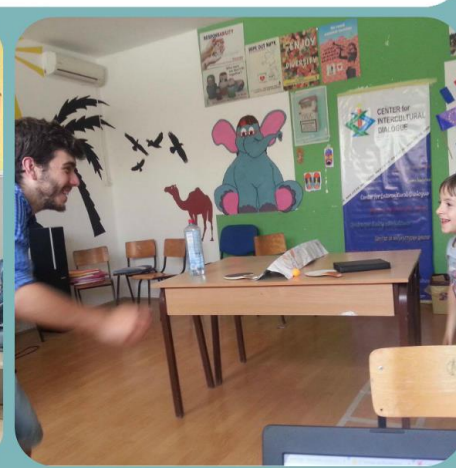


# Resource Pack:

## Youth Work: Pedagogical and Leisure Activities

Kumanovo, 2014



## About this Resource pack

This resource pack was developed within the project “Volunship: Exchange of practice in European Citizenship through Volunteering” funded by the Macedonian National Agency for European Educational Programmes and Mobility (Project n: MK-2-134-2013-R3).

It is intended to be used in the MultiKulti youth center or similar youth work centers in Macedonia and Europe.

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## Introduction

During the operating months of the MultiKulti Youth Center, I was delegated the task to organize activities with the children who came to the center. At first I did not know how to behave with them, but while spending time with them during several months, I managed to learn to speak Macedonian and also to communicate with them by using non-verbal communication. We played games that engaged the kids in artistic activities so that they learn to overcome cultural differences and work together to create something. Sometimes there were clashes between Albanian and Macedonian children, but the activities we implemented were meant to bring them all together and teach them to accept each other.

This time spent with the children at MultiKulti was very interesting for me because I discovered that I can adapt to such an environment and learn from them as much as they learned from me. Together we played recreational and educational games so the children became attached to the place and were cheerfully participating in the activities. They were using the time to relax from school, make new friends and develop new social skills in order to use creativity in individual initiatives.

**General aim:** The aim of the activities conducted at MultiKulti was to help the children to socialize progressively and to initiate them in the knowledge of the physical world, the social and cultural environment to which they belong, gaining skills in the fields of mathematics, reading and writing, language communication.

Below you will find a list of icebreakers, activities that facilitate introduction, teambuilding activities, energizers and activities that introduce a topic. I hope this will be a useful compilation to implement in other youth centers as well.



Sebastian Irimescu



## About Icebreakers

What is an icebreaker? The term "icebreaker" comes from "break the ice", which in turn comes from special ships called "icebreakers" that are designed to break up ice in arctic regions. And just as these ships make it easier for other ships to travel, an icebreaker helps to clear the way for learning to occur by making the learners more comfortable and encouraging conversation. Specifically, an icebreaker is an activity designed to help people to get to know each other and usually involves sharing names and other background information. A team building activity is designed to help groups form bonds and become a team. Team building activities differ from icebreakers in that the group members already have learned each other's names, and perhaps some personal information, and the focus is on making the group become more cohesive.

Energizers are quick, fun activities to liven up a group. They are particularly useful after a meal, when groups may be getting sluggish, or late in the day when energy is waning and motivation is decreasing. Often an icebreaker, a team building activity and an energizer overlap. For example, during an activity in which participants are asked to line up in alphabetical order by first name, participants will learn each other's names (typical of an icebreaker), they'll work together as a team to form the line (teambuilding), and become invigorated by being able to get up and move around the room (an energizer). As a result, the activities in this resource are grouped together according to how they might be used instead of how they are defined.

Listed on the pages that follow are activities to facilitate introductions, to introduce a topic, to review concepts recently learned, to encourage team building, and to energize. There are also some miscellaneous activities at the end that you might find interesting or useful.

## Activities to Facilitate Introduction

These icebreakers can be used to help participants relax and ease into a meeting or training; and to help participants learn each other's names and personal/professional information.

When participants are meeting for the first time, start with an icebreaker that helps everyone to learn names and personal/professional information. If you are facilitating more than one session, choose a few icebreakers -- you can use one to get people chatting and exchanging personal information, another to help memorize or review names, and another at a stretch break.

### 1. Seating Plan

Ask participants to arrange their seats:

- \* alphabetically, according to first name, or
- \* sequentially, in order of birthday month and date

### 2. Marooned

You are marooned on a island. What five (you can use a different number, such as seven, depending upon the size of each team) items would you have brought with you if you knew there was a chance that you might be stranded. Note that they are only allowed five items per team, not per person. You can have them write their items on a flip chart and discuss and defend their choices with the whole group. This activity helps them to learn about other's values and problem solving styles and promotes teamwork.

### 3. Alliteration Introductions

An excellent game for players to get to know each other's names. Ask group members to stand in a circle, if room space permits. A player starts the game by introducing himself or herself by making a gesture, and alliterating his/her name, e.g. "I'm Wonderful Wendy" or "I'm Smart Steve". The next player points to the first player, repeats the previous player's name, attribute and gesture, and does something similar about himself or herself.

And so on. The game ends with the first player having to do every other player's gesture, repeating their names and attributes.

#### 4. Who's Done That?

Prior to the meeting, make a list of about 25 experiences or skills that might be useful to individual youngsters. For example, a list for a group of youth might have some of the following:

- Developed a youth club website
- Has applied for a youth support grant
- Has attended a youth Leadership workshop
- Has visited the youth organizations website
- Has taken an online course
- Has been a youth club member
- Is good at using PowerPoint
- Managed a community project

Ensure there is plenty of space below each item (3 or 4 lines) and then make enough copies for each person.

Give each person a copy of the list and have him or her find someone who can sign one of the lines. Also, have them put their job title and phone number next to their names. Allow about 20-30 minutes for the activity.

Give prizes for the first one completed, most names (you can have more than one name next to an item), last one completed, etc. As a result of this activity, participants will have a list of youngsters who can serve as resources, and will have learned about each other.

#### 5. Name and Number

As people walk into the gathering, put their name on one side of an index card, and a number on the other side. As everyone walks around with their name showing (on the index card that is taped to their shirt), they have to try to introduce themselves to as many people as they can. After a bit of mingling, tell everyone to turn over his or her name tags, so that the number on each card is showing rather than the name. Now give everyone a numbered piece of paper, and see who can fill in the most names next to the corresponding number.

#### 6. Pat on the Back

Have everyone draw an outline of their hand on a sheet of paper, then tape it to their back. Have group members mingle and write things on everyone's back that tells them something positive.

## 7. Chaos

Material Needed: 3-4 soft small objects (stuffed animals, koosh balls, bean bags)

Time Required: 10 minutes

Group Size: 8-20

Purpose: Physical energizer, name game

1. Organize participants into a circle. Go around the circle once and have each participant introduce him or herself by name.
2. One person begins by tossing one of the objects to someone else, saying "Hi, Name of Person!"
3. The person who catches the object then says, "Thanks, Name of tosser!" and repeats by tossing to someone else in the circle.
4. Names must be said each time the item is tossed or caught.
5. 3-4 items may be in place at once, but make sure to space them 30-60 seconds apart from each other.

## 8. Meeting Warm-Ups

Quick ideas to get people focused on each other and ready to participate! This activity can be done with a group of any size.

Time Required: The activity can be as long or as short as you would like.

Materials: None

Physical Setting/Location: Needs to be in a location where group members form a circle.

Instructions:

- Go around the circle and complete one of these sentences:
- I come to MultiKulti because...
- The best project I ever worked on was...
- Being part of MultiKulti has taught me that...
- When people ask me about MultiKulti, I tell them...
- This year I plan to...

Each person in the circle should answer the question before a new question is issued to the group.

## 9. Geographic Location

Each group member is from a different geographic location, but together they will form a map. (Note: if group members are not from different geographic locations, assign them one). Ask each group member to stand where he/she thinks they belong to make a map as close to scale as possible.

## 10. "I Have Never" (10 Fingers)

Each person starts off with some candy. Going around the circle, each person finishes the sentence "I have never..." Everyone who HAS done what they have never done gives that person one of their candies. A fun way to learn things you might otherwise not find out about people.

## 11. Two Truths & A Lie

To allow participants to get to know and appreciate one another better, through discovering both common and unique interests and experiences. To help level the playing field within a group through making human connections that aren't related to either organizational or power structures. To help people begin to be more comfortable talking and listening with one another.

Group Size: This activity can be done with a group of any size

Time Required: Each person will take about 3-5 minutes

Materials: None

Physical Setting/Location: This activity can be done either inside or outside – standing up or sitting down.

### Instructions:

1. Tell participants that they must introduce themselves to the group, coming up with two true statements/facts about themselves and one lie.
2. Ask for a volunteer to start with their two truths and a lie – have them share all three with the group.
3. Whoever guesses the correct lie, will go next.
4. Some participants may want to expand on their truth statements, depending upon how elaborate they are!

## 12. Me Too

This activity works best for small groups or with a large group divided into smaller groups of 4-6 participants.

1. Everyone in the group gets 10 pennies/toothpicks/scrap of papers, etc.
2. The first person states something he/she has done (e.g. water skiing).
3. Everyone else who has done the same thing admits it and puts one penny in the middle of the table.
4. Then the second person states something (e.g. I have eaten frogs' legs).
5. Everyone who has done it puts another penny in the center.
6. Continue until someone has run out of pennies.



### 13. Common Ground

This also works best for small groups or for each small group sitting together as a team (4-6 learners). Give the group a specific time (perhaps 5 minutes) to write a list of everything they all have in common. Tell them to avoid the obvious ("we're all taking this course"). When time is up, ask each group how many items they have listed. For fun, ask them to announce some of the most interesting items.



## Activities to Introduce a Topic

Sometimes when a group is meeting for a workshop on a specific topic, participants already know each other well. In these situations, use an icebreaker that leads into the content of the gathering. A topic lead-in can play a number of functions. It can:

- generate interest in the topic of the meeting or training
- activate participants' prior knowledge of the subject
- help the facilitator and participants to identify individual learning needs and goals
- encourage the sharing of information and resources
- surface resistance to discussion or learning

Topic lead-in questions can be answered collectively or individually. Use topic lead-ins liberally: it is appropriate to use them in every session.

### 1. Individual lead-in questions

Individual lead-in questions are designed to identify individual learning needs and goals, encourage the sharing of information and resources, and/or surface resistance to learning. Participants can respond to questions in a predetermined order (e.g., left to right around the room), or by volunteering responses in random order. If you let participants speak in randomly, remember that one of the purposes of this activity is to get people talking, so try to ensure that everyone in the group makes a contribution.

Here are some topic lead-in suggestions:

- State one or two "burning questions" you hope will be answered in this session.
- Describe one strategy/resource you have successfully employed recently (relevant to the topic of the meeting/training).
- State your personal definition of the topic (eg., in a session on public relations, "Public Relations means...").

The following lead-ins are particularly useful when the subject matter challenges established beliefs or practices:

- State your opinion on the topic. ("I think...")
- Complete a phrase or phrases (eg., in a session on public speaking, "encourage a person who is fearful of public speaking by...").

To encourage free-flow participation, ask participants to listen to all contributions, but reserve their comments for discussion later in the session.

## 2. Word Tree

Generate a list of words related to the topic. For example, if discussing goal setting, ask participants to give you words related to the topic. Participants may suggest: 'objectives,' 'action plan,' 'targets,' 'planning,' 'achievement,' etc. Write all suggestions on the board, clustering by theme where possible. You can use this opportunity to introduce essential terms, too.

## 3. Multiple Choice or True/False Quiz

Rather than giving participants a multiple choice or true/false quiz at the end of a session, try giving it at the beginning. As facilitator, you can walk around and discretely scan participants' responses, this can help you to identify where to focus your attention during the training. Check the answers with the group at the end of the session.

## Activities for Reviewing and Applying Learning Concepts

These activities are meant to reinforce, review or apply material that was recently learned. They are a fun way to highlight key concepts while getting the participants up and moving around.

### 1. Ball Toss

This is a semi-review and wake-up exercise when covering material that requires heavy concentration. Have everyone stand up and form a circle. It does not have to be perfect, but they should all be facing in, looking at each other. Toss a foam ball or bean bag to a person and have them tell what they thought was the most important learning concept. They then toss the ball to someone and that person explains what they thought was the most important concept. Continue the exercise until everyone has caught the ball at least once and explained an important concept of the material just covered.

### 2. Process Ball

This is similar to the above exercise, but each person tells one step of a process or concept when the ball is tossed to them. The instructor or learner, in turn, writes it on a chalkboard or flip chart.

For example, after covering "Maslow's Hierarchy of Needs," you would start the ball toss by having everyone give one step in the pyramid of needs, e.g. Safety, Physiological, Esteem, etc.

### 3. Traffic Lights

The purpose of this activity, suitable for any group, is to introduce the idea of developing an action plan at the end of a training session/seminar.

Materials: flipchart paper; pens and/or markers

Time: 20 minutes

1. Divide the group into teams.
2. Draw a traffic light on a flip chart at the front of the room. Explain that the traffic light represents an action plan: what participants should stop doing (red light), what they should do less of (yellow light), and what they should go forward with (green light).
3. Ask each participant to write down his or her own "traffic lights". Allow 5 minutes.



4. Go around the group and ask each person to tell the rest of the group one of the things they will stop doing as a result of the training session/seminar, one of the things they will do less of, and one of the things they are going to go ahead and do.



## Activities to Build Teams

### 1. Pipe Cleaners

This activity allows participants to be creative. At the beginning of the session (or during a break) place three pipe cleaners at each person's place. Don't tell what they are for unless asked. When you are ready tell the group they are to create a pipe cleaner sculpture. In other words, they can do anything they want with them.

At the end of the morning (or day), ask each group of five people to select a winner. Then have everyone select an overall winner.

If your culture encourages people to work in teams make sure to give special recognition to any group that combines their pipe cleaners and uses all of them

### 2. Blind Numerical Order (20 minutes)

Illustrates: Communication and listening.

- a) There is no talking
- b) You must keep your blindfolds on at all times
- c) Each of you will have a number whispered into or ear
- d) The goal is for the group to arrange itself in numerical order without speaking and without the use of sight.

Blindfold all the participants. Whisper a number to each of them (do not allow other participants to hear). The number should be RANDOM (not just 1-12, etc). After whispering the number, move the participant to a random location. Once every participant has a number, they should begin. Make sure all participants are safe throughout the exercise.

*Processing Questions:*

- What was the most difficult aspect of this exercise?
- Did you have a sense of working together? Why/why not?
- How frustrating was it when you could not talk?
- What was necessary in order for you to be successful?
- Did you assume that the assigned numbers would be in order (like 1-12)?
- How important is good communication in groups?
- How does this activity relate to our group?

### 3. All Tied Up

Material Needed: Bandanas or cloth strips, other items as needed

Time Required: 15-30 minutes, depending on the goal and number of group members

Group Size: 2-15

1. Purpose: Work as team to complete a common goal
2. Arrange participants into a circle, facing each other. Ask them to hold out their arms.
3. Tie the group together so that each person is tied to both neighbor's wrists.
4. Now that the group is "all tied up", give them a task to do together.

Some ideas are:

- Make root beer floats for everyone
- Wrap packages with gift wrap, bows, and a card
- Eat lunch
- Make a snack
- Create an art project
- Pour a cup of water for each person in the group
- Anything else that is fun and crazy

Note: To make the task more difficult give the group a time limit.

*Debrief Questions or Topics:*

1. Why were you successful (or unsuccessful) at completing the task?
2. How did the time restrictions aid or hinder your group from completing the task?
3. Did everyone in the group help to get the task done?
4. What happened when someone didn't help?
5. Do you ever feel like you are "tied up" with someone else when you are working with them and trying to get a job done? If so, why, and how do you deal with this feeling?

### 4. Rain

Everyone sits in a circle, shoulder to shoulder. No talking is allowed. The leader starts the exercise and each person joins in when they hear the sound the person to their left is making. The leader starts the exercise by rubbing their palms together. This continues in the circle until it comes back to the leader who then changes the sound (snap fingers, clap hands, slap thighs, stomp feet, and then in reverse order). The sensations created are akin to the sounds of a rainstorm.

## 5. Build a Car

Material Needed: flip chart paper

Time Required: 25 minutes

Group Size: 5-30

Using flip chart paper, draw the outline of a car. Instruct the group to add components to the car and explain what it stands for and how they can relate that to the team. Give one example and then let them go.

Break team into groups of four or five. Allow 20 minutes for the team to draw the car and 5 minutes for each team to present their vehicle. The total time depends on the number of groups you have.

Some examples: Draw the antennae to make sure we have good communication or the wheels keep us in motion. Others include a rear view mirror to keep an eye on where we have been, head lights to help us find our way, a trunk to store all our knowledge and tools, the gas tank to provide fuel when we need it, etc.

## 6. Human Machines

Have groups of 6 to 8 people each create a machine out of humans by imitating the appearance and action of the machine. Examples include becoming a blender, toaster, lawn mower, copy machine, lamp, or washing machine.

## 7. Consensus

Material Needed: None

Time Required: 10-15 minutes

Group Size: 10-12

Purpose: Team building, discussing consensus & teamwork, compromise

1. Divide the participants up into 3-4 groups depending on the number of people.
2. Ask each group to huddle together and create a noise and action to perform for other groups.
3. After each has demonstrated noise and action twice for other groups, the facilitator gives 10 seconds time for each group to huddle.
4. The goal is for all of the groups to be doing the same noise and action



together, without consulting one another.

5. After the huddle, the facilitator counts to three and all of the groups at the same time must perform one of the action/noise combinations. (It doesn't have to be their original one).

6. Keep re-huddling until all groups are doing the same noise/action.

Variations: If for some reason the groups are successful on the first or second try, break participants up into smaller groups and have them repeat the activity.

*Debrief/ Discussion Questions:*

1. How did it feel to be successful (unsuccessful) with this activity? 2. What made it so hard to reach consensus?

3. What was most frustrating about this activity?

4. How did it feel to have your noise/ action not be chosen by the group?

5. Did any of you make any compromises during this activity, how did that feel?

6. How did it feel to not be able to communicate with the other groups?



## Activities to Energize Your Group

Ever feel like your group is just running out of gas? Perhaps it's late, or after a meal, and your group doesn't seem to have a lot of energy. We have provided a list of short energizers to get you and your group going. These can be used at any time, so enjoy!

### 1. Animal Roundup

Material Needed: None

Time Required: 10 minutes

Group Size: 5-50

Purpose: Physical energizer

1. Tell group members to silently think of their favorite animal.
2. Then tell group members that without talking, they need to arrange themselves from largest to smallest animals.
3. Group members can only make gestures and the noise of their animal.
4. After they have finished, have group members go around and say the animal they were supposed to be to see if it was accurate.

### 2. Animal Noises

Materials Needed: Notecards with names of animals on them

Time Required: 5 minutes

Group Size: 10-50

Purpose: Energizer, icebreaker, good activity for breaking up people into subgroups.



1. Write the names of animals on note cards. Do at least 2 of each animal, but you may want more depending on the size of the subgroup you want to create. For example, if you want subgroups of 5 people each, you'll need 5 note cards with the same animal on them.
2. Distribute one card to each participant. Explain there are some duplicates.
3. Tell participants they must identify their partners (or group members) within the room purely by making the noise that they would associate with "their" animal. There should be no talking at this stage, only animal noises.

### **3. Rearrange the Center**

Prior to workshops, set the desks up in the old "traditional" classroom row style. Except, that you should set your stage (podium, flip chart, etc.) in the back of the room. Start your presentation (you will be behind them, facing their backs). Explain to them that this is how a lot of change is implemented in organizations. The leaders get behind their employees and attempt to "push" them into change.

And the attempt to change is about as successful as trying to conduct a class this way. Also, point out that this is how a lot of traditional organizations are set up, in nice even rows (departments), where it is hard to communicate and learn from each other. But, real teams develop when we break out of our boxes and design organizations that have cross functional teams working with each other. Ask them to rearrange the room so that real learning, communication, and teamwork can take place. Depending upon your learners, you might have to give them a few pointers to get started, but then get out of the way.

During the next break or after lunch, have them rearrange the room again, using some of the techniques that they learned. This can be repeated several more times, depending upon the length of the presentation. But, each time they change the setting, it needs to reinforce a concept that they previously learned.

### **4. You're OK**

Good for ending a seminar or an end of the year meeting. Distribute a 3x5 indexcard to people and ask them to write their name on it. Cards are passed around the group; at which time everyone writes a positive comment about the respective individuals. The cards are then returned to each person.

### **5. The ball talkative**

Purpose: Know the names. Communication. Cooperation.

Players are seated in a circle and sing these lyrics, passing from hand to hand ball in rhythm: "Spin the Moon Park hobby-horse, - together with the ball who knows where it will go? - When it stops, who will speak? "The last verse is interrupted round ball; player who has the ball in his hand and throw the ball to be a person chosen by her, in a circle.

It shows their name and saying something particular about himself. The ball circle tour resumes and continues until all have been introduced.

## 6. Let us know!

This game can apply to a group in which members are not known yet when the group was at the beginning of his training.

The small group is divided into pairs by two people. They are given 15 mins, during which each pair is urged to know, to learn more interesting things about each other. After the time is expired, the small group will meet. Each pair will need to present.

Eg. The pair Ana and Dani. The two are trying to discover more about each other. Finally, Ana will present the entire group Dani and Dani will present Ana. ATTENTION! There are situations when we do not well understood. Therefore, do not be surprised if Dani will say about Ana, Ana did not mention anything. Dani is how to perceive information from Ana.

## 7. SHIRT TOWER

The group is divided into three teams of 8-9 participants. In front of each team, on foot, put a big shirt. Teams must sit on the shirt, so that no team member to not walk out, do not touch the ground.

## 8. Teke MEREKE

Put all the participants in a circle, each with hands on each other's shoulders (dance) with his right foot from his right hand between the legs.

The animator who runs the game asks: "Do you know Mereke Teke dancing?"

Participants: "No".

Animator: "A dancing Mereke Teke"

It begins with a small dance song (tribal beat) - 3 steps left, 3 steps right (x2)

...

Animator: "You know Mereke Teke dancing?"

Participants: "Yes"

Animator: "Cross my nose?"

Participants: "No."



Animator: "dance Mereke Teke"

Resume dance this time with his hand on his nose and continue with gestures:

- Hands on knees
- Hand on hip
- Hand on ankle
- Right hand on left shoulder

They always list the previous questions in order to the new.

Finally put all the questions again. Participants answer "yes" each time.

Animator responds "Ok"

General mood.

## 9. Gunmen

Young people (teenagers, children) are placed in a circle. Each is as telling the name and possibly a few words about it. Then one of them enters the circle and the game begins: the middle shoots someone by saying their name and showing the "gun" at him; that is let down and the young man's left and right need to shoot each other as fast as saying the name of the other; the colleague who spoke first name remains in play, and the other "dead" out; young remained bent rises and remains in play. The game continues until only two remain in the game gunmen who battle it out "like in the movies" stand back to back, then departs counting 10 steps and it shoots tenth as saying names to one another.

## 10. Bowling

A simple method to do it is with small bottles of mineral water, scotch paper, paints and a tennis ball.

How to do it: with 6 small bottles of mineral water, paper scotch and paints.

- Remove the cap and wrap each bottle and each cap with the paper scotch.
- We wrap it
- Finally paint each bottle in different colours.

Leave the bottles for a couple of hours to dry up. If you want you may cover them with decoupage lacquer or hairspray. Thus you will fix paint. Now you are ready and the game may begin.

Objective: To help kids develop motion skills and learn to compete fairly.

## 11. Bottle cap snake

We made a bottle cap snake while using plastic caps. They have no sharp edges and you can puncture them with a screwdriver. How to do it: You will need a lot of plastic caps, some thin wire and two chocolate egg boxes. Use a

hammer and a screwdriver to make a hole in the middle of each bottle cap. When you are done stringing, decorate the snake's head and add a tongue.

Objective: To develop artistic skills and working in groups.

## 12. Playing football

During fine weather the children are outside playing. We organized football matches to keep the children play together.

Objective: To develop motion skills and learn to compete fairly. 13. Fishbone with wooden clothespins

Another idea inspired by the sea with the help of clothespins, toothpicks and a little card board paper. We made the fish skeleton, glued the bones, and finally colored everything with acrylic paint.

Objective: To develop artistic skills and working in groups.

## 14. Preparation for Halloween (making costumes, drawing scary eyes)

Getting ready for Halloween – making witch costumes (with bin bags, plastic bottle for water and ribbons for flowers). How to create it: Cover the bottle with a bin bag. After that, take several unopened bags and shape the tip of the hat. Use tape scotch for fixing. Use scissors to make the hair and broom from the ribbon. Coil severed unopened bags onto the circle. This will be the brim of the hat, which is placed after you tie the hair. Place a few more bags over the first bag to form the dress and the hands. Finally put the green cap which will be the witch's face and draw eyes and make the broom.

For scary eyes: we draw several circles with the help of a cup. We place diluted aquarelle paint in the center of each circle, then we blow with a drinking straw to make the reed lines. After we cut the circles when they are dry and draw the children with a black marker and then outline the entire eye.

Objective: To develop the artistic creativity of children and create bonds while using non-formal education.



## 15. Grapes

Making grapes together with the kids: we made wheels from coloured tapes, we glued them to shape a grape; we used a thinner tape to make the stem and added grape leaves cut from paper and hanged them on the grape arm. In this way we created a big and beautiful grapevine with a rich crop.

Objective: To develop artistic skills and working in groups.

## 16. Autumn leaves

You will need beautiful autumn leaves, glue and cardboard paper cut in the shape of a circle. It's better to mark the center before you start with the glue job.

## 17. Blind obstacle course

Following one- and two-step directions is expected in kindergarten. Having trouble getting your child to follow your words? Well, who doesn't! This blind obstacle course turns the art of listening into an outdoor game. Give it a try, and see who's better at following directions—you or her?

What You Need:

- Scarf to use as a blindfold
- Medium-sized objects, to be used as obstacles
- Ball
- Bucket or a basket

## What You Do:

**--Set it Up.** The first step in this activity of extraordinary trust is to set up the obstacle course. A large grassy area is the ideal setting for the event. Use a variety of medium-sized objects to set up the obstacle course. For example:

- Cones- to go around
- Pillows- to step on top of, or over
- Small boxes- to step into, or pick up
- Hula Hoops- to jump inside of, or pick up and drop over the body!
- Jump ropes- to duck underneath, put inside of a nearby box, or wrap around something

The idea is to create a course that your child can maneuver around safely by following your directions. Place the objects about four feet apart, ending at a box or basket, which will be used as the 'goal'.

**--Talk About Left and Right.** If your child has difficulty remembering which is which, show her that if she holds her hands up with her thumbs down, the left hand will make an 'L' for left.

**--Introduce the Course.** Walk your child over to the starting line and explain that you're going to give her directions to the finish line, where she'll place the ball in the basket to make a goal. Emphasize the need to listen very carefully and do only what you say (sounds like a dream come true!). Then cover both her eyes with the blindfold.

**--Direct!** Keep your directions short and simple, giving one command at a time. For example, "*Take three hops forward*" or "*Take one big step to the left*". As she becomes comfortable with the game you can give her a two-step direction to follow, such as "*Take one large step backwards and two steps to the right.*" Guide your child around the obstacle course to the finish line, where she can place the ball into the basket. Goal!

Once you've successfully directed your child to the finish line, it's your turn to put on the blindfold and be directed. Learning to follow directions is a key kindergarten skill, but getting to direct mom or dad is a rare and fun turning of the tables! This activity is perfect for a sunny day, and it's a great activity to play in teams, so have the whole family join in!