

Background

Positive social health is about being part of a healthy social environment which affirms uniqueness and feelings of tryst, comfort and emotional safety. Being healthy socially is also about having a good social network of friends and supports. Social skills determine how a young person interacts with others and the world around them.

Social health is related to a person's wellbeing, how a person gets along with others, how people react to them and how they react to social institutions and societal traditions (Russel,1973) (Foróige book)

Social health is defined in terms of social adjustment and social support – or the ability to preform normal roles in society – (WHO, 1947)

Learning outcomes:

Young people will...

- Identify personal social skills,
- Identify nonverbal communication techniques,
- Practice reflective listening,
- Communicate effectively in differing social situations,
- Participate in groups effectively,
- Develop and maintain friendships and relationships.

Activity 1



Purpose: Young people will self-assess their own strengths and weaknesses in relation to social skills

Objectives: Young people will be able to identify the social skills they are good at, and aspects of their social skills they would like to further develop

'My Social Skills'



Resources: Worksheets, pens

Notes:
It is really important that young people can communicate effectively with others. The social skills that young people develop help them to interact effectively with the world



Steps:

1. Explain that social skills are the skills that we use to get along with others and that communication skills are very important in relation to social skills
2. Give each participant a pen and a copy of the worksheet
3. Explain that this activity is about what they think and feel, so there is no right or wrong answers
4. Ask each young person to take the time to fill out their worksheet alone
5. When everyone has completed the activity, invite all participants back to the large group to discuss
6. Ask everyone to share one social skill they are happy with, and one they would like to work on- if they are comfortable
7. If participants are not comfortable, discuss examples in a neutral way – open a discussion on how someone could improve at introducing themselves to new people

Processing Questions:

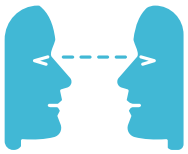
1. Where do you use social skills?
2. Do you think social skills are important?
3. Do you think social skills can impact on your relationships?
4. How can poor social skills make life difficult?
5. How can you improve your social skills?
6. Do you think social media can improve or decline your social skills?



‘My Social Skills’

Skills	I am good at this	I am OK at this	I am not great at this	I could improve at this
I can...				
Look directly at people when talking				
Show interest in what people have to say				
Be comfortable in groups of people				
Smile at people				
Work out how people are feeling				
Respect others personal space				
Introduce myself to new people				
Get my opinion across				
Ask for help				

Activity 2



'Non-verbal Communication

Purpose: Young people will experience different types of non-verbal communication in order to identify how non-verbal communication affects interactions with others

Objectives: Young people will be able to compare the effects of different types of non-verbal communication techniques on people's behaviour and identify how it may impact interactions with others



Resources: Large Space

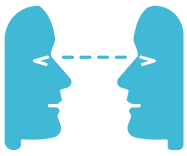
Notes:
For bigger groups, you can divide them into groups of three, one of them being an observer



- Divide young people into 2 even groups
- Ask the group to form 2 parallel lines, facing each other about 15 feet apart – space allowing
- Designate one line as the "Standers" and the other as the "Walkers"
- The person opposite them in the other line, is their partner during this activity, but there is going to be no talking – this is a silent activity
- Neither groups should do anything until instructed by the facilitator

Steps

1. Ask the young people to make eye contact with their partner and maintain it until directed otherwise
2. Instruct the "walkers" to slowly walk towards their partner, while maintaining eye contact
3. Ask the "standers" to put their hand out in front of them to signal when they want the "walkers" to stop and come no closer
4. When the "standers" make that signal, the "walker" should stop but maintain eye contact
5. After approx. 20 seconds, ask the "walkers" to break eye contact, take 1 step back, turn to the right and cross their arms so they are facing away from the standers
6. Reverse the groups so the "standers" become "walkers" and vice versa
7. Repeat steps above



'Non-verbal Communication

8. This time, ask the walkers to take one or two steps more following the signal, to decrease the amount of personal space between them and the stander.
9. Ask the walkers to look the standers up and down.
10. After 10 seconds, ask the walkers to step back to where they began the activity.
11. Ask the participants to sit down in a circle.

Processing Questions:

About the activity:

- What happened during this activity?
- How did you feel when you were a "stander", when the "walker" was right in front of you?
- What way did the standers" react to you when you were in the "walker" role?
- How did it feel when the "walker" broke eye contact and turned to the side?
- How did the "standers" feel in the second round, when the "walkers" took more steps, even when you had signalled them to stop?
- How did the "walkers" feel to keep moving towards the "standers" even though they had signalled you to stop?

About social interactions

- *H*ow does the following non-verbal prompts impact on social interactions?
- Eye contact
- Facial expression
- Body language
- Personal space
- Height differences
- Gender differences
- Cultural differences
- Without signalling by putting your hand up, how else can you signal to someone that they are invading your personal space?
- Why is it important to be aware of your personal space, and others personal space?

Activity 3

'Reflective Listening'



Purpose: To enable young people to improve their reflective listening skills

Objectives: Young people will be able to use reflective listening skills and techniques when talking to others



Resources: Role play scenarios, Tips for reflective listening handouts, flipchart, marker, blue tack

Notes:
For specific needs of the group - you can create your own scenarios or have them think of their own



Steps:

1. As a large group, brainstorm the reasons why listening is an important skill
2. Ask the group to work in pairs with the person next to them
3. One of the pairs must be 'person A' and the other person B' allow them to decide who is who
4. Give each pair a role play scenario. Ask person A to be the storyteller and person B to not listen or pay attention

- Allow the participants 2 minutes to complete the scenarios

5. When this is completed, explain to the A's that the B's were given instructions to not listen or pay attention
6. Ask each young person to feedback on their experience of not listening or not being listened to. Note their responses on a flip-chart
7. As a large group, brainstorm what is meant by 'reflective listening'
8. Give each young person a copy of the tips for reflective listening handout and read through with the group
9. In their groups, ask person B to talk about something they plan to do at the weekend for 2 minutes. Ask the A's to practice reflective listening
10. When 2 minutes are up, ask the pairs to swap roles, giving the A's 2 minutes to talk about the same subject and the B's to practice reflective listening
11. Ask each pair to share their experience of what it was like to actively listen to the other person and to be listened to. Note their responses on the flip-chart and place the feedback sheets on the wall beside each other
12. Compare and discuss the differences in the feedback given on both topics

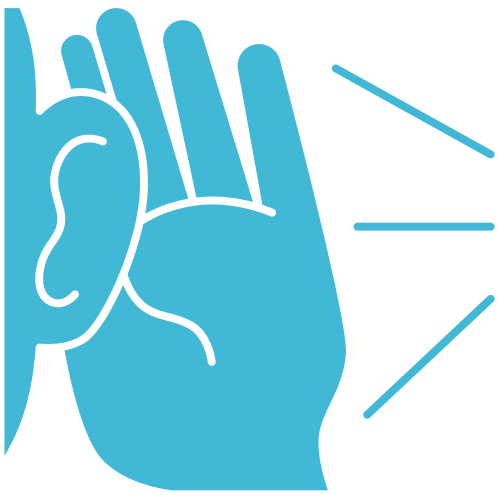
‘Reflective Listening’

Processing Questions:

- What was the difference between the first and second role play?
- When someone looks like they are not listening or paying attention, how do you react?
- How does it feel when you know someone is listening to you?
- What helps you to know that someone is listening to you?
- Do you think using reflective listening can help you be a better friend?
- When do you see yourself using reflective listening?

Roleplays:

	ROLE A	ROLE B
1	Talk about your favourite music or band. Explain why it’s your favourite	Do not listen. Do not look at them and talk over them
2	Talk about the best holiday you have ever been on and why	Do not listen, keep interrupting them when they are speaking
3	Describe your favourite book or TV series and why you like it so much	Do not listen, don’t make eye contact. look around the room and at your phone while they are talking



‘Reflective Listening’



Tips for reflective listening

Show positive body language	Be relaxed, make eye contact, smile and nod
Repeat	Repeat aspects of what they person has said back to them
React	Use short words of understanding like “hmm’ ‘yeah’ ‘really?’
Opt for open ended questions	These are questions that need more than just a yes or no answer
Listen and look for clues	What else could what theyre saying mean? What are they feeling and what are the facts?
Check that you understand what is being said	Ask for clarification e.g. “so what you’re saying is”, “do you mean?’
Summarise	Every now and agin, try to sum up what has been said
What to ssay if someone gets upset	Speak to them in a friendly manner, let them know you are here for them. Suggest an adult that may be able to give support if needed

Activity 4

Purpose: To enable young people to improve their listening skills

Objectives: Young people will be able to demonstrate and implement active listening when interacting with other people

'Listening'





Resources: Listen carefully questions, bag/box.

Notes:
This activity is great for newly established groups/young people as they get to learn more about one-another



Steps:

1. Place the questions in a bag, ensuring there are more questions than participants
2. Ask the participants to stand in a circle
3. Explain that each young person will get a turn to select a question from the bag and answer it. When they have finished their answer a second participant will be asked to respond to what they have said using reflective listening
4. The second person can repeat or summarise what is being said to check for understanding or ask open questions to get a further explanation
5. Select a young person to go first. When they have completed their answer, randomly select another young person to respond
6. Repeat until all participants have asked a question and responded using reflective listening

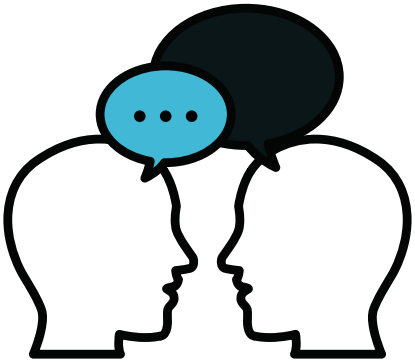
Processing Questions:

- How did you find doing this activity?
- Was it easy to listen to everyone's answers?
- Why/why not?
- Is it important to listen?
- How can listening make you a better friend?
- What do you think can help you listen?

‘Listening’

Activity Questions

- What's your favourite subject in school, and why do you like it?
- Do you have any favourite video games? Which ones do you enjoy playing the most?
- If you could have any superpower, what would it be and why?
- What's your favourite book, or do you have a favourite book series?
- Who is your favourite music artist or band, and what's your favourite song by them?
- Do you have any unique talents or hobbies that not many people know about?
- What's your favourite social media platform, and what do you like to do on it?
- If you could travel anywhere in the world, where would you go, and what would you want to do there?
- Are you involved in any extracurricular activities or clubs at school?
- What's your favourite type of movie or TV show to binge-watch?
- If you could meet any fictional character, who would it be, and what would you ask them?
- Do you have a favourite quote or saying that inspires you?
- What's the most exciting adventure you've had with your friends?
- Are there any career aspirations or dream jobs you have in mind?
- What's a fun or unique fact about your family or background?
- Do you have any pet peeves or things that annoy you?
- What's a goal you'd like to achieve in the next year or two?
- If you could have dinner with any celebrity or famous person, who would it be, and why?
- Are there any causes or social issues that you're passionate about?
- What's your favourite way to spend a free weekend or vacation day?



Activity 5

'Friendly Makeover'

Purpose: Young people will be able to outline the qualities of a good friend

Objectives: Young people will be able to state the qualities of a good friend and explore how friendships can impact on their social skills

Resources: Qualities handout, orksheets, pens, flipcharts, markers

Notes:
Young people may dd qualities that aren't provided on the handout

Steps:

1. Give each young person a copy of the worksheet and a pen.
2. Ask the participants to spread out across the room and explain that this is an individual exercise
3. Explain that the young people must pick the 5 most important qualities they would want in a friend
4. Ask young people to pick 3 qualities that they do not want in a friend, ask them to write it on the bin in the worksheet
5. Bring young people back into a big group and discuss the most important qualities of a good friend to the group
6. Take note of their feedback on a flip-chart
7. Ask the group to feedback 3 attributes that they do not want in a friend and why
8. Discuss with the group how the positive qualities that have been identified can impact on the development of someones social skills. Document this on a flip-chart

Processing Questions:

- What are the top 3 important qualities of a good friend?
- Was it difficult to select qualities you want in a friend?
- What qualities can threaten or damage a friendship?
- Think about the qualities you chose for a good friend, are there any areas you could improve on to become a better friend?

‘Friendly Makeover’

Qualities Of A Good Friend:

- Trustworthiness: Being able to confide in your friend without worrying about your secrets being shared.
- Loyalty: Staying committed to your friendship, especially during challenging times.
- Honesty: Having open and truthful communication, even when discussing difficult topics.
- Respect: Treating each other with consideration and valuing each other's opinions, even when you disagree.
- Empathy: Understanding and showing compassion for your friend's feelings and experiences.
- Effective Communication: Being able to talk openly about your thoughts and feelings, and actively listening to your friend.
- Supportiveness: Providing emotional support, encouragement, and help when needed.
- Conflict Resolution: Handling disagreements and conflicts maturely and finding acceptable solutions.
- Autonomy: Respecting each other's need for independence and personal space.
- Shared Values: Having similar core values and principles that align with your friendship.
- Patience: Being patient with each other's flaws and understanding that nobody is perfect.
- Reliability: Being dependable and following through on your commitments.
- Positivity: Fostering a positive and uplifting atmosphere within the friendship.
- Balance: Maintaining a healthy give-and-take in the relationship, avoiding one-sidedness.
- Spending Quality Time: Making time for each other and creating memorable experiences together.
- Adaptability: Adjusting to changes in each other's lives and circumstances.
- Non-Judgment: Avoiding harsh judgment and accepting each other for who you are.
- Accountability: Taking responsibility for your actions and apologising when necessary.
- Growth Together: Supporting each other's personal growth and development.
- Longevity: Building a friendship that can withstand the test of time.



Qualities Of A 'Bad' Friend:

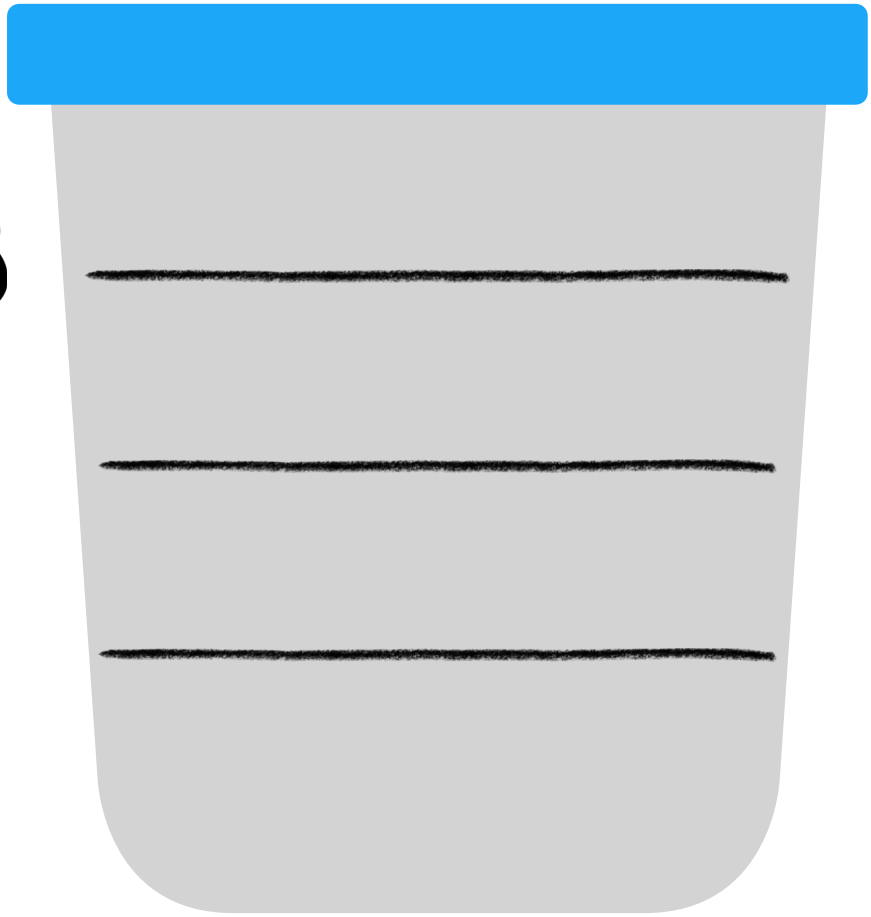
- Dishonesty: A bad friend might lie, break promises, or betray your trust.
- Lack of Loyalty: They may not stand by you in difficult times or may betray your friendship for personal gain.
- Selfishness: A bad friend might consistently prioritise their own needs and desires over yours.
- Manipulation: They might use tactics to control or manipulate you for their benefit.
- Jealousy: They may be envious of your success or happiness and not genuinely celebrate your achievements.
- One-sidedness: They may always expect you to give and rarely reciprocate your efforts.
- Negativity: Constant negativity or bringing you down with their problems without considering your feelings can be a sign of a bad friend.
- Inconsideration: They may disregard your feelings, needs, or boundaries.
- Conflict Creation: A bad friend may often create drama, gossip, or conflict within the friendship or with others.
- Flakiness: Consistently canceling plans or not following through on commitments can be frustrating and disrespectful.
- Toxic Influence: They may encourage unhealthy behaviour, like substance abuse or risky actions.
- Disrespect: They may disrespect your values, opinions, or boundaries.
- Judgment: A bad friend may judge you harshly or criticise your choices without empathy.
- Abandonment: They might only be around when it's convenient for them and disappear when you need them most.
- No Support: They may not provide emotional support or be there for you during challenging times.
- Competitiveness: Constantly competing with you rather than celebrating your successes.
- Unreliable: Consistently failing to follow through on commitments or being there when needed.
- Exploitation: They may take advantage of your kindness, resources, or generosity.
- Ignoring Boundaries: A bad friend might repeatedly cross your boundaries, even when you've expressed discomfort.

My top 4 qualities of a friend:



My top 3 bad qualities of a friend:



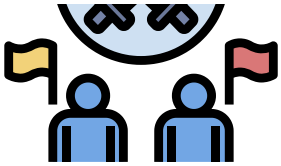


Activity 6

Purpose: Young people will be able to identify what is seen as a good friend or a bad friend

Objectives: Young people will be able to identify messages that would come from a good friend vs one that would come from a bd one

'Friends or Frenemies?'





Resources: Friend or Frenemy Sticky Labels Large hall/ space to run around

Notes:
This game can be adapted to suit the needs and abilities of the group



Steps

1. Ask participants what they think constitutes a good or bad friend? Jot these on na flip-chart
2. Introduce participants to the Frenemy Game of Chase.
3. Each participant will have a label which is titled with the last text message they sent to their friend. Some of these comments will be negative (frenemies) and some will be positive (friends).
4. The aim of the game is for the frenemies to tag as many friends as possible. If friends are tagged, they must freeze until another friend releases them by crawling under their legs.
5. Ask participants do they know why we did this activity. Inform them that sometimes frenemies can get us stuck in a place we do not want to be. Sometimes all it takes is for one good person/ friend to help us see what is best for us. Encourage participants to be good friends to one another.

Processing Questions:

- Have you ever received a message from someone that left you hurt?
- Why is it important to identify what a good friend would say vs a bad one?
- What did you learn. in this activity?
- Did you enjoy this activity?



‘Friend’ Statement Examples:

Class goal today in football

You looked unreal at the party! You really suited your hair like that!

What do you think I should wear at the weekend?

Sorry for snapping at you earlier on the bus. Just been so stressed lately with everything going on at home and I took it out on you. Sorry!

You want to go to mine or yours after-school?

Of course you could do it – you just have to believe in yourself!

Thanks for the chat earlier – feeling much better now.

Hey how’s things with you?

Heard what happened. If you need someone to talk to you know where I am 😊

You left your bag on the bus! I’ll drop it round here; you’ll need it for the morning.

‘Frenemy’ Statement Examples:

You need to be really skinny and pretty to wear that top. If I was you, I would wear something else!

Thanks for doing my homework again. I really owe you big time.

How stupid are you getting that question wrong today in class!

Party Friday at 7, my house. If you’re one minute late you’re not getting in!

Don’t care what you think.

Well, if you don’t do it you can forget about sitting with us at lunch.



Activity 7

'Conflict'



Purpose:
Young people will be able to put themselves into conflicting situations to establish and understanding of how to best adress them

Objectives: Young people will be able to describe what conflict is and identify ways to address conflict within their friendships.



Resources: Conflict resolution in friendships tips, conflict scenario cards, flip-chart, markers.

Notes:
Discuss with the group there is no one way to resolve a conflicting situation



Steps:

1. Explain to the participants that in any relationship there can be conflict. It is important to find positive ways to communicate and resolve the conflict
2. As a large group, brainstorm what conflict means to the group, documenting suggestions on a flip-chart
3. Give each young person a copy of the conflict resolution in friendships-tips and ask them to take a few minutes to read through it
4. Put the scenario cards into one pile in the middle of the group, and the possible responses into another pile.
5. Ask for a volunteer to select a scenario card and read it out to the group. Ask for another volunteer to select a possible response card and read it out.
6. Ask the group to discuss how the solution will affect the conflict in the scenario.
7. Is it a good solution?
8. What might happen if the people in the scenario behave in that way?
9. What do you as a group think would be the best way to resolve the conflict?
10. Repeat for the other scenarios.

Processing Questions:

- How does it feel to be in conflict with someone?
- How does not resolving conflict impact a friendship?
- What skills are needed to resolve conflict?
- How does seeing the issue from the other person's point of view help to resolve conflict?
- Do you think using statements with the term "I" can help resolve conflict?
- Can you think of any situations where you could use these tips?

‘Conflict’



Scenario Cards

Sarah and John have been going out for six months. On Friday night, John’s mates are having a party and John wants to go, but Sarah wants to go bowling

Roisín heard Amelia has been saying untrue things about her behind her back. Roisín is really angry

Corey and Emma got into an argument on social media, and their disagreement is getting more heated

Nicole and Jake are doing a school project together. Jake thinks he has ended up doing all the work and Nicole is doing nothing. He is really annoyed about this

Luke and James want to play the PS5 at the same time, but there’s only one controller

Lucy is being bullied by a classmate, and they don't know how to handle the situation

‘Conflict’



Possible Responses

Sit down together and talk about it, in person.

Give out about them to their friends and other people.

Ignore the other person and do what they want to do themselves.

Try to compromise.

Give in, it’s not worth the fight.

They always get their own way, tell them that!

‘Conflict’



Step 1
Cool Off

Being out of control of your emotions will get in the way of you solving the problem.
Count down backwards from 10.
Close your eyes and take deep breath.

Step 2
Keep it Real!

Figure out what it is that is really bothering you!
Do you not agree?
Did someone say something that made you feel hurt or angry?
Is there more going on and this is just the thing that has set you off?

Step 3
Deal with the issue at hand.

Talk about what’s happening – in private if possible. Keep your body relaxed and voice calm.
Make eye contact. Say exactly what is bothering you.
Share how you feel by using sentences that start with “I”. Use phrases that avoid blaming the other person, “I feel… when you… because..”
“I feel left out when you hang out with other people and don’t invite me”

Step 4
Listen!

You each have a different point of view.
Make eye contact – this shows you’re taking everything seriously.
Keep control of your emotions, don’t interrupt or get angry.
Try not to judge or be defensive.
Put yourself in the other person’s shoes to see where they are coming from.

Step 5
Work it out.

Talk about ways to settle the conflict that will meet both of your needs.
Be willing to keep an open mind!
Be willing to say you are sorry, forgive and move on. Remember the main reasons you like being friends with this person, who you are in conflict with. How would you feel if you were no longer friends with this person?

Activity 8



'Bullies Uncovered'

Purpose: Young people will be enabled to reflect upon their attitudes to bullying and identify strategies to deal with bullying

Objectives: Young people will be able to identify types of bullying behaviour and the impact bullying can have on an individual.



Resources: Tips on how to deal with bullying printouts, agree and disagree cards, blue tack

Notes:
This can also be done by asking young people to use hand gestures like thumbs up/thumbs down



Steps:

1. Discuss with young people "what is bullying?" Why do young people bully others? Explore this with the group
2. Assign one side of the room as agree, and the opposite side of the room as disagree
3. Place agree and disagree cards on the appropriate wall
4. Explain to the group that they are going to take part in a moving debate
5. A series of statements will be called out, and participants are to move to the side of the room which represents their opinion on the topic
6. If a young person cannot make up their mind, they can stay in the middle
7. Participants will be asked to explain their opinion on the topic for further discussion
8. Call out a series of statements around bullying and allow time for young people to debate
9. Hand out tips to deal with bullying sheet – read through and discuss as a group

Processing Questions:

- Did anything come up during this debate that you had not considered before?
- What impact can a being bullied have on a person?
- What do you think is the best way to deal with bullying? Why?
- Are these tips helpful?
- If you were being bullied, what would make it easier to tell someone?
- Who could you talk to if you were being bullied?
- Can you name any helplines or online supports that could hep someone who is being bullied?



‘Bullies Uncovered’

Debating Statements:

Not much can be done about bullying, it’s a part of everyday school life.	This notion needs to be challenged. Ask young people to come up with things that can be done about bullying in school.
You should always hit someone back if they hit you.	No. Responding with violence can make matters much worse! If possible and safe, it is always better to walk away.
Calling people names doesn’t hurt anyone.	It is ok to be upset by name calling, it can be very harmful emotionally.
Making fun of someone is bullying.	Yes, this is a type of bullying. What matters is how the person feels as a result of it. A line between what is and is not ok can be easily crossed during teasing.



‘Bullies Uncovered’

Debating Statements:

Hurting others makes you feel good.	This idea needs to be challenged if young people believe this to be true. Bullies may feel powerful in a situation, but they need to understand how wrong their behaviour is and how harmful it is to others. What are other things someone can do to feel good about themselves, which is not detrimental to others.
Telling an adult that someone is being bullied will make it worse.	Sometimes, this can be the case. Space should be given to allow young people to voice this opinion. However, it is always better to talk about it and seek help. Consider who would be a good person to tell – this could be an anonymous service like Childline first.
If you ignore bullies, they will get fed up and stop	This may or may not happen. Ignoring a bully just doesn’t give them the reaction they might be looking for, and so can be a good way to tackle bullying.
-Gossiping is a form of bullying.	This can be very upsetting to the person the gossip is being spread about.



‘Bullies Uncovered’

Debating Statements:

The best way to cope with bullying is talking to your friends about it.	There are lots of ways to cope with bullying. This can depend on the individual and the situation. Talking to people you trust is always important and a good idea.
People who get bullied, deserve it.	No one deserves to be bullied.
Everyone can get bullied at some stage.	No, not everyone will be bullied. However, it can happen at any stage in life.
It’s best to stay out of it if you see someone being bullied, you could start getting bullied yourself.	Nobody should put themselves into harm way, there are lots of ways to stand up for someone who is being bullied. Standing up for someone could mean going and talking to the person who is experiencing being bullied, or verbally supporting them to their peers. Speaking to an adult or checking in on the person.



‘Bullies Uncovered’

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Activity 9

'It's Not Easy'



Purpose: Young people will take part in a debate on different points of view about challenging social situations which may be experienced by people their age

Objectives: Young people will be able to explore and understand some social situations which could be challenging and reflect upon positive ways of dealing with the feelings that may arise in these situations.

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Resources: topics for debate, timer

Notes:
Give teams 5 minuets to discuss their topic prior to debate



Steps:

1. Explain to the group that they are going to debate a chosen topic with opposing opinions discussed by two teams or speakers
2. Divide the young people into teams of two or three, ensuring there is an equal number of teams
3. Explain that each team will be given a social health topic and asked to argue either for or against it
4. This means that some people will have to argue a point that they may not necessarily believe, so they will be required to think about how to do so effectively
5. Assign two teams to each topic – one team agreeing with the statement, the other team disagreeing with it
6. Each team will have up to 2 minutes to speak, with all team members speaking in turn
7. Allow the team time to prepare their arguments and then start the debate
8. Use the stopwatch to ensure that each group gets equal time to debate their opinions
9. To give a competitive feel to the activity, allow the remainder of the participants to be the audience
10. Ask the audience to vote for the most convincing team at the end of each debate.

‘It’s Not Easy’



Processing Questions:

- What are everyday situations that young people can find challenging?
- What kind of feelings might a person experience in these situations?
- How do people deal with challenging social situations?
- What are the positive or negative consequences might they experience as a result.
- What do you think could make you feel more confident in these situations?
- Why is it important to believe in yourself when dealing with challenging social situations?

Topics For Debate:

Being the new kid is really tough

First impressions last forever

Positive self-talk is not easy

Meeting your partners family for the first time is stressful

Teachers respect and listen to young people

Just being yourself is enough

Embarrassing situations happen to everyone

The number of friends you have on social media shows how popular

Being on social networks is vital to friendships

Activity 10



'Affirmations'

Purpose: Young people will have the opportunity to give eachother affirmations

Objectives: Young people will be able to both give and receive positive affirmations from their peers participating in the activity

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Resources: A4 sheets of paper, markers/colouring pencils, pens

Notes:
Every comment/word must be positive, this exercise is meant to make people feel good about themselves



Steps:

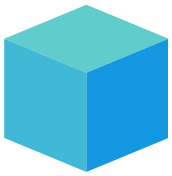
1. Ask participants to draw around their hand and write their name on the palm
2. Ask them to pass their handprint to the person on their left and keep passing it around until it gets back to them
3. As they receive each person's handprint ask them to write one positive comment/word about that person
4. Feedback with the following questions:

Processing Questions

- How do the positive messages on your page make you feel?
- How did it feel saying nice things about others?
- Did you learn anything from this activity?
- Why is it important to be nice to others?



Activity 11



'Chit Chat Cube'

Purpose: to facilitate engaging and interactive conversations among young people, helping them get to know each other, build connections, and create a more comfortable and friendly atmosphere.

Objectives: Encourage participants to share personal insights, experiences, and stories while also fostering active listening and interaction. The activity aims to break the ice, promote communication, and strengthen relationships within the group.

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Resources: A blank six-sided dice (cube), pens or markers, scissors, glue, art supplies for decoration

Notes:
The cube can be customised for various settings, such as icebreakers, team-building activities, or casual social gatherings.



Steps:

1. Decide on the conversation prompts or questions you want to include on the Chit Chat Cube. You can use the sample prompts provided on this next page, or create your own based on the interests of the group.
2. Write one conversation prompt on each side of the cube. Use a pen or marker to do this.
3. You can decorate the cube further with colourful markers, drawings, or designs to make it visually engaging.
4. cut out around the printed cube and glue the tabs and fold into a cube formation
5. Allow the cube to dry if you've used markers. Once it's ready, your Chit Chat Cube is complete and ready to use.

CHIT CHAT CUBE

What instrument do you play or want to play?

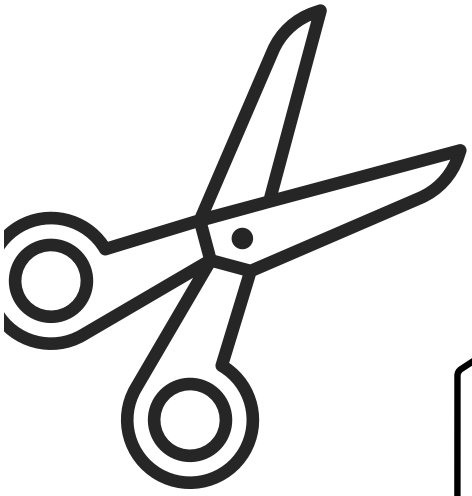
What are your hobbies / interests?

What sports do you play?

What is the best thing about being your age?

What is your favorite animal?

Who is your best friend and why?



CHIT CHAT CUBE

