**Cooperative game played by Rosa and Maike in OGCEYOD, Cameroon**

1. Using chairs/a bench/a line of newspapers or simply a line in the sand get the group to stand in a circle or straight line
2. Tell the group that they should arrange themselves in alphabetical order based on their first name.
3. Explain that they cannot talk and that they must remain on the bench/chairs  
NB: this game can easily be varied so the group has to order themselves in order of date of birth/height/month of birth etc...





## Knots

### Cooperative game played by Rosa and Maike in OGCEYOD

1. Start in a circle.
2. Ask everyone to raise their left hand, put it into the centre of the circle and to grab someone else's left hand (shouldn't be the person next to them).
3. Everyone repeats this with their right hand
4. Ask the group to get themselves back into a circle without letting go of anyone's hand.

If playing with a large group it is better to split into smaller circles. With our group we had 20 student so we made 2 smaller circles of 10.

Variation 'Doctor, Doctor!': One person is chosen to stand outside of the circle and try to get everyone back into a circle by giving individual instructions.

## Frankline's Game

### Cooperative game played by Maike and Rosa in OGCEYOD

1. Arrange the group in a long line, one standing behind the other.
2. The person at the back of the line starts by drawing a letter (or a whole word) on the back of the person in front of them.
3. The letter is drawn on each person's back until it reaches the person at the front of the line who then shouts out the letter.
4. Check whether it is the same letter the person at the back wrote.





## Shooting with Names

Played by Pekka in Esplais Catalans

1. A group forms a circle.
2. One person goes in the middle of the circle, closes their eyes, spins a bit, stops and shoots someone by pointing at someone. To fire the gun you need to say the name of the person you are shooting.
3. The person who was pointed at has to dodge the bullet by ducking or squatting.
4. Then the people next to this person starts shooting each other, again with fingers and firing the finger gun by saying the name of the person they are shooting. The one who says the name of the other person slower is out of the game.
5. The game is played like this until there are only 2 players left.
6. The last two people have a duel. In a duel these two people stand back to back and start walking at the same time, taking for example 5 steps. Then they stop (they are still not facing each other).
7. The rest of the group puts one person between them. Then the group counts 1,2,3 and on three the last two players turn around and the one who says the name of the person in the middle first is the fastest shooter in the west.

### Requirements:

The only thing you need is a space for about 15 people to make a circle and of course at least group of 15 people.

## String Puzzle

A game played by Pekka in Esplais Catalans

1. Ask the group to form pairs.
2. When these pairs are formed give a string to each person. Ask them to tie the string to their wrists so that the string is hanging in front of them in the form of a circle.
3. Before both member of the pair have their string tied up, the pairs have to merge so that the one person's string goes through the circle of the other person's string, hands and chest are forming in front of them.
4. Then you just ask them to separate each other by not using violence or force or not untying the knots.







## Doves- A Symbol of Peace

A craft activity run by Hannah and Lena in a kindergarden in Chile

### Aim:

In the kindergarden, Lena and I noticed that the children always made something alone, never together and most the time they would contribute very little to the final product, the teacher doing all the cutting and sticking. We wanted to try something simple where the children had more input. We also wanted to explain the word peace which I think is something that had not been explained to them before.

### How:

Each child gets given half a template of a bird which they can colour in using paint or as many different coloured crayons as possible. Once dry or completely coloured in, allow the children to have a go at cutting the bird out. Help the children find a matching half to their bird and help them stick the two halves together with a string to hang it up.



### Reflection:

The children at the Kindergarden were not used to making something in a pair and so at the end of the afternoon could not understand that there was only one bird for every two children and that it was to stay hanging in the classroom.

**Next time:** Explain in more detail that a dove is a symbol of peace and that we are making them together as a symbol of friendship.

## The Robots

Played by Oliver in Acacia, Colombia

The robots (or often called the crazy scientist) is one of my favourite energizers, it is quite easy to realize and does not need preparation.

**Group size:** 4 persons and more (but always enough for groups of four)

1. Before you start, you should make sure that everybody has enough space to move around.
2. The participants come together in groups of four people. In their small groups, they choose who will be the scientist and who the three robots.
3. The robots start standing back to back and begin to walk straight on when the game starts.
4. The robots are just able to walk straight on and can't change directions by themselves. If they encounter a barrier they continue to walk on the spot without moving and make an annoying sound.
5. The scientist is able to change the direction of their three robots by touching them on the shoulder. Once touched, the robots make a 90 degrees turn to the side of the shoulder which was touched.
6. The aim is for the scientist to put all their robots together in a circle (face to face), that they can't move.
7. You can repeat the game with changed roles. If you want to make it easier you can start with just 2 robots per scientist.





## Being on Top

### A game played by Carlos at an Esplac training course

After 10 months doing my EVS I have participated in some training courses where I learned many integration and energy activities and games on different topics. I don't know their names but I will share two of them, these are my favourites.

1. The group helps a person climbing on the shoulders of another person who is able to carry them.
2. The rest of the group stands closely around the two people, and together holds the person standing on the shoulders tightly so the person doesn't fall down.
3. The person who is carrying the other slowly goes down, so that the group has to hold the person standing on top without the support of the shoulders.

This is an activity where we can realize that each and every one is important in a group and that a group can work cooperatively.



## Energizer: The Mirror

One person stands in front of the group and makes moves with different parts of their body, and the group has to repeat their movements. Then the leader chooses another person to come in front of the group to present a movement that the others have to copy, and so on.

## Up, Down, Around, Over, Under....

### Played by Hannah Woodin in Integridad Absoluta, Chile

I did not have the chance to play or learn as many new games as I had hoped in Chile but here is one of my favourite activities that I did in the Kindergarten. It was an assault course and I used it to explain a children's right, the right to play.

Leader creates an assault course using any large objects they can find easily.

This could be

- Chairs
- Planks
- Tires
- Rope
- Sticks



These are then placed in an order. Depending on the space, stairs, railings and benches could also be used. Anything around. The course can be as long or short as you like. As easy or as complicated too, depending on age and ability.

The course can then be done in different ways: just to complete it, as a race, blindfolded with help of a partner, buckets of water transported from one end to the other, relay race, how many times it can be completed in 60 seconds or even as a three legged race!

The possibilities are endless and can be made challenging for any age. The most important thing being that it is enjoyable.





## Outdoor Games in Honduras

Played by Verity and Joerdis in Mentas en Accion, Honduras

Every Friday we run activities in a children's home, always outside. Sometimes craft like making 'God's eyes', Halloween masks, friendship bracelets and sometimes playing games.

My favourite game was a magical afternoon when we took in a big box of **jumbo chalks** – an activity for getting the children to think differently about the space that they live in. The children completely transformed their front courtyard into a rainbow bonanza of creativity with a plethora of images, sometimes abstract but also including: maps of the solar system, flowers, pigs, dinosaurs, declarations of love to us, one another and of course to God. Once every inch of the playground was covered in colour the children coloured each other in too.

We all stood back to admire the transformative effect. Chalky rainbow children in chalky rainbow world. Then the real fun started: clearing up. A hugely cooperative effort went into this – buckets of water, soap and brushes appeared and in a scene reminiscent of Disney's Fantasia everybody got involved with scrubbing at the playground and each other. A stream of rainbow water trickled onto the street to intrigue passers-by about what was happening behind the wall.

As well as these activities outdoors, we have touched on themes of outdoor education in our after school activities club – playing a **true or false game** (run to one side for true, the other for false) we gave statements on all sorts of things, here's some examples:

- The population of London is the same as Honduras (T – 9 million)
- Most of your body is water (T)
- The moon is made of cheese (F)
- In total there are 365 species of bird in Honduras (F – more)
- Footballs were originally made from pigs (T – bladders)
- Cows have 2 different sections in their stomachs (F – 4)
- Hippopotamuses are vegetarian (T)







Outdoorsy trivia continued when we organised a **'pub quiz'** for the whole school (about 100 children and young people) with rounds on geography and science & nature.

We scheduled in one day each week for planning activities for the following week and choosing key objectives. At our first planning meeting we decided to focus for now on these objectives, to:

- help the children view familiar spaces in a new way
- foster creativity and cooperation
- enhance self-esteem
- have fun
- have a greater focus on nature

Our first session included:

1. **A senses scavenger hunt**

The children really explored the space and helped each other to come up with answers. Admittedly sometimes the objects they claimed to have found in the space they were exploring seemed like dubious claims. But the answers were too beautifully creative to dismiss. (e.g. Object with a hole – doughnut, obviously. Something which sounds nice 'Mark Anthony', something which smells bad 'my friend Mario').

2. **A blindfold activity** where a partner helps you get to know an object (tree, wall, flower, bin) sightlessly then you try to find it when the blindfold is removed
3. **Games:** stuck in the mud, chain tag, weevils and pog monsters



In the second session we created **pictures from natural materials** (found outdoors and in our craft box). We did this activity with two groups with some beautiful results. The success of the activity is in the pictures, it was calm and thoughtful and creative – lots of the group began by just playing with the materials making shapes before they decided what to stick down. We pegged them all up as a gallery at the end to emphasise that everyone had achieved something worthy of display.

This was the first time we had done games outdoors at the after school club. Mainly this is because it's pretty hot here, even in winter, so before we had always naturally gravitated to the cooler school hall. However, I thought there was real value to spending the whole session outside – it gave the games and the interaction a different atmosphere and helped us as group leaders to be more like peers than authority figures. It can be easy to slip into this role working with children who are wearing uniforms and in a classroom. Perhaps just because we were all as hot and sweaty as one another it evened things out a bit (also it was nice to have the mountains as a backdrop).

