

Donegal Comhairle na nÓg

Chuala - Guidance for Effective Youth Councils



2012

How the guidance should be used



Some thoughts to consider when you are using this pack:

1. This guidance is not about making all youth councils the same.
2. All youth councils are different, have different starting points and exist in different areas, so we would encourage you not to use this resource as a way of measuring yourself against other youth councils.
3. The guidance in this pack can be amended to better suit the young people involved in your youth council and the work you carry out.
4. Each guidance point is followed by a list of sub-points but it is not expected that each youth council will meet all the sub-points at any one time or all the time.
5. You do not have to go through the pack in order from guidance point 1 to 10. Feel free to 'dip into' the pack and explore the points that are most important to you.
6. The guidance will not answer all the questions you may have about your youth council but it introduces some ideas and tools to help you enhance the effectiveness of your youth council.
7. Use the checklist provided for each of the guidance points, that way you can see what you have done well and what actions you might need to take to increase your effectiveness.
8. The useful tips sections are included to give you some extra thoughts and ideas to consider when approaching each guidance point.

Guidance Points

Below is a summary of the ten guidance points for your council.



1. Our youth council has a purpose and goals that have been developed by our members

- i. We know why our youth council exists and what we are here to do.
- ii. We have been involved in the development of our purpose and goals.
- iii. We agree our purpose and goals.
- iv. We create opportunities to discuss our purpose and goals and have agreement on when and how they can change.
- v. New members are made aware of the purpose and goals.
- vi. We have discussed expectations about our goals and purpose with our host organisation and/or funders.

2. We value all young people equally and offer opportunities fairly

- i. Our youth council has a fair and transparent process for bringing in new members and we promote equal opportunities.
- ii. We are inclusive in terms of ability/disability, gender, race, ethnicity, sexual orientation, political belief, and religion.
- iii. We listen to and respect the beliefs, views and opinions of all our members
- iv. Any member who discriminates is challenged appropriately.

3. It is fun and rewarding to be part of our youth council

- i. We create time to socialise and develop friendships, for example, before or after meetings.
- ii. We take part in activities which will benefit our own, and others, personal and social development.
- iii. We experience learning in a variety of ways:
 - o from peers, for example, meeting a wide range of people from a variety of life experiences.
 - o by training, for example, leadership training, peer research training, media training
 - o by participating, for example, we organise and attend different events such as conferences, workshops and residential as representatives of our youth council.

- iv. We have a sense of personal achievement and we celebrate this personal achievement by having award nights and issuing certificates.
- v. We are enthusiastic and take a great interest in our youth council.

4. Our members have clear roles and responsibilities and our members' individual skills and abilities are recognised

- i. We identify each member's skills and abilities and encourage the use of individual skills and abilities within the youth council.
- ii. All members' individual skills and abilities are developed, valued and used.
- iii. We have an agreed system for managing our work, for example, we have subgroups and we use roles such as chairperson, secretary and treasurer.
- iv. There is a fair and well understood process for selection into roles, for example, chairperson, secretary, treasurer, young researcher, peer educator and public relations officer.
- v. We provide training and ongoing support for those in roles, for example, chairperson, secretary, treasurer, young researcher, peer educator and public relations officer.

5. We develop our own group agreement about how we will work together as a youth council

- i. There is an induction process for new members.
- ii. We have meetings on a regular basis.
- iii. Our youth council has an appropriate and accessible meeting place and time.
- iv. We have the right to opt in and out of subgroups and social activities that interest/are of no interest to us.
- v. We have agreement on how we will deal with issues and difficulties in our group.
- vi. We regularly review how we work and we take the time to reflect on the impact of our work and identify improvements.
- vii. We take time to reflect on and identify changes in our learning, knowledge, attitudes and skills from our participation as youth council members.
- viii. We keep records of:
 - council members' attendance and details of the activities we undertake.
 - numbers of people taking part in awareness raising and consultation activities and we try and gather equal opportunities information on them.
- ix. We have an agreed length of time for membership.

6. Our youth council is a voice for youth

- i. We organise opportunities for other young people to have a say and lobby for change, for example, by petitions, consultations, protests and media days.
- ii. We raise awareness amongst young people about things that happen in the area, for example, policing, politics and local issues.
- iii. We review how we provide a voice for young people and see how we can improve.
- iv. Every young person in our council gets a say.
- v. Our youth council has an ongoing working relationship with decision makers, in particular local councils and other interest groups.
- vi. We listen to the views, beliefs and opinions of young people in our area and represent them fairly to decision makers.
- vii. We strive to be representative of the needs and views of young people in our area.

7. Our youth council is well publicised

- i. We produce information about our youth council and share it with the wider public.
- ii. It is easy for other young people to find out information about our youth council and how to apply to become a member of our youth council.
- iii. We have relationships with schools and youth provision in the area and we tell them about the work we are doing and they tell us about the work they are doing.
- iv. We have our own website and it is regularly updated.
- v. We have a set of rules for dealing with the media.
- vi. We promote our youth council in the local media.
- vii. We receive media training to promote all the work we do.

8. Our members have an input into financial decisions and how money is spent

- i. In terms of best practice, it is recommended that participants' are involved in deciding how the budget for the youth council is used.

- ii. In terms of best practice, it is recommended that participants' are involved in fundraising and grant applications for the youth council.
- iii. In terms of best practice, it is recommended that the youth council regularly reviews the income and spending and agree plans for further activities and/or action to increase our income.
- iv. In terms of best practice, it is recommended that new members are made aware of the youth council budgets and financial situation.

9. It is recommended that participants' will never be out of pocket by being a member of our youth council

- i. In terms of best practice, it is recommended that transport costs to and from our meetings and events are covered.
- ii. In terms of best practice, it is recommended that food and refreshments are available at our meetings and events.
- iii. In terms of best practice, it is recommended the additional costs of any members who otherwise would be excluded are covered. For example, a babysitter for a young parent or a signer for a member of the deaf community.
- iv. In terms of best practice, it is recommended when we use our own money for expenses we get it returned to us as quickly as possible.
- v. In terms of best practice, it is recommended our youth council has developed a policy outlining what we feel are legitimate and fair expenses.

10. Our support worker has a specific role

- i. Our support worker recognises the difference between being a support and running our youth council.
- ii. Our support worker takes on agreed tasks, for example, organising meetings, events and training, the ongoing monitoring and evaluation of the youth council, other administrative duties or fundraising.
- iii. Our support worker helps us identify and develop our skills and abilities.
- iv. Our support worker helps us to be realistic while encouraging us to aim for our goals.
- v. Our support worker has received training in and implements our host organisation's child protection policy and procedures.
- vi. Our support worker has had a criminal records background check carried out.
- vii. Our support worker provides us with regular training in our host organisation's child protection policy and procedures.



Conclude this part of the exercise by stressing the importance of the Chuala youth council having a joint purpose, and that they believe in the power of positive change.

Part 2: Shield exercise

To begin, take 5 minutes to ideastorm the meaning of the following words: 'purpose' and 'goals'. What do these words mean? (It will be useful if you take a few minutes before the exercise to understand what these words mean.)

Ask each member of the Chuala youth council to take one piece of flipchart paper and some markers. Then ask them to draw a shield the full size of the page.

When they have this done, ask them to divide their shield into 4. In each of the four sections ask them to fill in their answers to the following questions.

1. Why did you join the youth council?
2. What does the dream Chuala youth council look like and what are the activities it carries out?
3. What would you like the purpose and goals of the Chuala youth council to be?
4. What skills and qualities do you bring to this group?

When this is completed take time as a group to feedback your thoughts to each other.

Now take the next 30 minutes to find similarities in each other's shields. Once this is done look at group ideas for activities and attempt to agree your purpose and some goals.

Evaluation (see appendix 2).

Close the session

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1	GUIDANCE POINT 1 CHECKLIST			1
Our Chuala youth council has a purpose and goals that have been developed by our members				
Indicator	Progress	What we have done...	How we could improve?	
We know why our council exists and what we are here to do	1 2 3 4 5			
We have been involved in the development of our purpose and goals	1 2 3 4 5			
We agree our purpose and goals	1 2 3 4 5			
We create opportunities to discuss our purpose and goals and have agreement on when and how they can change	1 2 3 4 5			
New members are made aware of the purpose and goals	1 2 3 4 5			
We have discussed expectations about our goals and purpose with our host organisation and/or funders	1 2 3 4 5			



Name of Exercise	Exercise 2: The Balloon Debate
Aim(s) of exercise	To look at issues such as prejudice and discrimination and explore how to address them. It helps you develop an understanding of the importance of equality and think about how your youth council can be more inclusive and attractive to young people from different backgrounds.
Duration	This session should take 45 to 60 minutes.
Resources needed	Post-its (for labelling each person) Chairs
Activity	<p>Assign one of the names below to each of the group members. Explain to the group that they are in a hot air balloon which is losing height rapidly and will soon crash because it is overweight.</p> <p>Your task is to get rid of seven of the passengers! Who would you choose?</p> <p>The passengers are:</p> <ul style="list-style-type: none">• Mother Teresa• President Robert Mugabe• Mahatma Gandhi• Florence Nightingale• Nelson Mandela• President George W. Bush• Charles Darwin• Queen Elizabeth II• Jane Austin• Pele

- Albert Einstein
- Leonardo da Vinci
- Abraham Lincoln
- Bono
- Vincent Van Gogh

This exercise gives you an insight into your values, prejudices, political views.

This is only an example of people who can be in the balloon. This can be changed depending on your group; for example, you can ask the group to take on different roles and they have to defend themselves to secure their place on the balloon. You could change the people to:

- A policeman/woman
- Priest
- Nun
- Lesbian
- Student
- Migrant worker
- War veteran
- Child with terminal illness
- Young offender
- A woman with AIDS
- A refugee from Kosovo
- A woman with a mental illness
- A blind teenager
- A female teacher from Poland
- An unemployed 22 year old from the Philippines
- A male gay student
- An ex-combatant from Belfast

Feedback questions

The exercise

- a. How did you decide who to get rid of?
- b. Did everyone get a fair chance to make their case?
- c. Was anyone discriminated against?
- d. How did you challenge or address discrimination?

Your youth council

Talk together about the membership of your own youth council.

- a. Who is missing from your membership?
- b. Do you offer equal opportunities?
- c. How can you reach out and involve others from different backgrounds?

Evaluation (see appendix 2).

Close the session.

2	GUIDANCE POINT 2 CHECKLIST We value all young people equally and offer opportunities fairly			2
Indicator	Progress	What we have done...	How we could improve?	
Our youth council has a fair and transparent process for bringing in new members and we promote equal opportunities	1 2 3 4 5			
We are inclusive in terms of ability/disability, gender, race, ethnicity, sexual orientation, political belief, and religion	1 2 3 4 5			
We listen to and respect the beliefs, views and opinions of all our members	1 2 3 4 5			
Any member who discriminates is challenged appropriately	1 2 3 4 5			



Name of Exercise	<p style="text-align: right;"></p> <p style="text-align: center;">Exercise 3: The Fun Learning Experience</p>
Aim(s) of exercise	To agree how you can make your youth council a rewarding opportunity where you learn and have fun.
Duration	This session should take 40 to 60 minutes.
Resources needed	<ul style="list-style-type: none"> • Pre-written questions (see below) • Materials to make hats for example, different coloured card, newspapers, feathers, ribbons and bows, netting, beads, glitter, felt, scissors, staplers and coloured markers (be as creative as you can!)
Activity	<p>This exercise is an informal activity – it involves the whole group having a discussion around a series of prompter questions. Such as:</p> <ul style="list-style-type: none"> • My favourite thing about our youth council is..... • I am disappointed when..... • I learn better when we..... • What I would like to achieve while I am here is..... • I don't like it when • I enjoy • If I could do anything in this youth council it would be..... • In order for me to enjoy my time here I will..... <p>Take time to answer each question and give everyone an opportunity to respond.</p> <p>Ask the group members to make a hat which they could wear at the youth council in future so they won't take themselves too seriously. They could also make hats for any adult attending. After you have done this, develop a 'Fun, Learning Agreement' for your group. This is an agreement that states how your youth council ensures that it is a place where learning takes place for its members and that it is a fun place to be. It will list the key things that should be added or avoided to make your youth council more enjoyable.</p>

	Evaluation (see appendix 2) & Close the session.

3	GUIDANCE POINT 3 CHECKLIST			3
It is fun and rewarding to be part of our youth council				
Indicator	Progress	What we have done...	How we could improve?	
We create time to socialise and develop friendships, for example, before or after meetings	1 2 3 4 5			
We take part in activities which will benefit our own, and others, personal and social development	1 2 3 4 5			
We experience learning from peers	1 2 3 4 5			
We experience learning from training	1 2 3 4 5			
We experience learning from participating	1 2 3 4 5			
We have a sense of personal achievement and we celebrate this personal achievement by having award nights and issuing certificates	1 2 3 4 5			
We are enthusiastic and take a great interest in our youth council	1 2 3 4 5			



Name of Exercise	<p style="text-align: right;"></p> <p>Exercise 4: Roles and Responsibilities</p>
Aim(s) of exercise	<ul style="list-style-type: none"> • To give you confidence and support you to fulfil your role as youth council members. • To explore how to work in a youth council and explore meeting skills.
Duration	2 hours
Resources needed	Handout (see appendix 3 and 4)
Activity	<p>Part 1: Youth Council Roles Explore and reflect on youth council roles. Ask the following questions:</p> <ol style="list-style-type: none"> 1. What are your expectations of the roles? 2. How will you carry out your role? 3. How do you solve any problems that you encounter? 4. How do you feel about the role? <p>It would be beneficial during this session if you could invite people with expertise in these areas to give a brief input of their experience.</p> <ul style="list-style-type: none"> • Chairperson and vice-chairperson: training on leadership and motivating others • Secretary: training on agenda setting, minute taking and dealing with correspondence • Treasurer: training on dealing with funds and applying for funds • Public relations officer (PRO): training on campaigning, promotion and designing posters <p>Part 2: Decision Making and Meeting Skills Role Play Exercise. This is a fun exercise whereby the young people have to decide on portraying examples of the world's worst and best council member, within a meeting scenario. Allow 30 minutes to prepare the role-play and 30 minutes for discussion afterwards. There should be 1 observer in each team.</p> <p>Evaluation (see appendix 2)</p> <p>Close the session.</p>

4	GUIDANCE POINT 4 CHECKLIST Our members have clear roles and responsibilities and our members' individual skills and abilities are recognised			4
Indicator	Progress	What we have done...	How we could improve?	
We identify each member's skills and abilities and encourage the use of individual skills and abilities within the youth council	1 2 3 4 5			
All members' individual skills and abilities are developed, valued and used	1 2 3 4 5			
We have an agreed system for managing our work, for example, we have subgroups and we use roles such as chairperson, secretary and treasurer	1 2 3 4 5			
There is a fair and well understood process for selection into roles, for example, chairperson, secretary, treasurer, young researcher, peer educator and public relations officer	1 2 3 4 5			
We provide training and ongoing support for those in roles, for example, chairperson, secretary, treasurer, young researcher, peer educator and	1 2 3 4 5			

public relations officer				
Name of Exercise	 <p>Exercise 5: How to write an agreement</p>			
Aim(s) of exercise	<ul style="list-style-type: none"> ○ To provide the opportunity for you to discuss how you should write an agreement ○ To explore what should be included in the agreement ○ To review how you operate within our agreement 			
Duration	1- 2 hours			
Resources needed	Flipchart paper, different coloured markers Definition of word 'agreement' (or 'constitution')			
Activity	<p>Ideastorm what the word 'agreement' (or 'constitution') means.</p> <p>Discuss as a group (or in small groups) the following questions. Write the responses to each question on a flipchart page.</p> <ol style="list-style-type: none"> 1. What is the best way for us to treat each other? 2. What type of things would encourage us to work together? 3. What type of things would discourage us from working together? 4. How will we best deal with difficulties in our group? 5. How will we know if we are making any difference? <p>Review the answers to each question and decide which points are the most important to the group; use these points as the basis to develop your agreement.</p> <p>Evaluation (see appendix 2)</p> <p>Close the session.</p>			

5	GUIDANCE POINT 5 CHECKLIST			5
We develop our own group agreement about how we will work together as a youth council				
Indicator	Progress	What we have done...	How we could improve?	
There is an induction process for new members	1 2 3 4 5			
We have meetings on a regular basis	1 2 3 4 5			
Our youth council has an appropriate and accessible meeting place and time	1 2 3 4 5			
We have the right to opt in and out of subgroups and social activities that interest/are of no interest to us	1 2 3 4 5			
We have agreement on how we will deal with issues and difficulties in our group	1 2 3 4 5			
We regularly review how we work and we take the time to reflect on the impact of our work and identify improvements	1 2 3 4 5			
We take time to reflect on and identify changes in our learning, knowledge, attitudes and skills	1 2 3 4 5			

from our participation as youth council members			
We keep records of council members' attendance and details of the activities we undertake	1 2 3 4 5		
We keep records of numbers of people taking part in awareness raising and consultation activities and we try and gather equal opportunities information on them	1 2 3 4 5		
We have an agreed length of time for membership	1 2 3 4 5		

Name of Exercise	<p style="text-align: right;">People Profile</p> <p>Exercise 6a: People Profile</p>
Aim(s) of exercise	To create a people profile, building up a background of information about key stakeholders in your area
Duration	Initially 1 hr 30 minutes, however information is compiled over a period of time as your knowledge develops. The activity can be added to over several months and be revisited at different times as the work progresses.
Resources needed	<p>Flipchart Coloured pens Coloured card Local newspapers, internet print outs of information about different stakeholders, leaflets, magazines, pamphlets from different organisations</p>
Activity	<p>Using flipchart paper, ask the group to:</p> <ul style="list-style-type: none"> • write down all the different groups of people who live in their community • think about those who have a view about the issues the youth council are interested in • suggest different ways they can find out more about the views of different groups. <p>These may include the internet, newspapers and leaflets. It will be helpful if you have gathered a selection of appropriate resources to start the groups off with this activity. You can also bring along suggestions of local organisations and groups in the community and names of any local activists.</p> <p>Ask the group to draw a picture, find a photograph or logo for each group/organisation and mount this on a large piece of paper (stick 4 flipchart sheets together). Once you have done this, write any important information about each group/organisation beside it.</p> <p>This can include: names of staff/volunteers; purpose of the group/organisation; contact details; website; press cuttings. As you gather more information, you can add it to the people profile and build up the data they have about different stakeholders' views. (It is also useful to try to think about the roles and importance of other people in the community, who do not immediately spring to mind, but may play a vital part in gelling the local area together).</p>

This activity can be revisited at different times with the group, for example, when there is a local or general election or when a new organisation starts up. You are, in effect, creating a visual map of local social and community structures.

When you find out any more information, make others in the group aware of it and add it to the people profile.

You can gather information by:

- Cutting out articles from local newspapers which reflect different views (check out the letters page to see responses from different stakeholders).
- Going to the library or school or local organisations for newsletters, agendas and minutes of different groups.
- Looking up local organisations on the internet.
- Doing an internet search to find out the priorities of your local councillor, Ministers etc.
- Trying to find leaflets, newsletters or web sites to collect more information about the activities of different organisations.

Evaluation (see appendix 2).

Close the session.

Name of Exercise	<p style="text-align: right;"></p> <p>Exercise 6b: Putting the Case</p>
Aim(s) of exercise	To strengthen the group's ability to represent other people's points of view
Duration	1 hour
Resources needed	Paper, pens
Activity	<p>Make a list of five audiences you as a group may have spoken to or need to speak to when wanting to get things changed in your area. These might include for example:</p> <ul style="list-style-type: none"> ○ Your local councillors ○ Garda officers ○ Teachers ○ Adults in the community ○ Other young people <p>All the young people write issues they care about on pieces of card. The young people must then choose a card they didn't write.</p> <p>They have up to ten minutes to prepare a three minute speech supporting this issue to one of the audiences identified. In planning, the young people might want to note three key points they want to make. The young people must put their case as if it is incredibly important to them, with the rest of the group being the audience. You might have one or two people in the group as observers, whose job it is to listen carefully to the speeches and feedback to the group how they did. If it is helpful, you can do this exercise in pairs.</p> <p>To make the activity more challenging</p> <ul style="list-style-type: none"> ○ Get the young people to choose an issue they really disagree with (unless it causes them offence). ○ Have the audience ask questions at the end or during the talk. <p>Have a discussion with the group about how it felt speaking out about something that may be important to someone else but isn't that important to them.</p> <ul style="list-style-type: none"> ○ What was it like listening to someone else and putting forward their case?

- What learning does the group want to hold on to that will help in the future to best respect and represent other people's points of view?

Agree on some top tips and put them in a list.

Evaluation (see appendix 2).

Close the session.

6

GUIDANCE POINT 6 CHECKLIST
Our youth council is a voice for youth

6

Indicator	Progress	What we have done...	How we could improve?
We organise opportunities for other young people to have a say & lobby for change	1 2 3 4 5		
We raise awareness amongst young people about things that happen in the area	1 2 3 4 5		
We review how we provide a voice for young people and see how we can improve	1 2 3 4 5		
Every young person in our youth council gets a say	1 2 3 4 5		
Our youth council has an ongoing working relationship with decision makers, in particular local councils and other interest groups	1 2 3 4 5		
We listen to the views, beliefs and opinions of young people in our area and represent them fairly to decision makers	1 2 3 4 5		
We strive to be representative of the needs and views of young people in our area	1 2 3 4 5		



7	GUIDANCE POINT 7 CHECKLIST Our youth council is well publicised			7
Indicator	Progress	What we have done...	How we could improve?	
We produce information about our youth council and share it with the wider public	1 2 3 4 5			
It is easy for other young people to find out information about our youth council and how to apply to become a member	1 2 3 4 5			
We have relationships with schools and youth provision in our area and we tell them about the work we are doing and they tell us about the work they are doing	1 2 3 4 5			
We have our own website and it is regularly updated	1 2 3 4 5			
We have a set of rules for dealing with the media	1 2 3 4 5			
We promote our youth council in the local media	1 2 3 4 5			
We receive media training to promote the work we do	1 2 3 4 5			



- 1 evaluation day at a local hotel (including a 2 course lunch) facilitated by an experienced youth worker. The purpose of the day is to:
 - a. Reflect on how good or useful the project has been.
 - b. Consider what has been learned.

GROUP ACTIVITY

Ask the group to answer the following questions:

1. What is a budget for?
2. Is a budget important? Why?
3. Do you think a budget should be done before or after a project is planned? Why?
4. When pricing the recreational activities described above, what are the type of questions which need to be asked of the agencies you are booking with?

Ask the group to make a full a list as possible of what you think are the **direct** and **indirect** costs involved in such a project.

Evaluation (see appendix 2).

Close the session.

8	GUIDANCE POINT 8 CHECKLIST Our members have an input into financial decisions and how money is spent			8
Indicator	Progress	What we have done...	How we could improve?	
We are involved in deciding how the budget for our youth council is used	1 2 3 4 5			
We are involved in fundraising and grant applications for our youth council	1 2 3 4 5			
We review our income and spending and agree plans for further activities and/or action to increase our income	1 2 3 4 5			
New members are made aware of the youth council budgets and financial situation	1 2 3 4 5			



	Close the session.
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9	GUIDANCE POINT 9 CHECKLIST			9
We will never be out of pocket for being a member of our youth council				
Indicator	Progress	What we have done...	How we could improve?	
Transport costs to and from our meetings and events are covered	1 2 3 4 5			
Food and refreshments are provided at our meetings and events	1 2 3 4 5			
The additional costs of any members who otherwise would be excluded are covered	1 2 3 4 5			
When we use our own money for expenses we get it returned to us as quickly as possible	1 2 3 4 5			
Our youth council has developed a policy outlining what we feel are legitimate and fair expenses	1 2 3 4 5			



10	GUIDANCE POINT 10 CHECKLIST Supporting workers have a specific role			10
Indicator	Progress	What we have done...	How we could improve?	
Our support worker recognises the difference between being a support and running our youth council	1 2 3 4 5			
Our support worker takes on agreed tasks	1 2 3 4 5			
Our support worker helps us identify and develop our skills and abilities	1 2 3 4 5			
Our support worker helps us to be realistic while encouraging us to aim for our goals	1 2 3 4 5			
Our support worker has received training in and implements our host organisation's child protection policy and procedures	1 2 3 4 5			
Our support worker has had a criminal records background check carried out	1 2 3 4 5			
Our support worker provides us with regular training in our host organisation's child protection policy and procedures	1 2 3 4 5			

Appendix 1: “I Have A Dream”

I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation.

Five score years ago, a great American, in whose symbolic we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity.

But one hundred years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still languishing in the corners of American society and finds himself an exile in his own land. So we have come here today to dramatize a shameful condition.

In a sense we have come to our nation's capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was a promise that all men, yes, black men as well as white men, would be guaranteed the unalienable rights of life, liberty, and the pursuit of happiness.

It is obvious today that America has defaulted on this promissory note insofar as her citizens of colour are concerned. Instead of honouring this sacred obligation, America has given the Negro

people a bad check, a check which has come back marked "insufficient funds." But we refuse to believe that the bank of justice is bankrupt. We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. So we have come to cash this check — a check that will give us upon demand the riches of freedom and the security of justice. We have also come to this hallowed spot to remind America of the fierce urgency of now. This is no time to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism. Now is the time to make real the promises of democracy. Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice. Now is the time to lift our nation from the quick sands of racial injustice to the solid rock of brotherhood. Now is the time to make justice a reality for all of God's children.

It would be fatal for the nation to overlook the urgency of the moment. This sweltering summer of the Negro's legitimate discontent will not pass until there is an invigorating autumn of freedom and equality. Nineteen sixty-three is not an end, but a beginning. Those who hope that the Negro needed to blow off steam and will now be content will have a rude awakening if the nation returns to business as usual. There will be neither rest nor tranquillity in America until the Negro is granted his citizenship rights. The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges.

But there is something that I must say to my people who stand on the warm threshold which leads into the palace of justice. In the process of gaining our rightful place we must not be guilty of wrongful deeds. Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred.

We must forever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into physical violence. Again and again we must rise to the majestic heights of meeting physical force with soul force. The marvellous new militancy

which has engulfed the Negro community must not lead us to a distrust of all white people, for many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny. They have come to realize that their freedom is inextricably bound to our freedom. We cannot walk alone.

As we walk, we must make the pledge that we shall always march ahead. We cannot turn back. There are those who are asking the devotees of civil rights, "When will you be satisfied?" We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality. We can never be satisfied, as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities. We cannot be satisfied as long as the Negro's basic mobility is from a smaller ghetto to a larger one. We can never be satisfied as long as our children are stripped of their selfhood and robbed of their dignity by signs stating "For Whites Only". We cannot be satisfied as long as a Negro in Mississippi cannot vote and a Negro in New York believes he has nothing for which to vote. No, no, we are not satisfied, and we will not be satisfied until justice rolls down like waters and righteousness like a mighty stream.

I am not unmindful that some of you have come here out of great trials and tribulations. Some of you have come fresh from narrow jail cells. Some of you have come from areas where your quest for freedom left you battered by the storms of persecution and staggered by the winds of police brutality. You have been the veterans of creative suffering. Continue to work with the faith that unearned suffering is redemptive.

Go back to Mississippi, go back to Alabama, go back to South Carolina, go back to Georgia, go back to Louisiana, go back to the slums and ghettos of our northern cities, knowing that somehow this situation can and will be changed. Let us not wallow in the valley of despair.

I say to you today, my friends, so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident: that all men are created equal."

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character.

I have a dream today.

I have a dream that one day, down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of interposition and nullification; one day right there in Alabama, little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.

I have a dream today.

I have a dream that one day every valley shall be exalted, every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight, and the glory of the Lord shall be revealed, and all flesh shall see it together.

This is our hope. This is the faith that I go back to the South with. With this faith we will be able to hew out of the mountain of despair a stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

This will be the day when all of God's children will be able to sing with a new meaning, "My country, 'tis of thee, sweet land of liberty, of thee I sing. Land where my fathers died, land of the pilgrim's pride, from every mountainside, let freedom ring."

And if America is to be a great nation this must become true. So let freedom ring from the prodigious hilltops of New Hampshire. Let freedom ring from the mighty mountains of New York. Let freedom ring from the heightening Alleghenies of Pennsylvania!

Let freedom ring from the snowcapped Rockies of Colorado!

Let freedom ring from the curvaceous slopes of California!

But not only that; let freedom ring from Stone Mountain of Georgia!

Let freedom ring from Lookout Mountain of Tennessee!

Let freedom ring from every hill and molehill of Mississippi. From every mountainside, let freedom ring.

And when this happens, when we allow freedom to ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual, "Free at last! Free at last! Thank God Almighty, we are free at last!"

Appendix 2: Evaluation

(For use with all exercises)

2.1 What is evaluation?

Evaluation looks for good and interesting practice and uses the findings to develop future policy and practices.

There are 3 main parts to evaluation. These are as follows:

1. Explain

You need to explain to the people who fund your youth council where and how their money has been spent. This is also called 'Accountability', where you account for the money and the impact of your project.

2. Improve

You need to know what your youth council is doing well and not so well. You can use this information to make improvements to your youth council.

3. Share

You should want to celebrate the work of your youth council and tell others so they can learn from your experiences. You should share any reports or papers with others.

There are **lots** of ways to evaluate, including:

- Discussing as a group – getting everyone to say one good thing about a session
- Writing a journal or a diary
- Writing a song or a rap
- 'Big Brother' style diary room/video diary
- Chatting about what you think on a forum on your website
- Taking photographs
- Drawing pictures
- Writing comments on post it notes and sticking them on a flipchart.

- Filling in a questionnaire

A sample session evaluation form is given on the following page. This form is appropriate when evaluating a session or joined up sessions (like on a residential). You should also evaluate the overall work of your youth council.

Example evaluation questions:

- What did we achieve during the last six months/year?
 - What helped us to achieve the above?
 - What did we not achieve during the year?
 - Why didn't we achieve it?
 - What can we do to try to achieve these issues in the future?
 - What was the most memorable moment during the last six months/year?
 - What lessons did we learn during the year that could help us or other youth councils in the future?
-
- What did you expect from the youth council?
 - So far, is it what you expected?
 - Do you think you have been given the opportunity to get your voice heard?
 - Do you think you have learned anything new since your involvement in the youth council?
 - Name one thing that you aren't happy with or have been disappointed by in the youth council?
 - Name one thing that you are happy or excited about the youth council?

2.2 Sample evaluation form

SESSION EVALUATION FORM

We hope you enjoyed the session. We would be grateful if you can complete this form.

1. How would you rate the session? Please tick box

	Very good 	Good 	Average 	Poor 
Please tick				
Content				
Material/ handouts				
Venue				
Facilitator				

2. How useful has the session been? Please tick box

	Very Useful 	Slightly Useful 	Useful 	Not Useful 
Please tick				
Content				
Material/ handouts				
Venue				
Facilitator				

3. If we were to run the session in the future, what changes should we make to improve it?

Appendix 3: Youth Council Personal Profile

(For use in relation to guidance point 4)

Name			
Task (either on your own or a part of a team)	Difficult	Okay	Easy
Meetings			
Arrange a room for a meeting			
Talk confidently to a group of young people			
Talk confidently to a group of adults			
Chair a meeting			
Find a date and book a room for a meeting			
Prepare an agenda			
Take minutes and write them up			
Administration			
Write a letter from the youth council			
Look up a phone number or address			
Research a subject on the internet			
Use a photocopier			
Talk to other young people about the youth council			
Set up and look after youth council bank account			
Remind council members about meetings and other events			
Distribute minutes			
Place an order for stationery or other resources			
Keep records of attendance at meetings and details of activities of youth council members			
Activities			
Plan and run a fundraising event			
Design a survey or questionnaire			
Organise an event such as a residential or conference			
Observe and evaluate youth council meetings			
Do an icebreaker			

Raising the Profile			
Create a youth council website			
Create a youth council email account			
Write an article for a newsletter			
Write a press release			
Give a presentation to youth clubs or schools about the youth council			
Produce a youth council newsletter			
Look after the youth council notice board			
Design and print posters for campaigns			
Developing the youth council			
Evaluate the work of the youth council			
Train other members of the youth council			
Interests			
If I could change one thing in the world it would be...			
I have a good idea for a project and it is...			
My favourite hobby is....			

Appendix 4: Meetings

(For use with exercise in guidance point 4)

1. The Purpose of Meetings

Meetings are where groups tend to do their business as meetings provide:

- A forum for discussion
- A means of developing good relationships
- A way of creating effective channels of communication
- A way to help groups to 'cement' and build their strength and purpose

Groups need direction and direction is often moulded through constructive discussion about the issues which are of concern to people.

2. Running Effective Meetings

Top tips

- Make sure meetings start and finish on time and are not too long.
- Have a clear agenda – so everyone knows what they are expected to discuss.
- Make sure that everyone knows who everyone else is.
- Choose a comfortable room and sit around a table or in a circle – so that everyone attending feels involved.
- Make clear decisions, even if it is to continue an item at the next meeting.
- Make sure everyone has their say and the meeting is not dominated by a few.
- Allow space for new agenda items at the meeting. Make a decision as a group if they can be added. Consider whether an item is urgent and if the group know enough at that time to make a decision.

Ingredients for a poor meeting

- People who don't understand their role in a meeting.
- There is no order to the way issues are discussed.
- People who like the sound of their own voices.
- Insufficient knowledge of the subject.
- Poorly written/poorly presented papers.
- Failure to listen to each other – closed minds.
- People not sharing their opinions because they feel fearful.
- Fear of confrontation or challenge.
- Chairperson losing control of meeting.
- Discussion about things that can't be changed – it's pointless and frustrating.
- Meeting lasts too long.
- Too few actual decisions to be made.
- Poor time-keeping

Ingredients for a good meeting

- Be prepared and organised. Study the agenda/minutes, perhaps note down what you want to bring up or comment on.
- Speak clearly and to the point. If you make rambling speeches, bring up irrelevant points or mumble you will not persuade people. Support your views with facts – be bold and balanced.
- Actually listen to people. Absorb the discussion – this way you'll make a contribution with authority and understanding.
- Build rapport with other members of the group. This will help you to listen and understand their comments.
- Be courageous. When conflict arises it is easier to take the side of the majority but if you are not expressing your true feelings you are being dishonest to yourself and unhelpful to the group.
- Support the chairperson. If a meeting is difficult to chair, help the chairperson by sticking to the rules, listening and making helpful contributions.
- Hidden agenda. Do not bring your own hidden agenda to the meeting. You will gain more support if you are upfront about what you want and think.
- Be mature. Take responsibility for yourself. Be clear about what you need/want and address this. Don't blame others (present or not) or make excuses.

3. Key Youth Council Roles

Some groups choose to have **key individuals** usually a chairperson (chair) and secretary to take responsibility for organising them. Where a group has control of its own budget, a treasurer is also chosen.

The roles of the chairperson and secretary in particular are important as it is these key people who will keep order and provide clarity throughout discussions. Without these elements, meetings are sometimes less effective.

Some groups elect people to be officers (chairperson and secretary, treasurer) for a specified amount of time (for example one year) and hold an AGM (Annual General Meeting) where everyone who belongs to the youth council is invited to hear what the council has done in the last year and what it plans to do in the next. At an AGM the new officers are voted for. **This is a very formal approach**

Other groups elect a new chairperson and secretary for each meeting – they carry out the same tasks as in a formal set up but for the duration of one meeting and up to the next meeting. This is helpful for groups made up of people who would all like to develop these skills

The role of chairperson (chair)

The chairperson is responsible for:

- Planning an agenda, together with the secretary, and preparing for all of the topics to be discussed.
- Conducting the meeting efficiently; starting and finishing on time; and controlling the discussion without monopolising it.
- Encouraging everyone to contribute openly and honestly.
- Helping the meeting to progress by summarising discussions; clarifying points and checking her/his understanding of decisions reached at the end of each item.
- Maintaining the respect of the council through fair and efficient handling of meetings.
- Representing the council, formally and informally expressing the council's views.

How you can be a good chairperson:

- **Be flexible.** Know when to be firm and when to ease up; know when to keep strictly to the agenda and when to allow a broader discussion to continue and know when to let members have their say.
- **Be confident.** Be prepared and organised, think about the way you dress for different occasions, the way you speak, your body language and gestures – thinking before you go helps you to be most comfortable with yourself and the part you are playing in the meeting.
- **Be authoritative.** Being authoritative is not only about you being fairly confident, knowledgeable or experienced – it is also about acknowledging the experience and expertise of others', being open to suggestions and taking the blame when appropriate.
- **Be fair-minded.** Don't look upon group meetings as a war or confrontation, give all members a fair hearing, invite and accept all viewpoints without favouritism.
- **Be a good listener.** Do not dominate meetings. Introduce items and speakers, summarise where necessary, let others do the talking, be objective and legitimise others' views rather than dismiss them.
- **Have a sense of humour.** Not all the best meetings are formal – inject a sense of humour and light-heartedness, though avoid sarcasm or giving offence. More is achieved with less tension in a meeting where there is a sense of humour around.
- **Be in control.** Without dominating everything and everyone, don't let others take control of the meeting, have a positive attitude and don't be afraid to acknowledge errors or mistakes. Discover the style that you feel most comfortable with and be yourself. Learn by watching how other people deal with conflict and different opinions.

The role of secretary

The secretary is responsible for:

- Ensuring that the council works to further its aims.
- Keeping records of all information.
- Keeping a register of members.
- Dealing with correspondence to and from the council.
- Compiling an agenda with the chairperson.
- Booking suitable venues for the meetings.
- Issuing notice of all meetings.
- Taking records of what happens at meetings and who was there (minutes of meeting).
- Reporting to the council on all correspondence received.
- Bringing matters to the council which need a decision.
- Circulating minutes after meetings.
- Assisting the chairperson with follow-up work between meetings.

The role of treasurer

The treasurer is responsible for:

- Opening and maintaining a bank account for the group.
- Keeping records of all income and expenses.
- Giving or obtaining receipts for all income and expenses.
- Lodging all monies (except for a small cash float) in the bank.
- Reporting the state of finances at all meetings, and responding to financial questions.
- Ensuring the council annual accounts are prepared and are examined by an independent person (i.e. someone not connected with the group).

4. Working with an Agenda

- The agenda should be logical – deal with quick items first to allow time for the most important topics.
- Go through the minutes of the last meeting and pick out the key issues for further discussion or decision.
- Invite council members to contribute items for the agenda.
- Deal only with small points under 'matters arising from previous minutes' – larger items should be a separate agenda item.
- Any other business shouldn't take long either – if it does, the item should have been a separate item on the agenda, and everyone would have known it was coming up.
- Put timescales against each agenda item for discussion.
- Don't include too much on the agenda

Appendix 5: Media Relations

(For use with guidance point 7)

1. Media Relations

Helpful Tips

- Newspapers are looking for interesting stories to fill their papers and they do have space to fill. Local reporters are busy people so if they receive well presented press releases that require a minimum of work from them to get the story ready for publication they will recognise this and be grateful for it.
- Events that seem routine may well be of interest to local papers so your youth council should be open about getting information out to the papers. It is important to have a sense of proportion.
- Good news stories about children and young people's projects are unlikely to get banner headlines on the front page of newspapers –but all coverage is useful.
- Remember that you can keep press cuttings and use them for your own purposes long after publication.
- When issuing press releases it is likely that the press will be interested in stories that involve real children and young people so it is good if you can use names and photographs (make sure and ask the permission of the people in the photograph!)
- Your press release should have a beginning, middle and an end. Ideally write it as you would speak it –read it out loud.
- Avoid jargon, abbreviations and don't try to impress the journalist with your knowledge. The point is to write a story that will be of general interest; this may be that you have a celebrity in attendance.
- Press releases for local events should be sent out as soon as possible by email.
- To help get coverage for a particular event it is essential to contact the newspaper directly. This should not take too much time but should include a phone call to the paper. Ask to speak to a reporter by name (if you have this information) or otherwise ask to speak to someone in the editorial department. Introduce the conversation by asking if they have received your press release and if they are planning to use it. You can also ask if they would like to send a reporter or photographer to cover the event –or if you can send them photographs. Check out how they want to receive these.
- Always remember that the world of newspapers can change quickly. Even if you think you have a promise of coverage or that a reporter/photographer will come to your event there is no guarantee that something else might come up at the last minute.

2. Press release rules

- PRESS RELEASE at the top of the page and the date of issue
- Use your youth council and/or host organisation/funder logos
- One page in length (if possible)
- Typed in font size 12 in Times New Roman or Arial
- The press release should be written in the third person talking about the project not 'we'
- It should be written as the project would like to see it printed
- Newspapers often edit from the bottom of a story so ensure the essential material is included in paragraph one
- All paragraphs should be fairly short - 2 or 3 sentences at most.
- Always include a quotation from someone involved in the story
- Acknowledge your funder (if you have one) in the story
- At the end of the story the word ENDS should be printed in the middle of the page
- Notes for Editors can be added if the press are being invited to attend an event or if there is specific background information the reporter may need that would not be included in the story itself
- Contact details have to be provided should the journalist wish to ask any questions - ideally a mobile number should be available for an out of hours contact
- Put the press release on your website

Appendix 6: Budget Guidance Notes

(For use with the exercise in guidance point 8)

Budgeting

When planning a project or piece of work you need to think about all the costs that may be involved - no matter how small.

A budget is usually drawn up after you have thought through and decided what it is you want to do. Some examples of what to consider when costing a project or piece of work are set out below.

Planning a visit or trip:

- find out if there are any entry fees to be paid (check if there is a group rate or discount),
- work out how much, if anything, you will ask members of your group to pay toward the activity or visit,
- make sure that the venue you are going to has all the necessary services and facilities to meet the needs of your group.

Using transport:

- work out how often you will need it and how many people will be involved each journey,
- decide on the various destinations/venues which might be used,
- decide if everyone will be picked up and dropped off at the one point,
- then contact at least 2 hire companies or organisations, and ask them to price the journeys for you.

Booking a residential:

- make sure you have priced the accommodation per person (check if there is a group rate or discount),
- check if food/meals are included,
- find out if you need to pay extra for any of the activities/facilities at the venue.

Hiring a venue or premises:

- check the cost per meeting (some places charge by the hour or per session),
- work out how many times you might need the venue,
- check if deposits are required or if any other costs are involved, for example, for hire of equipment.

Specialist tutors:

- work out how often you will need a tutor or facilitator,
- check if they charge by the hour or the session (find out how long a session is),

- does their charge include travel to and from your meeting place (ask if any other costs apply),
- will they bring all the materials you will need (for example, paper, markers or folders) or is this extra?

Appendix 7: Icebreakers & Teambuilding Activities

Introduction to Ice Breaker Sessions

Getting Groups Going

Ice breakers can be a fun, energetic way of starting a meeting or session. As interactive and often fun sessions run before the main proceedings, ice breakers have the ability to help people get to know each other and purposefully engage in the event.

An ice breaker session can be powerful in a variety of ways. A well-designed and well-facilitated session can aid the development of a programme by allowing participants the opportunity to engage with one another as well as the facilitators. Moreover, this period give opportunity to the facilitator to introduce the programme learning objective and set the *tone* for the programme. Equally so, poorly designed and or facilitated ice breaker session will practice the reverse. This will likely create greater tensions and barriers within an individual or the entire group thus making it more difficult or pointless to continue in the proceedings. As the facilitator, it is your responsibility to ensure that the ice breaker is objective and appropriate for all involved. To achieve this, you should aim to create a simple session that will efficiently allow you, and your participants, achieve any set objectives. This

Icebreakers: When to use?

As the name suggests, an ice breaker session is designed to *break the ice* among participants in various types of groups, meetings or gatherings. The practice is often used when people do not know each other, or they don't normally associate with members of the group in such natured situation, but they are coming together for a common purpose i.e. an intercommunity event.

Consider Practicing When:

- Participants come from various backgrounds or communities
- Greater group or team cohesion is needed in order to work towards a common goal
- Group cohesion is minimal
- The formation of relationships between the facilitator and young people, and young people and young people, need to become interconnected in order to meet a common goal

Identifying the *Ice*

Often practitioners design an ice breaker without identifying the *ice*. This creates difficulties. Without identifying the *ice* i.e. what the barriers to dialogue or to effective cohesion are, the facilitator cannot begin to strategize objective group cohesion. And, therefore, you need to consider the *ice*. Think about the dynamics of the group that need to develop for the group to become cohesive.

For example, if you are bringing together like-minded people, the *ice* may simply reflect the fact that people have not yet met. Furthermore, if you are bringing together people of different religious or ethnic backgrounds, the *ice* may come from the difference in cultural beliefs and societal statuses between the religious or ethnic communities.

That said, remain focused on the purpose of your chosen ice breaker; if you simply want to break the *ice* opposed to uncovering the whole iceberg – play it safe. Continuing, however, if you wish to utilise an ice breaker session to uncover some deeper issues within the group, this could work positively but this intention needs to be identified prior to delivery.

The Ice Breaker Design

As aforementioned, a successful ice breaker will be objective and appropriate for all involved. The creation of such practice will come naturally once you have established what the *ice* is and once you have clarified the specific objectives for all involved.

For example, if you're facilitating a community association, the ice breaker objectives may be:

To establish an efficient working environment for the meeting

To ensure all participants have the ability to freely participate

Once you have established these objectives you can begin to design the ice breaker session.

What will encourage participants to feel comfortable participating?

How will you establish a level playing field for all involved?

How will you create a common sense of purpose?

If you like, these questions can be utilised as a common check list. Each time you aim to practice an ice breaker session these, plus others, can form a reference point.

Ice Breaker Sessions & Motivation

The alignment of aims, purpose and values between group members is the most fundamental aspect of motivation. The better the alignment and personal association with the programme aims, the better the platform for motivation

Motivational receptiveness and potential in everyone changes from day to day, from situation to situation. Get the alignment and values right, and motivational methods work better. Motivational methods of any sort will not work if people's needs and the programme aims are not aligned. People are motivated towards something they can relate to and something they can believe in. Where people find it difficult to align and associate with the programme aims, most motivational ideas and activities will have a reduced level of success. Ice breaker sessions can be utilised to ensure you have the correct alignment between participants' needs and programme aims.

Do's & Don't of Ice Breaker Sessions

These do's and don'ts aim to help you choose the right kind of ice breakers for your group.

Do:

- Use icebreakers to create a more relaxed environment
- Use icebreakers as topic lead-ins during sessions
- Choose the right ice breaker for the right group
- Make sure that you have the right amount of people for the game that you choose
- Make the instructions for the icebreaker as simple as possible
- Make sure participants are having fun
- Be ready to improvise if necessary
- Have a back-up plan

Don't:

- Introduce an icebreaker that will make others uncomfortable - physically or mentally
- Underestimate the time it will take to complete the icebreaker game or activity
- Forget to bring all of the materials that you need
- Limit icebreakers to the beginning of a session: use them to revitalise as needed
- Force people to participate
- Forget to keep track of which ice breakers work and which ones don't
- Choose complicated icebreakers – keep it simple

Human Bingo

Human Bingo is one of the more popular ice breakers: it's simple and customisable for your particular group and situation.

Aim

To provide space for participants and facilitators to mingle and engage in dialogue

Ideal Size

Small or Large Group

Time Needed

Group Size Depending
(10 People 10 Minutes, Approximately)

Genre

Introduction

Materials Needed

Bingo Cards: See Appendix

Use

Indoor

Variations

Add / Remove Questions

Instructions

Make list of 15+ interesting traits that describe different aspects of life, things like, *plays the bongos*, *plays football* etc. If you know your participants, you can customise this list to aspects of their lives. You can make these easy or difficult depending on how much time you want the activity to take.

When you're ready to play, give each participant a bingo card and a pen. Explain that the group has 15 minutes to mingle, introducing themselves, and finding people who match the traits / statements on their bingo card. They once they find someone who matches the trait / statement, they get that person to sign the corresponding box.

The first person to fill their bingo card yells BINGO! And the game is over.

Ask participants to introduce themselves and share one of the interesting traits they learned about someone else.

Marooned

This ice breaker is a great introduction when people don't know each other.

Aim

To foster team building while getting to know one another

Ideal Size

Small or Large Group

Time Needed

Group Size Depending
(10 People 5 Minutes, Approximately)

Genre

Introduction / Active Listening

Materials Needed

N/A

Use

Indoor & Outreach

Variations

Exclude or Add People, Items etc.

Instructions

Give people a minute or two to think about this question: *If you were marooned on a deserted island, which three people would you want with you?* They can be dead, alive, or imaginary. Ask participants to introduce themselves and share their choices with the group. Start with yourself so they have an example.

Debriefing

Debrief by asking if there were any surprises in the group and if anybody has a question for another participant. You will have listened carefully to the introductions. If somebody has chosen a person related in any way to your topic, use that person as a transition to your first lecture or activity.

Two Truths & One Lie

This is a fun getting to know you ice breaker that creates an element of creativity.

Aim

To encourage people to be creative and share elements of their life with the group

Ideal Size

10-15 People

Time Needed

Group Size Depending
(10 People 15 Minutes, Approximately)

Genre

Introduction / Active Listening / Problem
Solving / Team Work

Materials Needed

N/A

Use

Indoor & Outreach

Variations

In/decrease the Number of Truths or Lies

Instructions

Explain to the participants that each person will introduce him- or herself by stating two truths about their life and one lie. The rest of the participants will have guess which statement is the lie.

Example

Hi, I'm Conor. I have a dog, I'm from America and I can drive.

The Name Game

This ice breaker is a great introduction when people don't know each other.

Aim

To create dialogue within the group and to begin sharing names

Ideal Size

Up to 30: Memory Ability Decreases the
Larger the Group

Genre

Introduction / Active Listening / Team
Work

Use

Indoor & Outreach

Time Needed

Group Size Depending
(10 People 10 Minutes, Approximately)

Materials Needed

N/A

Variations

Use Categorised Descriptive Words i.e.
Vegetables *"My Name is Conor, I Like
Carrots"*

Instructions

The first person gives his or her name:
Cranky Conor. The second person gives
the first person's name and then his own
name: Cranky Conor, Blue-eyed Bob. The
third person starts at the beginning,
reciting each person before him or her and
adding their own: Cranky Conor, Blue-
eyed Bob, Cool Caryn.

Debriefing

If you're session topic involves memory, debrief by talking about the effectiveness of this game as a memory technique; attentive listening and team work. Were certain names easier to remember than others? Why? Was it the letter? The adjective? A combination? Etc.

Pass the Ball

This ice breaker is a fun way to gathering participant's names.

Aim

To create energy within the group while getting to know participants names

Ideal Size

Up to 30 People

Time Needed

Group Size Depending
(10 People 10 Minutes, Approximately)

Genre

Introduction / Active Listening

Materials Needed

Tennis balls x 4

Use

Indoor & Outreach

Variations

N/A

Instructions

Ask group members to stand up, form a large circle and to reach their arms out to ensure that no one is touching another participant. Explain to the group that you are going to pass a tennis ball around the group. The only rule is that the ball should not touch the ground, if it does, you must start go back to the start. It should be passed to the person on their left, until it comes back to initial ball holder. As each person gets the ball, they should call out their name (introducing themselves to the group) and put a positive word before their name, which begins with the same initial as their first name; For example, positive Phil, amazing Alan, etc., before passing it to the next person.

If they cannot think of a positive word, simply get people to call out their name. Once the ball has been passed around once without touching the ground, tell them you are going to make it harder this time using 2 balls. You can make it harder by introducing 3 balls and even 4. The idea is to build up speed and not let the tennis ball touch the ground.

Three Words

If you had to describe yourself in three words, which three would you choose?

Aim

To create space for participant to think about their identity and utilise this as an introductory medium

Ideal Size

Large or Small Group

Time Needed

Group Size Depending
(10 People 5 Minutes, Approximately)

Genre

Introduction

Materials Needed

N/A

Use

Indoor & Outreach

Variations

The Type of Descriptive Word can be
Altered i.e. Positive Only, Must Begin
with A etc.

Instructions

Give the young people a minute or two to choose three words they would use to describe themselves. Go around the room, ask participants to introduce themselves and share the three words that best describe them. Allow questions for fun.

Example

Hi, my name is Conor. I would describe myself as curious, kind, and annoying.

Where in the World:

Would you go?

Aim

To enable participants to think creatively and share the ideal vacation

Ideal Size

Large or Small Group

Time Needed

Group Size Depending
(10 People 10 Minutes, Approximately)

Genre

Introduction / Creative Thinking

Materials Needed

A World Map (*Optional*)

Use

Indoor & Outreach

Variations

To Make this Ice breaker Kinetic include motions i.e. Charades

Instructions

Give participants a minute or two to think of three clues that describe, but don't give away, either the country they are from (if different from the one you're in) or their favourite foreign place they have visited or dream of visiting. When ready, each person gives their name and their three clues, and the rest of the group guesses where in the world they are describing. Give each person a minute or two to explain what they like best about their favourite place in the world.

Start with yourself so they have an example.

Debriefing

Debrief by asking for reactions from the group and asking if anybody has a question for another participant. You will have listened carefully to the introductions. If somebody has chosen a place related to your topic, use that place as a transition to your first session.

Who am I?

This is a wonderful, creative and fun way for participants to interact, build team and think creatively.

Aim

To encourage participants to think creatively and build a sense of team work

Ideal Size

Small or Large Group

Time Needed

Group Size Depending
(10 People 15 Minutes, Approximately)

Genre

Introduction

Materials Needed

Post-it Pads & Pens

Use

Indoor

Variations

Change the Topic i.e. Foods, Brands etc.

Instructions

Ask each participant to think of the name of someone famous for the person on their left. Ensuring that no one is looking, the post-it is attached to the person's forehead. Everyone then goes around the rest of the group asking yes/no questions trying to work out who they are.

Clues may be given at the discretion of other group members.

Toilet Roll Game

This ice breaker is a great introduction when people don't know each other.

Aim

To encourage dialogue among participants

Ideal Size

Small or Large Group

Time Needed

Group Size Depending
(10 People 10 Minutes, Approximately)

Genre

Introduction

Materials Needed

1 Toilet Roll Per 20 Participants

Use

Indoor & Outreach

Variations

N/A

Instructions

While sitting in a circle, ask participants to take the amount of toilet roll an average person uses in one day. Then ask the group to pass around the toilet roll asking them to take some. Once everyone in the group has taken some toilet roll, ask them to place their toilet roll on their knee. Then, invite the participants to share something about them, one point for each square of toilet roll.

Three in Common

This ice breaker is a great way to encourage participants to converse and identify the similarities they have with others in the group.

Aim

To encourage participants to mingle and share aspects of their life with others

Ideal Size

Small or Large Group

Time Needed

Group Size Depending
(10 People 20 Minutes, Approximately)

Genre

Introduction

Materials Needed

N/A

Use

Indoor & Outreach

Variations

N/A

Instructions

Gather participants and split them into groups of 3's. Their objective is for each group to find 3 things they have in common, excluding age, sex or hair colour. After conversing for 10 - 15 minutes, they (as a group) must tell the rest of the groups the 3 things they have in common.

The Pocket/Purse Game

This low resource required ice breaker is a great and personal introduction tool.

Aim

To provide space for all participants to introduce themselves to the group

Ideal Size

Small or Large Group

Time Needed

Group Size Depending
(10 People 10 Minutes, Approximately)

Genre

Introduction

Materials Needed

N/A

Use

Indoor & Outreach

Variations

Use Multiple Items; Exclude Certain
Items i.e. Mobile Phones

Instructions

All participants select one item from their pocket or purse that has some personal significance to them. They introduce themselves and do a show and tell for the selected item and why it is important to them.

Line-ups

This ice breaker is a great way to introduce a creative thinking / acting element into the group.

Aim

To encourage participants to think and act creatively

Ideal Size

10 +

Time Needed

Group Size Depending
(10 People 5 Minutes, Approximately)

Genre

Communication / Creative Thinking

Materials Needed

N/A

Use

Indoor & Outreach

Variations

Order by Age, D.O.B., House Number
etc.

Instructions

Ask participants to form a straight line, in no particular order.

Inform the group that they cannot talk from this point forward until you say they can. Tell them they must, in silence, get in order by height. This activity instils an ideology of the power of active listening and communication.

Heads & Hands

This is an effective ice breaker to test anyone's motor skills.

Aim

To enable quick and reactive thinking

Ideal Size

10 or More

Time Needed

Depending on Group Size
(10 People 5 Minutes, Approximately)

Genre

Active Observation

Materials Needed

Soft Ball

Use

Indoor & Outreach

Variations

N/A

Instructions

Ask participants to stand up and form a large circle. Position yourself in the middle of the circle.

Explain that you will throw the ball to various people who have to return the ball back to you. If you throw the ball to someone in the circle and shout *heads*, they have to catch it with their *hands*. If you throw the ball to someone else and shout *hands*, then they should try to head the ball back to you.

If someone makes a mistake i.e. heads the ball back when you shout *heads* or throws the ball back when you shout *hands*, then they are out of the game.

The last one standing is the winner.

Red Light, Green Light

This can be used as an energiser, team work exercise or simply for fun.

Aim

To build group cohesion and strategy provisioning

Ideal Size

Small or Large Group

Time Needed

15 Minutes, Approximately

Genre

Communication / Active Observation /
Group Cohesion

Materials Needed

N/A

Use

Outdoor

Variations

N/A

Instructions

One participant is designated as *it* and plays the part of the stop light. The other participants line up about 20 feet away from *it*. Facing away from the other participant, *it* calls “Green light!” and the other participants move toward *it*. *It* then calls “Red light!” and turns around quickly.

Any of the participants who are caught moving must go back to the start line. Play continues until someone reaches and tags *it*. That person then becomes *it*.

Pass the Pulse

An electric way to begin you session.

Aim

To build trust and team work among participants

Ideal Size

Small or Large Group

Time Needed

Group Size Depending
(10 People 15 Minutes, Approximately)

Genre

Communication / Active Observation /
Group Cohesion

Materials Needed

Tennis Ball

Use

Indoor & Outreach

Variations

N/A

Instructions

Divide the participants into two teams each forming two separate lines, one behind the other. Place the tennis ball on a chair at one end of the two lines. The facilitator can act as the Initiator, or you can nominate a person to be the initiator.

Explain that everyone must close their eyes during this exercise and the activity much be completed in silence. Ask the teams to cross their arms and hold the wrist of both partnering participants.

The initiator squeezes the palm of the participants (one from each team) at the beginning of each line, thus passing the pulse through the team. As soon as they feel this, they should squeeze the wrist of the person next to them and repeat until the signal is passed from one side to the other. The last person should pick up the ball as soon the signal is received.

The team that picks up the ball, scores a point. For each point scored, that team rotates one player. The winning team will have completed one rotation.

If a team picks up the ball when no signal was sent, the other team scores a point.

Hand Stomp

A great and competitive game that will challenge the mind.

Aim

To challenge participants motor and observations skills

Ideal Size

Up to 20 People

Time Needed

Group Size Depending
(10 People 10 Minutes, Approximately)

Genre

Communication / Active Observation /
Energiser

Materials Needed

N/A

Use

Indoor & Outreach

Variations

N/A

Instructions

Ask participants to get on their hands and knees, and form a circle facing each other. Each participant crosses hands with the people on either side of them, so that everyone in the circle has one hand from each neighbour between their own hands.

A person is picked to start, and they pick a direction for play to begin. Play goes based on hand position, not necessarily person position. A single tap on the floor with your hand signals play to continue on to the next hand. A double-tap signals a reverse in the direction of the hands. If anyone taps out of turn or too slowly that hand is out (the person may still have a second hand in play).

The Last three people in play win.

Over Under

This fast paced activity will definitely get your participants energised and ready for work.

Aim

To build group cohesion

Ideal Size

10 People +

Time Needed

Group Size Depending
(10 People 5 Minutes, Approximately)

Genre

Communication / Team Work / Group
Cohesion

Materials Needed

Pillow x 2

Use

Indoor & Outreach

Variations

Use Various Items to Pass 'Over-Under'
i.e. A Pillow, Glass of Water etc.

Instructions

Split all participants into two equally sized teams. Have both teams line up in parallel lines and hand the pillow to the first person in line.

Everyone in line needs to be facing the front. When you say *go*, the first person of both lines needs to take the pillow and pass it over their head to the person behind them.

The second person in line must pass the pillow between their legs to the third person. The third person passes the ball over their head to the next person, and so forth in the same *over-under* pattern.

Once the last person in the line receives the pillow, they run to the beginning of the line and begin the process again. The first team to complete one group rotation wins.

Knots

Don't get stuck.

Aim

To develop team work and think creatively – together – in order to solve the problem

Instructions

Ideal Size

Small or Large Group

Time Needed

Group Size and Difficulty Depending

Genre

Problem Solving / Team Work / Group
Cohesion

Materials Needed

N/A

Use

Indoor & Outreach

Variations

Create a Time Trial

Divide participants into teams of 6-8 people per group (groups must have even numbers in order to complete the task)

Ask each team to form a small circle and extend their right and left hands across the circle. Ask participants to take their right hand and hold the left wrist / hand of a team member opposite them (once this action is completed, each group member will be holding [with their right hand] the left hand / wrist of another group members as well as being held by other group member).

The task is to unravel the spider's web of interlocking arms without letting go of anyone's hands.

Mafia

One of the most well-known and well-loved ice breakers used in the group work field.

Aim

To build group cohesion

Ideal Size

10 People +

Time Needed

Group Size Depending

Genre

Introduction

Materials Needed

N/A

Use

Indoor & Outreach

Variations

Add / Decrease the Number of
Characters

Instructions

Arrange chairs into a large circle and chose a narrator for this round of the game (for the purposes of explaining the game *you* will be the narrator). Explain to the participants that this game requires silence and 'no peaking' when the mafia are 'at-work' and explain that you are going to pick *mafia members*, a *doctor* and a *sheriff* from the group.

Also explain that once picked neither the doctor nor the sheriff can use their character to plead innocence if they get accused of being in the mafia. For example, the doctor cannot say "I'm not in the mafia, because I'm the doctor".

They must use and find other excuses to say why they are not mafia, for example “I was working a late shift all night so I did not leave work, it could not be me” or “I was sick in bed all of last night, so it could not be me”.

Now ask participants to lower their heads and cover their eyes with their hands. Explain that if they get touched on the head they are the mafia, on the shoulder they are the sheriff and on the knee they are the doctor; everyone else is a townspeople (pick one mafia per ten participants – to speed the game up, increase the number of mafia).

Begin the game by asking everyone to ‘sleep’ (lowering their heads and covering their eyes with their hands). Ask the mafia members to raise their heads slowly and quietly. They must then agree to pick someone to remove from the game by pointing to them. Tell mafia to lower their heads again. Now ask the sheriff to raise their head slowly and quietly.

Ask the sheriff to silently identify who they think is in the mafia; you inform them – silently if they are correct or incorrect. Ask the sheriff to put their head back down. Finally ask the doctor to raise their head, slowly and quietly. The doctor must silently pick someone to save. If the doctor chooses to save the person that the mafia picked to remove, then this person will be saved in the game. The doctor can also save him-or herself, however they can only do this once throughout the game.

Now it is time for everyone to wake-up (everyone heads up). Depending on whom the mafia picked, whom the doctor attempted to save and whom the sheriff identified as mafia, a person will either be saved or removed.

As a narrator for the game, you will need to be creative and inventive when creating scenarios. For example, “wakey wakey everyone. You’ll never believe what happened last night in Newry Town. The mafia, dressed in ninja suits, took to the streets; no-one could possibly see them in the darkness and they attacked Phil, a member of your group.

Wait-an-hear what they did: they threw a ninja star directly at this head – dear me. But, the doctor was driving past and stopped this incident, aided Phil and he's alive. Nonetheless, the sheriff wasn't much use, he was sleeping and the mafia still roam the streets. Did anyone see anything last night, or do they have any suggestions that they believe is in this mafia gang?"

From this point on, you put it out to the entire group who they think may be in the mafia. If someone gets accused of being in the mafia, then there must be a group vote and consensus of 50% or more. It is up to group members to defend themselves. If no-one is voted for then you move into the next round of 'heads down'. Repeat the process of mafia heads up, doctor heads up and sheriff heads up, and then everyone 'heads up' again and let the game unfold.

The game is played until all mafia are identified or until the mafia removes the final group member, doctor and sheriff.

Splat

This is a well-known ice breaker often referred to as I Shot the Sheriff or Splat. The activity engages participants in a fast-paced, multi-tasking manner where one wrong move removes you from the game.

Aim

To create / regenerate energy in the group

To stimulate participants multitasking and motor skills

Ideal Size

10 People +

Time Needed

Group Size Depending
(10 People 5 Minutes)

Genre

Energiser

Materials Needed

N/A

Use

Indoor & Outreach

Variations

Name: I Shot the Sheriff

Instructions

Ask participants to stand up, form a large circle and reach out their arms (ensure no one person is touching). The *splatter* (for the purposes of explaining this exercise *you*) should stand in the middle of the circle.

Ask each participant to join the hands together, and then explain that when you point to someone in the circle, that person must squat down. The persons each side of the squatting person must turn towards one another and *splat* each other. The person that *splats* first stays in the game, the other person is removed from the game (trial run the exercise making sure everyone has a practice go and knows what to do).

Additional Rules of Play

If the *splatted* person doesn't duck down, they are removed.

If someone other than the *splatted* person or partnering participants makes a movement, they are removed.

As the game progresses and people are removed, bring the circle closer (this challenges ones motor skills).

Eventually *you* will end up with two people. First *you* will ask the two people to come into the middle and stand back to back with their *splats* ready for the *splat* off. Explain that each time *you* call a number out, both people must take a step forward. When *you* call the number 5, the winner is the first person to turn around and splat the other.

Busy Bee's

This multi-use activity is great for all types of group work situations and it gets participants creative juices flowing.

Aim

To encourage kinetic energy among participants while thinking creatively

Ideal Size

10 People +

Time Needed

Group Size Depending
(10 People 10 Minutes)

Genre

Introduction / Kinetic / Creativity

Materials Needed

N/A

Use

Indoor & Outreach

Variations

This Activity can be Altered to Suit the Purpose of Group Development i.e. use as Introduction Exercise or Energiser Depending on Need

Instructions

Invite participants to stand in a circle and reach out their arms (ensure no one person is touching another). Next, ask participants to make the sound of a bee, and practice flapping their wings like a bee. Now, explain the concept of the game: when you shout busy bee's everyone should mingle while flapping their wings and make the noise of a bee (be careful not to run into one another).

Continuing, explain that as they are *buzzing* around you will shout out a letter from the alphabet, once they hear this letter they must stop *buzzing* and become an animal (in shape and sound) beginning with that letter i.e. B – Bear, S – Snake etc. (plan a few practice runs first). Once participants create their animal, the facilitator will approach them and ask them to identify their animal: no two people can be the same animal. If this occurs, the person who became the animal first stays in the game.

Nearing the end make it more difficult for the few left in play; try using W, X, Y and Z letters. The winner is the person whom makes and animal quickest.

Shark Attack

This kinetic based activity is one for all ages: while developing participant's competitiveness and energy levels it instils high levels of fun and laughter.

Aim

To instil a small degree of competition in the group while developing energy levels and having fun

Ideal Size

10 People +

Time Needed

15 Minutes, Approximately

Genre

Kinetic / Competitive

Materials Needed

Flipchart Paper, Music Sound-Track

Use

Indoor & Outreach

Variations

N/A

Instructions

Invite participants to stand up and create a large circle. Within the circle, the facilitator will have already placed random sized pieces of flipchart paper – some large and some small – to create boats.

Develop a scenario explaining that all the participants went swimming together and someone saw a fin, so they all panic and need to get onto the closest boat in order to get back to land; however only two people can fit per-boat (encourage them to get kinetic and make swimming movements).

Once the facilitator turn on the music, participants must swim around the outside of the boats. When you call *Shark*, they must swim in quickly and get to a boat (ensure people don't run into each other). When you turn on the music again, remove some of the boats or make them smaller; the idea is that there will not be enough space for everyone. The next time you shout *shark*, someone should be stuck in the water and thus they get attacked by the shark and this removes them from play.

Keep repeating the process of removing paper / making the boats smaller at the beginning of each round. Eventually you should have two people left and one piece of island, first to get on wins.

Hula

This *hula* activity is a great fun and get-active game that challenges participants collective brain power

Aim

To encourage participants to form greater team working skills while having fun, getting active and problem solving.

Ideal Size

10 People +

Time Needed

5 Minutes, Approximately

Genre

Kinetic / Team Work / Stimulating

Materials Needed

Hula-Hoops or Toobeez x 2

Use

Indoor & Outreach

Variations

Introduce Time Trials

Instructions

Ask the participants to stand in a large circle and connect hands or hold onto the wrist of the person beside them. Explain that you are going to slip a hula-hoop onto the arm of one participant and they then must find a way to move the hula hoop all the way around the circle without letting go of each other's hands. The only additional rule is that no thumbs may be used to lift or lower the hula hoop.

Stuck-in-the-Mud

This, old-school game is a favourite with all ages and is great fun with large or small groups.

Aim

To promote fun and play with a kinetic approach

Ideal Size

10 People +

Time Needed

15 Minutes, Approximately

Genre

Kinetic / Competitive

Materials Needed

Music (*Optional*)

Use

Indoor & Outreach

Variations

If a Player is Tagged Twice they also become *mud*

Instructions

Gather all participants into a circle and choose someone to be *it*: their name is *mud* and they stand in the middle of the circle. Each player (excluding *mud*) holds the hand or wrist of their partnering participant and the facilitator calls MUD. Once word MUD is called, all the players let go of their partners hand / wrist and scatter away while *mud* gives chase. If *mud* tags a player, that player is stuck in the mud (this means they freeze at the location that they are caught).

The sole way to get unstuck is for an untagged player to crawl under the stuck player's legs. Players are safe only while they are in those crawling-under moments. You play until everyone is caught, then name another *mud* and begin again.

All Change

This all-time classic is known world-wide, yet it remains a favourite for many engaged in group work.

Aim

To boost participants energy while instilling fun and an element competitiveness

To support the mingling of participants throughout the formation stages of a group

Ideal Size

10 People +

Time Needed

15 Minutes: Depending on Rotation
Count

Genre

Kinetic / Mingling / Competitive

Materials Needed

N/A

Use

Indoor & Outreach

Variations

N/A

Instructions

Ask the participants to create a circle made from chairs, and invite them to take a seat (ensure that there is one less seat than participant numbers i.e. if ten people are playing, make the circle with nine chairs). To begin, the facilitator (*you*) stand in the middle or the circle.

Explain to the participants that there is one less seat than participants and thus their aim is to obtain a seat by the end of each round. Now explain how the game process works. Explain that *you* are going to call out *all change* statements and the participants must change seat if the statement applies to them: for example, “*all change if you’re wearing socks*”. So everyone wearing socks would change seat. At the end of each round, someone is going to be left in the middle and they call the *all change* statement and so forth.

Participants can’t single out other participants i.e. if two brothers are in the room and one is in the middle, the brother in the middle can’t say “*all change if you’re my brother*”. Additionally, participants can’t move to the seat next to them, nor can they directly return to the seat they just left.

Knee Tag

A quick, simple yet effective tag exercise for groups of four or more

Aim

To engage participants in kinetic and competitive activities

Ideal Size

4 People +

Time Needed

5 Minutes, Approximately

Genre

Kinetic / Competitive

Materials Needed

N/A

Use

Indoor & Outreach

Variations

Allow Every Person to Tag any Other Person i.e. Don't Create Pairs

Instructions

Gather participants and pair everyone off and ask each partnership to stand facing one another about a metre apart, and then place their hands on their own knees.

Explain that a knee can only be tagged when it is not covered by that person's hand. Also, a person is only entitled to move their feet when they place their hands on their stomach, thus leaving their knees uncovered. So all movements will occur with hands on stomachs, and only when he or she stops moving can an individual cover their knees.

All tags are made with an open hand. Play several 30 second rounds, then swap partners.