

Comprehensive Group Therapy Activities Manual:

Anger, Emotional Intelligence,

Substance Abuse and more

Exercise Application Matrix	5
What Does Anger Feel Like	9
Guess My Anger	10
How many feelings?	11
What Happened	12
We are Sinking	13
Musical drawings	14
Worry stories	15
Shake it out	16
Sorted Thanks	17
Tangled up	18
Step up	19
Find the leader	20
Bravery awards	21
I'm Packed	22
Drug Continuum	23
Myths and Thinking Errors	25
The reasons – George's story	27
Why did I Start	28
How Did I Get Involved	29
How drugs already affected my life	30
The Broader Effects	31
My Tower of Strength	32
Values	34
Knowing what you value most	36
Discouraging Thoughts	37
Change The Label	38

My Values, My Behaviour	39
Decision Box	40
My Future with/Without Drugs	41
Talking, Talking	42
I Listen, I don't' listen	43
Drawing Pictures	44
Telephone, Telephone	45
Am I assertive, aggressive or submissive	46
Being Assertive	47
Role play saying No!	48
Taking other people's feelings into account	49
Role playing Saying Sorry	50
How Did I Get Involved	51
Solve The Problem	52
Brainwriting	54
Peer Pressure	55
My Goals in Life	56
Steps to Reach My Goals	57
Rate the goals	58
Me and my world	59
If I Were an Animal	60
True or False	61
Pass The Shell	62
3D Noughts and Crosses	63
3D Pass a Gift	64
Working Parts	65
Sculptor	66
I Like My Hands because	67
Three Things About Me	68

Adverts	69
Building Blocks	70
Eye Spy	71
Colourful Me	72
Sleeping Monsters	73
Emotions	74
Feel It, Do It	75
Let's Solve This	76
5-4-3-2-1 Grounding	77
"I" Statements Roleplay	78
Step Into the Circle	79
The Eisenhower Matrix	80
The Marshmallow Challenge	81
WOOP Goal Setting	82
Reverse Brainstorming	83
Alternative Uses	84
Leaves on a Stream	86
Mindful Listening	87
The 3-Minute Check-In	88
Mindful Walking	89

Exercise Application Matrix

	Anger Management	Substance Abuse	Trauma Release	Problem solving	Communication	Self-Awareness/ Esteem	Empathy/ Respect	Emotional Intelligence	Emotional Regulation	Decision making/Goals	Creative/ Critical Thinking	Conflict Management	Mindfulness/ Grounding
3D noughts and crosses				✓	✓								
5-4-3-2-1 Grounding	✓							✓	✓				
Adverts				✓		✓				✓	✓		
Alternative Uses				✓						✓	✓		
Assertive, Submit or aggressive		✓			✓	✓		✓	✓				
Being Assertive					✓	✓		✓	✓				
Brainwriting				✓									
Bravery Awards							✓		✓				
Building blocks				✓		✓					✓		
Change the Label		✓				✓							
Colorful me						✓					✓		
Discouraging thoughts		✓				✓					✓		
Drawings					✓								
Drug Continuum		✓											
Emblem						✓		✓					
Emotions					✓	✓			✓		✓		✓
Eye' spy					✓		✓						✓
Feel It, Do It						✓	✓						
Find the Leader				✓	✓						✓		

	Anger Management	Substance Abuse	Trauma Release	Problem solving	Communication	Self-Awareness/ Esteem	Empathy/ Respect	Emotional Intelligence	Emotional Regulation	Decision making/Goals	Creative/ Critical Thinking	Conflict Management	Mindfulness/ Grounding
George's Story		☒											
Guess My Anger	☒			☒									
How drugs affected me		☒											
How many feelings?	☒			☒							☒	☒	
I am Packed					☒						☒		
I like my hands because...					☒						☒		☒
I listen; I don't Listen					☒								
I" Statements Roleplay	☒				☒		☒						
If feelings were Colours						☒		☒	☒				☒
If I were and Animal						☒		☒					
Knowing what you value most		☒				☒							
Leaves on a Stream									☒				☒
Me and my world						☒		☒	☒				
Mindful Listening									☒				☒
Mindful Walking									☒				☒
Musical drawings	☒				☒								
My Future without Drugs		☒											
My Life Goals								☒		☒			
My Tower of Strength		☒				☒							
My Values, My Behaviour		☒				☒					☒		
Myths and Thinking Errors		☒											
Other people's feelings	☒	☒				☒	☒	☒					

	Anger Management	Substance Abuse	Trauma Release	Problem solving	Communication	Self-Awareness/ Esteem	Empathy/ Respect	Emotional Intelligence	Emotional Regulation	Decision making/Goals	Creative/ Critical Thinking	Conflict Management	Mindfulness/ Grounding
The Eisenhower Matrix				✓							✓		
The Marshmallow Challenge				✓	✓						✓	✓	
Three things about me					✓		✓						
True or False					✓								
Values		✓				✓							
We are Sinking	✓			✓									
What Does Anger Feel Like	✓												
What Happened	✓				✓		✓				✓		
Who am I						✓		✓					
Why did I Start		✓											
WOOP Goal Setting				✓						✓	✓		
Working parts				✓									
Worry Stories	✓			✓	✓			✓					

What Does Anger Feel Like

Time:	60 min
Preparation:	This requires some preparation by the game coordinator beforehand
Resources:	Large Pieces of Paper, Scissors, Magazines etc to cut pictures from, Crayons and Koki's
How to Play:	• Divide the group into two halves. Groups A and B then work in different rooms or in different parts of the same room but must not look at what the other group is doing. • Within each group children work in pairs or threes to draw round each other's body outline on large pieces of paper. • Each child uses pictures from comics, catalogues, magazines etc. to 'clothe' their body outline with shapes and colours or objects to represent how his or her body feels when they experience anger. • Group A try to guess who each of the pictures belong to in group B and vice versa. • Add Words, headlines etc to represent useful and not useful aspects of anger
Adaptation:	Players pick emotion cards from a selection provided by the game coordinator and make their body pictures according to the chosen emotion. Everyone tries to guess the emotion portrayed.
Reflection:	• When you look at all the figures can you see anything that any of them have in common? • What are the main differences? • When is anger useful? • What other feelings might cause similar sensations in your body (e.g. a knotted stomach could be excitement, clenched fists could be linked with determination)?
Notes:	

Guess My Anger

Time:	45 min
Preparation:	This requires some preparation by the game coordinator beforehand
Resources:	Large Pieces of Paper, Scissors, Magazines etc to cut pictures from, Crayons and Koki's
How to Play:	Players divide into small groups. Each group collaborates to make a cartoon or a collage of a scene depicting some sort of conflict or a situation where at least one person is feeling angry. Groups then share their cartoons and try to guess what each other's pictures represent.
Adaptation:	
Reflection:	• Talk about differing viewpoints and different interpretations of the pictures and plays. • Was there any indication of bias or stereotyping? • How are these relevant to feelings of anger and to anger management
Notes:	

How many feelings?

Time:	35 min
Preparation:	This game is about recognizing other people's feelings and noting similarities in feelings. It also helps children to recognize different degrees of emotion. You will need to make enough large wall charts for the number of groups playing plus one extra. Each chart should have four giant ladders drawn on it – one for each emotional theme.
Resources:	Large Pieces of Paper, Scissors, Magazines etc to cut pictures from, Crayons and Koki's
How to Play:	• Groups are given a time limit in which to think of as many feeling words as possible within the four themes of anger, fear, sadness and joy. • Each word is written on separate cards. • Players in each group then decide between themselves where each emotion word should be placed on the ladders. • For example, 'furious' and 'annoyed' would be placed on the anger ladder but 'annoyed' would be near the bottom of the ladder and 'furious' would be higher up. • Groups then combine to negotiate, making a final wall chart to show all the emotions in an agreed order.
Adaptation:	Adaptation Mark out a long line on the floor to indicate a scale of one to ten. Groups of children choose a category and then each pick one of the emotion words from that category. They then arrange themselves in order of intensity along the line.
Reflection:	• Were there any disagreements about levels of emotions? • Do some people experience emotions near the top of the ladders a lot of the time? • How can we recognize different levels of similar emotions in ourselves and in others? • Do we sometimes have a high intensity emotion for low intensity situations? • How are these relevant to feelings of anger and to anger management
Notes:	

What Happened

Time: 30 min

Preparation:

Resources:

How to Play:

- One describes a very simple event such as ‘the dog barked’.
- Player Two gives a reason: because it saw a cat.
- Player Three gives a possible consequence: ‘The postman dropped all the letters.
- The next player starts with a new event.
- Players are encouraged to give the causes and effects as quickly as possible and can be challenged by other players if their answers are not thought to be relevant.

Adaptation:

Reflection:

- Sometimes the outcome of a situation can be very predictable and sometimes it might be quite unexpected.
- For example, what might be the consequences of breaking something in anger? What could happen if someone is angry because she has been bullied or teased?
- What will happen if two children have a fight at school? What might happen if you remove yourself from a possible conflict situation?
- Talk about being creative in thinking up possible good news related to the ‘bad’ news.
- Have you ever been in a difficult situation that turned out to be useful for you?

Notes:

We are Sinking

Time: 30 min

Preparation:

Resources:

How to Play:

- Split into an equal number of small groups or pairs, according to the size of the whole group.
- Within each group members imagine that they are on a ship that is about to sink. They have a lifeboat, but they are only allowed to take ten items with them from the ship.
- First, they think of ten items each.
- They then must negotiate with other team members as to what to take as they can only take ten items between them
- Groups then join with another group and renegotiate the ten items
- Eventually the whole group meets and negotiates a final ten items.

Adaptation:

Reflection:

- How did it feel? Is everyone happy with the final decision?
- Is everyone happy with how the negotiations went?
- Did everyone get a chance to put their ideas forward?
- In the final group did a clear leader emerge?
- How easy or difficult was it to agree on ten items?
- What are some of the benefits of working in a group to solve problems.

Notes:

Musical drawings

Time: 20 min

Preparation:

Resources: Paper; Crayons, Koki's Music

How to Play:

- The game coordinator plays a variety of music, and the group draws whatever comes to mind while listening to the different rhythms and moods.

Adaptation:

Reflection:

- Talk about how music can affect our mood.
- Is there a piece of music that always makes you feel sad or always makes you feel happy?
- How did it feel?

Notes:

Worry stories

Time: 50 min

Preparation:

Resources:

How to Play:

- Make a group list of things that children might worry about at school or when playing with friends.
- Small groups of children are invited to make up a short story about 'the day the worries took over our school's.
- They practice this together, taking an equal share in the telling.
- The groups then take turns to tell their story to the whole group

Adaptation:

Reflection:

- Do you think everyone has worries?
- Do people worry about the same sorts of things?
- Are some worries useful?
- What happens when worries take up a lot of thinking time and aren't resolved?
- Who do you share worries with?
- What could you do with your worries?

Notes:

Shake it out

Time: 20 min

Preparation:

Resources:

How to Play:

- Make a list of 'difficult' feelings (e.g. anger, sadness, jealousy, frustration, being fed up).
- Brainstorm ideas for what to do with these feelings (e.g. when I feel angry, I can tell someone, do something active to get rid of the tension in my body, scribble in a scribble book etc.)
- Do rounds of 'I feel angry when...', etc.
- After each round, end with a shake to release any tension.
- Everyone shakes their arms and legs and shoulders.
- Finish with a round of 'When difficult feelings come, I know how to.

Adaptation:

Reflection:

- Difficult feelings come and go. Feelings don't last for ever.
- Just because we might feel angry now doesn't mean that we are always going to be an angry person.
- These feelings are normal. It is good to know how to handle them.

Notes:

Sorted Thanks

Time: 10 min

Preparation:

Resources:

How to Play:

- The game coordinator times the group while they arrange themselves in a line according to one or more of the following criteria:
 - alphabetically according to the first letter of their first name
 - according to house number
 - according to age
 - according to what time they get up in the morning.
- The game is played with criteria chosen that do not need any verbal interaction

Adaptation: Children Choose their own criteria

Reflection:

- Which line took the least time to organize?
- Why?
- Which grouping took the longest?
- Why?

Notes:

Tangled up

Time: 10 min

Preparation:

Resources:

How to Play:

- A well-known problem-solving game which children never seem to get tired of playing
- The whole group joins hands to form a chain.
- The person at one end begins to weave in and out, leading other members into a 'tangle' without breaking the links.
- Players can go over/under arms; between legs etc.
- Two players then try to untangle the group by giving instructions only.
- They cannot touch the chain at all.

Adaptation:

Reflection:

- How did it feel to be in the role of problem-solver
- What were the important things to remember so that the chain did not break and no one got hurt?
- Have you ever come across problems that seemed too complex to unravel at first?
- How should we tackle that sort of problem?

Notes:

Step up

Time: 15 min

Preparation:

Resources: This game requires a large space and a supply of 'stepping stones' made from paper or card.

How to Play:

- Small groups of around six to eight players per group must cross the designated space by using a small number of stepping stones (not enough to get them all the way across the space).
- No member of the group is allowed to touch the ground or floor.
- Five or six stones are normally enough for a group of eight.

Adaptation:

Reflection:

- Was there more than one way to solve the problem?
- How did group members cooperate?
- How did it feel to be the stranded player?
- Did you feel safe?
- What helped you to trust the group?

Notes:

Find the leader

Time: 10 min

Preparation:

Resources:

How to Play:

- One person (the detective) leaves the room while the others choose a leader.
- The detective returns and stands in the middle of the circle.
- Players in the circle have to copy everything the leader does and the detective tries to spot who the leader is.

Adaptation:

Reflection:

- How do leaders ensure they have the attention of the players?
- Does everyone watch the leader or is it sometimes a chain reaction?
- Talk about leading by example and leading by instruction?

Notes:

Bravery awards

Time: 15 min

Preparation:

Resources:

How to Play:

- Talk about times when we do something a little bit scary that might take some courage.
- Suggest very 'ordinary' situations (e.g. first day at a new school, learning to ride a bike, diving into the pool for the first time, reading aloud in the school play).
- Encourage children to think up at least ten situations. Think about what sorts of things made these situations easier to handle.
- Now brainstorm ways in which we acknowledge someone else's bravery.
- This could be verbal praise, thumbs up, clapping etc. or a full award ceremony. Do a round of 'I was brave when...' with each child choosing one situation from the list.
- The rest of the group acknowledge the child's bravery noisily and enthusiastically!

Adaptation:

Reflection:

- Talk about learning to notice our own small achievements and praising ourselves.
- Sometimes other people don't notice or don't know how we feel or what we've achieved. Just because they don't praise us doesn't mean that we didn't do well.
- What skills do you have that will help you to be prepared for future challenges?

Notes:

I'm Packed

Time: 15 min

Preparation:

Resources:

How to Play:

- This is a familiar memory game adapted to help children to think carefully about what they might need for different situations.
- Brainstorm a variety of different activities or adventures that would need different equipment and clothing as well as items that would be relevant for any situation (for example, mountaineering, deep sea diving, going to an adventure playground, visiting a hot country, visiting a cold country, going on a treasure hunt).
- Choose one of these and play a round of
 - 'I packed my suitcase
 - and I took...'
- Each child has to remember what has already been packed and add one more item to the list.
- When the list gets too long to remember, choose another adventure and start again.!

Adaptation:

Reflection:

- How can we prepare ourselves for adventures and challenges?
- If we think something is going to be scary, embarrassing or difficult what could we do to help ourselves to cope with this

Notes:

Drug Continuum

Time: 15 min

Preparation:

Resources:

How to Play:

- Divide group members into pairs.
- Ask group members to review the information sheet on the addiction process.
- Request pairs to complete the drug use continuum activity sheet by marking with a ? the stage of addiction each statement depict. They should also give reasons why they say it is the specific stage.
- Pairs give feedback to the whole group.
- The following is the answer key to the activity sheet:

Adaptation:

Reflection:

- Discuss what new insights group members may have reached in doing the activity.
- How will these insights influence the way they think about alcohol and drug use

Notes:

Participant Workbook - Worksheet 2.2: Drug Continuum

Statement	Stage of addiction				
	Non use	Experimental	Occasional/ social	Regular	Dependent
Thabo needs to smoke a cigarette every morning in order to get himself going.					
Rob needs to smoke more dagga to get the same high as he did last month					
John and his friends drink over Christmas to get into the holiday spirit					
Susan was curious and drank beer to see what it was like to be drunk					
Sipho can't wait to smoke dagga every day after school					
Margaret's father gets drunk every time he goes to a party with the family					

Alex has tried dagga once					
Jabu has to take drugs during the week to relax him					
Peter use ecstasy when he goes to raves/dances					
Maria never uses anything when she goes to parties					

Myths and Thinking Errors

Time: 20min

Preparation:

Resources:

How to Play:

- Divide group members into pairs.
- Ask group members to review the information sheet on the addiction process.
- Request pairs to complete the drug use continuum activity sheet by marking with a ☐ the stage of addiction each statement depict. They should also give reasons why they say it is the specific stage.
- Pairs give feedback to the whole group.
- The following is the answer key to the activity sheet:

Adaptation:

Reflection:

- Discuss what new insights group members may have reached in doing the activity.
- How will these insights influence the way they think about alcohol and drug use
- Reflection on group member's personal reasons for using drugs and how some of these reasons may be based on myths and thinking errors

Notes:

Participant Workbook - Worksheet 2.3: Myths and Errors

	FACT	MYTH
Most kids in high school smoke dagga		
Drinking beer or coolers will not make you as drunk as drinking hard liquor		
Dagga is less harmful than other drugs		
Tobacco kills more people each year than motor vehicle collisions.		
Most alcoholics are bums on the street		
Smoking is only harmful if you smoke for a long time		
The more you use drugs, the better your ability to handle them		
Alcohol affects a pregnant mothers unborn baby		
As long as you don't drink on an empty stomach, you won't get drunk		

One alcoholic drink does not affect you behaviour		
Using drugs occasionally will not lead to addiction		
Males and females react to drugs and alcohol in the same way		
Raves are large parties that are often associated with drug use		
Most teenagers use drugs and alcohol		
A person can stop using drugs if he really wants to		

The reasons – George's story

Time: 30

Preparation:

Resources: Props for role play e.g. old clothes/hats/cuffs microphone.

How to Play: Instruct group to re-enact the following situation starting from where George and his friend is smoking dagga, and the friend convince him to go and break into a house. No preparation time is given as this activity intends to illicit spontaneous responses

Adaptation:

Reflection:

- Are there good reasons for drug use? Why do you say that?
- What are other possible reasons that could have contributed to George starting to use drugs?
- What are different factors that may place a young person in general at risk of using drugs? Which do you think are most common in the local community

Notes:

Ask for 7 volunteers to engage in the role play. Assign roles as follows:

- 1 volunteer to be George
- 1 volunteer to be victim whose house was broken into
- 1 volunteer to be Roger's mother
- 2 volunteers to be police men who arrest Roger
- 1 volunteer to be friend who gets away
- 1 volunteer to be reporter

George, a 15-year-old boy, has been arrested for breaking into a house and stealing a television. He was drinking and smoking dagga with a group of friends and they decided they needed more money for their alcohol and drugs. They planned a scheme to rob a house and sell the television to get more money for their drinks and drugs. The police came after the boys, and they caught George.

After George is arrested the reporter gathers everybody in a circle and does a television interview with all the people involved. The reporter must concentrate on finding out why George behaved like he did. The reporter must get various people's opinions on George's behaviour.

Why did I Start

Time: 20

Preparation:

Resources: Props for role play e.g. old clothes/hats/cuffs microphone.

How to Play: To make group members reflect on their personal reasons for involvement in drugs and the role that myths and thinking errors have played in their behaviour.

- Refer group members to the “how did I get involved” activity sheet in their workbooks.
- Request them to read through the reasons provided on the activity sheet and circle or underline those that are applicable to them.
- Ask group members to identify possible personal myths and thinking errors that could have contributed to them getting involved in drugs. They must write this down in the space provided.
- Finally group members should reflect and write down whether they think that getting involved in drugs was the right decision for them.

Adaptation:

- Reflection:**
- What did group members learn from the activity?
 - Are there really any “good” reasons for becoming involved in drugs?
 - Instead of getting involved in drugs, what better options could they have chosen?

Notes:

How Did I Get Involved

Time: 20

Preparation:

Resources:

How to Play: To make group members reflect on their personal reasons for involvement in drugs and the role that myths and thinking errors have played in their behaviour.

- Request them to read through the reasons provided on the activity sheet and circle or underline those that are applicable to them.
- Finally group members should reflect and write down whether they think that getting involved in drugs was the right decision for them.

Adaptation:

- Reflection:**
- What did group members learn from the activity?
 - Are there really any “good” reasons for becoming involved in drugs?
 - Instead of getting involved in drugs, what better options could they have chosen?

Notes:

Peer Pressure	Low self Image	Feelings that they don't belong
Boredom	Unable to solve problems	Curiosity
No one to talk to	Drugs are glamorized	Don't know the facts about drugs
Family Problems		
Other Reasons		

How drugs already affected my life

Time: 15

Preparation:

Resources: The “how drugs already affected my life” activity sheet in workbooks;
Pens/pencils

How to Play: This activity provides group members with the opportunity to examine how drug use have already affected various areas of their lives.

- Refer group members to the “how drugs already affected my life” activity sheet in their workbooks
- Explain to them that after all the discussion about the consequences and effects of drug use they must look at the different aspects of their lives as listed on the activity sheet and identify how drugs have already affected their lives.
- Instruct them to list under each heading how drugs have influenced their lives e.g. under law they will write I was arrested for.....
- Request group members to look at their lives as honestly as possible.

Adaptation:

- Reflection:**
- If you look at the effects drugs already had on your life, is it worthwhile to continue with your involvement in drugs or with friends involved with drugs.
 - Why or why not?

Notes:

The Broader Effects

Time: 15

Preparation:

Resources: Pens/pencils

How to Play: This activity provides group members with further opportunity to explore how drug use affect wider systems like society and family.

- Read with the group through the following instructions:
- Look at the effects that are normally associated with drug use, as listed on the activity sheet.
- Write under the column who suffers whether each effect has the greatest impact on:
 - **The drug user**
 - **His/her family**
 - **Society**
- **(Feel free to write more than one effect if necessary)**
- Make sure that all group members understand what they must do.

Adaptation:

- Reflection:**
- What did group members realize from the activity?
 - Who is affected the most by drug use – does anyone suffer more or less?
 - How does drugs impact on families
 - What happens when parents are using drugs?
 - What happens when children are using drugs?
 - How do drugs contribute to unemployment and poverty?

Notes:

My Tower of Strength

Time: 25

- Preparation:**
- Facilitator must photocopy the strengths pages, cut them out and paste them onto cardboard. If this is done properly cards can be stored and used again with other groups.
 - Facilitator must prepare a set of cards for each group member.

Resources: Pens/pencils; Flip chart paper; Flip chart pens

- How to Play:** To provide group members with an opportunity to explore and become aware of their personal strengths.
- Hand out the sets of cards to the group members and refer them to the “Tower of strengths” worksheet in their workbooks.
 - Ask them to sort through the strengths cards and identify 10 characteristics that best describe their personal strengths.
 - Request group members to after they have chosen 10 cards write those strengths in the boxes on the bottom of the tower. Allow approximately 5 minutes for this part of the activity.
 - Group members must put those 10 cards to one side.
 - Request group members to further look through the remaining cards and identify five strengths they would like to have or develop. This should be realistic. Once again group members must write these strengths in the appropriate spaces provided on the tower.
 - Instruct group members to put at the top of the tower the strength they want most. Allow approximately 5 minutes for this part of the activity.
 - After completion of the activity ask volunteers to share their towers of strengths.
 - Explain that each of the strengths they have identified relates to a specific part of them. These parts are spiritual, motivational, emotional, health, thinking and social parts. (See pages for strength cards)
 - Refer group members to “**parts of you**” information sheet in their workbooks.
 - Ask group members to identify how many strengths they have in each part of them and which parts do they want to develop.

Adaptation:

- Reflection:**
- Which parts are the parts of you that have the least strengths? Why is this part the weakest?
 - Which part or parts of you have the most strengths? Why is this part the strongest?
 - Which part of you is the part that you want to develop the most?
 - How difficult you think it will be to develop this part.? What strengths will you need to develop for this part to become strong.

- How can you use your strengths to improve yourself and your life?
- Are your strengths always strengths or can they be problems?
- The importance of being a balanced individual.

Notes:

Values

Time: 10

Preparation: Facilitator must have some money available to use as demonstration in group.

Resources: Pens/pencils; Flip chart paper; Flip chart markers

How to Play: The activity intends to introduce and define the concept of values.

- Begin, without introduction, by placing several coins or bills of different value on a desk or table. Ask a volunteer to come up to the table.
- Ask the volunteer to choose a coin or bill.
- Now ask the volunteer how she or he chose. Help the volunteer articulate that she or he chose the one that has the highest value
- Thank your volunteer and ask her or him to be seated. Write the word “value” on flip chart paper/board. Explain what happened in this situation (that the value here referred to the worth of each coin or bill. Ask the group for other examples of what has value.
- If the group only list things, ask for examples of something that cannot be seen or touched but has value (e.g. good grades, talent etc.) List responses on flip chart paper and add any of your own as well.
- Ask three volunteers to each choose one of the intangible (things you can’t see) things on the list and explain why they consider it important. Circle their choices. When the volunteers have finished, point out that it is easy to know which tangible things have the most value, but it is difficult to define the value of intangible qualities.
- Explain that value has several meanings. One is the actual worth of an object or item in money, another meaning involves a more personal measure of worth, such as how important certain things, beliefs, principles or ideas are to someone. These things that are of worth to you shape your values. Values help define who we are and help determine our behaviour. Give the following examples:
 - A man who values family cares about his life partner, his children and his home life. His behaviour will also show this.
 - A person who values health will have a healthy diet, exercise regularly and avoid alcohol, tobacco and other drugs.
- Explain that values are thus:
 - Things you are for or against
 - Things you believe in and are willing to stand up for
 - Things that guide your behaviour and your life
 - Things that you freely chose – no one else has forced you to choose your values
- Introduce the concept that sometimes values are acted upon in positive and negative ways.

- Ask group to give examples and write it on flip chart. Examples could include, valuing money and then stealing to get it, valuing to be in style and then shoplifting clothes to dress nicely

Adaptation:

Reflection:

- Where do you think we get our values?
- What are values your families feel are very important?
- Can you think of values someone else has that you do not share? What is it?

Notes:

Knowing what you value most

Time: 25

Preparation:

Resources: Pens/pencils; Flip chart paper; Flip chart pens

How to Play: To allow group members to reflect on the most important values in their lives.

- Ask group members to page to the knowing what you value most worksheet in their workbooks.
- Read the following instructions as they appear on the worksheet with the group

**If you were stranded on a deserted island but you could take three things that were important to you, what would they be?
Draw them in below (write next to it what it is)**

Adaptation:

Reflection:

- What did you draw in?
- Why did you choose those to draw those specific pictures?
- If you could only hold on to one, which one would it be?

Notes:

Discouraging Thoughts

Time: 15

Preparation:

Resources: Pens/pencils; Flip chart paper; Flip chart pens

How to Play: The activity intends to make group members aware of their self talk affecting their behaviour and decisions.

- Explain to the group that in a lot of cases people do not live according to their values because they say negative things to themselves that might discourage them to behave in a way that reflect their positive values. This also has an effect on how these people feel about themselves.
- Ask group members to page to the worksheet “**look out for discouraging thoughts**” and ask them to fill in what they think these people are thinking that might affect their behaviour.
- After they have completed the worksheet ask volunteers to share some of their thoughts with the group. Make notes of these thoughts on flip chart paper.
- Encourage group members to identify who of them have had similar thoughts and how it has affected their behaviour.
- Brainstorm and discuss how one can go about to change these thoughts. Make notes on flip chart of ideas raised in the group.
- Ask group members to go back to the worksheet and write in a space next to or under or above the persons negative thought something they can rather say to themselves that is positive.
- Conclude activity by making use of the provided discussion points

Adaptation:

- Reflection:**
- What did group members learn from the activity?
 - How can negative thoughts in general affect a person?
 - Is changing negative thoughts always easy? Discuss/

Notes:

Change The Label

Time: 15

Preparation:

Resources: Pens/pencils; Flip chart paper; Flip chart pens

How to Play: To provide group members with the opportunity to explore their personal labels, behaviour that have contributed to the maintenance of these labels and possible ways in which to change them.

- After discussing labels refer group members to “**changing my label**” activity sheet in their workbooks.
- Ask them to on the tin that says “my labels” write down labels that have been given to them. This will include labels given to them by parents, teachers, friends and themselves and could be things like stupid, lazy, criminal, etc.
- In the next tin they must write down their behaviours that contributed to them being labelled. For example the label is lazy because I never help my mother with chores.
- In the top tin they must finally write down who they really are. This could include ideas on who they want to be. Request group members to also write down strategies they are going to use to change their labels. This can be written around the cans on the worksheet.
- Allow approximately 10 minutes to complete activity

Adaptation:

- Reflection:**
- What did group members learn from the activity?
 - How does behaviour contribute to a person being labelled by other people and him/herself?
 - How does labels influence the way a person feel about him/herself? How do group members’ labels make them feel about themselves?
 - If a person wants to change his or her label, where must they begin?

Notes:

My Values, My Behaviour

Time: 15

Preparation:

Resources: Pens/pencils; Flip chart paper; Flip chart pens

How to Play:

To promote sharing of the adolescent's values and perception of what is important in life. The activity encourages group members to take a look at their own values in order to produce life-style and behaviour changes.

- Ask group members to page to the **“my values, my behaviour”** worksheet in their workbooks and look at the list of values provided.
- Ask group members to sort and write the values listed on the list into the various jars on the **“importance jars”** worksheet, according to how they feel about each value. Make sure they understand that it is their opinion you are seeking and that there is no right or wrong answers.
- When all group members have completed discuss the exercise by using the following discussion points:
 - Was it easiest to choose the most important value or the least important value? Why?
 - Are there values on the list that you've never really thought about before?
 - Would you be willing to share your completed values list with someone? If not, why?
- Now ask group members to from the jar with the important values, choose three values that fit their behaviour.
- Ask them to write these values and the behaviour it goes with down in the space provided at the bottom of **“my values, my behaviour” worksheet**.
- Conclude the activity by using the discussion points:

Adaptation:

Reflection:

- Does your behaviour reflect your values? Do you practice what you preach? Are your values in conflict with your behaviour?
- Which values are you not acting on (i.e you value achievement but yet you do not achieve in school).
- Are there values that you would like to modify/change and or act on? How will you do that?
- If you think about your drugging behaviour, what values does it reflect?
- What has this exercise shown you about yourself

Notes:

Decision Box

Time: 20

Preparation:

Resources: Pens/pencils; Flip chart paper; Flip chart pens

How to Play:

- Subdivide group members into small groups of three to five.
- Give each small group a flipchart paper and a flip chart marker and instruct them to divide the paper into two columns.
- Ask them to write the heading for the one column as “reasons to quit drugs” and the heading for the other column “things that make quitting difficult”.
- Explain to group members that they must discuss in their small group various reasons to quit drugs and list them in the column. They must also discuss what would make quitting drugs difficult. This must be recorded in the other column. All people in the group must agree on what they write down on their flip chart.
- Allow approximately 10 minutes for completion of the activity.
- Request volunteers from small groups to give feedback to the big group.

Adaptation:

Reflection:

- What did group members learn from this activity?
- Which list were generally longer, reasons to quit or things that make quitting difficult?
- In general what do group members think can be done to make quitting less difficult?

Notes:

My Future with/Without Drugs

Time: 10

Preparation:

Resources: Pens/pencils; Flip chart paper; Flip chart pens; Colour pencils/ Crayons

How to Play: To make group members aware of how their choice to quit or not to quit can impact on their future

- After discussing reasons to quit, request members to think about the choice to quit or not to quit drugs. What will their life be if they continue using drugs compared to what it will be if they quit drugs now.
- Ask them to go to the “my future with and without drugs” worksheet in their workbooks and draw pictures of how they see the two futures for themselves.
- Allow approximately 10 minutes for group members to complete this activity.
- Ensure group members that this activity is not about their drawing talent and that as long as they know what their picture means they can use any symbols or pictures to draw their futures.

Adaptation:

- Reflection:**
- Was there any difference in the futures that group members drawn?
 - What were the main differences in the pictures?
 - Which future would they choose for themselves?
 - If they look at their current behaviour, which future are they busy creating for themselves?

Notes:

Talking, Talking

Time: 10

Preparation:

Resources: Pens/pencils;

How to Play: This activity serves as a warm up activity and aims at focusing group members attention on aspects of communication.

- Divide group members into pairs.
- Instruct each group member to tell his/her partner something - this can be telling about their teachers, their family, about the traffic on the way to school, about a new movie, etc. Group members will be allowed a minute or two to decide what they are going to talk about.
- Now ask pairs to start talking, but both persons in the pair must talk at the same time. Each of them should try to continue with the conversation, without giving in to listening to the partner.
- Allow this activity to continue for about a minute.

Adaptation:

- Reflection:**
- How did group members experience/ feel about the activity?
 - What did group members learn about communication from the activity?

Notes:

I Listen, I don't' listen

Time: 15

Preparation:

Resources: Pens/pencils;

How to Play: To make group members aware of the skills involved in “good” and “poor” listening Divide group members into pairs.

- Refer group members to the “obstacles in communication” information sheet in their workbook. This may be reviewed again in the group and the facilitator can focus discussion on how poor listening is an obstacle in communicating effectively.
- After the group have reviewed the information sheet and confirmed that poor listening is an obstacle in communication divide group members into pairs. Ask each pair to think of something they will talk about, e.g. a soccer game they saw on TV, a movie they went to, how much homework they get at school. They should be prepared to talk about 30 to 60 seconds at a given time.
- Instruct one person in the pair to be the talker (sender). The other person must be the listener. Using the knowledge from the information sheet, the listener should at first role play being a ‘good’ listener. Then they should resume the conversation and the listener must role play being a ‘poor’ listener.
- The members of the pair should then switch roles and repeat step 3

Adaptation:

- Reflection:**
- During the activity how did it feel to be listened to, how did it feel not to be listened to;
 - What did the ‘good’ listener look like for the speaker and what did the ‘poor’ listener look like?
 - What are some things that can help you be more effective in how you communicate with others?
 - How does it feel when a person does not make eye contact with you when they talk to you?

Notes:

Drawing Pictures

Time: 20

Preparation:

Resources: Pens/pencils;

How to Play: This activity will provide group members with the opportunity to practically demonstrate that both verbal and non-verbal communication is important to communicate effectively

- Request group members to turn to an empty page in their workbooks. Request a volunteer to come to the front and assist in the following demonstration.
- Explain to the participants that the volunteer is going to describe something to them and their task is to simply follow instructions and draw what is described.
- Give the volunteer one of the pictures. Let the volunteer stand with his/her back to the group.
- Instruct the volunteer to instruct group members to draw what he/she explains to them. The volunteer is not allowed to use gestures or hand signals or tell group members what the picture is, he/she must only describe the picture i.e draw a circle in the middle of the page, on top of the circle draw two lines that is a bit curved etc.
- Group members are not allowed to ask questions.
- When group members completed their drawings, show the group the picture and ask them to compare it with their own drawings.
- Ask another volunteer to come and assist with another demonstration. Use the other picture and repeat the game. However this time group members is allowed to ask questions.

Adaptation:

- Reflection:**
- What became of the picture that was drawn in the picture drawing game? Did it look like the original picture?
 - Why do you think that happened?
 - What helps to facilitate clear communication between people?
 - Do you think using body language helps other people to understand messages better or not? Why?
 - What do you think is important in communication between two people?
 - How is clear communication important in preventing or quitting substance abuse?

Notes:

Telephone, Telephone

Time: 20

Preparation:

Resources:

How to Play: This activity intends to raise group members' awareness of the importance of the conveyance of a clear verbal message in all social situations

- Request group members to all stand in a circle.
- Ask for a volunteer that is willing to start the activity/game. Request the volunteer to think about a message that they want to send and then whisper in the person on his/her right, ear what the message is.
- The person that then received the message should take what he/she heard and pass it on to the person on his/her right – whispering it to them. This continues until the message has reached the last person standing next to the person sending the message in the first place. This person must then say aloud what the message was that he/she got.
- The person that originally sent the message can then confirm the message or give the correct message.

Adaptation:

- Reflection:**
- What happened to the message as it was passed on?
 - Why do group members think that happened? (Link this to roadblocks in communication).
 - Have group members experienced the same thing with communication in their lives (have they experienced that sometimes things they say are heard or taken differently?)

Notes:

Am I assertive, aggressive or submissive

Time: 20

Preparation:

Resources:

How to Play:

To provide group members with the opportunity to explore the differences between, aggressive, assertive and submissive behaviour. This will also serve as an introduction to become aware of assertiveness

- Ask for 3 volunteers from the group who will assist with a role play. Inform volunteers that they will role play the three types of communication styles namely aggressive, passive and assertive.
- Give them the following scenarios to role play:
 - You have decided to quit drugs and you decided to tell your friends about it.
 - Instruct one volunteer to communicate this assertively
 - Instruct a second volunteer to communicate this aggressively
 - Instruct a third volunteer to communicate this submissively
- You are sitting at school in the class busy writing down some work on the board, when one of your friends walk into the class and offers you a puff of a dagga zol.
 - Instruct one volunteer to refuse this offer submissively.
 - Instruct a second volunteer to refuse this offer assertively
 - Instruct a third volunteer to refuse this offer aggressively

Adaptation:

Change the Scenario's to ones not related to substance abuse – i.e. sport etc.

Reflection:

- What was the difference between the styles of communication?
- What does the non-verbal/ body language of the three styles of communication look like?
- What are the advantages of each style of communication (if there are any?)
- What style of communication do you think would be most effective in our daily lives and why?

Notes:

Being Assertive

Time: 25

Preparation: Facilitator to prepare scenario cards before the group starts.

- You are at a party and someone offers you some drugs. Refuse this.
- You are serious about not sneaking out of the house to go to a party. Inform your friends of this decision you made.
- You want your friends not to offer you dagga again. Ask them this assertively.
- Your brother wants you to tell a lie to your mother to cover for him. You refuse. Assertively give him this message.
- A friend at school wants you to walk with him to go and buy dagga. You don't want to. Inform him of this

Resources: Scenarios Cards

How to Play: To provide group members with the opportunity to further develop and practice assertiveness skills

- Subdivide group members into small groups of three to four.
- Give each small group a scenario card.
- Explain to them that they have to enact what is on the card (role play). Every individual must get a chance to play the role of acting assertively.
- Allow approximately 10 minutes for group members to practice the scenarios.
- Facilitator must walk around and monitor the role plays and assist where needed.
- After all group members had a chance to role play, get them back together in the large group and discuss the following.

Adaptation: Change the Scenario's to ones not related to substance abuse – i.e. sport etc.

Reflection:

- How did group members experience the activity
- Was it easy to be assertive or did group members have to think about how to act?
- How could becoming assertive help group members in their lives?

Notes:

Role play saying No!

Time: 15

Preparation:

Resources:

How to Play: To provide group members with the opportunity to explore assertive refusal skills and practice using it.

- Use Scenario's as in N34.
- Request them to individually work through the scenarios and write their responses down in the space provided. Group members must use the "guidelines to say no" information sheet in their workbooks as a reference.
- After all group members have completed their worksheets, pair them up.
- Request pairs to choose situations and role play them. Each group member must get a chance to role play a refusal situation.
- Facilitator must monitor role plays by moving through while pairs are engaging in their role plays. Assist where necessary.

Adaptation: Change the Scenario's to ones not related to substance abuse – i.e. sport etc.

- Reflection:**
- How did group members experience the activity?
 - How will refusal skills assist group members in their lives?
 - What is the importance of using "I" messages when saying no?

Notes:

Taking other people's feelings into account

Time: 20

Preparation: Facilitator must write the following scenarios on flip chart paper. Each scenario should be written on a separate sheet of paper.

- If somebody stole my cell phone I would feel...,
- If somebody beat up my sister/brother I would feel...
- If my best friend lies to me I would feel...
- If one of my family members get arrested I would feel...
- If someone breaks a promise he/she has made to me I would feel...

Resources:

How to Play: To provide group members with the opportunity to reflect on the concept of empathy.

- Subdivide group members into smaller groups.
- Give each small group a flipchart paper with a scenario written on it.
- Request groups to discuss the scenario and write down or draw as how they would feel if this happened to them. They must write down as many reactions as they can think of.
- Allow approximately five minutes for completion of the activity.
- Request volunteers from each small group to report back to the big group

Adaptation:

Reflection:

- What did group members learn from the activity?
- What were the general reactions to the scenarios? Did group members reflect positive or negative feelings?
- Do group members think that other people would react in the same way as they did or in a different way? Why or why not?
- How have group members affected other people through their behaviour? How do they think those people felt?

Notes:

Role playing Saying Sorry

Time: 20

Preparation:

Resources:

How to Play:

To provide group members with the opportunity to practice saying sorry to people they have harmed through their behaviour

- Divide group members into pairs.
- Let them practice through role play asking forgiveness to somebody they may have harmed through their involvement in drugs and crime.
- Group members must role play asking forgiveness from;
 - Parents
 - Friends
 - A stranger
- The person who is role playing the above people must just listen attentively and not engage in conversation with the person that is asking forgiveness.
- After one person have practiced asking forgiveness from the above mentioned people, they must switch roles and the other person takes a turn to practice asking for forgiveness.

Adaptation:

Change the Scenario's to ones not related to substance abuse – i.e. anger situation etc.

Reflection:

- How did group members feel when asking for forgiveness?
- Was it easier or more difficult to ask forgiveness from parents, strangers or friends? Why?
- How can group members benefit from asking forgiveness?
- How will the other people benefit when they are asked for forgiveness?

Notes:

How Did I Get Involved

Time: 20

Preparation:

Resources:

How to Play:

Adaptation:

Reflection:

Notes:

Peer Pressure	Low self Image	Feelings that they don't belong
Boredom	Unable to solve problems	Curiosity
No one to talk to	Drugs are glamorized	Don't know the facts about drugs
Family Problems		

Solve The Problem

Time: 30

Preparation:

Resources: Flip Charts

How to Play: To provide group members with the opportunity to apply the problem solving process in various situations.

- After discussing the problem solving process in the group, subdivide group members into smaller groups of three to five participants.
- Give to each small group one of the flip chart papers
- Instruct group members to follow the problem solving process as discussed earlier and solve the problem in the scenario.
- Group members may refer back to the problem solving information sheet in their work books.
- Group members must write this process out on the flip chart paper as they will present back to the group.
- Allow approximately five minutes for completion of the activity.
- After group members have completed ask representatives from the small groups to present their scenarios to the big group

Adaptation:

- Reflection:**
- Was the problems easy to solve? Why or why not?
 - How did group members experience the use of the problem solving process? Was it easy or difficult? Why or why not?
 - Did everybody in the group agree on various alternatives for solutions to the problem? Why or why not?
 - How do people generally solve problems?

Notes:

Scenarios:

1. You are at a friend's house. The people, who are supposed to give you a lift home, leave without you. It is late at night.
2. You are at a party. One of your friends drank too much alcohol and wants to drive home
3. A group of boys and girls go outside during lunch break. One of the girls has brought a soccer ball. She asks whether any of the others want to play a game. They decide they would like to, but realize there isn't enough space. Younger students are playing in a part of the schoolyard they claim as their territory. The older students tell the younger children to leave, insisting the area is theirs. Some of the younger students refuse to move, saying empathically, that they were there first. The older students push them out of the way.

4. Oksana and her parents have moved to a different house and she has to go to a new school. When she goes to her first class, she feels uncomfortable because she doesn't know anyone. In the schoolyard at break, Oksana talks to some students who appear to be very popular. However, they also seem rather rough; they bully other students, curse and smoke. These students ask Oksana to come with them to the shopping mall after school. What should she do?
5. Your parents have asked you to look after your smaller brother after school and told you that you can not go to your friend today. You agreed. Your best friend however told you that he has new television games and wants you to come and play at his house. He says that you can bring your smaller brother and that you can leave before your parents get home. What should you do?

Brainwriting

Time: 20

Preparation: Facilitator must cut the white card board paper into envelope size cards before the group session starts.

Resources: Blank white card board paper

How to Play: To provide group members with the opportunity to practice the brainstorming process as part of problem solving.

- Ask group members to sit in a circle.
- Give each group member a blank card.
- Ask each participant to think about a particular problem that they are experiencing or have experienced in the past.
- Instruct them to write this problem as a heading on their blank cards and underneath one solution, idea or action relating to the problem underneath the heading.
- Each person will then pass their card to the person on their right and receive a new card from the person on the left.
- Instruct them to add a new solution to the new card they received and pass it on to the right.
- Group members continue with this activity until they have their original card back.
- Ask them to look at the solutions on their cards and choose two or three solutions they think are workable for them personally.

Adaptation:

Reflection:

- Were group members able to choose a workable solution to their problem from the card?
- Is the solution they chose as the workable option their own or someone else's idea or solution?
- Before choosing the possible solution(s) did they consider consequences? Why or why not?
- On what basis did they choose the possible solution(s)?
- What did group members learn from the activity?

Notes:

Peer Pressure

Time: 20

Preparation:

Resources: Flip chart paper; Flip chart markers

How to Play: To provide group members with the opportunity to use problem solving to find ways to deal with peer pressure

- Request group members to identify practical situations where they may experience pressure from friends to use or be involved with drugs.
- Write these situations on a flip chart.
- Subdivide group members into smaller discussion groups of 3 to five members each.
- Give each group a flip chart paper and assign one of the above situations/scenarios to each small group.
- Instruct them to use the problem solving model to find a solution to these scenarios
- After completion ask volunteers from each small group to report back to the group.

Adaptation:

- Reflection:**
- What did group members learn from this activity?
 - Why is it important to have possible solutions available when faced with peer pressure situations?
 - What else can a person do to avoid or deal with peer pressure?

Notes:

My Goals in Life

Time: 30

Preparation: Facilitator to make a goals poster if an example does not exist

Resources: Poster Boards/ flip chart Paper
Pens/ Pencils/ Markers
Magazines, glue, scissors

How to Play: This is an introductory activity to goal setting, aiming to make group members aware of goals they may have for themselves.

- Tell group members that during this activity they will be looking into their personal futures. They will develop a poster that represents what they want to obtain or achieve in their futures.
- Explain to the group that each one of them will receive a poster board/ flip chart paper. This should be divided into four sections. Using pictures that they will cut out from magazines or draw, they will represent the goals they have for different stages in their lives. In the first section, they will find or draw pictures that represent what they want to be doing for the next month and label one section as such. The other sections will be dedicated to goals for the next six months, next year and next five years.
- Share a completed poster with the group (This was prepared before hand by the facilitator or an example of previous group members posters)
- Provide each group member with a poster board, scissors, glue and coloured crayons. On another table, display a variety of magazines. Make sure the magazines reflect the ethnic make up of the group.
- Give the group approx. 15 minutes to complete their posters. While group members are working, ask them to think about which section of their posters they will want to share with the rest of the group when they are finished. Each person will have a minute to talk about his or her goals.
- After 15 minutes get group members back into big group. Allow time for all members to share an aspect of their posters.

Adaptation:

- Categorise goals as positive, Negative
- Develop Short term goals to reach longer term goals

Reflection:

- What were you thinking/feeling as you created your poster?
- How did you feel after sharing part of your personal poster with the group?
- What personal values did you use to decide what to put in your different sections?
- Do you believe you can accomplish your goals? Why or why not?
- Do you feel your goals are realistic? How can you make them more realistic?
- Why is it important to have goals?

Steps to Reach My Goals

Time: 20

Preparation:

Resources:

How to Play:

To familiarize group members with the goal setting process.

- Refer group members to the “**steps to reach my goal**” activity sheet in their workbooks.
- Ask them to think about a goal that they have for themselves, i.e. to pass their grade etc. They must write this goal in the space provided at the top of their activity sheet.
- After writing down their goals ask them to identify short term goals/ steps that will support them to reach their goals. They must write this in the appropriate space provided on their worksheet. If there are more steps involved than provided for on the activity sheet group members may just add them.
- Allow approximately five minutes for completion of this activity.
- After completion ask volunteers to provide feedback.

Adaptation:

Reflection:

- How did group members experience doing the activity?
- Was it easy or difficult to write down steps to reach your goal? Why or why not?
- How can group members personally benefit from setting goals?

Notes:

Rate the goals

Time: 20

Preparation:

Resources:

How to Play: This activity intends to support group members to apply their knowledge about guidelines for personal goal settings to a number of examples of goals.

- Ask group members to formulate and example of a personal goal and write it on the flipchart.
- Refer group members to the “**setting and reaching personal goals**” information sheet in their workbooks. Request group members to critically evaluate the statement on the flipchart and decide whether the goal is SMART or not.
- Ask group members to suggest how the goal statement could be improved.
- Refer group members to the “rate the goals” activity sheet and ask them to read the goal statements and tick in the columns if the statement complies with guidelines. For example if the goal is specific they make a tick mark in the column under specific etc
- Ask volunteers to provide feedback

Adaptation:

- Reflection:**
- What did group members learn from this activity?
 - Why is it important that goals are very specific, measurable, achievable, realistic and time limited?

Notes:

List of goal statements

- “I want to become rich.”
- “My mother will have to do more to help me with my homework.”
- “I will look better.”
- “I will live healthier.”
- “I will pass matric at the end of this year.”
- “I will do better at school.”

Me and my world

Time: 20

Preparation:

Resources:

How to Play: This activity intends to put each group member's individuality on paper to make group members aware of their uniqueness

- Ask group members to page to the “**me and my world**” activity sheet in their workbooks
- Ask them to by themselves complete the worksheet as you take them through it step by step. Allow approximately 5 minutes to complete this part of the activity.
- After you have gone through the worksheet and every group member have completed to fill it in, divide them into pairs.
- Ask them to share their worksheets with each other. (Be time conscious). Allow approximately 5 minutes for this.
- After time has expired get them back in the large group and discuss the results of the worksheets.

Adaptation:

- Reflection:**
- Were all the answers on your worksheet the same as your friend's? Why not?
 - Were there more differences or more similarities between your and your friends' answers?
 - What makes you different from the person you talked to?
 - If there were similarities does that mean we are the same or not? Why would you say that?
 - What did group members learn about themselves by doing this exercise?

Notes:

If I Were an Animal

Time: 20

Preparation: This game requires a large space for the children to be able to move around.

Resources: Take some time to brainstorm animal names and characteristics.

How to Play:

- Each child thinks of an animal that somehow shows something about who they are.
- Divide the group into two. Half the group imagine becoming their chosen animal for a short while – moving around the room, greeting other animals and finding out their ‘character’.
- The other half of the group sit and watch.
- Their task is to guess all the animals as quickly as possible. As soon as an animal is correctly identified it must sit down. Keep going until all the animals have been guessed. The groups then swap over.

Adaptation:

- Adaptations The game coordinator chooses one of the animals from the above game. Everyone in the group tries to act like that animal for 30 seconds. The person who originally chose the animal (in the first game) can give ‘directions’, e.g. ‘I’m a flamingo and I move like this. I speak like this. I don’t like...but I do like... When I meet other flamingos I...’ There is no ‘correct’ way to explore being this animal – for example, it doesn’t matter if the child says ‘I’m a flamingo and I like to eat chocolate’!
- Everyone will need a turn at directing others in how to be their animal so it is best to do this version of the game with small groups or in pairs.
- Ask the children to choose a completely different animal, perhaps one who has the opposite characteristic to the first one chosen. For example, if a child chose a noisy animal they could try being a quiet one, fast/slow, big/small, etc.
- All the children go back to being the original animals and stand or sit in a circle to introduce themselves to the group and say one good thing about being this animal (e.g. ‘I am a leopard and I can run very fast’). Finish by ‘stepping out’ of the chosen animals – invite the children to have a stretch and shake their arms and legs and go back to being children again.

Reflection:

Notes:

True or False

Time: 45

Preparation: .

Resources: Large pieces of paper.

How to Play:

- Players each draw the shape of a shield on a large piece of paper.
- Divide the shield into four sections and draw different symbols/pictures in each section to show: my special talents and skills, special people in my life, my special place, and my proudest moment/important achievements.
- Display the shields on a table or wall, and have players guess the owner of each one.

Adaptation:

- Draw a shield for hopes for next year or a personal motto.
- Make one large coat of arms for the whole group or make a flag instead of a shield.

Reflection:

- Talk about similarities and differences between the shields.
- Talk about and celebrate the achievements, talents, and skills.
- How easy or difficult it was for you to think of positive things to put on your shield

Notes: Focuses on imagination, deduction, self-awareness, self-respect, and understanding metaphors

Pass The Shell

Time:	5 mins
Preparation:	
Resources:	A large shell or a beautiful/unusual object.
How to Play:	• Pass the shell around the group. • Whoever is holding it praises someone else and passes them the shell. • This is best done in sequence around the circle to start until children can praise each other in random order without leaving anyone out.
Adaptation:	Each child has a piece of paper and writes their name at the bottom. The papers are passed around for everyone to write something positive about that person, folding the paper over after each comment to keep it secret. Alternatively, pin a paper to everyone's back for others to write praises on.
Reflection:	• What does it feel like to give and receive praise? • How many different ways can we praise each other? • What would you most like to be praised for? • Is there anything you don't like to be praised for?
Notes:	• Builds listening, trust, empathy, taking turns, and giving/receiving praise.

3D Noughts and Crosses

Time:

Preparation: Mark three bags with a cross and three with a circle

Resources: Large chalk grid, masking tape, beanbags

How to Play:

- Draw out a large chalk grid of nine squares (3x3) on
- the playground or mark it on the floor using masking tape. Take turns tossing the beanbags onto the grid, trying to get three crosses or three circles in a row.

Adaptation:

Place coloured squares or pictures of everyday objects in the grid; when a beanbag lands there, the child names the object or colour. If a player's beanbag lands where another is, the first bag is removed. Make up a sentence or story using the first set of three connected objects.

Reflection:

- How easy or difficult is it to get three noughts or three crosses in a row, and why?
- Is it easier to work as a team or on your own?

Notes:

Promote self-control, taking turns, and awareness of self and others.

3D Pass a Gift

Time:

Preparation:

Resources: A large glitter ball or a beautiful/unusual object

How to Play:

- Pass the ball to each other around the group.
- Whoever is holding it praises someone else and passes them the ball.
- This is best done in sequence around the circle to start with until children can praise each other in random order without leaving anyone out

Adaptation:

Brainstorm praises before you start. Let children take turns choosing the object to be used. Encourage children to say "thank you" when praised or give a non-verbal acknowledgement.

Reflection:

- What do you feel when you give and receive praise?
- How many different ways can we praise each other?
- What would you most like to be praised for?

Notes:

Builds self-acceptance, imagination/empathy, and the skill of giving and receiving praise

Working Parts

Time:

Preparation: You may need to brainstorm some ideas for machines with the group before you start (e.g., lawn mower, motorbike, computer)

Resources:

How to Play:

- Small teams of around five think of a machine that has several working parts.
- Each member takes on the role of a different part and an "operator".
- Players use sounds and actions to demonstrate their machine for the other teams to guess

Adaptation:

Teams pick a machine from a prepared set of cards, or invent a machine and explain it to the rest of the group

Reflection:

- Did all team members take an equal part?
- Is it possible for teams to be non-competitive?
- Did teams have a leader or did all members join in with the decision-making?

Notes:

Encourages creative thinking, observation, cooperation, and problem-solving.

Sculptor

Time:	15 mins
Preparation:	Plenty of space is needed for this game.
Resources:	
How to Play:	• Players take turns to be the "sculptor" who creates an object by positioning the rest of the group. • They can choose to create a snow ball, balloon, kite, or boat • . The sculptor then gives a maximum of five instructions (e.g., get bigger, go flat, fly high
Adaptation:	Make a sculpture of a "scene", such as objects in a park, garden, or factory.
Reflection:	• What did it feel like to be the sculptor? • What did it feel like to be part of the boat or kite? • How easy or difficult was it to follow instructions as a whole group?
Notes:	Fosters imagination and cooperation

I Like My Hands because

Time: 30 mins.

Preparation:

Resources: Paper and writing materials

How to Play:

- Each child draws around their own hand. In each finger they write why they like their hands, and in the palm they write one thing their hands enable them to do (e.g., play the keyboard).
- Display the hand pictures for players to guess the artist.

Adaptation: Ask the children to introduce their hands to the group. Younger children can cut out magazine pictures to show things they like to do with their hands.

Reflection:

- Talk about differences and similarities.
- Do you take your hands for granted?
- Have you ever really looked at your hands very closely and noticed the patterns of lines

Notes: Builds creative thinking, listening, and awareness of other

Three Things About Me

Time:

Preparation:

Resources: Paper and pins

How to Play:

- Players draw three things they are good at or really enjoy doing on a single sheet of paper.
- This is pinned to their front.
- Players walk around the room, looking at everyone else's drawings and talking about their pictures

Adaptation: Pairs of children draw a picture or write one thing they think their partner is good at and pin it on their partner's back. Each child tries to find out what their skill is by asking questions.

Reflection: Encourage children to explore the idea that everyone is good at some things and will find other things more difficult.

Notes: Encourages self-awareness and positive self-reflection

Adverts

Time:

Preparation:

Resources: Paper or poster materials

How to Play:

- Each player chooses a role from a provided list, such as a sports ace, computer expert, friend, or inventor.
- Players group together based on their choices and cooperate to design a joint poster or TV advert for themselves in this role, highlighting their skills and attributes.
- Volunteers then share their posters in the circle

Adaptation:

Design "your class needs you" posters highlighting attributes and skills needed for successful group work.

Reflection:

- Discuss how everyone has valuable skills and attributes.
- Are the posters realistic, and do good friends always have all the identified attributes?
- Are our "ideal" roles always achievable or are they sometimes unrealistic

Notes:

This game helps children recognize and explore some of the skills and attributes they have in relation to different aspects of their lives.

Building Blocks

Time:	50 mins
Preparation:	Find or draw a large picture of an imposing building like a castle, paste it onto card, and cut the picture into enough puzzle pieces to provide one piece for each child in the group
Resources:	Large picture, card, scissors, and tape.
How to Play:	• Players identify a skill that they are currently developing and draw something to represent this skill on the back of a puzzle piece. • When all players have completed a drawing, the group tries to make the puzzle within a given time limit. • Tape the pieces together so that either side of the finished puzzle can be displayed
Adaptation:	Use large plastic bricks or bricks drawn on card to build a structure with different assets on each brick or different things of which the children are proud.
Reflection:	• Discuss learning "sets" of skills and building up abilities gradually. • Compare this to having a natural ability which might need to be practiced. • Are there some skills that everyone needs
Notes:	Focuses on understanding characteristics, self-awareness, creative thinking, cooperation, and planning.

Eye Spy

Time:

Preparation:

Resources: Mirrors for the adaptation

How to Play:

- Players walk around the room and meet each other.
- Each time they meet up with someone, they stay and look at each other's eyes for at least one minute, taking turns to describe exactly what the other person's eyes look like with as much detail as possible.

Adaptation:

Children use mirrors to draw their own eyes and colour them in with detail. The group then tries to guess the owners of the drawings.

Reflection:

- Why is eye contact important when we communicate with each other?
- What do you like about your eyes?
- When you walk, do you look down at the ground most of the time or do you look around you?

Notes:

Colourful Me

Time:

Preparation: Collect enough see-through plastic jars or bottles for each person.

Resources: See-through plastic jars/bottles, and various coloured materials like glitter, sand, beads, coloured rice, lentils, or flour.

How to Play:

- Each child makes a container of talents, assets, and things they like about themselves.
- Fill the container with layers of different materials, with one layer to represent each talent.
- Label the top of the container and display the containers on shelves.

Adaptation: Draw a jar and colour in different shapes and layers in the jar. Make a container for things you appreciate about someone else and present it to them, or make a jar for things you're working on.

Reflection:

- Discuss the importance of enjoying our talents and appreciating our different qualities.
- Note the uniqueness of the containers and talk about how things change and shift.

Notes:

Sleeping Monsters

Time:

Preparation:

Resources: Two different types of music for the adaptation

How to Play:

- The monsters stamp around the room with heavy footsteps until they are suddenly very tired and have to lie down on the ground and close their eyes.
- The game coordinator walks quietly around the room to see if they are asleep, and can talk but must not touch the monsters.
- If any monsters move, they must get up and help spot others who are moving

Adaptation:

Use very loud music with a heavy beat and quiet, gentle music. The monsters move to the sound of the first and lie down when they hear the second.

Reflection:

- Does your breathing change when you are being calm?
- When might it be useful to make your breathing calm on purpose

Notes:

This is a slight adaptation of the familiar game of "Sleeping lions". Fosters creative thinking, self-awareness, and understanding metaphors

Emotions

Time:

Preparation:

Resources:

How to Play:

- The game coordinator suggests different emotions and all members of the group try to show these emotions in any non-verbal way they like, such as an animal, a movement, or a facial expression.
- The coordinator shouts "freeze" and everyone holds the pose to feel what it's like for a few seconds.
- Shake that feeling out of the body, then try a different emotion, finishing with at least two positive emotions.

Adaptation:

Act out actions and feelings together randomly, such as doing the ironing sadly or eating a sandwich angrily

Reflection:

- Sometimes we can be saying one thing and feeling something completely different.
- Does our body language sometimes "give the game away"?
- If someone tells you they are angry but they are smiling, would you believe their words or their facial expression?

Notes:

Feel It, Do It

Time: 20

Preparation:

Resources: Flip charts and markers

How to Play:

- How to play Players stand in a circle facing each other.
- Volunteers take turns to take one step into the circle and show with their whole body the way that they are feeling today.
- Then they say their name (in a way that also reflects the emotion) and step back.
- The whole group steps forward and reflects back the action and the original person's name. Everyone steps back.
- The next volunteer steps forward. Players do not need to name the emotions.

Adaptation:

Players start by crouching down low. Volunteers 'pop' up and then crouch down again when they have shown their feeling and said their name. The whole group 'pops' up to reflect the feeling and then crouches down to wait for the next volunteer

Reflection:

- Do you ever have feelings that you don't understand or don't know why you feel that way?
- Do people show the same emotions in different ways

Notes:

Let's Solve This

Time: 20

Preparation:

Resources: Flip charts and markers

How to Play: Divide group into subgroups of about 5. Provide each with possible scenarios for which they must

- Develop goals – reflect the various types
- Indicate short and long terms goals
- Reflect their process on flipcharts
- Identify who they can ask for help

Present to rest of group. Make more suggestions

Adaptation: Can provide own scenario's

Reflection: •

Notes:

- Don't want to go to school because there are bullies who target you and your friends
- Bunking school/ not going to school because you are struggling to keep up with the lessons and teachings
- You friends are pressuring you to take drugs
- You have a friend who is suffering because the family is poor, don't have enough food, friend is not attending school because of this.

5-4-3-2-1 Grounding

Time: 10 mins

Preparation:

Resources:

How to Play:

- The facilitator guides the group through a quiet sensory awareness exercise.
- Each participant silently identifies five things they can see, four things they can touch, three things they can hear, two things they can smell, and one thing they can taste.

Adaptation:

This can be done aloud in pairs or as a full group if participants feel comfortable sharing. You can also incorporate physical touch, like holding a textured object.

Reflection:

- How did your body feel before and after the exercise?
- When might this be useful in your daily life when you feel overwhelmed or triggered

Notes:

A highly effective tool for Trauma Release and Emotional Regulation

"I" Statements Roleplay

Time:	25 min
Preparation:	Prepare a set of cards with common conflict scenarios
Resources:	Scenario cards, flip chart, and markers.
How to Play:	• Write the formula on the flip chart: <i>"I feel [emotion] when [situation] because [reason]."</i> • Divide the group into pairs and give them the scenario cards. • Participants roleplay the scenarios, taking turns translating an aggressive or defensive statement (e.g., "You never listen to me!") into a clear "I" statement
Adaptation:	Have the group brainstorm real-life conflicts they have recently experienced and practice applying the formula to those specific situations
Reflection:	• Why is it sometimes difficult to use "I" statements in the heat of the moment? • How did it feel to hear an "I" statement compared to being blamed with a "You" statement
Notes:	Excellent for Conflict Management, Communication, and Emotional Regulation

Step Into the Circle

Time:	20 mins
Preparation:	Prepare a list of statements ranging from low-risk/neutral to progressively deeper (e.g., "Step in if you love music," "Step in if you have ever felt left out").
Resources:	A large open space
How to Play:	• Participants form a large circle. • The facilitator reads a statement. Anyone to whom the statement applies takes one step into the circle, looks around silently to acknowledge others, and then steps back out.
Adaptation:	Once the group is comfortable, allow participants to volunteer and call out their own "Step in if..." statements.
Reflection:	• How did it feel to see others step in when you did? • Were you surprised by anything you learned about the group or yourself?
Notes:	Builds profound group Empathy, Respect, and Self-Awareness

The Eisenhower Matrix

Time:	20 mins
Preparation:	Draw a large blank matrix on a board or flip chart
Resources:	Paper, pens, flip chart, markers
How to Play:	• Teach the group the four quadrants of the matrix: Urgent & Important, Important but Not Urgent, Urgent but Not Important, and Neither. • Have participants draw their own matrices on paper and categorize their current daily tasks, worries, or life goals into the four sections
Adaptation:	Do this as a large group exercise for a shared project or group problem to prioritize next steps collaboratively
Reflection:	• Which quadrant do you spend most of your time operating in? • How can we intentionally spend more time on things that are important but not urgent
Notes:	Focuses strongly on Decision Making, Goal Setting, and Problem Solving

The Marshmallow Challenge

Time:

Preparation: Pre-pack building kits for each group to save time.

Resources: Per small group: 20 sticks of dry spaghetti, 1 yard of string, 1 yard of masking tape, and 1 standard marshmallow

How to Play:

- Divide participants into small groups. They have exactly 18 minutes to build the tallest freestanding structure that will support the marshmallow at the very top. The marshmallow must remain intact

Adaptation: Change the materials (e.g., use pipe cleaners and straws instead of spaghetti) or add a rule that participants must build the structure in complete silence to test non-verbal communication.

Reflection:

- Who naturally took on a leadership role? Did you test your structure along the way, or wait until the very end? How did you handle frustration when things fell apart

Notes: Perfect for Creative/Critical Thinking, Problem Solving, and Communication

WOOP Goal Setting

Time: 15 mins

Preparation:

Resources: Paper and pens

How to Play:

- Teach the group the WOOP framework for goal setting.
 - Participants spend five minutes silently identifying a **Wish** (a realistic, short-term goal),
 - visualizing the best **Outcome**,
 - identifying their main internal **Obstacle**,
 - and creating a **Plan** (an "If [obstacle] happens, then I will [action]" statement).
- Emphasize that the obstacle must be internal (like a bad habit or fear) rather than an external force they cannot control.

Adaptation: Have participants share their "If/Then" plans with a partner for mutual accountability

Reflection: How does actively planning for an obstacle actually improve your confidence in reaching your goal

Notes:

Reverse Brainstorming

Time: 20 mins

Preparation: Identify a common group problem

Resources: Flip chart, markers

How to Play:

- Instead of asking how to solve a problem, ask the group how to cause or worsen it.
- For example, ask, "How can we completely ruin a friendship?" or "How do we ensure we fail at our jobs?"
- Write down all the destructive ideas on the board. Then, go down the list and challenge the group to flip each negative action into a positive, preventative solution.

Adaptation: Subdivide into smaller groups and assign different daily scenarios to "ruin" and repair

Reflection: Why is it sometimes easier to identify how things break rather than how they work?

Notes:

Alternative Uses

Time: 10 min

Preparation:

Resources: Random everyday object (e.g., a paperclip, a brick, a spoon).

How to Play:

- Hold up the everyday object.
- Give the group exactly three minutes to write down as many completely non-traditional uses for the object as possible.
- Challenge them to ignore the object's original purpose entirely. For instance, a paperclip could become a zipper pull, a mini sculpture, or a tool to push a reset button.

Adaptation: Turn it into a rapid-fire relay race between small groups.

Reflection: How did you push past the obvious, literal answers to find the highly creative ones?

Notes: Encourages cognitive flexibility and out-of-the-box thinking

Square Breathing

Time: 15 min

Preparation:

Resources:

How to Play:

- Guide the group to inhale for 4 seconds, hold the breath for 4 seconds, exhale for 4 seconds, and hold empty for 4 seconds
- . Repeat this "box" cycle several times.

Adaptation: Have participants slowly trace a square on their knee with their finger as they breathe to add a physical grounding element

Reflection: Did the counting and tracing help keep your mind from wandering to other thoughts?

Notes: Highly effective for quick Emotional Regulation and Trauma Release.

:

Leaves on a Stream

Time: 10 mins

Preparation:

Resources: A quiet room

How to Play:

- Ask participants to close their eyes and visualize a gently flowing stream with leaves floating on the surface.
- When a distracting thought or worry enters their mind, they must mentally place that thought on a leaf and watch it float away out of sight.

Adaptation: If visualization is difficult, have them draw a stream on a piece of paper and write their worries on sticky notes, physically moving them down the paper.

Reflection: Was it difficult to let certain thoughts float away without holding onto them

Notes: Builds Emotional Intelligence by practicing non-attachment to intrusive thoughts.

Mindful Listening

Time: 10 mins

Preparation:

Resources: A bell, chime, or a singing bowl

How to Play:

- Ring a bell and ask the group to listen closely, raising their hands the exact fraction of a second they can no longer hear the vibration.
- Afterward, ask them to remain perfectly silent for three minutes, identifying as many ambient background sounds in the room as possible.

Adaptation: Play a complex piece of instrumental music and ask them to focus solely on isolating the sound of a single specific instrument

Reflection: What everyday background sounds did you notice today that you normally tune out?

Notes: Enhances Self-Awareness and grounds the nervous system in external reality

The 3-Minute Check-In

Time: 3 mins

Preparation:

Resources:

How to Play:

- Break the three minutes into three distinct steps.
 - Minute 1: Observe what you are feeling and thinking right now without judgment.
 - Minute 2: Focus entirely on the physical sensation of breathing.
 - Minute 3: Expand your awareness to your entire body and your posture.

Adaptation: Use this as a standardized transition ritual at the very beginning or end of every group session

Reflection: How much can your internal state shift or settle in just three minutes?

Notes: Excellent for routine Emotional Regulation

Mindful Walking

Time: 15 mins

Preparation: A clear space to walk

Resources:

How to Play:

- Instruct participants to walk slowly around the room in silence.
- Have them focus entirely on the physical mechanics of walking: the heel striking the floor, the roll of the foot, the shift in body weight, and the push-off of the toes.

Adaptation: Have them walk at normal speed but mentally label their steps as "left, right, left, right" to maintain focus if walking too slowly feels frustrating

Reflection: Did slowing down a completely automatic movement change how you felt physically?

Notes: A great grounding alternative for individuals who struggle with sitting still or closing their eyes.