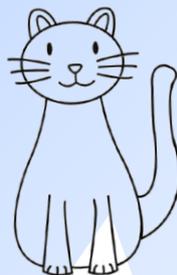


Compendium



the Games
We Play



Games Compendium

Acknowledgments

Thanks go out to the participants of the Games Group who are the authors of this publication, and who took on each game with mixtures of trepidation, courage, enthusiasm but above all, open-minds:

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We would like to especially acknowledge Jenny from our Games Group, who sadly passed away in July 2017. She is remembered with love and missed for her enthusiasm, her humour and her kindness to everyone.

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CDET B



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Thanks to all the SAOL staff who contribute to an environment that is warm and welcoming and where ideas can take form and flourish.

Free to download at www.saolproject.ie

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Games Compendium

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Games Compendium

Introduction:

The belief that life needs fun and laughter and recovery work can and should be creative and interesting and exciting is an intrinsic part of SAOL. Our Games group took this approach to heart and from day 1 we have had fun.

Just because it is a game doesn't mean it has always been easy. For some participants standing in front of the group acting out the charade took them so far from their comfort zone that they 'felt like fainting' but emerged 'with a spring in their step, oozing confidence'. For others playing a game that involved physical contact pushed their limits.

Whatever the game, we took equal time afterwards to discuss it: What worked? What didn't work? Could we make it better? We also discussed what we learned from it—about ourselves and about being in groups. How do we deal with our frustrations when somebody is not doing what you want them to do? Do you say it out? Do you withdraw? What qualities do we have, or do we need, to be good leaders and manage our team?

When we discussed these things we started to see links and patterns to groups outside our Games group. Is this how we behave and react in our families, with our friends? And does it work for us? And might we be able to try something a little different and might that work better? These discussions led to our stories, our experiences, our difficulties and our successes—this is recovery work. It might have started with the 'Hand Game', but we ended up talking about how our minds can race ahead of ourselves and how we lose focus and what we might do about this.

For ease, each page of this Compendium is presented with a similar format:

- Equipment
- Time needed
- Participant numbers
- Instructions
- Review—including what works, what was learned
- Variations

We hope that other groups and other projects will use these games.

If you have games you play we would love to hear about them. Send us your ideas and we will review them and add to our compendium online at www.saolproject.ie

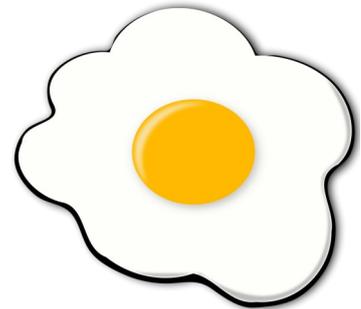
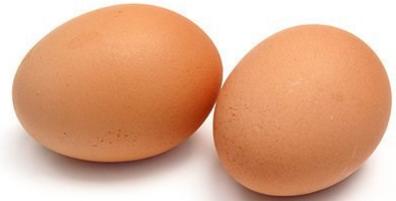
Send games to jane@saolproject.ie





Games Compendium

the Great Egg Drop



Equipment:

(for each team)

- 1 egg
- Masking tape
- Newspaper
- Straws (20)
- Scissors

Instructions:

Suitable for: Teams 3-4 people

Time: 30 minutes

Teams have 20 minutes to protect the egg using any of the materials provided.

After 20 minutes your egg will be dropped by a member of your team (standing on a table, shoulder height).

Winning teams are those whose eggs remain intact after the drop.

Review:

What works well?

Simple instructions and purpose

No / very little pressure, so opens up conversations— works specifically well for first group time

What was learned?

- Learn communication, how to encourage, be positive with others
- Patience, tolerance, compromise, support, creativity
- Working together without much pressure allows participants to enjoy activity, be themselves, be in the moment, complete task as a distraction to thinking things over
- Being ourselves lets us re-discover aspects of ourselves that might have been hidden, not used or lost
- Minding the egg can bring our caring, protective side to the fore
- The game can remind us about the effort that it takes in minding things: do we mind ourselves as well as we minded the egg?

Variations:



Give less time—increase the challenge / competitive element

Give less material—1 sheet of paper



Use different materials, or ask teams to choose 3 of 10 options.

For example: lollipop sticks, balloon, sponge, paper tissues, egg carton, plastic cup, sellotape, cardboard, feathers

Authors:

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Linda W

Jennifer M

Carol S

Rowena W

Jane M



Games Compendium

† o w e r B u i l d i n g



Equipment:

(for each team)

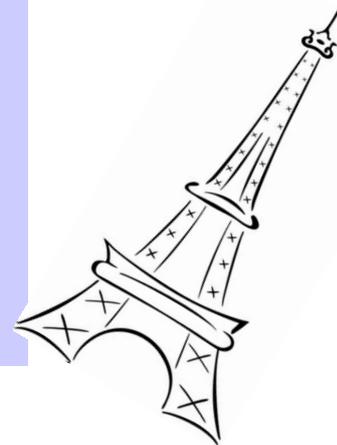
- 2 Paper Cups
- Sticks / straws
- Sheets of paper
- Masking tape
- Scissors

Instructions:

Suitable for: Teams 3-5 people

Time: 20 –30 minutes to build

Participants must work to build the **tallest free-standing tower** they can with the supplies given.



Review:

What works well?

- Simple instructions and purpose
- Competition motivated—only one team winner

What was learned?

- Communication
- How to accept constructive criticism
- Patience, tolerance (of noise level), compromise, support, creativity
- Time management
- Team work- what can be done to encourage people to contribute?
- Leadership—what makes a good leader? - organizer, diplomatic, democratic, decisive
- How we act in groups: How do I deal with not being heard? How do stay calm? How much do I contribute or take responsibility? Do I ask for what I want and need?
Do I act like this in life in general?

Authors:

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- Linda W Lucy H
- Jennifer M
- Carol S Sharon O
- Rowena W Kate O’C
- Jane M Kim H

Variations:

- Give less time—increase the challenge / competitive element
- Give less / different materials—glue
- Smaller teams might increase cooperation
- Ask teams to elect a leader at the start

Games Compendium

Survival

Equipment: (for each team)

Scenario sheet (see Appendix)

List of items—each Pens Spare paper



Instructions:

Suitable for: Teams 3-5 people

Time: 1 hour

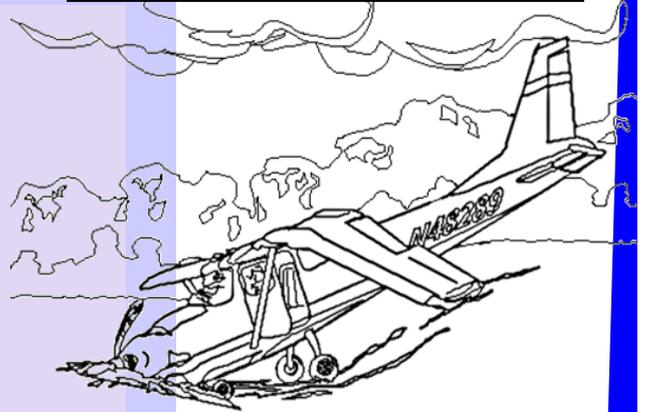
Set the scene about the crash.

Instruct each member of the team to individually select their 10 items (5 minutes)

Present this without discussion to group

Each team then has 30 minutes to agree a list

Read out agreed list. Each team can then choose to change 1 item.



Authors:

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Erica B

Review:

What works well?

Choosing individual list first

Total distraction from everything else going on in head

Fun

What was learned?

- Imagination—reconnecting with childhood games of surviving
- Opens up conversation in group. Did they discuss plan of action?
- No right or wrong answers—and so listening to others who had good ideas—might change your mind
- Negotiation skills. Negotiation or manipulation?
- Persuasive skills to try to influence the group of your choices.
- Logic—justifying the choices you made
- Team bonding—working out how to survive together
- Being resourceful, identifying with and wanting to survive!

Variations:

More / less time

More people in team.

More / less items to choose from or pick

Different scenario

All these variations might impact communication skills and styles, and level of conflict.



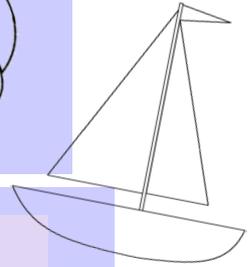
Games

Picture this

Equipment:

Envelope containing cards with simple line pictures

Paper Pens



Instructions:

Suitable for: 5 participants upward

Time: 20 minutes upwards

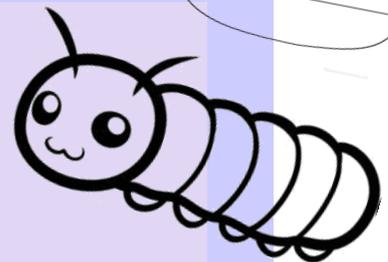
Introduction and demonstration on flip chart of basic shapes—circle, triangle, square, rectangle, zig-zag, curvy lines etc.

One person standing in front of the group, takes a card from the envelope—being careful not to let it be seen by the group

They describe what is on the card—only naming shapes.

Each person draws what they hear.

The winner is the person whose picture is most accurate. They describe the next card.



Review:

What works well?

Lots of fun, lightens up

Feels safe, no anxiety because everybody is focused on the picture and not on you

What was learned?

- Creative—gets you to look at things differently
- Have to really listen
- Think outside the box!
- Get to realise that everybody sees things differently
- Get to realise that we have to be really careful how to say things if we want someone to understand what we mean
- Builds confidence

Authors:

Winnie L

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Variations:

Harder pictures

Don't let group see others drawings until finished

Easier pictures

Don't let person describing see what people are drawing

Don't allow movements or hand gestures to be used by the person describing



Games Compendium

Word Play

Equipment:

Whiteboard or flipchart plus markers
Word play puzzles (See Appendix)

Instructions:

Suitable for: 5 participants upwards

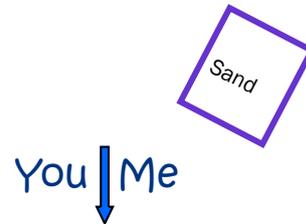
Time: 3 mins for each word play

'Say what you see'

The group works individually and together trying to work out the word puzzles.

Knee

Light



T
O
N

Feet Feet Feet Feet Feet Feet

Review:

What works well?

Gets your brain working
Was a lot of fun as a team

What was learned?

- Work together, bouncing ideas and developing thoughts from other people. This might be the same in life—we get further if we have people we can connect with and communicate to. If we are only stuck in our head then we don't get as far. We need the perspectives of others
- The negative ones were easier—maybe we see familiar things more easily
- We get stuck with one idea and find it difficult to get out of our head, even though we know it is wrong
- Some people find it easier to give up than others
- Builds confidence

Authors:

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Mary P
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Sharon O
Susan M
Debbie C
Jane M



Variations:

Harder puzzles

Easier puzzles



Games Compendium

Clay

Equipment:

- Air drying clay
- Assortment beads, sequins, matchsticks, crystals, magnets
- Rolling pins, cutters
- Board for drying



Instructions:

- Suitable for: any number
- Time: 30 minutes upwards
- Create something
- Sheet for ideas

Authors:

- Winnie L
- Erica B
- Susan M
- Carol S
- Debbie C
- Elaine R
- Jane M
- Kim H
- Jenny M
- Rowena W

Review:

What works well?

- Relaxing
- Great distraction to get out of head
- Felt like going back to being a child
- The activity was energizing
- Music in the background was helpful



What was learned?

- We might be more creative than we think we are
- The anxiety at the beginning when we are unsure of what was expected of us, started to disappear when we started doing things
- Can let our ideas emerge. Don't always have to know what or how to do things in advance
- Music can be used to provide energy, different moods, or even as a background 'white noise' so that there is more privacy and comfort for conversations

Variations:

More clay

Clay tools





Games Compendium

Higher or Lower

Equipment:

Pack of playing cards (as large as possible)

Instructions:

Suitable for: 4 participants upwards

Time: 10 minutes upwards

5 cards are dealt in a row—unseen. It is preferable that everybody in the group can see them—so on a mantelpiece or shelf is ideal.

The first card is turned around.

The first player then must decide whether the following card will be higher or lower. Once guessed, this card is turned around. If the guess is correct, the player can move to the next guess—higher or lower. The aim is to correctly guess to the end.

If the card is the same value then this guess is counted as successful

Aces can be high or low

A player may change **one** of the cards only.

If a player is successful they become the dealer.



Authors:

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Debbie C	Elaine R
Jane M	Kim H
Jenny M	Rowena W



Review:

What works well?

Energizing Competitive Fun

What was learned?

- It was nice to have the cheering encouragement and support of the rest of the group when it was our turn to play
- There was a lot of 'personal style' brought into being the dealer—creative and an opportunity to be centre stage.
- Not everybody wanted to be centre stage



Games Compendium

Family Fortunes

Equipment:

Quiz questions (See Appendix)

Whiteboard or flipchart

Name something you would bring with you on holiday:



Instructions:

Suitable for: 5 participants upwards

Time: 20 minutes upwards

2 teams are selected (randomly)

Quizmaster reads out the first question e.g.: Name a colour

The answers are taken from surveys 'We asked a hundred people....', 'Our survey says' ... The quizmaster holds the top five answers.

Team 1 starts with each team member taking a guess.

The guesses are written up on the board showing whether they are placed in the top 5.

If a guess does not fall in the top 5 answers, then the turn is passed over to the other team.

Once each team member has guessed individually, then the team can confer for their answers.

The winning team is the one who provides the final answer to complete the top five.

Authors:

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Kim H	Jess C
Rowena W	

Review:

What works well?

Winning! Competitive game. Teamwork and team support and encouragement

Fun—encourages a person to turn up for the group and put the effort in. Listening to everybody's ideas

What was learned?

- Realizing 'I do know things!' - confidence boost
- Being put on the spot— memory decreases with stress
- Feels uncomfortable to be put on the spot; and to feel you are letting the team down
- Not knowing the answer is frustrating—notice how we react to this e.g. shut down
- Brings out personality—can sometimes need to give yourself permission to be yourself

Games Compendium

Charades

Equipment:

Charades ideas (See Appendix)

Whiteboard or flipchart

Instructions:

Suitable for: 4 participants upwards

Time: 20 minutes upwards

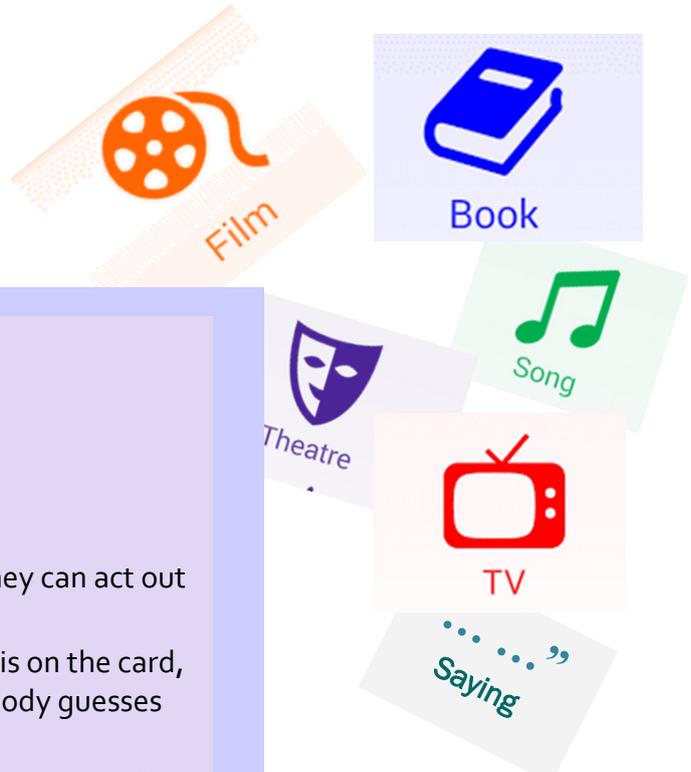
First participant selects a card.

There are 6 different categories.

Participant selects one (that they feel they can act out to audience).

Without words, must then act out what is on the card, breaking it down into parts, until somebody guesses correctly.

The person guessing correctly gains one point (on flip-chart) and then takes over selecting and performing the next charade.



Authors:

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Jane M Rowena W
Debbie C

Review:

What works well?

Game takes you back to playing this in childhood

Watching the facial expressions of participants was nearly as much fun as playing

Competitive, energizing

The game helped let stress and strain go— participants feeling relaxed and comfortable

What was learned?

- Confidence building—being centre stage—even though this may be unfamiliar, uncomfortable
- Ice-breaker , team building
- Learning how to communicate in a different way
- Improving mental health

Variations:

Participants take turns to act charade (rather than 'winner). Ensures everybody involved

Participants divided into teams

Add time element to increase competition

Games Compendium

Vision Boards

Equipment:

Large A3 plain paper
Old magazines, decorative paper
Markers, colours, paints, decorations
Glue and glue brushes
Scissors

Instructions:

Suitable for: 3 participants upwards

Time: 30 minutes upwards

Discuss what the participants might want their board to represent.

This could be 'things that have been / are an important part of their life'; 'hopes for the future'; 'aspects of themselves'.

Participants then have an allocated time (45 minutes) to cut, arrange, glue, decorate their board.

Participants then present their board to the group.



Authors:

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Review:

What works well?

Participants found this activity to be very relaxing

Lots of time for informal discussions Noticing what pictures / words / colours 'jumped out' at them

What was learned?

- Focussing attention on our lives 'as a whole'
- Articulating our priorities in life—telling the stories to explain
- Creating a picture with use of colours etc.
- Creativity in how we relate images or phrases to aspects of ourselves—and learning from others approaches

Variations: Could be more directive re what the board is to represent. Have music in background

Games Compendium

Film Quiz

Equipment:

TV Screen
Access to internet
Paper & pens
(See Appendix)

Instructions:

Suitable for: 5 participants upwards

Time: 30 minutes upwards

In advance, check out websites that host film quizzes and/or music quizzes.

These might be sound clips, visual clips, or a mixture.

Useful search terms on YouTube are 'free download', 'with answers'.

Explain rules of the quiz to the group. Discuss whether they will compete individually, in teams, or all together

Answers to be written down or called out.



Authors:

Mary L	Jessica C
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Debbie C	Debbie D

Review:

What works well?

Music quiz was energizing

Working as a whole group was still competitive, and this environment helped make it safe to take risk and increase self confidence in group work.

What was learned?

- Some people are more audio or visually tuned in
- Some questions were from a specific era, so excluded different ages, or highlighted that a variety of ages and knowledge was best for a team
- Hearing some of the audio clips was difficult—need to ensure room is peaceful. Also individuals may have specific hearing difficulties

Variations: Competition could be increased by teams or individuals, or prizes! This perhaps would decrease the sociable element

Games Compendium

Word Games

Equipment:

Whiteboard Markers

Pen / paper

Instructions:

Suitable for: 4 participants upwards

Time: 10 minutes upwards per game

Game 1: Hangman

One person decides on word or phrase and marks up appropriate number of blank lines on board,

Group guesses letters—1 at a time—which are either placed in their appropriate place or the hangman gallows is built.

The aim is to guess the word/phrase before the gallows is built.

Game 2: Word Transition

Determine a start and end word (both words must have the same number of letters).

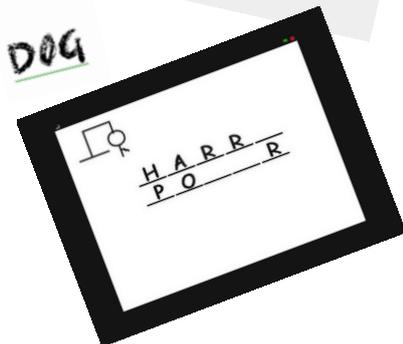
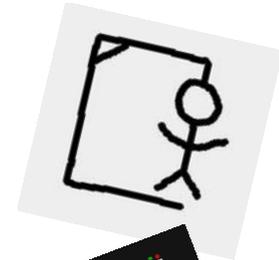
Write the start word on the board.

One letter may be changed at a time

Each 'transition' word must be a real word

The aim is to get to the end  word in the least possible moves. Eg Hate-Love. Hate: Have: Rave: Rove: Love

CAT
COT
COG
DOG



Authors:

Mary L	Jessica C
Carol S	Jenny M
Jane M	Rowena W
Debbie C	Debbie D

Review:

What works well?

Easy to set up and can fill spare 5 / 10 minutes

What was learned?

Occupies mind. Some participants put off by spelling, school memories

Variations: Could make competitive by awarding points, or limiting time for completion.

Games Compendium

Paper Cups

Equipment:

6 paper cups
 Elastic band
 String Scissors
 Paper cup construction designs
 (See Appendix)



Instructions:

Suitable for: 5 participants upwards

Time: 30 minutes

Suitable for: 4-5 people Time: 20mins

Tie lengths of string (approx. 45cm) onto the rubber band— one piece of string for each member of the team.

The team must use only their string to move the cups into the formation (see pictures to right).



Review:

What works well?

Easy to set up
 Enjoyed a new challenge

What was learned?

Some participants found the game to be frustrating, and so the biggest learning was how we manage this frustration, and what impact our frustration may have on others e.g.—shut down, react.

Frustration cause (for one participant) identified as 'other people not being careful enough with what was important'

Importance of communication was emphasised

Trusting others to do their thing (pull their string), and not thinking we had to do this for them.

Leadership skills were highlighted—how to be assertive, whether we take on this role and how others might respond to this.

Skill of spatial awareness—being able to visualise how to manipulate the cups

Variations: Two groups competing.

Participants having 2 strings each.

Different formations to build

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Rowena W	Debbie C



Games Compendium

Jury time

Equipment:

List of questions for 'the jury' to deliberate on (plus the answers)

(See Appendix)

Paper and pens



Instructions:

Suitable for: 5-6 people

Time: 30mins upwards

A ForePerson of the Jury group is nominated.

The group (Jury) is presented with the question. They must come up with a unanimous answer, which the Foreperson announces when ready.

A new ForePerson is selected for each subsequent question



Authors:

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Fran L	

Review:

What works well?

Once the questions have been researched, this is a very simple game to set up and run.

Examples of question:

Most successful Pixar movie (adjusted for inflation) at the box office?

1: Finding Nemo 2: Toy Story 3 3: Up

What was learned?

Participants discussed the process of trying to come to a consensus decision. This was at times: 'frustrating', 'agreed out of exhaustion', 'arrived at by default—when nobody knew'.

Discussed how they felt in the middle of discussion / arguments—'uncomfortable', 'I withdraw when it gets too much' (head in hands); 'I can't let go if I know I'm right'; 'not nice when I don't know things'.

Further discussed the tension between needs of 'self' and needs of 'group'. How do we mind ourselves in a group? 'What if I can't mind myself'. How this might be replicated in relationships, families, communities? What might we need to learn in order to be more skilled at minding ourselves, whilst at the same time being aware and mindful of the needs of the group?

Variations: Two groups competing.



Games Compendium

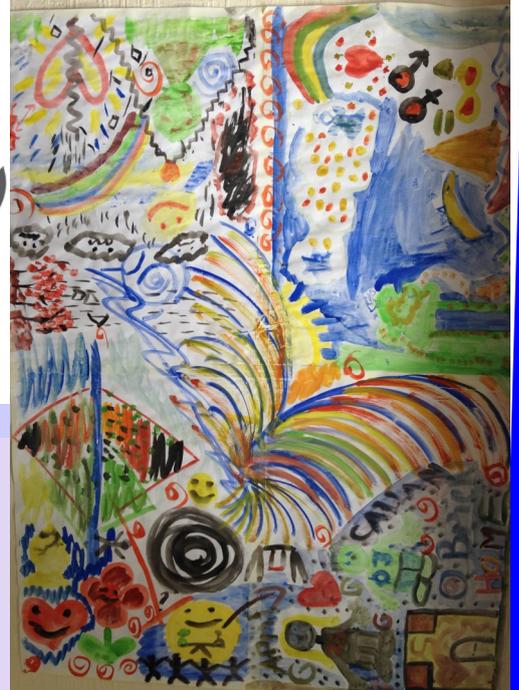
Painting

Equipment:

Flip chart paper

Masking tape to hold 4 pages together / frame

Paint blocks / brushes/ water



Instructions:

Suitable for: 4 participants upwards

Time: 30 minutes upwards

One sheet of flipchart paper starts this off.

2 volunteers to practice.

One is asked to paint (without speaking) anything that expresses where / what things are like for them at the moment.

The other person then responds through painting. Repeat this 'silent conversation' for a few minutes

Discuss what this was like—for two participants and the rest of the group who watched.

Then whole group have brushes—for the taped large piece of paper (4 flip-chart sheets). No talking.

'Silent conversation' until the whole sheet is full

If flagging, instruction that the group must fill the paper.

Lead and encourage a discussion of what was being 'said', and what they see in the finished picture.

Authors:

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Mary L
Susan M
Jane M
April O'B
Michelle K

Review:

What works well?

Was a relaxing time. Interesting to see and try to work out what others were painting and trying to respond to them. End picture looked good.

What was learned?

We don't always 'get' what others are 'saying'.

It is really easy to get caught up in what we are 'saying' and not link this to others (maybe especially when we are in active addiction', caught in our own world)

Nice to have the opportunity to 'say' things out.

Variations:

Might work more as a conversation, if participants move around the paper/ painting.



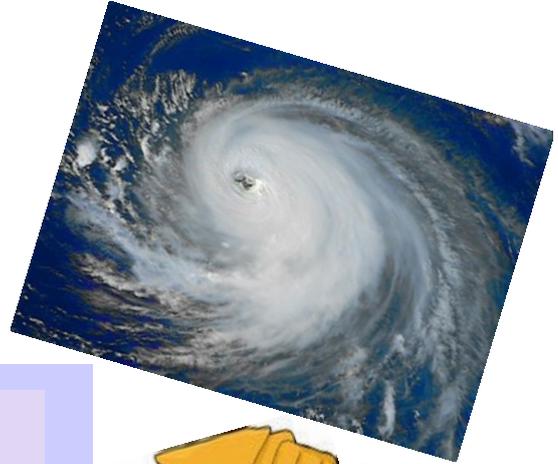
Games Compendium

Hurricane Warning

Equipment:

Paper and pens

Room (or building) with a variety of items



Instructions:

Suitable for: 4 people upwards

Time: 20 minutes upwards

'A hurricane is approaching fast. It has already flooded the street and taken the roof off the building. Windows are being smashed by flying debris.'

The group must select 10 items from the room that they think will be the most useful to them in their survival.

When these have been selected (they can be gathered onto the table, or just written down), these items must be ranked in order of importance 1-10.

The list is to be presented with a rationale of what was selected together with a rationale of why.



Authors:

Rowena W	Mary L
Susan M	Jane M
Aisling M	Michelle K

Review:

What works well?

The challenge got people thinking practically. Had to listen to alternative ideas and take these on board—or not.

What was learned?

Opportunity to look at how we behave / feel with regard to leadership. Who led the exercise? What role did we take? What was this like? What might we have done/said instead? Would there have been a different outcome?

Opportunity to look at decision making in groups. How were decisions made? Was this an effective approach? - i.e. were all members of the group happy with the outcomes? Were the outcomes the most appropriate?

Did the group work out an agreed plan and then select the items or did they have different ideas of this plan, for example stay in building or leave?

Variations: Group facilitator could take away bottom 5 items from the final presented list and then give the group an opportunity to re-evaluate decision.

Could put a time limit on the game.



Games Compendium

Hand Game

Equipment:
Table for all participants to sit/fit around



Instructions:
Suitable for: 5 people upwards
Time: 5 minutes upwards
All participants sit in a circle around the table.
Put both hands palm down out in front of you resting on the table.
Cross over your left hand with the person on your left (so all hands will become alternating)
Start: 1 person slaps down one of their hands. This is then copied by the person to their left, and passed around the group clockwise.
At any point, anyone in the group can choose to do a double slap.
When this happens, players must reverse the direction 'the slap down' is being passed around the group.
If a player makes a mistake (slaps out of their turn), they must remove that hand and put it behind their back.
There will be two winning hands - last ones remaining

Review:

What works well?
This game improves focus and concentration.

Authors:	
Rowena W	Mary L
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Aisling M	Michelle K

What was learned?

Participants found that any distraction (laugh or talking) could be enough to put them off and lose track of what they were supposed to be doing. Discussion about how this might be replicated in day to day activities.

Participants found that their heads were often seeming to work in advance of their bodies. Discussion of racing minds ahead and difficulty sometimes of staying just where things are without racing ahead and without trying to anticipate things.

The game (like 'snap' o caused tension. Opportunity to look at what this tension feels like, what it does to you, and whether tension works for you (increases competitiveness) or whether it paralyses.

Variations: No variations discussed.

Games Compendium

Shrinking Island / Raft

Equipment:

Masking tape (for wooden or tiled floor)

Rope (for carpet)

Instructions:

Suitable for: 4 people upwards

Time: 15 minutes

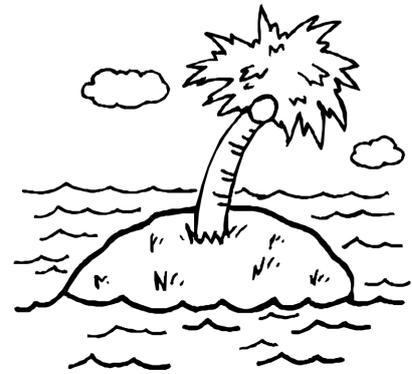
Use tape to mark a space (rectangle) on the floor, and have the whole group stand in that space.

When they have successfully managed this, ask the group to move out of the space.

Then decrease the area of the space by placing more masking tape across.

Ask the group to fit into the new space.

Gradually shrink the space so the group has to think and work together to keep everyone within the boundaries.



Authors:

Rowena W	Mary L
Susan M	Jane M
Aisling M	Michelle K

Review:

What works well?

This game required everybody to work as a team—'no getting away from it'.

What was learned?

Participants found initially that it was a bit awkward touching off each other and being so close. This discomfort decreased as they 'just got on with it', and as it became increasingly necessary, if they were all to fit in the shrinking space. Discussion of how different people have a different sense of personal space and what is a comfortable distance.

The group looked at the initial space, which at the beginning seemed to be 'small', 'impossible' and a 'challenge', and then looked at what they had achieved by the end of the game—i.e. fitting into a space half the size. This observation sparked much discussion about how our expectations might not match what we can actually achieve; about how a group positive attitude such as 'this can be sorted', 'where there's a will, there's a way'- can play an important role in pushing us to extend our expectations or change our attitude.

Variations: No variations discussed.



Games Compendium

Group Scrabble

Equipment:

Bag of 'Scrabble' tiles

Instructions:

Suitable for: 6+ people

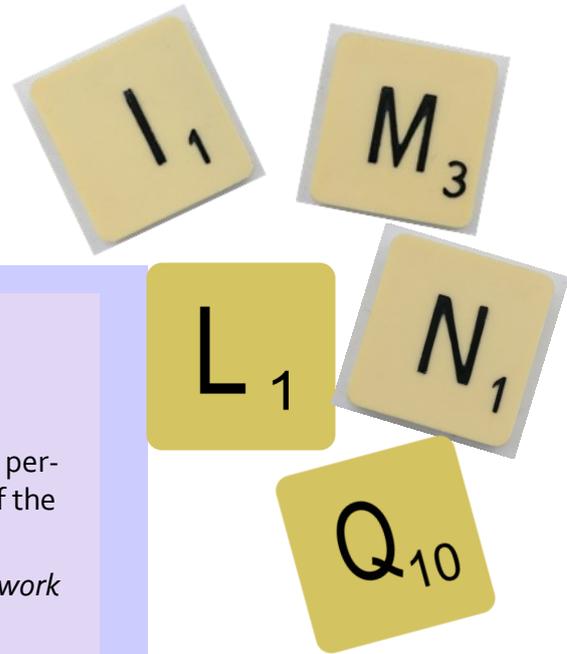
Time: 10 minutes upwards

Depending on the numbers in the group, each person in the group picks one or two letters out of the bag.

(For a group of less than 6 people, two tiles will work better)

The task is for the group to arrange themselves into complete words given the letters selected.

This can be 1 long word or several small ones, and every letter must be used.



Authors:

Rowena W	Mary L
Susan M	Jane M
Aisling M	Michelle K

Review:

What works well or not?

Because scrabble tiles are small, and holding on to them could obscure the letter, participants found it difficult at times to see what letters were present. Led to the observation 'Other's get in the way of your vision!'

When 'no talking' was introduced as a rule, the game became more difficult and frustrating

What was learned?

Some participants found it difficult not to have control over other people's letters—especially when they thought that they knew best where they should go.

Some participants talked about the pressure they experienced, thinking that it was up to them to drive the game; to motivate others. Other participants were more inclined to sit back, 'let them at it'.

Learning about how we respond when others 'take charge', 'opt out'.

Discussion about other's perceptions of us, and whether that matches what we think we are, or how we think we are communicating.

Discussion of what it is like to hear feedback about our behaviours.

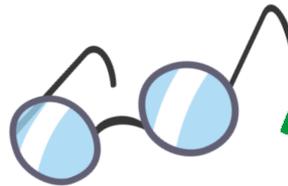


Games Compendium

Possibilities

Equipment:

Selection of random objects, for example, paper cup, paper clip, chalk, candle



Instructions:

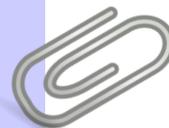
Suitable for: 4 participants upwards

Time: 10 minutes upwards

Each person must go in front of the group and demonstrate a use for that object (without speaking).

The rest of the group must guess the use.

For example: paper cup could be used to trap a mouse; or could be used to collect water from a puddle



Authors:

Rowena W	Mary L
April O'B	Jane M
Aisling M	Una F

Review:

What works well or not?

This game worked well for some objects and not for others.

Participants took 'use' very literally and maybe found it difficult to come up with more creative, imaginative uses

Ideas were repeated for each object which left things a little flat

What was learned?

It takes confidence to stretch from our comfort zones

Energy levels impact on our participation—for example it became increasingly more difficult for participants to engage as energy dipped.

Variations: Additional more obscure items could be found.

Ideas, once used, could not be repeated

Games Compendium

Scavenger Hunt

Equipment:

List of items to 'collect' (See Appendix)

Participant (s) with mobile phone—camera



Instructions:

Suitable for: 4 participants upwards

Time: 30 minutes upwards

The participants are given the list, and the instruction that everything must be collected as a team together; how much time they have and what are the boundaries of where they can travel.

Collection can mean either as a photograph, or actually collected—depending on the list.



Authors:

Rowena W	Mary L
Jessica C	Jane M
Christine W	Michelle K
Dean B	

Review:

What works well?

This game highlighted roles people took in the team—leader, encourager, resource-gatherer etc.

What was learned?

Discussion highlighted how the group had splintered in the course of this game—leaving 1 participant behind.

Questions asked 'How was this decision made?' 'Did the decision show that completion (outcome) was prioritised over staying together (Process).

Participants found their role in this challenging to accept, acknowledge.

Discussion led to how this is mirrored in 'real life' - people get left behind, and especially if there are differences of approach, motivations.

Discussion how sometimes we need to make this choice, for example in recovery, we may choose to mind ourselves and leave the group we may have been involved with. Tension between needs of self versus needs of group (not right / wrong decision, but a decision to be conscious of).

Variations: Could vary time limits. Could have 2 teams competing.

Could award points for originality and creativity.



Games Compendium

Spider Web

Equipment:

Masking tape

Doorway

Instructions:

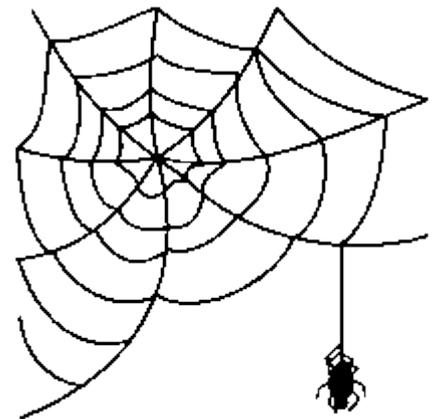
Suitable for: 4 participants upwards

Time: 10 minutes

Attach two pieces of tape across a doorway, one at about 3.5 feet and one at about 5 feet. This tape is a poisonous spider web.

The group must get all the members through without touching.

Increase the difficulty (if it is touched, or if they succeed), by taping more lines.



Authors:

Rowena W	Mary L
Jessica C	Jane M
Christine W	Michelle K
Dean B	

Review:

What works well or not?

Physical task gave one participant feeling of 'dread'

Relied on their experience of a previous game to think that what seemed like an impossible task might be ok.

Participants appreciated support and advice that they gave each other

What was learned?

Discussion of leadership

How support helps us manage anxiety

Belonging to a group gives strength and a sense of solidarity

How there can be difficult conversations within a group—for example in this game, it made sense for larger participants, or those who might struggle more because of mobility issues, to go through 'the web' first. Participants struggled being open about this conversation. How can difficult conversations be held in a group in a way that keeps members safe?

Variations: Using string taped to the wall might have worked better .



Games Compendium

Perspectives

Equipment:

Screen / laptop

Prepared images (See Appendix)

Pen / paper for each team



Instructions:

Suitable for: 4 participants upwards

Time: 15 minutes upwards

Decide teams with 2 / 3 participants in each.

Explain that the images are everyday items shown from a different perspective or a different magnification.

Show each image allowing enough time for team discussion

Teams to write their guess down

At the end teams must call out their answer to each object before it is revealed.

Points awarded for correct answers (half points for 'very close')

Authors:

Rowena W	Mary L
Jane M	Una F
Christine W	Michelle K
Dean B	Susan M

Review:

What works well or not?

No literacy ability needed. Simple rules

Increased observation skills

Thought that 10 images was enough—any more and starts getting repetitive

What was learned?

Working in teams encouraged exchange of ideas, and participants confidence to say out their ideas.

Interesting to hear all the different answers before being told what was correct. Highlighted how we can all look at the same thing and see something different—jut like walking down the street!

Teams reported that the more they looked at it, the more confused you could become...or the more convinced you might feel that you know the answer. How you look at something might change because of this game.

Variations: Could gradually reveal more of each image letting teams guess until correct answer has been guessed.



Games Compendium

Pass the stone /clip etc.

Equipment:

Small pebble or paper clip x 2



Instructions:

Suitable for: 6 participants upwards

Time: 5 minutes upwards

Decide on two teams with equal number of participants in each.

Have each team line up side by side, facing the other team.

Each line receives a small stone or clip which is passed (or appears to be passed) down the line.

Each person can pass the stone or just appear to pass it. Hands must be kept in front of both lines in whatever way the person decides

When the 'passing' reaches the end of the lines, each group must choose who on the other team has the pebble.

Authors:

Rowena W	Mary L
Jane M	Una F
Christine W	Michelle K
Dean B	Susan M

Review:

What works well or not?

Watching and 'doing' at the same time is difficult

Without being able to talk, teams had to work out strategy by just 'doing' it—there was not always agreement in the team in how this was done.

Discussion of what constituted 'cheating'! Whether not passing at all was fair, whether holding clip behind ring was fair.

What was learned?

Having an idea about how something 'should' be done and then this not happening and having no opportunity to express your ideas is annoying. Without verbal agreement in advance, it can be frustrating to work out the expectations of the team. Some people find it easier than others to make decisions unilaterally i.e. without agreement

Variations: None discussed



Games Compendium

Appendix

Further information, links and resources:

Survival:

After your small light aircraft crashes, your group, wearing business/leisure clothing, is stranded on a forested mountain in appalling winter weather (snow covered, sub-freezing conditions), anything between 50 and 200 miles from civilisation (you are not sure of your whereabouts, and radio contact was lost one hour before you crashed, so the search operation has no precise idea of your location either). The plane is about to burst into flames and you have a few moments to gather some items. Aside from the clothes you are wearing which does not include coats, you have no other items. It is possible that you may be within mobile phone signal range, but unlikely.

Your aim is to survive as a group until rescued.

From the following list choose just **10** items that you would take from the plane, after which it and everything inside is destroyed by fire. (splitting or only taking part of items is not permitted)

First you have **5 minutes by yourself to consider and draw up your own individual list of what the team should have, without consulting with other members of the group.**

Retain this list after presenting it briefly to the group.

Then you have 30 minutes as a group to discuss and agree a list on behalf of the group. Nominate a spokesperson and present this new list.

Items

- | | |
|--|------------------------------------|
| Pack of 6 boxes x 50 matches | Roll of polythene sheeting 3m x 2m |
| 1 crate of beer (12 litres in total) | 1 bottle of brandy |
| 1 crate of bottled spring water (twelve litres in total) | Bag of 6 large blankets |
| Small toolbox containing hammer, screwdriver set, adjustable wrench, hacksaw and large pen-knife | |
| Box of distress signal flares | |
| Small basic first-aid kit containing plasters, bandages, antiseptic ointment, small pair of scissors and pain-killer tablets | |
| Tri-band mobile phone with infrared port and battery half-charged | |
| Laptop computer with infrared port, modem, unknown software and data, and unknown battery life | |
| Clockwork transistor radio | Bag of 20 fresh apples |
| Gallon container full of fresh water | Box of 36 x 50 g chocolate bars |
| Shovel | Short hand-held axe |
| Hand-gun with magazine of 20 rounds | 20m of 200kg nylon rope |
| Box of 24 x 20 g bags of peanuts | Bag of 10 mixed daily newspapers |
| Inflatable 4-person life-raft | Compass |
| Notebook and pencil | |
| Gift hamper containing half-bottle champagne, large tin of luxury biscuits, box of 6 mince pies, 50 g tin of caviar without a ring-pull, a 300 g tin of ham without a ring-pull, and a 500 g Christmas pudding | |
| Sewing kit | Whistle |
| Torch with a set of spare batteries | Box of 50 night-light 6hr candles |



Games Compendium

Appendix

Further information, links and resources:

Word Games:

Google '*dingbats*', or more specifically '*dingbats with answers*'

Eg. <http://www.quizmasters.biz/DB/Pic/Dingbats/Dingbats.html>

<http://www.kensdingbats.co.uk/>

Family Fortunes:

Google '*family fortunes quiz questions with answers*' or '*our survey said questions and answers*'

Eg. <https://hobbylark.com/party-games/family-feud-quiz-free-questions-and-answers>

<http://www.pubsquiz.co.uk/quiz/oss1.pdf>

Know your group and select a suitable quiz. Some quizzes that come up in searches are American-based or dated, or very specialised.

Charades:

Google '*charades ideas*'

Know your group and select suitable categories and levels of knowledge. Some ideas that come up in searches are specialised, so may not be appropriate

Film Quiz:

Google or You Tube search. Include the terms '*free download*', and/or '*with answers*'

Specific '*soundtrack*', '*audio*', '*visual*', '*Disney*' quizzes can be included in search terms. Know your group and select a suitable era. It is best to watch the quiz first to know how the answers are provided. Then you can plan when to pause the clips etc.

Eg. <https://www.youtube.com/watch?v=q77hxaqoV3M>

Games Compendium

Appendix

Further information, links and resources:

Paper Cups:



The above formations can be used or invent your own.

Jury time:

- Most successful pixar movie (adjusted for inflation) at the box office?
 1. Finding Nemo
 2. Toy Story 3
 3. Up
- According to GAA website, what is the capacity of Croke Park?

82,300
- Officially, according to Wikipedia, what age was the oldest (verifiable) person to have lived?

Jeanne Calmet 122 years, 164 days
- The best selling album of all time is the Eagles Greatest Hits, but it's a compilation. What's the biggest selling original album of all time?
 1. Michael Jackson – Thriller
 2. Led Zeppelin Led Zeppelin IV
 3. Pink Floyd – The wall
- Largest animal

The blue whale
- Country with the most colours on its flag?

South Africa – 6 colours
- According to Joe.ie, what in 2016 was the number 1 selling chocolate bar?
 1. Dairy Milk
 2. Mars
 3. Twix
- What is the oldest and youngest city in Ireland – that is – when they are officially given city status?

Waterford 976	Dublin 1172	Galway 1985
(Cork, Kilkenny & Limerick are the other three)		



Games Compendium

Appendix

Further information, links and resources:

Scavenger Hunt:

'Photograph' list

Team smelling flowers
Picture of everyone's left shoe in a circle
Team making a star with their fingers
Team forming a 'W' with their bodies
Picture of a team members hair in a braid
Team with something blue
Team pointing to a street sign
Picture making everyone look really small
Team posing as a tree, under a tree
Picture of a cat
Team with something fluffy
Picture of at least 2 members of team mid-air
Team with something shiny
The funniest thing you can find
The inside of something
A shadow
A reflection of the team

'Object collection list'

A sheet of toilet paper
A left sock
A safety pin
A green leaf
A brown leaf
A flower
Something stripy
10 autographs
An elastic band
Something blue
Something shiny
The funniest thing you can find
The inside of something
Something beginning with the letter 'H'
An advertisement
Something that rolls
A feather

Perspectives:

Google using search terms '*visual quiz*', '*guess the object*',

<https://brightside.me/wonder-quizzes/test-can-you-recognize-everyday-objects-close-up-262360/>

<https://www.thesun.co.uk/living/2092851/can-you-guess-what-these-objects-are-from-a-close-up-photo/>

Know your group and select suitable images. It is best to watch the quiz first to know how the answers are provided. Then you can plan how to present the images.

Games Compendium



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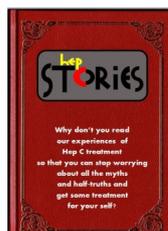
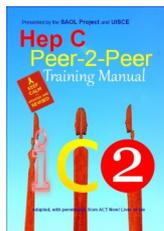
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