

## A Slap in the Face

### **INFO For the mediators**

Mira is in charge of the youth centre. She has sent Samira and Hanan to you.

### **INFO For Samira**

You have been with this girl's group in the youth centre for a year now and you quite like it. But there's a girl called Hanan who is there all the time. She is one of the girls who has been with this group the longest (around three years or so). Hanan is always giving orders and everyone else does what she wants. Last week, you have had enough of it and you let her know what you think of her to her face. Maybe you didn't put it in a very nice way. However, what happened after that was simply over the top. Hanan came running at you and slapped you in the face. Luckily, at that moment, Mira, who is in charge of the youth centre, came in and separated you. She asked you to go to mediation and for her sake, you agreed.

### **INFO For Hanan**

You have been with this group of girls in the youth centre for the past three years. You really like it there but recently something strange has happened. Samira, who is new to the group, yelled at you last week. She told you to stop giving orders to everyone and that she found your behavior totally unacceptable. Samira really screamed at you and that's when you freaked out. You hate being yelled at (your parents are always doing it) and that's why you slapped Hanan – and really hard too. That's when Mira came in. She talked to the two of you and suggested that you should try to resolve the conflict through mediation.

You agreed because otherwise, you are afraid that you might be excluded from the group. That would really be terrible for you.

## Agreement

Conflict Party A \_\_\_\_\_

Mediator A

Conflict Party B \_\_\_\_\_

Mediator B

What was the conflict about (short abstract about the conflict):

---

---

---

---

Agreement: On \_\_.\_\_.200\_\_ we have taken part in a mediation and voluntarily agreed to the following solution:

---

---

---

---

A further mediation talk was set up: No

Yes, on

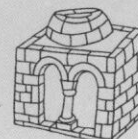
We accept this agreement:

\_\_\_\_\_  
Conflict Party A

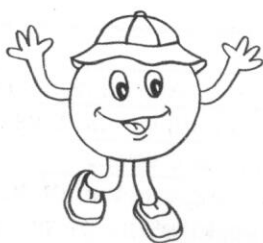
\_\_\_\_\_  
Conflict Party B

\_\_\_\_\_  
Mediator A

\_\_\_\_\_  
Mediator B



### 3.7 Games

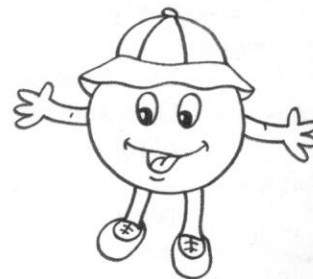


## 7.0 Games

"Games" is the collective term for a number of short activities. Each game should take no longer than fifteen minutes. In general, the games will help to ease up the overall training environment: It is a good idea to insert these games between longer sessions. Specifically, they have the following function:

- 1) "*Warm-ups*" or "*Ice-breakers*" are in the beginning of a session in order to get started (for example in the morning). They also help to "transfer" the participants out of their daily lives into the reality of the workshop. Especially, in the very beginning of a workshop when the group meets for the first time they ease-up the process of getting to know each other (ice breaker).
- 2) "*Openers*" are a brief introduction to a certain topic (for example communication, cooperation etc.) that will thereafter be explored within the next couple of sessions. Various openers can also be repeated between sessions around one topic.
- 3) "*Energizers*" are activities to reactivate the participants after a long session of sitting, a tiring or long discussion as well as after lunch. The trainer should let the participants know that they can ask for an energizer at any time.
- 4) "*Wind-downs*" help to calm the group after role-playing or to relax after a session full of tension.

Some of the following activities may apply not only to one of the above-mentioned functions but in a number of ways. There is a specific indication in each activity log how the game applies.





## Gordic Knot



**Goal(s):** Warm-up/icebreaker



**Duration:** 5 to 15 minutes



**Materials needed:** none



**Age group:** all ages



**Description:**

- 1) The participants sit in a circle with their eyes closed and their hands stretched out towards the center.
- 2) They approach carefully and try to get a hold of someone's hand. The trainer might facilitate this and/or make sure that the participants really hold hands in a very random way.
- 3) They open their eyes and without letting go of the hands they hold, they have to untangle the knot.



**Source:** Kurt Faller, Wilfried Kerntke, Maria Wackermann: Konflikte selber lösen, Mülheim an der Ruhr 1996, p. 198.

## Greeting game



**Goal(s):** Warm-up/icebreaker



**Duration:** 5 to 15 minutes



**Material needed:** None



**Age group:** all ages



**Description:**

1. Everyone stands in a circle very close to each other.
2. One person starts by going around from behind everyone, taps someone at random on the shoulder, and starts running around the circle.
3. The person who was tapped has to run but in the opposite direction.
4. Both people will meet at one point and they have to greet each other and shake hands, and then continue running.
5. Both people will aim to go to the empty place.
6. Whoever reaches the empty place first becomes part of the circle. The other person has to go around the circle and tap another person. The game continuous this way as long as liked.



**Source:** unknown

## Name and Movement



**Goal(s):** Warm-up/icebreaker



**Duration of activity:** 5 to 15 minutes



**Age group:** all ages



**Materials needed:** none



**Description:**

- 1) The group stands in a circle.
- 2) A participant starts by stepping in the middle of the circle and saying his/her name combined with a gesture. Then s/he steps back.
- 3) The rest of the group repeats the name with the gesture.
- 4) Continue with steps one to three for every consecutive person in the circle.



**Source:** unknown

## Newspaper Game



**Goal(s):** Warm-up/icebreaker (getting to know each other)



**Duration of activity:** 5 to 15 minutes



**Materials needed:** an old newspaper rolled up



**Age group:** all ages

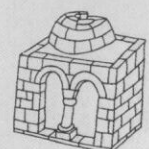


**Description:**

- 1) The participants sit in circle, one person stands in the middle.
- 2) A person sitting hands the rolled up newspaper to the person in the middle and says a name of one of the participants.
- 3) In this instance, the person in the middle takes the newspaper and tries to tap the person named on the knee.
- 4) The challenge is to tap this person before s/he says his own name and another name to be tapped on the knee.
- 5) If this person succeeds with saying her/his own name and another before s/he is tapped the one in the middle has to try to tap on the knee of the next person named.
- 6) The person in the middle has to continue until s/he succeeds tapping someone before s/he says her/his name and another.



**Source:** training Youth Education Center Kaubstrasse, Berlin/Germany



## On Whom the Wind Blows



**Goal(s):** Warm-up/icebreaker (getting to know each other)



**Duration:** 5 to 15 minutes



**Materials needed:** circle of chairs with one less seat than there are people.



**Age group:** all ages



**Description:**

1. Everyone but one person sits on a chair in a circle.
2. The person who has no chair stands in the middle.
3. The person in the middle says "the wind blows on everyone who has \_\_\_\_\_ (brown eyes, a car, is married, etc....) It has to be something that the person in the middle has too. For children make sure it is something that relates to them (ex. Everyone who is wearing a green shirt)
4. Everyone who has the same thing must change places quickly (also the person in the middle).
5. One person is left in the middle and the steps are repeated.



**Variation:**

It is also possible to use this game as an affirmation or empowerment for children: the person in the middle always says something that s/he can do especially well.



**Discussion points:**

The trainer(s) may start a discussion about the diversity of the group: There are always differences in the group. Yet, in many cases, there are others in the group who share these differences. What is the impact of being different? What makes up a group? How do I feel if someone does not share one of my characteristics?



**Source:** unknown

## Barrier



**Goal(s):** Opener Cooperation



**Materials needed:** rope of two to three meters



**Age group:** 8 and above



**Description:**

- 1) Stretch a rope across the room at a rather high level (fix it to the wall or between two chairs).
- 2) All the participants are on one side and need to get to the other.
- 3) They need to help each other (suggest that the tallest go first, then helps to lift, carry etc.) in order for all to cross the rope.



**Discussion points:**

The trainer may open a discussion around the question of cooperation: How did the cooperation go? How was the experience of helping each other? Did you need a leader to coordinate or could you manage without? etc.



**Source:** unknown

## Commercial for my Eyes



**Goal(s):** Opener Affirmation  
(also good for group building and cooperation)



**Materials needed:** none



**Age group:** 8 and above

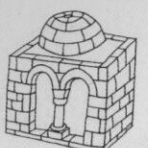


**Description:**

- 1) The participants form two groups.
- 2) Each group is given a few minutes to decide how they can make a commercial for a body part of theirs (ex: eyes, hair etc.). They should invent a short song, a funny saying, a poem etc. in order to promote this part.
- 3) The groups should present their commercials to each other.



**Source:** Mona Nasir, trainer in special education, Palestine.



## Chair Circle



**Goal(s):** Opener: Cooperation



**Materials needed:** none



**Age group:** 8 and above



**Description:**

- 1) The group stands behind their chairs tipped on the back legs.
- 2) One hand holds the chair in balance; the other one is behind one's back.
- 3) One person is the leader to give a command.
- 4) On this command, everyone moves to the next chair to the right into. It is the challenge for the group that everyone moves on to the right so quickly, that no chair drop back on its four legs or falls on the ground. Every chair has to stay in balance on their back legs.



**Discussion points:**

This activity helps to understand the relevance of cooperation. With this activity, it is important that the whole group manages together. The trainer should facilitate this understanding by asking questions like:

What was helpful to succeed?

What was disturbing/What did not help?

The participants will understand that it is for example helpful...

- ...to wait until everyone is ready and concentrates before moving on.
- ...for one person to give clear commands.
- ...not to criticize participants who failed to catch the chair or put others under pressure.



**Source:** training with Graswurzelwerkstatt Köln/Germany



## Endless Role-Play



**Goal(s):** opener for role-plays/get into acting



**Materials needed:** none



**Age group:** 8 and above



**Description:**

- 1) One or two group members start to act something out (they may select any topic they want).
- 2) After a while, another member of the group joins the role-play. In such a way, each group member should consecutively join the role-play while others leave again.
- 3) The way the role-play goes along is up to the group.



**Discussion points:**

The trainer may enter into a discussion with the group, if s/he feels that it is difficult for the trainees to get into the acting: Was it difficult for you? If so, why was it difficult? What could be helpful to you?



**Source:** unknown

## Imagine



**Goal(s):** Opener Acting

(get into role-playing: inspire creativity and imagination, facilitate transition into certain roles)



**Materials needed:** 1 random object per person (for example a backpack)



**Age group:** 8 and above

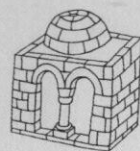


**Description:**

- 1) Choose a random object (for example a backpack).
- 2) It is passed through the group and each participant should treat it as if it was something else (for example as a ball).



**Source:** unknown





## Mirror Activity



**Goal(s):** Opener: Acting (mediation/role-play)

May also serve as wind-down



**Materials needed:** Music, a spacious room



**Age group:** 8 and above



**Description:**

1. Divide the group into pairs. Each pair should stand facing each other.
2. One person is proactive, while the other is the mirror.
3. While the music plays for 5 minutes the mirror has to imitate everything the other person does, like reflected mirror image.
4. After five minutes, the roles are switched and the other person becomes the mirror and the activity is repeated.



**Source:** unknown

## Pass the Pen



**Goals:** Opener Cooperation  
(can also serve as energizer)



**Materials needed:** large pen (marker), stop watch



**Age group:** 8 and above



**Description:**

- 1) A group stands in a circle facing inward.
- 2) The challenge is to pass the pen around in the circle from hand-to-hand and in as little time as possible. The time to pass the pen around depends on the size of the group (for example six people can do it in less than a second).
- 3) A trainer keeps the time with the stopwatch.



**Source:** unknown

## Competing Lines



**Goal(s):** Energizer



**Duration:** 5 to 15 minutes



**Age group:** 8 and older



**Materials needed:** none



**Description:**

- 1) Divide participants evenly into two groups.
- 2) The groups have to line up in ascending order according to
  - their age
  - number of siblings
  - height
  - numbers of languages they speak (for older youth and adults)
- 3) The group that manages to line up first according to each of the four criteria wins.



**Source:** unknown

## Dangerous Balls



**Goal(s):** Energizer



**Duration:** 5 to 15 minutes



**Age group:** all ages



**Materials needed:** two balls



**Description:**

1. The group sits in a circle on the floor (adults may prefer to sit on chairs and bend down to the balls).
2. Two balls are placed respectively in front of one person.
3. The two persons who have each one ball in front of them start to pass the balls to their right or left neighbor.
4. By passing each ball to the left or right neighbor, the group now has to try to get both balls lying in front of one person.
5. The person in front of whom the two balls end up has to leave the circle. The game continues until only two people remain.



**Source:** training Youth Education Center Kaubstraße, Berlin/Germany



## Elephant, Mixer, Palm tree



**Goal(s):** Energizer



**Duration:** 5 to 15 minutes



**Age group:** all ages



**Materials needed:** none



**Description:**

- 1) The participants stand in circle.
- 2) One person stands in the center.
- 3) The person in the middle points at someone in the circle.
- 4) The person who was pointed at form a "figure" (elephant, mixer, palm tree, etc see below) with the persons to the right and left of her/him.

Figures:

**ELEPHANT:**

middle: trunk of elephant: hold nose with left hand, right arm goes through crooked left arm to symbolize the trunk

left & right: form ears with both arms (big open semi circle) on either side next to head of person in the middle

**KANGAROO:**

middle: fold hands and form a circle with both arms in front of stomach (kangaroo pouch)

left & right: "kangaroo baby" simulate jumping in the pouch on either side

**SHEWARMA:**

middle: the spit: turn around your axis

left: the spit holder: hold the arms at the bottom and top of "the spit"

right: simulates cutting meat from "the spit"

**MIXER:**

middle: motor/holder of the beaters: hold both arms up in the air parallel to the ground

left & right: beaters/mixers on each side: spins on own axis under the arms held up by the person in the middle

**TOASTER:**

middle: toast: jumps up and says "plink"

left & right: toaster: hold their hands to form the toast slit around the "toast"

**PALM TREE:**

middle: palm tree: hold up arms in the air to form palm leaves

left & right: use both hands to form coconut next to the palm leaves

**VIRUS:**

middle: virus: make funny face and form hands to claws next to the head

left: computer mouse: simulate using a mouse

right: keyboard: simulate using a keyboard

**DUCK**

middle: use both hands forming a beak

left & right: shake behind like a duck

#### ROOSTER

middle: form crown of rooster with both hands

left & right: paw like a chicken

#### COW:

middle: form udder with hands and fingers

left & right: "milk" at the udder



**Source:** Priscilla Prützman, Lee Stern, M. Leonard Burger, Gretchen Bodehamer. Kassel 1999, p. 47.

Many figures taken from various trainings.

## Fruit Salad



**Goal(s):** Energizer



**Duration:** 5 to 15 minutes



**Age group:** all ages



**Materials needed:** none



#### Description:

- 1) The group is given fruit names (for example apple, orange, banana). The number of fruit names depends on the size of the group. However, there should be more than one person holding the same fruit name.
- 2) All of the group but one person sits down in a circle on chairs.
- 3) The person in the middle gives the following commands:
  - name of one fruit: all people with this fruit name change their seats
  - fruit salad: everyone changes seats
- 4) Once the participants are changing seats with the commands, the person in the middle tries to catch a seat. The person left in the middle continues the game.



**Source:** unknown



## Horse Race



**Goal(s):** Energizer



**Duration:** 5 to 15 minutes



**Age group:** all ages



**Materials needed:** none



**Description:**

- 1) The group sits in a circle on chairs. The trainer sends the group on a small fantasy trip: "We are in a horse race stadium. Everyone is sitting on a horse and making rounds."
- 2) During the whole race, everyone claps with the hands on the thighs (trainer starts and asks the group to join).
- 3) The trainer introduces the various sequences of the horse race with the respective commands:
  - Faster/slower: clapping faster or slower on the thighs means going at higher or lower speed
  - Barrier: jumping over a barrier (get up and sit down on the chair in an instance)
  - Dike: crossing a dike (crouch in front of the chair)
  - Men grandstand: pass the grandstand of men (wave with the right hand and say a deep "Uuuh")
  - Women grandstand: pass the grandstand of women (wave with the right hand and say a high pitched "Uuuh")
  - Turn right: a curve to the right (lean to the right)
  - Turn left: a curve to the left (lean to the left)
- 4) Having introduced the commands, the trainer passes on the lead to the neighbor. Each one of the group, one after the other, should do a variation of these sequences until the last of the round closes up and goes with "the horses" over the finish line.



**Source:**

Taken from a workshop in the *Center for Training and Networking in Nonviolent Action KURVE Wustrow/Germany*.

## Squirrel



**Goal(s):** Energizer



**Duration:** 5 to 15 minutes



**Age group:** 10 years and older



**Materials needed:** none



### Description:

- 1) The participants form groups of three leaving one participant alone.
- 2) Two group members form the house of the squirrel by stretching their hands up in the air towards each other. The third group member stands inside the house as the squirrel.
- 3) The remaining person has four commands. With each order, certain people of the figures have to move and form with other people a new figure. The commands are as follows:
  - left: everyone to the left of the squirrel has to move
  - right: everyone to the right of the squirrel has to move
  - house: only the house moves
  - earthquake: everyone has to move.
- 4) When everyone is moving, the remaining person has to find a place in one of the groups.
- 5) Whoever remains alone continues with giving commands.



**Source:** Kurt Faller, Wilfried Kerntke, Maria Wackermann: Konflikte selber lösen, Mülheim an der Ruhr 1996, p. 198.





## Who is the leader?



**Goal(s):** Energizer



**Duration:** 5 to 15 minutes



**Materials needed:** none



**Age group:** all ages



**Description:**

- 1) One participant leaves the room.
- 2) The others choose a "leader" and then form a circle.
- 3) The person is called back in from the outside to stand in the middle of the circle.
- 4) Carefully - in order not to let the person in the middle realize - the leader makes different movements that all the participants must mimic.
- 5) The person in the middle has to find out who the leader is. If s/he does not succeed within three times, a new person is picked to go outside. Otherwise, the current leader who was just identified needs to leave the room and step one to five is repeated.



**Source:** unknown

## Wink at Each Other



**Goal(s):** Energizer



**Duration:** 5 to 15 minutes



**Age group:** all ages



**Materials needed:** none

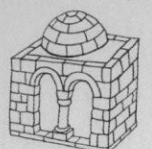


**Description:**

- 1) The group splits into two groups with a group having one more member than the other.
- 2) The smaller group is sitting down on chairs arranged in a circle leaving one chair empty. The other group is standing up; one person behind each chair.
- 3) The person who is standing behind the empty chair tries to “call” a person sitting down by winking at her/him: This person has to come across the circle to sit on the empty chair.
- 4) The person standing behind the one who was being winked at has to try to hold her/him down in the chair before s/he runs towards off towards the empty chair.
- 5) Whoever failed to “call” someone or catching her/his chair partner will continue.



**Source:** unknown



## Alternate Counting



**Goal(s):** Wind down (also useful for extended group building/cooperation)



**Duration:** 10 to 15 minutes



**Age group:** 8 and above



**Materials needed:** none



**Description:**

- 1) The group starts counting from one. For every number that includes a five or is dividable by five the participants must say "Buh".
- 2) For every number including a seven or that is dividable by seven the participants must say "Bah".
- 3) Every time someone makes a mistake, the group needs to start over again.
- 4) The group should set itself a goal as to which number it wants to reach.



**Source:** unknown

## Coconut



**Goal(s):** Wind Down (also useful for extended group building/cooperation)



**Duration:** 10 to 15 minutes



**Age group:** 6 and above



**Materials needed:** none



**Description:**

- 1) Each group member "spells" the word coconut by using his or her arms.
- 2) The trainer leads the activity calling the letters and showing how they are formed. c = arms to one side to form a "c", o = both arms up and join them above the head by holding hands, n = bend over with both arms down to the ground, t = left and right arm stretched out parallel to the ground.



**Source:** training Center for Training and Networking in Nonviolent Action, KURVE Wustrow/Germany

## Darkness Counting



**Goal(s):** Wind Down (also useful for extended group building/cooperation)



**Duration of activity:** 10 to 15 minutes



**Age group:** 8 and above



**Materials needed:** none



**Description:**

- 1) The group stand in a circle with eyes closed.
- 2) Someone starts with the eyes closed counting loud out in the room: "one".
- 3) A second person continues with "two", followed by a third person and so on.
- 4) It is the aim that the group counts up to a number they agreed on before (like ten). However, it must never happen that two people count at the same time. If they still do so, the group has to start again from the beginning.



**Source:** unknown

## Time to listen



**Goal(s):** Wind Down (also useful as opener for communication)



**Duration:** 10 to 15 minutes



**Age group:** all ages



**Materials needed:** none



**Description:**

- 1) Ask the group to be quiet and listen to noises outside of the room.
- 2) After about a minute of silence ask the participants what they have heard (the idea is to show them how much they can actually hear if they are quiet).



**Source:** Priscilla Prutzman, Lee Stern, M. Leonard Burger, Gretchen Bodenhamer: Das freundliche Klassenzimmer. Gewaltloskonfliktlösung im Schulalltag, Kassel 1996, p. 64.

