



JAC Basic Emotional Literacy Course Ice Breaker Games

This programme is used in schools by youth workers to teach emotional literacy. It is a good entry point programme.

Basic Self-Awareness Course Overview

Week 1	Get to know you games Rules of Group Pre-group question sheet "What do you hope to learn from participating in the group?"
Week 2	Clay Modelling/Bunch of Chemicals
Week 3	Time Line
Week 4	Family Tree
Week 5	Re-cap on course so far – re-visit pre group question sheet and look at what still needs to be covered – are there new things pupils would like to add to there sheets String game or Listening game
Week 6	Basic needs Last time I felt
Week 7	Specific lesson (conflict/assertiveness/anger/self-esteem – based on week 5's comments
Week 8	Balloon game or some other "building up" game Post group questionnaire Is there anything that we need to cover that hasn't been look at yet or needs to be looked at a deeper level?

Week 1: Get to Know You Games

Game 1

Aim: To work together, to get to know each other better, to follow instructions, to have fun

Materials: string, wrapping paper, sellotape, scissors, paper cups

Pass around a toilet roll, each person is to take from 1 to 5 sheets.

According to how many sheets you have taken tell the group that many things about yourself that most people don't know

Game 2

Go round the circle and introduce yourself by saying a positive word about yourself that starts with the same letter as your name e.g. Youthful Yvonne.

or

Say your descriptive name as above but add it to the end of the person/people who have gone before you e.g. Youthful Yvonne, Sporty Sam, Reflective Rachel, etc.

Game 3

Throw a ball of string around the circle.

When the ball is thrown to you give your name and another fact that most people in the group don't know about you.

Then holding on to the string throw the ball to another person in the group.

At the end the string will make a web showing how the group connects to each other.

Game 4

Draw a shield shape and in each quarter write in:

1. Something I really like/someone I really admire
2. Why I am here in the group
3. My ambition/dream or aim in life
4. Something I would like to change about myself

Discuss and share with the group

Week 2: Clay Modelling / Bunch of chemicals

Aim: To look at how we have become the person we are today

Materials: Play dough; book – You Are Special

We all start in the womb as small as a grain of salt, at six weeks we are the size of a grain of rice and already certain things have been decided in us like our gender, the colour of our eyes and our height. All of this even before our mum knows she is pregnant. At twelve weeks our little feet are perfectly formed, toes and all.

Form yourself using clay thinking about the things that have made you who you are now.

Discuss each person's model and share who they are and who has been the biggest influence at different stages of their life i.e. toddler, primary school, senior school.

Humans – Just a bunch of chemicals?

Fat
Enough for 7 bars of soap

Iron
Enough for 1 medium sized nail

Water
Enough to fill 6 buckets

Lime
Enough to whitewash 1 hen house

Sugar
Enough for 7 cups of tea

Phosphorus
Enough to tip 2,200 matches

Sulphur
Enough to rid 1 dog of fleas

Potash
Enough to explode 1 toy crane

Magnesium
Enough for 1 dose of salts

Humans – Just a bunch of chemicals?

Do you think that people are worth more than just their chemical compound?

What makes someone valuable?

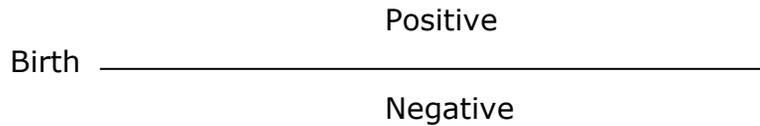
Society often values people by their Position, Performance, Possessions and Personal appearance. It often seems that there are price tags put on certain people (e.g. top models, footballers, etc.)

Week 3 Time Line

Aim: To look at important events and people in our lives that may have influenced us.

Materials: Paper and pens

Draw a line to represent your life line, starting at birth and follow through to the present day. Mark important events such as your birth, birth of brothers/sisters, starting different schools, any accidents or other such memorable events. If there are events that are important but you do not wish to put them down on paper you can mark an X on your time line.



Take turns to discuss your time line and share the significant events in your life so far.

You could now draw the future extension of the time line and things you would like to do e.g. university, jobs, dreams, etc

Week 4 Family Tree

Aim: To look at our good and not such good qualities and to see if these qualities exist in any other family member. Identify what qualities we want to grow/axe.

Materials: Paper and pens

Draw your family tree in the shape of a tree.

Write your name on the trunk, brothers and sisters as branches coming out of the trunk, mum and dad as main branches reaching upwards, their brothers and sisters (your uncles and aunts coming out of their branch and lastly your granddad and grandmother as branches reaching upwards out of dad or mum's branches.



Personal profile

Draw an outline of yourself - stick man drawing will do.

Use one colour to write your good qualities /attitudes and different colour to write your not such good qualities/attitudes

i.e. good at sport, caring, not so good at listening, etc

Look at your drawings and see if there are any personal traits evident in any other members of your family – can you see that these may have been learned or inherited from family.

What qualities do you not want to grow or take an axe to and cut off?

Do you see how things can be passed on from generation to generation?

In the future you may have children of your own – what qualities do you want or not want to pass on to them?

Week 5 String game or Listening Games

Aim: To help promote good listening and communication skills.

Materials:

Game 1 – Paper and pens

Game 2 – nothing

Game 3 – clothes pegs – enough for 4 each

Games 4 – chairs, double set of Lego for each pair

Game 1 Draw

In pairs name one person “A” and the other “B”. A has to draw a picture (favourite holiday, bedroom or any other simple drawing) as A draws he/she has to explain to B what they are drawing in enough detail to enable B to draw the same picture on their sheet. B is not allowed to ask any questions.

Swap over roles and B now draws and explains to A but this time A is allowed to ask questions for clarification.

Compare drawings and discuss

Game 2 Listen & Tell

In pairs name one person “A” and the other “B”.

For 2 minutes A has to tell B about his best holiday/film/book (or some other thing of interest).

B has to pretend not to listen i.e. show no interest, do not make eye contact, etc. After 2 minutes swap roles. Now B has to tell A about something of interest, this time A has to listen carefully using eye contact, nodding, etc. to show he is listening.

After two minutes compare how each person was feeling during the exercise.

Game 3 Pegs

Attach 3/4 pegs to each persons clothing. The winner of the game is the person who ends up with the most pegs.

Pegs can be removed from a person for poor communication skills, i.e. not listening, interrupting, distracting another person, talking to another person. Whoever spots the poor communication skill can remove the peg from that person and attach it to themselves.

Game 4 Lego

In pairs sit back to back on chairs. One of the pair has to build a small structure with the Lego given to them. After they have finished, they must explain verbally to their partner how to precisely build the structure.

The partner then must attempt to replicate the original design by listening to directions given by the original builder. NO cheating by looking allowed!

Compare the original structure to the copies, and then swap roles

Discussion points

- Was it easier for you to give or receive directions? Why?
- Do you usually follow directions given to you? Why or why not?
- Do you feel people listen to you when you tell them what you want them to do?
- Why is it important to be able to listen to others and follow the directions they have given you? What might the consequence of not listening be?
- What do you do in everyday life to show that you are using good listening skills?

String game

Aim: To work together, to get to know each other better, to follow instructions, to have fun

Materials: string, wrapping paper, sellotape, scissors, paper cups

Get into groups of three.

Using string your leader will tie each person by the wrist to the other two. Making sure that the string length is short and not too tight.

Once you are tied together and sitting nice and close, try to carry out simple tasks e.g. apply makeup and fix hair; wrap a parcel; build a tower of paper cups.

- Did you manage to complete the task?
- Was it easy/difficult?
- How did you feel about being tied to other people?

We are all tied to other people in one way or another- are those ties good or bad?

Are there some ties you need to think about strengthening / breaking?

Week 6 Basic Needs

The Last Time I felt

Take a card from the set and describe to the group the last time you felt this emotion, for example “*The last time I felt sad was when I broke a vase that my mother had given me as a special present.*”

The cards list the following emotions

SAD	ANGRY	HAPPY	UPSET
CONFUSED	GUTTED	SCARED	FRIGHTENED
HURT	BORED	SILLY	STUPID
CROSS	CLEVER	KEEN	EXCITED

Week 7 recap

Week 8 Balloon game

Aim: To look at how we have become the person we are today

Materials: Play dough; book – You Are Special or YouTube

<https://www.youtube.com/watch?v=15QuHygLwFU> 8.21

<https://www.slideshare.net/lynnard18/you-are-special-15275361>

Each person takes a piece of blank paper, a pen and a balloon. Blow your balloon up but don't tie it, holding it tight to keep the air in now write your name on the inflated balloon then let the air out.

Pass your balloon on to the person on your right, now look at who's balloon you are holding, write something positive that you have learned about that person during the weeks you have been together in the group. Keep the piece of paper small as you will now have to roll it up and slip it inside their balloon. Pass the balloon to the next person

Once your balloon has been returned to you with everyone's comments inside blow it up again and tie a knot at the end. The pupils take it in turns to stamp on their balloon to burst it and release the comments.

Read the comments to the rest of the group.

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