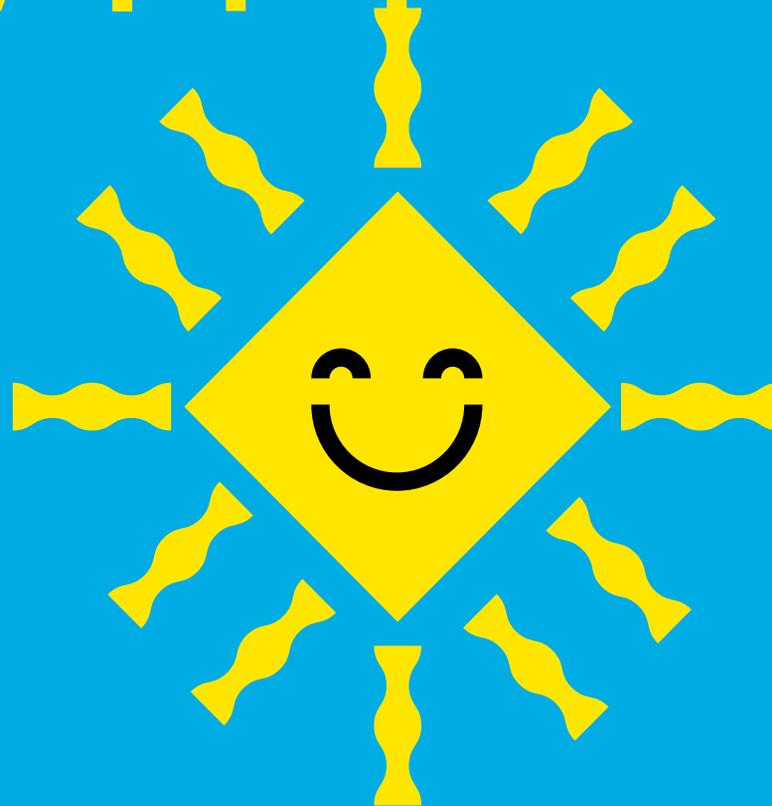


THE-FEEL

GOOD-

ACTIVITY-

PACK



Youth Work Ireland
Youth Club's Pack



An Roinn Leanaí, Comhionannais,
Míchumáil, Lánpháirtíochta agus Óige
Department of Children, Equality,
Disability, Integration and Youth



National
Lottery



Youth Work Ireland

YOUTH WORK IRELAND

Youth Work Ireland is a federation of 20 Member Youth Services who deliver direct youth work supports and services to thousands of young people every week throughout Ireland.

Our purpose is to lead out and support our Member Youth Services who in turn support young people through best practice youth work principles and values.

We are an inclusive and member-centred organisation who work together to develop the potential of young people and strengthen communities in Ireland.

Our youth club network is central to our engagement with our Member Youth Services and young people who participate in youth clubs, gain valuable skills and knowledge, get to try out new activities, have their voices heard and get supports if and when needed.

The local youth club is often the heart of local communities where young people, youth leaders, adult volunteers, and staff come together to be part of something important and fun! Our youth club network is supported by the dedication and commitment of local volunteers.

ACKNOWLEDGEMENTS

Sincere thanks to the many youth workers and young people who have contributed and inputted into the development of this resource.

A special thanks to Dr Sue Redmond who drafted the resource and Gina Halpin and Geraldine Moore in Youth Work Ireland National Office for their work in leading the project to completion.

This resource could not have been completed without the dedication and input of the members of the focus group who guided the development of this pack.

- Irene Murphy, Youth Work Ireland Galway
- Eithne Stemberidge, Limerick Youth Service
- Eileen McArdle, Youth Work Ireland Midlands
- William Dunne, Youth Work Ireland Tipperary
- Ineke Abbas, Donegal Youth Service
- John Byrne, Donegal Youth Service

Layout: The Pudding

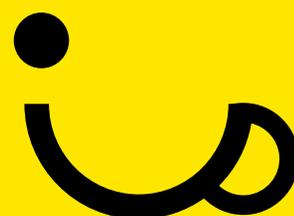
This resource was developed with the kind support of the Department of Children, Equality, Disability, Integration and Youth.

#feelgoodtakepart
#feelgoodgiveback
#jointhefeelgoodcollective



CONTENTS

Acknowledgements	2
Foreword	4
Introduction	5
September Session	7
Session One: Getting to Know You.....	8
Session Two: Team Building	12
Session Three: Fun for Fun	14
October Session.....	17
Session One: Halloween Project.....	18
Session Two: Halloween Crafts	21
Session Three: Halloween Activities...23	
November Session.....	25
Session One: Reflect & Review.....	26
Session Two: Social Justice Needs.....	28
Session Three: Social Justice Project.....	31
December Session.....	33
Session One: Appreciating Diversity.....	34
Session Two: Christmas Fun.....	39
Session Three: Baking & Gift Creation.....	42
January Session.....	45
Session One: Reflect & Review.....	46
Session Two: Healthy Habits	48
Session Three: Physical Health.....	50
Session Four: Passion Projects	53
February Session.....	55
Session One: Cooking & Crafting.....	56
Session Two: Internet Safety.....	60
Session Three: Anti-Bullying.....	62
Session Four: Outdoors Activities.....	63
March Session.....	65
Session One: Poetry.....	66
Session Two: International Women's Day.....	67
Session Three: St. Patrick's Day.....	70
Session Four: Mental Health Week....	71
Session Five: Mother's Day	73
April Session.....	75
Session One: Song Writing.....	76
Session Two: Easter Activities.....	77
Session Three: Outdoor Activities.....	79
Session Four: Organising Activities....	81
May Session	83
Session One: Anime Cartoon.....	84
Session Two: Care & Kindness.....	84
Session Three: Celebrating the End of the Year Club.....	87
Summer Camping Activity.....	89
Session One: Camping Trip.....	90
Session Two: Orienteering.....	94
Session Three: Fun Camping.....	96
References.....	97



Foreword

Welcome to Youth Work Ireland's Youth Clubs Activity Pack.

Pillar 3 of the Youth Work Ireland Strategic Statement 2022–2027 focuses on the support which National Office provides to our Member Youth Services. It commits us to, “...strengthen our organisational structures and the full range of supports we offer in response to needs articulated by our Member Youth Services”. This Clubs Activity Pack was developed directly in response to an articulated need for such a pack by our Member Youth Services.

Our wonderful Member Youth Services, volunteers, staff, youth leaders and young people know only too well the devastating impact that the COVID-19 pandemic has had on our youth clubs' network. The love and passion for this aspect of our work is nevertheless ever present, and there is a determination to build back the clubs' network and ensure that every young person that wants to, has access to a local youth club.

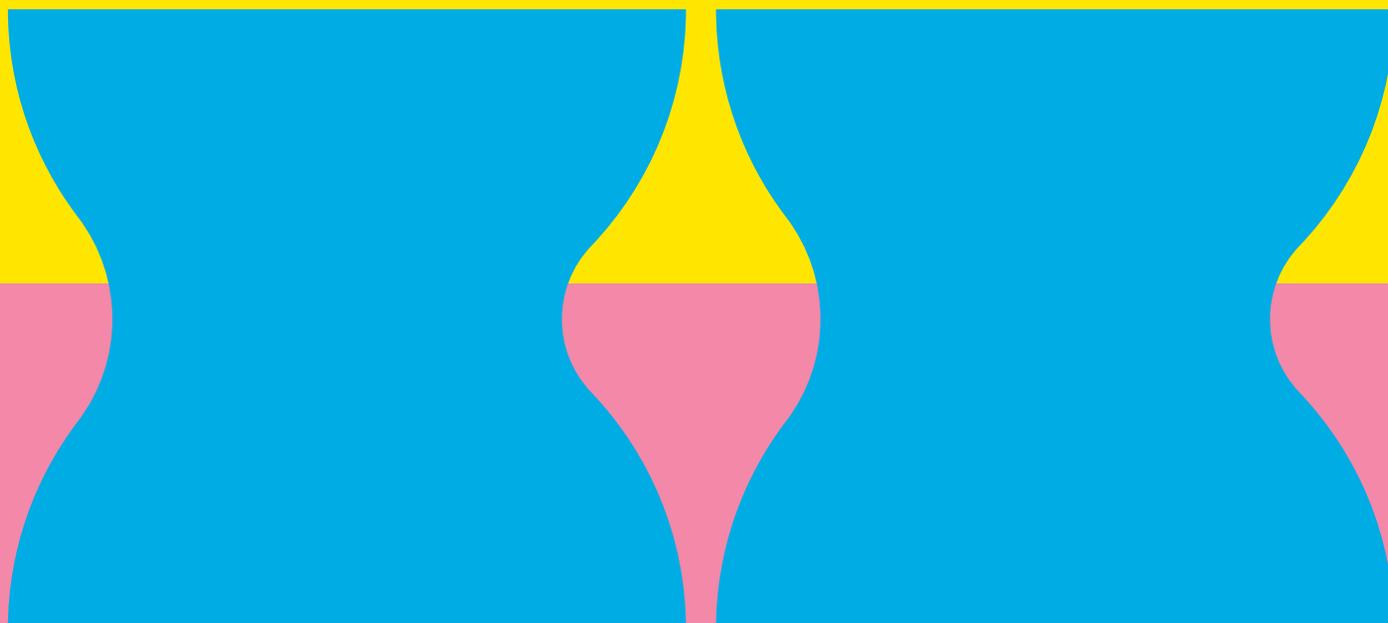
In late 2021 young people, volunteers and staff worked together to draw up a business plan for the revitalisation of our clubs' Network. This plan was presented to Minister Rodrick O'Gorman TD and his officials in the Department of Children, Equality, Diversity, Inclusion and Youth. Funding was made available by the department for the development of this Clubs Activity Pack which was one of the key elements the plan. We are grateful to the Minister and to DCEDIY for this important funding.

Youth Work Ireland and our Member Youth Services, have our origins in community-based volunteer-led youth club work and this work continues to be at the heart of what we do as a federation today. The youth club is “a place where young people are facilitated to explore issues of concern to them, to take on new responsibilities and to make decisions which promote the growth and development of formal and informal groups, and which offer enjoyable activities to you people” (Tracey 1091). Our clubs are “a place where young people initiate their own programmes around issues of concern to them” (Tracey 1992). This is our proud tradition, and it is lived out weekly in our many clubs throughout Ireland. It is our hope that those who volunteer to support our clubs, will find this Clubs Activity Pack an inspiration, a valuable source of ideas and a comprehensive menu of pursuits which will enhance the youth club experience in their communities.

Thank you all again for your valued contribution to our mission and work.



Dr Patrick Burke
CEO, Youth Work Ireland



Introduction

This activity pack was developed in response to the need for new and improved activities identified through the Youth Work Ireland Clubs Network.

Development Officers, volunteers and staff want to deliver a diverse range of activities in the club setting. The activities included in this pack can be adapted to the relevant group/s and don't require any training.

The pack consists of fun, engaging and practical activities that youth workers, youth leaders and volunteers can pick up and deliver to their youth group each week. The activities are based on themes and topics relevant to young people and developed following an online and in person needs assessment with young people and youth workers

The activities in the pack are:

- Structured to achieve learning outcomes for young people.
- Embedded in the principles of youth work.
- Reflective of youth work models.

Club Work in Youth Work Ireland

Youth clubs are a safe, inclusive and educational space for young people from all backgrounds where they have place to go, a listening ear, a sense of belonging and a chance to take part in fun activities and events. It is a space where young people can meet new friends, create lasting friendships as well as being somewhere to go. It's a space that is valued and respected.

The local youth club is often the heart of the community where young people, youth workers and volunteers come together to be part of something life affirming and positive. The youth club encourages participation and fosters a sense

of belonging and connection for young people, as well as training and supports for youth leaders and volunteers.

Phases of Development

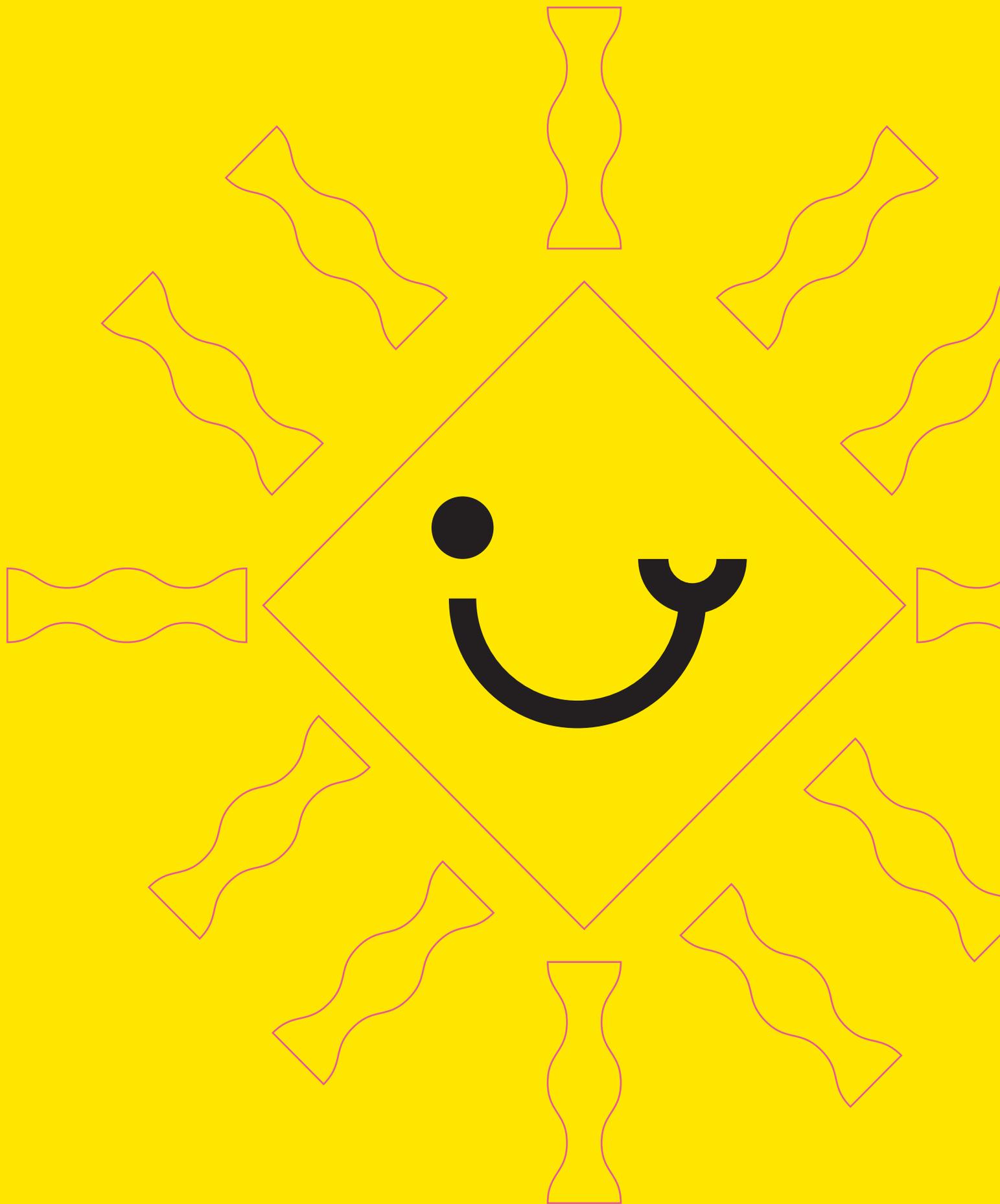
The development of this pack was progressed through the following stages:

- Discussion and needs assessment through the Youth Work Ireland Clubs Network.
- Development and roll out of an online survey to gauge current youth club activities and to identify new activities with young people and youth workers.
- Focus groups with youth workers on the development of the pack – resulting in a presentation of a draft outline of the pack to the Youth Work Ireland's Club Development Network.

Layout

This pack is divided by months, beginning with September and ending in May, which marks the traditional beginning and end of the youth club year. Each month is further divided into sessions which contain activities that are relevant and topical for each month. At various stages throughout the pack, the youth worker and young people get a chance to reflect on their learning and ensure that the learning is carried forward.

As a leader you will get to know your group preferences for certain types of activities, and you are welcome to play around with these involving the young people as much as possible in creating the content and focus of the club activities. There is always the opportunity to explore in more depth the learning and insights that emerge from the activities with your group.



SEPTEMBER

OUTCOMES

Young people will be able to:

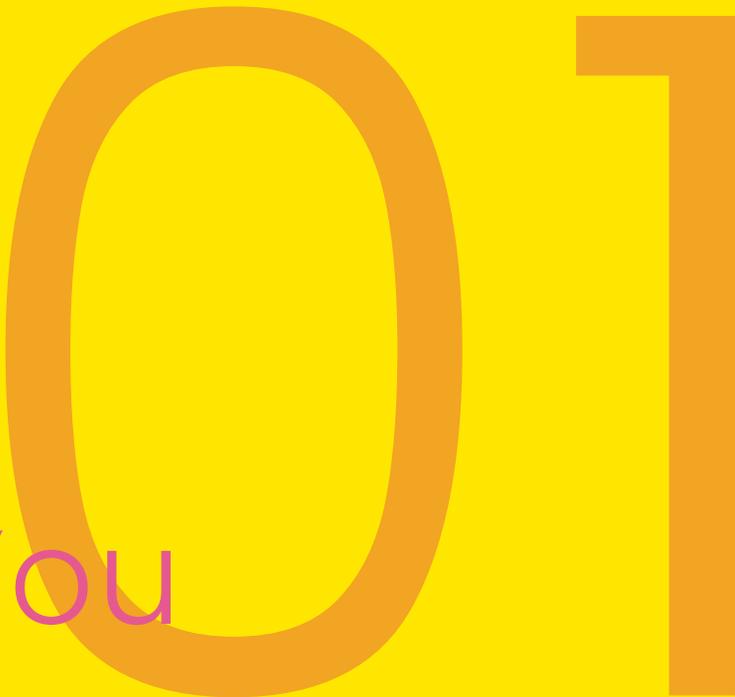
- Get to know one another and the leaders.
- Establish a way of working together.
- Identify their needs in relation to club and group activities.
- Build a sense of team membership and ownership within their group.
- Engage in cooking and baking.
- Have fun!

ACTIVITIES

- Welcome.
- Ice-Breakers.
- Group Contract.
- Team Building.
- Cooking & Baking.
- End of month Challenge.

Session 01

Welcome & Getting to Know You



Getting to know you activities help the group establish their expectations and connection with one another. They have fun in the process and get to know a bit about one another. Getting to know each other's names is a great way to build connection and respect.

MATERIALS

Balls, pens, markers, sticky dots, flipchart paper and post-its.

ACTIVITY 1: WELCOME & NAME GAME

PART 1 Welcome all participants and introduce yourself

Explain what the club is about and what youth work is. You can take the definition from the Youth Work Act as a guide... "Youth work is a style of education process designed to enhance the personal and social development of young people through their voluntary involvement and active participation."

A youth club is a place where they can discover and use their voice to develop themselves, other members and their wider community". [Adapted from Youth Work Act 2001].

Invite the participants to engage in a name game to get to know each other. Here are some options.

Name Games

Choose one from the list below for the session, then try a few different ones over the first month so that people get to know each other's names well.

1 ADJECTIVE NAME GAME

The leader starts this game and says their name and uses an adjective with the same letter as their name to describe themselves such as *Brilliant Brian* or *Carefree Ciara*. Invite the person to the right of the leader to go next, they must repeat the name of the person before them and then say their own name with an adjective. The third person says the first person's name, the second person's name and their own name. Continue until the entire group have gone through the names. This is a challenging, fun memory game for participants.

2 NAME ALLITERATION

To start this game, choose a category of things for the game, such as cartoon characters, types of fruit, or animals. Have the participants sit cross-legged in a large circle, then tell them to think of a word from the category that starts with the same letter as the first letter of their name. For example, participants may choose *"Betty Bugs Bunny"* or *"Cow Cian"*.

3 BALL NAME GAME

You'll need a ball that is easy to throw. Have all the young people sit cross-legged in a large circle. Point to yourself and say your name while holding the ball, then go around the circle and have each person say their name while holding the ball. Go around the circle a few times to make sure everyone has a chance to remember names.

When ready, have each person throw the ball to another person. Having the person who throws the ball say the name of the person they are throwing the ball to. If they don't know the name, they can just ask. You can alternate this by having the person who catches the ball say the name of the person who threw it. Continue until everyone has had a chance to remember someone else's name.

4 HOBBIES NAME GAME

Invite the participants to stand in a circle. One person should start the game by saying, "My name is _____ and I like to _____." As the person says their hobby, they should act out a movement to reflect that hobby. For example, if the hobby is swimming, they might move their arms around to simulate swimming. Have the group repeat, "_____ likes [swimming]" and act out the swimming motion.

The second person should then state their own name and act out their favourite hobby. When they are finished, have the group repeat the second person's name and hobby, and then the first. Repeat for each person until everyone in the circle has said their name and hobby.

5 FAVOURITE THINGS

Have the group stand in a circle. The first person in the line should say their name and the name of a favourite thing. The group then repeats the statement. After this, the second person in the line should state their name and favourite thing, as well

as the name and thing of the first person. The third person should then repeat their information and the information of the second and first people in the line, and so on until the entire group has had a turn.

6 GETTING TO KNOW ME

For this game, you'll need a medium-sized ball that is easy to catch and throw. Tell all the participants to stand in one large circle. As a group, come up with five questions that ask information that you want to find out about each other, like:

- What's your name?
- Where were you born?
- What's your favourite food?
- What's your favourite colour?
- What's your favourite hobby?

After the group has decided on the questions, give the first player the ball. Tell them to say their name, answer the questions and then throw the ball to another player of their choice. The person who catches the ball has to then say their name, answer each question as well, then throw the ball to a third player who answers as well. Continue the game until everyone has answered the questions. Make sure that nobody answers the questions twice.

7 REPORTER

For this game, pair the group up in twos and have them "interview" each other, asking the person's name and three questions that you decided on in advance. For example, you can decide to ask about a favourite colour, food and type of animal. When the group has finished, have the participants take turns introducing their partner by name and talking about the information they have learned.

8 GOING ON VACATION

Have the participants sit or stand in a circle. Start off by saying your name and the name of a place you would like to take the group to visit. For example, "I'm Claire and I'm taking the group on a trip to China and I'm taking a camera." The first participant to start should then introduce themselves, choose an item to take that begins with the first initial of their first name, and then reintroduce the person before them and what they are taking with them. Repeat until everyone has had a chance to play the game.



Contract Development

Explain to the group that to enable them to get the best out of each other and the leaders that it is important to develop a contract. A contract is an agreement of how they will work together. This helps everyone to feel safe.

Divide the group into smaller groups of 4 and ask them to consider what needs to be included in the contract to ensure that people feel safe to contribute and discuss topics in an open way.

Some suggestions might include:

- Respect (for each other, for facilitator, for premises).
- Participation (everyone can join in but they also have the choice to opt out if they don't want to take part).
- Confidentiality (what's said in group time belongs in group time – no gossiping after the sessions about what someone said, however acknowledge that there is a limit to confidentiality and if something is said that the facilitator believes may mean that a young person is in a situation of harm or may harm someone else under Irish Law and Child Protection they have to share this information with a designated officer to keep children safe).

PART 4 Hopes and Fears

Give the participants two sticky notes each. Invite them to write down any hopes they have for joining the club on one sticky note and any fears they have on the other sticky note.

Invite them to place the hopes on one side of the room and the fears on the other. Read out the sticky hopes to see if the club aligns to their expectations. Make a note of any areas that may

not be included and ensure to add them in, unless a hope is unrealistic then explain why it will not be met by the club.

Explore the fears and ensure you respond to them to put the participants at ease, it may be useful here to highlight the opting out option throughout club as well as reiterating the contract.

(Optional) Question Box

Explain to the group that there will be a question box at each session. Young people can ask questions or add comments to the box at any time during the group and each week the leaders will review them and do their best to answer them.

ACTIVITY 2: ICEBREAKERS

Icebreakers are a fun way of engaging a group in getting to know each other and energising the group. Choose some from the list below that you can do with your group.

1 GOTCHYA (GRAB THE FINGER)

Fast-moving 5 minutes. Group activity to get people together and focused. In a circle, right finger on the next person's left palm. Try to grab a finger before yours gets grabbed.

3 GROUP JUGGLE

Throwing balls to others in a circle and learning names. Asking for the person's name if it can't be recalled. Can be extended to 'Warp Speed' by seeing how fast the group can throw balls through a set order to each group member.

2 ANIMAL SOUNDS

Participants are blindfolded and assigned an animal. The challenge is to use animal noises in order to meet up with other animals of the same species. Release energy, have fun, create chaos until gradually order and unity emerge.

4 HUMAN KNOT

In a circle, people put their arms in and hold someone else's hand, then try to unravel the knot without letting go of hands. Involves getting physically close to others, stretching, laughing and problem solving.

5 SNOWBALLS

Each person writes their name and two unusual facts about themselves on a piece of paper. Then scrunch all the pieces of paper into snowballs and throw them to each other. General mayhem ensues. After a few moments, you stop the throwing and everyone must find the person who wrote the page they are holding. They can then introduce their person to the group including their unusual facts.

6 TRUTH OR LIES

Each person says 3 things about themselves, 2 must be true and the other a lie. The rest have to guess the lie.

ACTIVITY 3: WHAT'S OUR FOCUS

Explain that participation is a fundamental human right. It is one of the guiding principles of the Universal Declaration of Human Rights that has been reiterated in many other international Conventions and Declarations. Through active participation, young people are engaged to play a vital role in their own development and that of their communities.

Explain that the youth club or group is their space, and they get to influence how it runs and operates. As part of this as leaders you want to engage them in deciding and directing what the club or group does over the coming year. The purpose of this next exercise is to gain some insight into the needs of the participants and what to focus on for the coming year.

OPTION

1

Invite the participants to break into smaller groups of 4-5 participants. Give each group a page and pen. Ask them to list all the things that they would like to engage in or achieve over the coming year which may include:

- Skills to learn
- Activities to do
- Emotions to feel
- Adventures to have
- Challenges to consider

OPTION

2

Have a list of topics on a few flip-chart pages around the room. Give each person a marker and ask them to come up to the flipchart and place a dot beside each topic or activity area that they are interested in.

From the list you will see what the main areas of interest with the group.

Engage a discussion with the group as to which are the priority areas and ensure their participation in guiding the focus of the group for the coming year.

OPTION

3

Invite them to write on some sticky notes their wishes for the club activities for the coming year.

Discuss and collate these to guide the club activities. Highlight that they can revisit this as the club progresses.

This is their club and the more they participate in it the more it will flourish and evolve to meet their needs and the needs of their community.

Session 02

TEAM BUILDING

There are a number of activities outlined in this session that can be used over and over with your group. Pick and choose according to your resources to build a sense of team amongst the group.

MATERIALS

- Depending on group size 1 jigsaw per smaller group. Minimum of 3 jigsaws of different variety.
- Random materials for construction project.
- Blind folds.

ACTIVITY 1: REFLECT & REVISIT

Revisit some name games and ice breakers from Session One to embed the names of the participants and get the group comfortable with each other.

These are team building exercises to build a sense of connection amongst team members and deeper learning about their communication, team membership tendencies and leadership tendencies in the group

The Barter Jigsaw Puzzle

MATERIALS

A number of jigsaws each with a few pieces mixed in the other jigsaw.

- Break your team into groups of equal members.
- Give each team a distinctly different jigsaw puzzle of equal difficulty.
- Explain that they have a set amount of time to complete the puzzle as a group.
- Explain that some of the pieces in their puzzle belong to the other puzzles in the room.
- The goal is to complete their puzzle before the other groups, and that they must come up with their own method of convincing the other teams to relinquish the pieces they need.
- They can be creative in how they do this, whether through barter, exchange of team members, donating time to another team, a merger, etc.
- Whatever they choose to do, they must do it as a group.

PURPOSE

The teams must solve the jigsaw and the challenge of retrieving their pieces from the other team.

DISCUSSION

- What was difficult about bartering in this exercise?
- Who succeeded and why?
- What did you learn about yourself and your team members?
- What can you take from this exercise and apply in other areas of your life?

ACTIVITY 2: TEAM BUILDING

Car Control

PURPOSE

This exercise explores the participants preference for responsibility, control and power.

RULES

- Invite each person to find a partner.
- One person chooses to be the car, the other the driver.
- The driver stands behind the person who is facing forward and puts their hands on the other person's shoulders.
- The person in front closes their eyes and the driver proceeds to drive the car. The driver determines where the car moves, how fast.
- After several minutes, reverse roles (car becomes driver and driver becomes car).

DISCUSSION

Facilitate a discussion that gets at issues of power and control.

- How many people preferred being the driver? Why? (I was in control, I knew what I was doing, where I was going, etc.).
- Who preferred being the car? (I did not have responsibility; I could just sit back and enjoy the journey.).
- Why did those prefer the driver role? (Consider being in control and having power).
- What makes us uncomfortable about the car role? (Consider not being in control, about always feeling you need to know what you are doing, where you are going etc.).

ACTIVITY 3: ENERGISERS WITH BLIND FOLD FUN

MATERIALS

- Blind Fold (can be made of any kind of materials).

BLIND COUNT OFF

The group stand in an outward facing circle with their backs to one another. As a team they have to count as high as they can out loud with only one person saying a number at a time. This is a guessing game that focuses on listening skills and strategy.

OBSTACLE COURSE

One at a time, blindfolded team members are guided by their teammates through an obstacle course to the finish line. This is great activity for focusing on communication skills and developing trust.

CIRCLE OF SILENCE

One person is selected to stand in the middle of the circle wearing a blindfold, the objective of the team challenge is for the rest of the group to pass a selected object (such a tin with marbles in) around the circle without making any noise.

BLIND RETRIEVER

In this fun and challenging blindfold activity, the group is split into smaller sub-teams and must compete against each other to try and retrieve an object. One person is blindfolded in each team and directed by their team-mates using simple commands to try and find the object before the other team.



Session 03

Fun for Fun



This session builds on the previous two where the trust and comfort of the group should be well established and brings more fun into the group space

MATERIALS

- Balloons
- Flipchart paper
- Pens, markers and Sellotape.

ACTIVITY 1: ENERGISERS

BIRTHDAY LINE-UP

Participants line up in a straight-line, side-by-side. They are then asked to get in order by their birthdays (month and day, year isn't necessary), however they are not allowed to talk. You can also get them to get in order by height, shoe size, favourite colour etc.

BALLOON SCULPTURES

The team is tasked with creating balloon sculptures that reflect how they view the team. This activity works well to allows everyone to show creativity and make connections.

BACK-TO-BACK DRAWINGS

Working in pairs, one person must describe a shape without naming it, whilst their partner must try to draw the shape they are describing to try and get as close the original shape as possible. This activity focusses heavily on verbal communication and listening skills.

BUS STOP

Group members make choices (express their opinions) in front of other people by getting on and off an imaginary bus. Chose topics that are current, in the media to explore young people's opinions about whether they agree or disagree with the topics or approaches.

LOST AT SEA

Whilst on a sailing holiday, an accident causes the boat to set on fire, with just enough time to grab a few items at hand – the team have to decide which items are top priority. Working together the group have to use their decision-making skills and cooperation to prioritise the ten items listed.

TURNING OVER A NEW LEAF

With all members standing on flipchart page, the group has to slowly flip the sheet to the other side without anyone stepping off it. This activity is great for small groups, and helps to promote cooperation, trust and communication.

ACTIVITY 2: BAKING

With the group decide what they are going to bake. This may depend on the resources and cooking facilities available at the youth club. A simple Google search will yield other suggestions. If you have an oven then options are endless, involve the group in deciding what to create and enjoy!

Some simple things to make together can include:

Chocolate Biscuit Cake

INGREDIENTS (MAKES 12)

- 400g rich tea biscuits
- 225g butter
- 85g caster sugar
- 2 eggs
- 1 tbsp cocoa powder
- 1 tbsp drinking chocolate
- 100g milk chocolate

DIRECTIONS

- Break each of the biscuits into little pieces in a bowl.
- Melt the butter and the caster sugar in a saucepan over a low heat. Once it has melted, add the cocoa and the drinking chocolate.
- In a separate bowl, beat the two eggs, then add the beaten eggs to the butter and sugar mixture, and mix well.
- Pour over the broken biscuits. Press the mixture into a tin lined with greaseproof paper. Cover with another sheet of greaseproof paper and press down well.
- Leave the biscuits mix to set
- Break the milk chocolate into a bowl and set over a pan of boiling water to melt. Make sure the bowl does not touch the water. Once melted pour the chocolate over the biscuit mixture and leave to set.
- Once set, remove from the tin and slice into squares

Cornflake Crispy Buns

INGREDIENTS (MAKES 18)

- 2 cups white sugar
- ½ cup butter
- ½ cup milk
- 3 tablespoons cocoa powder
- 3 cups quick cooking oats
- 1 teaspoon vanilla extract

DIRECTIONS

- Mix together sugar, butter or margarine, and milk in a saucepan (or in a bowl in microwave).
- Bring to a boil and boil for one minute, stirring constantly.
- Remove from heat and mix in cocoa, quick oatmeal, and vanilla.
- Drop spoonful by spoonful on grease proof paper and leave to set, then eat!

Marshmallow Crispy Bars

INGREDIENTS (MAKES 12)

- 3 tablespoons butter
- 1 teaspoon vanilla extract
- 4 cups miniature marshmallows
- 4 cups crisp rice cereal

DIRECTIONS

- Coat a 9 x 13 inch pan with spray oil or margarine or grease proof paper.
- In a large saucepan (or microwave in a bowl), melt the butter or margarine over low heat.
- Add the vanilla. Melt the marshmallows into the margarine, stirring.
- Add the cereal when the marshmallows have melted; stir until cereal is coated. Quickly pour into the prepared pan.
- Use a sheet of waxed paper to press the mixture down flat and evenly into the pan.
- Let set for 2 to 3 hours. Cut into squares.

ACTIVITY 3: END OF MONTH CHALLENGE

PURPOSE

This exercise explores the participants preference for responsibility, control and power.

MATERIALS

- Some small prizes e.g., treats or high-fives!

Invite the group to consider what would be a fun challenge competition for them to engage in. Examples could include:

- Dance competition – A dance off, break the group into smaller teams and they engage in different dances either individually or as a group against one another.
- Tik Tok Dance challenge.
- Push up challenge (who ever can do the most push-ups).
- Squat challenge (who ever can do the most squats).
- Plank challenge (who ever can hold the plank the longest).
- Wall sit challenge (who ever can hold the wall sit the longest).
- Art challenge (who ever is the most creative as judged by the group).
- Kindness challenge (reflecting on the kindness deeds of the individuals and group for the past month give an award to the kindest acts).

ACTIVITY 4: REFLECTION

This activity is great to get the young people to reflect on the past month and learn from what is working and how to make the club or group even better.

- Invite the participants to share in smaller groups what worked well the past month and what could be improved.
- Discuss with the group what they learned and any insights they have gained.
- Explore what could be a priority for the coming month.

OCTO -BER

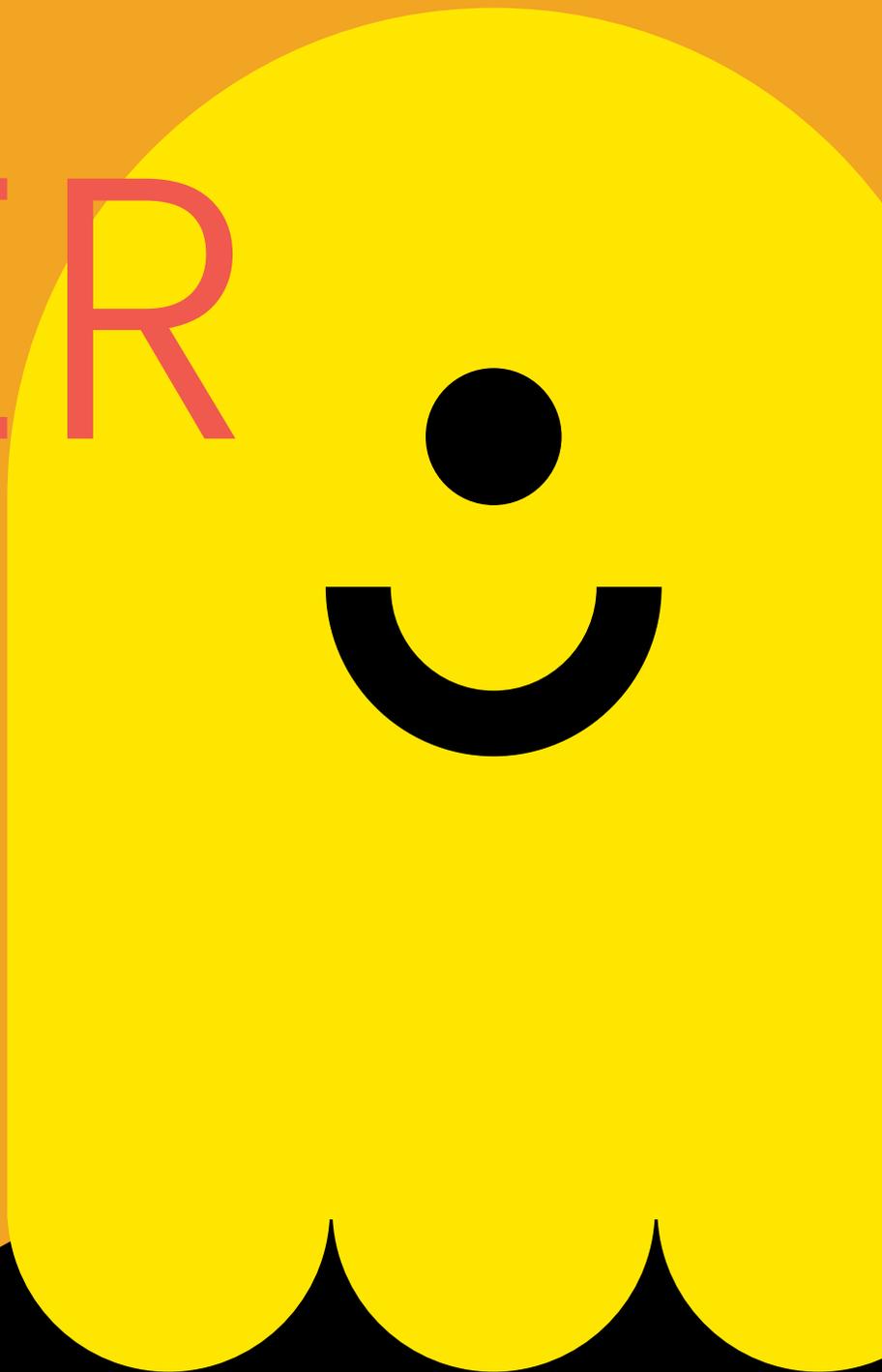
OUTCOMES

Young people will be able to:

- Plan an event or party for Halloween.
- Think critically and engage in risk assessment for their event.
- Use their creativity to create Halloween decorations, costumes and, arts & crafts.
- Identify and debrief on the challenges and learning of organising an event.
- Have fun!

ACTIVITIES

- Event and Party Planning
- Halloween Crafts
- Halloween Activities



Session 01

Halloween Project Planning

HALLOWEEN HISTORY

The roots of Halloween (Halloween, All Hallows 'Eve or All Saints' Eve) go back to the pre-Christian era. The Celtic tribes living in England, Ireland, and Northern France, divided the year into two parts – winter and summer. The last day, October 31st, usually meant the completion of the harvest season and the starting of the winter season. From that day, according to the Celtic tradition, winter began.

ACTIVITY 1: EVENT PLANNING

Explain to the group that for any successful project to occur there needs to be planning and organising involved. Project planning involves setting out the goals of the project, so it helps the group to focus on what they want to achieve.

It involves having a vision for how things will be and if this vision is compelling enough then other people will want to get involved.

EVENT MANAGEMENT TEAM

For a successful project you need people to organise it. This is a great opportunity for young people to learn the skills of communication, organisation, delegation, problem solving, teamwork and leadership. The leaders can help facilitate the young people, but ultimately the young people in the club ought to take on the roles and responsibilities. Encourage the group to think about what roles they might be best suited to and to come up with others if they aren't there. Give them time to take on these roles and decide amongst themselves the actions necessary to take for a successful event using the 'How to Run a Meeting Template' and 'Project Planning Template' Some examples of roles or teams may include:

- Event coordinator or coordinating team has responsibility for oversight of whole plan and their job it to support the others.
- The event coordinator may also hold the role of Chairperson for the group.
- Creative director or creative team has responsibility for the party theme, colour scheme and decorations of the venue.
- Entertainment director or entertainment team has responsibility for the music and sound track compilation and any additional activities or party games.
- Nourishment director or nourishment team has responsibility for the food and beverages.
- Finance director or finance team has responsibility for the budget of the event, all earnings (if any) and all costs to be accounted for so the team have a sense of the cost, profit or loss of running an event.
- Communications/Promotions director or communications/promotions team has responsibility for promoting the event including posters, advertising, social media and reporting on the success of the event in local newspaper and radio.

2 HOW TO RUN A MEETING TEMPLATE

The overall Event Management Team must run a meeting so that everyone knows what is happening, by whom and when. This ensures that everyone feels involved and can contribute towards the decision making. If each role has a team, then each team must run their own meeting as well. Here are some quick tips in running an effective meeting:

- **Decide is the meeting necessary** - Some meetings can be a waste of time if they are not focused. A meeting involves talking WITH teammates, not at them. A meeting's sole purpose should rarely be just to give information. It is a place for discussion, decision making, participation and challenging of opinions to birth new ideas.
- **Have a clear purpose for the meeting** - For a meeting to be effective it needs to be clear and concise. Ask yourself the question 'what do we hope to achieve with this meeting?'
- **Set an agenda** - Decide what will be covered and prioritise what is important to be discussed and decided. It is the job of the Chairperson to keep people on track with the agenda of the meeting.
- **Who's in the room?** - Decide who needs to be there, this most likely will be the lead person for each area of responsibility so that they can feed into the larger group. Be sure to invite the attendees to the meeting and encourage them to have diverse perspectives. This creates more room for creativity to take place.
- **Assign a note-taker** - Taking notes during meetings is not just a good habit, but a necessary one. It acts as a written record of your discussions, decisions, and the next action steps to follow. Plus if anyone is missing then they can catch up looking at the notes. Ensure the notes are shared with everyone after the meeting.
- **Keep people engaged** - Get rid of technology distractions so that the meeting can stay focused and concise. Invite the quieter young people to contribute their ideas. One option here to ensure that everyone gets a chance to speak at the meeting, invent some type of a "talking stick" in the form of a small token like a spoon or weirdly shaped object that is passed randomly to a person to speak. When that person is done sharing their ideas and opinions, they give the "talking stick" to someone else
- **Summarise decisions** - Summarise the meeting and decisions at the end. Make a list of all action steps to be taken, by whom and by when.
- **Set the next meeting** - Decide on the next meeting date/time to keep the momentum.
- **End on time** - It shows you respect people's time and people tend to get frustrated when meetings and discussions go on for a long time.

Option: You may also like to use the UNESCO Youth Planner to help with planning your project or any other project. Details are here: <https://en.unesco.org/youth/toptips>

3 PROJECT PLANNING TEMPLATE

For successful project planning it is important to consider a number of factors. This can be done at both the overall group or at the smaller group levels. This aspect can form part of a meeting of the team. It is a logical approach, beginning with the desired outcome or vision in mind.

- What do we want to achieve? What's the GOAL or OUTCOME?! (Some examples may include to have fun, learn new skills, work together, develop leadership skills, improve communication etc.,)
- What do we need in order to achieve this goal? What RESOURCES do we NEED?! (Some examples may include money, time, people, venue etc.,)
- What activities do we actually need to do to achieve this goal? What do we need to DO?! (Some examples may include fundraise, buy supplies for the party, create decorations, etc.,)
- What needs to be done when and by who? How do we PRIORITISE WHO does what? (Some examples may include Jane bakes the cakes, Anita makes the decorations, Gerard organises the music). This is the most detailed section and may need someone to coordinate it to ensure that everyone manages to get everything done in time.
- It may be helpful to identify what ROLES are emerging from the plan for example. It may be that one person per role is sufficient or it may be necessary to have a team for oversight of the event planning.

Checklist - This process will likely yield a checklist of important tasks that need to happen at different stages of the process. A checklist is a handy way of making sure that you have everything that you hope for in order and on one page.

4 RISK ASSESSMENT

- Why do it? Identifying hazards by using risk assessment helps to ensure the success, health and safety of your event and everyone to comes to it.
- Who's responsible? This may be a role allocated to one person or simply a broader discussion and assessment by the entire group.
- What is it? A risk assessment is a way of identifying, analysing and controlling hazards and risks.
- What happens? Once risks are identified, risk communication involves exchanging information and opinions on risk to relevant people.

Then, risk management is how the group control and evaluate threats and risks to prevent accidents, uncertainties and errors. This can be done simply by following these considerations:

- Identify what risks or hazards may accompany the event? (e.g., people arriving and leaving safely, wires on the floor, decorations near lighting or hot water near technology etc.,)
- Evaluate the risk - consider how, where, how much and how long individuals are typically exposed to a potential hazard
- Decide on a control measure - come up with an effective control or solution.
- Document the findings - keep a record of any risks.
- Review the assessment as needed.

As part of the control measures it may be helpful to consider:

- What resources are needed? (e.g., help, adult supervision, electrician to help with lighting etc.,)
- What laws and regulations need to comply with (e.g. Children's first to ensure all young people are safe)?



Session 02

Halloween Arts & Crafts

ACTIVITY 1: HALLOWEEN ARTS & CRAFTS ACTIVITIES

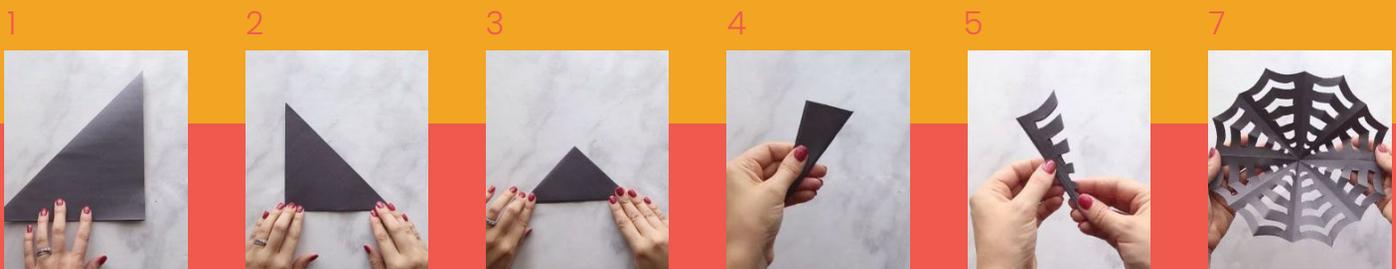
DIY Paper Spider Webs

MATERIALS

Parchment Paper (easier to cut through than printer paper), pipe cleaners, scissors, pencils and glue.

DIRECTIONS

1. Bring one corner to the other corner to make sure you have a (reasonably) perfect square. Trim the paper if you need to.
2. Bring one corner of the square to the opposite corner and fold it in half to make a triangle.
3. Take the bottom corner on the right and bring it up to the top corner on the left to make a smaller triangle.
4. Bring the right corner to the left corner to make an even smaller triangle.
5. Bring the right edge of the triangle over to the left edge of the triangle, making sure the edges line up.
6. Trim off the extra paper at the end and cut the end with a slight inwards curve, as shown in the photo below.
7. Draw out the lines of the spiderweb on the parchment paper to give yourself a guide. It doesn't matter where the folds are when you draw the lines – either side will work.
8. You can space out the lines on the spiderweb evenly but try to keep the lines that butt up near the folded edge as close to the edge as you can. When you open it up along the fold, the space will end up being double what you've drawn.
9. Carefully cut out the shapes along your folded paper. Just go slowly and definitely be careful not to cut all the way through.
10. Open up your spiderweb carefully.



DIY Spiders

MATERIALS

- Pipe cleaners, glue and Pom Pom's



DIRECTIONS

1. Make a super simple little spider to go along with your web! All you need are 2 pom poms and 1 pipe cleaner.
2. Cut the pipe cleaner into 4 equal pieces. If you're using a 12" pipe cleaner, each piece will be 3" long.
3. Line up the 4 pipe cleaner pieces beside each other.
4. Then take the longest pipe cleaner piece (if you have one that's longer) and wrap it tightly around the middle and twist it to hold them together.
5. Spread out the pipe cleaners so that you have 4 "legs" on each side.
6. Then pinch the ends down to make creepy spider legs.
7. Use glue to attach the small pom pom (for the head) to the medium pom pom (for the body), and then the pom poms to the legs.
8. These paper spiderwebs look amazing hanging in the window! The parchment paper is slightly translucent, so it looks very spiderweb-y.

DIY Eyeball Stones

MATERIALS

- Rocks, white spray paint (high gloss). Optional - acrylic paint (white, black, blue, green, yellow, orange, brown), fine point paint brushes, clear spray paint (high gloss).



DIRECTIONS

1. Collect some round-ish rocks and wash and dry them.
2. Lay your rocks on some newspaper in a well-ventilated area and spray paint your rocks with a high gloss white spray paint or paint each rock white with a paint brush. Let the white paint dry.
3. Paint the pupil and outline of the iris (the coloured part of the eye) in black paint. Use a fine tipped paint brush to get best results.
4. Paint the coloured part of the eye with a light shade of the colour you want the eye to end up. In this case a light blue/green eye.
5. Outline the pupil and iris, with a darker shade of the colour of the eye.
6. Add a bit of lighter colour to the bottom half of the iris, and a white highlight (light reflection) to the upper right side of the pupil (or wherever you imagine the light source coming from).
7. After the paint has dried, spray your new eyeballs with clear high gloss spray paint, to make them shiny like real eyeballs!

Special effects make-up

DIRECTIONS

To create makeup, it is not at all necessary to buy a dozen cosmetics. It is quite possible to get by with the usual makeup products. Here are some of them:

- A palette of unusual shades of shadows: When creating a memorable look for Halloween, you should get a palette with bright shadows (yellow, pink, blue, purple, etc.). And the palette for smoky ice. No Halloween party is complete without black shadows.
- Loose glitter: If you don't want to look like a vampire or a zombie on a holiday, you can create a romantic image (mermaid, doll, Poison Ivy, etc.). A small amount of loose glitter

will help in this, which will revive the gloomy look and make it more delicate.

- Primer: To prevent makeup from dripping an hour or two after the start of the party, you must first apply a primer to your face and eyelids. This will make the make-up more durable and protect the skin.
- Bright eyeliner: When creating "devilish" arrows or freckles, you cannot do without bright eyeliner.
- A set of brushes and a sponge: To make your makeup brighter and longer-lasting, you need to purchase a set of makeup brushes and a sponge.

Session 03

Halloween Activities

ACTIVITY 1: HALLOWEEN ACTIVITIES

Wrap the Mummy

MATERIALS

- Toilet paper rolls

DIRECTIONS

Everyone splits into groups of two people, and each group needs a roll of paper towels. The first person holds the first paper towel on the roll in their hand while the other person holds the rest of the roll.

The first person either spins in a circle, until the whole roll is wrapped around them, or the second

person holding the roll runs around them in circles – just make sure everyone is playing the same way!

If the roll rips, they lose that round. It's the first team to unravel the whole roll and wrap one of the team members from head to toe, just like a mummy.

The Fear Factor

MATERIALS

- Just stuff from around the house.

DIRECTIONS

1. Think of a series of little challenges that people can do, kind of like the show fear factor but not nearly as intense.
2. This version can have things like reaching into a hole in the side of a shoebox to try to guess what's inside, you could use things like gummy worms, slime, grass clippings, fake spider webs, and whatever else.

True Crime Trivia

MATERIALS

- Just a bit of time to gather questions.

DIRECTIONS

1. If you want to freak people out a bit and play a game that's genuinely scary, look up some facts and stats about various true crimes, serial criminals...

The Pumpkin of Dares

MATERIALS

- Paper, pens, pumpkin or box to hold dares.

DIRECTIONS

1. Cut out some small pieces of paper and let everyone write down a few dares on different pieces of paper and put them all inside of a hollowed-out pumpkin, or a plastic pumpkin, or a shoe box, or whatever you've got laying around.
2. Remember, if you put something too crazy in the Pumpkin of Dares, there's still a chance that you'll end up pulling it out yourself, so let's not go too crazy here

Murder Mystery

MATERIALS

- Paper and pen.

DIRECTIONS

1. Create a gripping murder mystery story, character list and solution to the murder mystery.
2. Do not tell the participants about it.
3. Depending on the size of the club you will need a number of characters to include everyone in the mystery.
4. Assign each person a part in the story and hide the clues around the club.
5. Tell the participants to act their role and figure out the murder mystery together. It cannot get spookier.

Monster Mash Freeze

MATERIALS

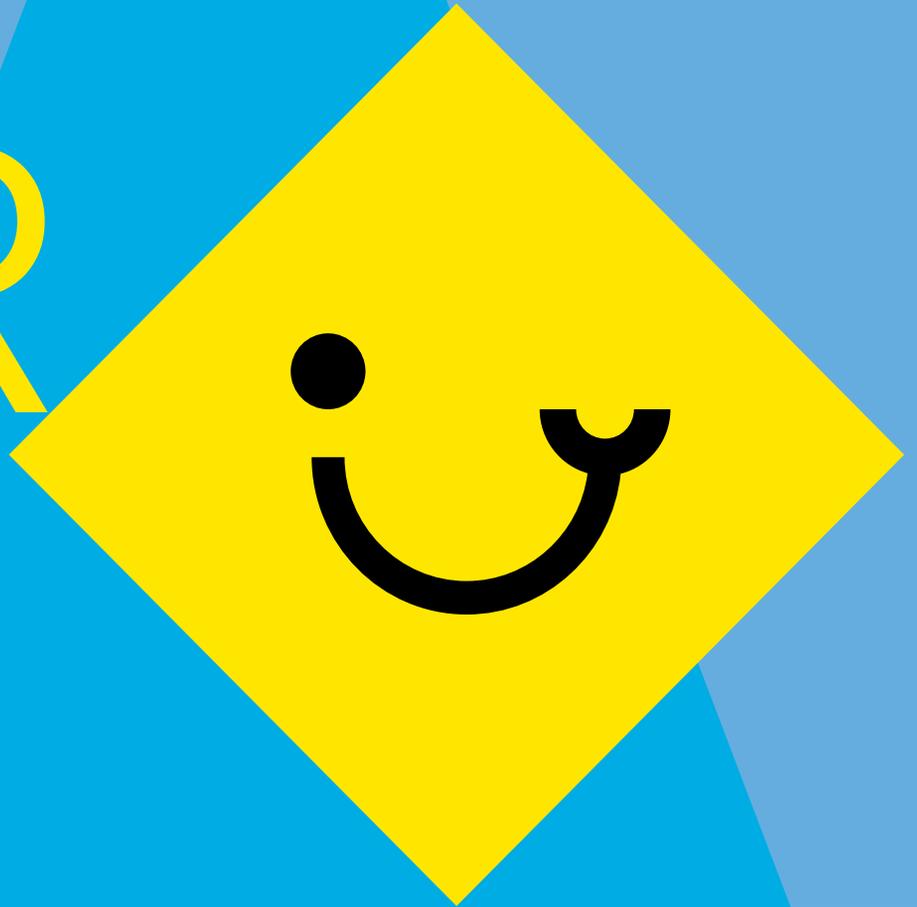
- Music.

DIRECTIONS

1. Using the iconic Halloween hit, Monster Mash, set up a small dance floor and play Monster Mash Freeze Dance!
2. The idea is to freeze every time the music pauses, and whoever moves during the freeze is out!
3. The last one dancing wins a spooky Halloween prize.

NOVEMBER-

BER



OUTCOMES

Young people will be able to:

- Develop their problem solving and critical thinking abilities.
- Identify and engage in social justice activities e.g., intergenerational activities to build a sense of connection and contribution.
- Practice kindness and giving.
- Have Fun!

ACTIVITIES

- Problem Solving
- Critical-thinking Activities
- Social Justice Activity

Session 01

Halloween Reflect and Review



ACTIVITY 1: REFLECT & REVIEW

Once the Halloween event is over, the next session in November can be used to reflect and review what was successful, challenging, skills gained and how they could make it even better the next time. This may involve breaking them into their smaller committee groups and then bringing the larger group together.

This process offers an opportunity to harvest the learning and ensure that the learning is recognised and integrated into their lives. It is the perfect opportunity for them to celebrate all the hard work they did in making their event come to life!

REFLECT & REVIEW QUESTIONS

- What worked well?
- What was challenging and how did we overcome it?
- How could we make the event even better if we were to run it again?
- What did we learn about event planning?

ACTIVITY 2: MEMORY GAME

MATERIALS

- Pack of Cards

DIRECTIONS

1. Using playing cards engage the participants in a fun memory game.
2. The goal is to collect the most pairs of cards.
3. Shuffle the cards and lay them on the table, face down, in rows.
4. The youngest player goes first. Play then continues in a clockwise direction.
5. On each turn, a player turns over any two cards (one at a time) and keeps them if the cards match (for instance, two kings).
6. If they successfully match a pair, they get to keep the cards, and that player gets another turn.
7. When a player turns over two cards that do not match, those cards are turned face down again (in the same position) and it becomes the next player's turn.
8. The trick is to remember which cards are where.
9. The person with the most pairs at the end of the game wins.

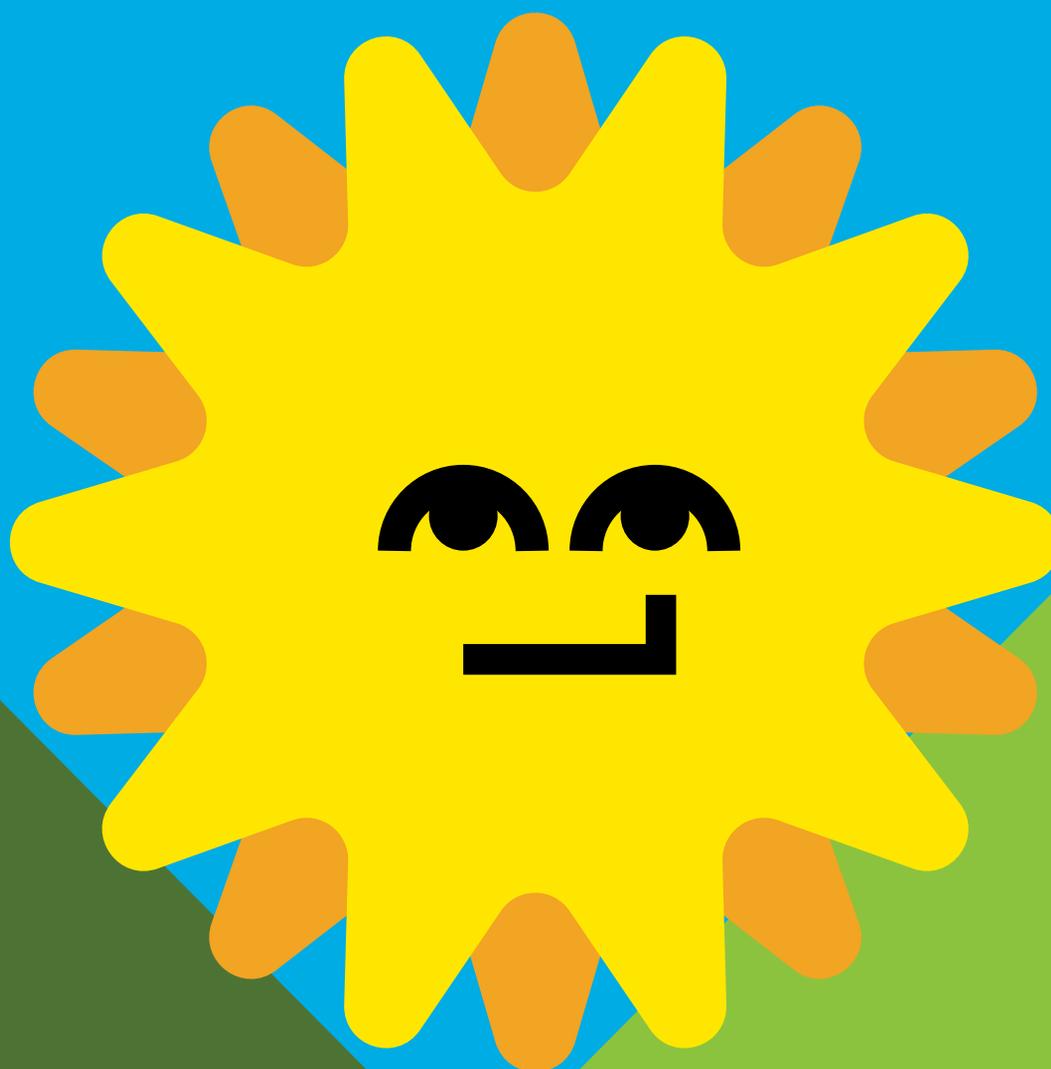
ACTIVITY 3: IN THE RIVER ON THE BANK

MATERIALS

- Space and at least 10 young people

DIRECTIONS

1. Everyone should stand behind the line on the floor, facing the person leading the game. They should pretend they're stood on the bank of a river.
2. Make sure that everyone stays at a safe distance from the people next to them.
3. When the person leading the game calls 'river', everyone should jump and land with both feet over the line.
4. When the person leading the game calls 'bank', everyone should jump back to the other side of the line where they started.
5. Everyone should play a few rounds like this.
6. When everyone's got the hang of the game, the person leading the game should explain that when they call 'bridge', everyone should jump so that one foot is on either side of the line.
7. If anyone makes a mistake and jumps the wrong way, they're out of the game. They should take a step back and start helping the person leading the game to spot mistakes.
8. Try calling 'river' or 'bank' twice in a row to catch people out.
9. Everyone should keep playing until most people have been knocked out of the game.
10. Don't forget to congratulate the winners!



Social Justice Needs Assessment

ACTIVITY 1: UNDERSTANDING COMMUNITY NEEDS ASSESSMENT

- Explain that a community needs assessment provides communities with a snapshot of their community and helps to identify areas for improvement.
- The main outcomes of a community needs assessment are in 3 main categories: Policy Change, Systems Change, and Environmental Change.
- **Policy Change:** This involves laws, regulations, rules, protocols, and procedures that are designed to guide or influence behaviour.
- **System Change:** This involves change that affects all community components including social norms of an organisation, institution or system. It may include a policy or environmental change strategy. Policies are often the driving force behind systems change. Examples are implementing a national school lunch programme across a community or ensuring a hospital system becomes tobacco free.
- **Environmental Change:** This type of change relates to the physical, social, or economic factors designed to influence people's practices and behaviours.



(Adapted from CDC, 2013)

There are different approaches to conducting community needs assessments. In general the process looks something like this.

ACTIVITY 2: COMMUNITY ASSESSMENT

PART 1 Community Mapping

- Divide the young people into smaller groups and give each group a large piece of paper.
- Ask them to draw out a large map of their community area. Ask them to include as many parts of the community as they can, such as schools, parks, shops or community spaces.
- Ask them to think about the community as if there is a huge umbrella over it - the umbrella represents all the national policies, rules and laws that shape the space and how the people behave in it for example, legalising same-sex marriage changed the Irish policy and this changed people's behaviour and attitudes to same-sex marriage.
- When they think about their community in this way, they will see that there are different aspects that they can influence.
- Influencing policy can often be about advocacy work including talking to government officials and advocating that something change in a particular area.
- Influencing systems can be about developing an initiative that shapes local behaviour for example piloting a climate action project to improve community response to climate.

Influencing environmental change can be about:

- Changing physical structures in a community could be beach clean ups, graffiti walls, building a community path, building a community bench, community hall, playground etc.,
- Changing attitudes and behaviour of the people e.g., intergenerational connection project, autism awareness, Pride celebrating, befriending service, education programme etc.,
- Economic e.g., setting up a system of fines for littering or incentives of tea/coffee/hot chocolate reward for whoever collects a bag of rubbish on a community walk as offered and funded by local community or café.

DISCUSSION

- Were there places or people that were left out?
- Are services available in your community?
- What strengths do you see that could be built on?
- What things could be improved in your community?
- Are all age groups catered for, minority, young and old?
- Is there anything missing that your community could benefit from?
- What areas of their community could be improved? Does this fall under a policy area, a systems area or environment?
- If things are to improve consider why, what, who, when and how.

Community Needs Assessment

Support the group to develop an interview or a survey that they can do in their community to assess their community needs directly. In developing an interview or survey they can come up with open or closed questions.

Open questions include questions where the respondents write down their answers in the form of words or paragraphs. These questions give you more detail but can be harder to analyse. Examples include: 'What improvements would you like to see in your community?'

Closed questions include questions where the respondents 'tick the box' to a restricted set of questions such as 'Strongly Agree, Agree, Neither Agree/Nor Disagree, Disagree, Strongly Disagree'. These questions are easier to analyse as you can see how many people 'Strongly Agree' or 'Strongly Disagree'.

Having a mixture of open and closed questions is helpful to gather information. It is important that questions are clear and not confusing. It can be helpful to test out the questions beforehand to check that they are easy to understand.

A COMMUNITY INTERVIEW OR SURVEY COULD LOOK LIKE THIS

Please rank in order of priority what part of our community you feel is most important for change with 1 being the highest priority and 5 being the lowest.

- Playground
- Graffiti
- Community clean-up
- Intergenerational project
- Improved access for people with disability

PLEASE OUTLINE THE REASON FOR YOUR CHOICE OR ANOTHER ALTERNATIVE SUGGESTION

- What is your impression of our community?
- Our community is a safe place to live (circle one):
Strongly Agree, Agree, Neither Agree/Nor Disagree, Disagree, Strongly Disagree
- Our community is a friendly place to live (circle one):
Strongly Agree, Agree, Neither Agree/Nor Disagree, Disagree, Strongly Disagree
- Our community is a fun place to live (circle one):
Strongly Agree, Agree, Neither Agree/Nor Disagree, Disagree, Strongly Disagree
- Our community is an inclusive place to live (circle one):
Strongly Agree, Agree, Neither Agree/Nor Disagree, Disagree, Strongly Disagree
- What suggestions for improvement to our community do you see?

Ask the group to consider what kinds of questions they could ask to get the information they are looking for.

Ask the group who they need to survey or interview to get the answers and inform their assessment of need.

When the group are finished have them draft up their final survey and ask some young volunteers to check it for spelling, punctuation and understanding.

Invite them to seek answers to their questions over the coming week from people within their community.

The following week they can bring their answers back and see what people thought was important and analyse the results.

Session 03

Social Justice Project

ACTIVITY 1: ANALYSING THE SURVEY

When the young people bring their survey back, they can analyse the number and kinds of responses they got. They could represent the information visually so that everyone can see the combined responses for example:

- A Community Survey Response
- Most important for are change - images or posters

Add up the total numbers for each area the number with the lowest score is seen as the greatest priority (1 being highest, 5 being lowest):

PLAYGROUND	GRAFFITI	CLEAN-UP	INTERGENERATIONAL PROJECT	DISABILITY ACCESS
$5 \times 1 = 5$ $4 \times 2 = 8$ $10 \times 3 = 30$	$5 \times 5 = 25$ $4 \times 3 = 12$ $10 \times 2 = 20$	$5 \times 2 = 10$ $4 \times 3 = 12$ $10 \times 4 = 40$	$5 \times 3 = 15$ $4 \times 5 = 20$ $10 \times 4 = 40$	$5 \times 4 = 20$ $4 \times 4 = 16$ $10 \times 1 = 10$
TOTAL = 43	TOTAL = 57	TOTAL = 62	TOTAL = 75	TOTAL = 46

ACTIVITY 2: DECIDE, PLAN & DO

Engage the group in a discussion about what they should do with the information they have gathered. What needs are highlighted and what would they love to do to meet these needs?

1 IDENTIFYING STRENGTHS & VULNERABILITIES

Invite the group to consider what they would most like to do to meet the needs of their community. Consider the following:

- What sparks your interest?
- What would you love to see change in your community?
- If this was a successful project what impact could you have?
- What would you like to learn in the process?
- What are you particularly good at or enjoy? – Reflect on the Halloween project to help identify strengths.
- What challenges you and what you would like to avoid? – Reflect on the Halloween project to help identify vulnerabilities.

2 DECIDE

The word 'decision' means to cut off all other options. Once a decision is made, it helps the mind to focus, as all other distractions fall away. The hardest part in a project is often deciding what to do and prioritising when. Invite the group to discuss and decide based on the research evidence they have gathered and also their strengths and interests.

This is where they will employ both logic (*evidence* from the community needs assessment) and intuition (what *feels* like the best area of focus for them given who they are). It is important in decision making to use both logic and intuition. Often people ignore what they feel in their bodies only to regret it later.

Engage the group in a discussion as to what is the best course of action for them. Then decide and commit to the project.

3 PLAN

Reflecting back to their event and project management experience with the Halloween project invite the group to use a similar planning process to decide who does what and when.

4 DO

Support the young people in following through on their project.

Sometimes barriers and blocks occur, explore with the group any challenges they face and how best to overcome them.

The team may need individual support as they may face personal challenges, skills challenges, motivation challenges, challenges in the community to name a few.



DECEMBER

OUTCOMES

Young people will be able to:

- Develop their sense of kindness, compassion and contribution for others.
- Identify people who don't celebrate Christmas and develop an awareness of their traditions.
- Have Fun!

ACTIVITIES

- Appreciation and Curiosity of Diversity
- Develop a Kindness Calendar
- Christmas Crafts
- Christmas Baking

Session 01

Appreciating Diversity



In this session participants are invited to explore and learn about the different traditions world-wide to gain an understanding and an appreciation for diversity. Bring the group together. Start by asking them to talk about what Christmas means to them.

Not everyone has a Christmas that is portrayed on the tv, and it is important to highlight this is ok and everyone's experience is different, sometimes it can be joyful, disappointing, saddening, filled with grief or anger.

Be aware that Christmas may be triggering for some people who may have lost loved ones or who have experienced abusive situations in the home.

Ask them to share what other religions they are aware of and what holiday traditions are celebrated around this time.

ACTIVITY 1: JIGSAW ACTIVITY

Photocopy the page attached and cut out the pieces and invite the group to match up which events match the tradition.



JEWISH TRADITION	Young people will be able to:	Young people will be able to:	Young people will be able to:
HINDU TRADITION	Young people will be able to:	Young people will be able to:	Young people will be able to:
PAGAN TRADITION	Young people will be able to:	Young people will be able to:	Young people will be able to:
CHRISTIAN TRADITION	Young people will be able to:	Young people will be able to:	Young people will be able to:
PAGAN SCANDINAVIAN TRADITION	Young people will be able to:	Young people will be able to:	Young people will be able to:
MUSLIM TRADITION	Young people will be able to:	Young people will be able to:	EID FESTIVAL OF FAST-BREAKING
BUDDHIST TRADITION	BODHI DAY	BUDDHA ENLIGHTENMENT	Gift giving and acts of kindness:
ICELANDIC TRADITION	JOLABOKAFLOD OR CHRISTMAS BOOK FLOOD	GIVING BOOKS TO EACH OTHER ON CHRISTMAS EVE	SPENDING THE NIGHT READING
AMERICAN TRADITION	THANKSGIVING	GRATITUDE TO GOD FOR THE HARVEST AND CELEBRATE WITH A FEAST.	THE FAMILY MAY BREAK THE TURKEY WISHBONE, THE PERSON WHO GETS THE MORE SIGNIFICANT BONE RECEIVES A WISH.

Traditions Additional Information

JEWISH TRADITION – HANUKKAH

Hanukkah (pronounced hon-ik-ca) is a Jewish holiday, often referred to as the “Festival of Lights.” Hanukkah is celebrated for eight days and nights, starting on the 25th of the Jewish month of Kislev, which may fall anywhere between late November and early December on the secular calendar. For eight nights, families say prayers and then light candles in an eight-branched candelabra called a menorah. Most families also serve special holiday foods, sing songs, play games, and give gifts including Hanukah gelt (chocolate coins).

HINDU TRADITION – DIWALI

Diwali (pronounced day-valley). Diwali is a Hindu tradition. The word Diwali means ‘rows of lighted lamps’ and is known as the ‘festival of lights’ because houses, shops and public places are decorated with small oil lamps called ‘diyas’. Diwali always falls sometime between October and November, but the exact date varies each year as the Hindu calendar is based on the Moon. For many people this five-day festival honours Lakshmi, the goddess of wealth. Lamps are lit and windows and doors are left open to help Lakshmi find her way into people’s homes.

PAGAN TRADITION

Christmas celebration was a pagan event before it was adopted by official Christian churches. Sun worship was the important of principal part of many pagan traditions. Because of it, a Sun-day is a holy day in many religions, and this explains the fact that major religious festivals are held at spring (equinox) and at the Solstices. It is logical to conclude that the real meaning of Christmas is a sun worship. Sun worship is one of the earliest and most widespread form of religion, especially in the ancient times. Sun worshippers held their celebrations at the Winter Solstice, marking the victory of the sun’s strength over the darkness.

CHRISTIAN TRADITION

Early Christians, i.e. the Christians of the first few centuries did not know for sure when exactly Jesus was born, even the season of his birth. This fact caused the grief of early Christian leaders. When they did celebrate Christmas, they generally did it at spring – in April and May.

The middle of winter season has been designated as a time of celebration around many parts of the world. Centuries before the formation of Christianity, the early Europeans, for example, Germanic people, celebrated increase of light in the darkest days of winter. For many people it was a joy to look forward to longer days and extended hours of sunlight during the winter solstice, when the worst of the winter was in the past.

PAGAN SCANDINAVIAN TRADITION – YULE

In the Scandinavian region, the Norse people celebrated pagan tradition Yule from December 21 through January. Men, fathers, and sons were bringing large logs from forests, which they were setting in fire, thus celebration the return of the sun. Local people were feasting around bonfire until the logs burned out, which could last up to 12 days. For Norse each spark from the burning log represented a new born calf or pig during the coming year.

ICELANDIC BOOK GIVING TRADITION

Icelanders have a beautiful tradition of giving books to each other on Christmas Eve and then spending the night reading. This custom is so deeply ingrained in the culture that it is the reason for the Jolabokaflokkur, or “Christmas Book Flood,” when the majority of books in Iceland are sold between September and December in preparation for Christmas giving.

MUSLIM TRADITION – RAMADAN

Each year, corresponding with the ninth month of the lunar calendar, Muslims spend a month in daytime fasting. This observance is called Ramadan. From dawn to sunset during this month, Muslims abstain from food, liquids, smoking, and sex. Toward the end of Ramadan, Muslims observe Laylat al-Qadar – the “Night of Power” in commemoration of the time when the first verses of the Qur’an were revealed to Muhammad. At the end of Ramadan, Muslims celebrate Eid al-Fitr the “Festival of Fast-Breaking.” On the day of Eid, fasting is prohibited. The end of Ramadan is generally celebrated by a ceremonial fast-breaking, as well as the performance of the Eid prayer in an open, outdoor area or mosque.

THANKSGIVING TRADITION

Thanksgiving Day is a national holiday in the United States. Thanksgiving Day is celebrated every fourth Thursday of November. It dates back to 1621. The laborers (Pilgrims) received a bountiful harvest after a year of illness and shortage of food. The event took place in Plymouth Plantation in Massachusetts. They showed their gratitude to God for the harvest and celebrated the occasion with a feast. During the meal they thank one another and find what they are thankful for. The family may break the turkey wishbone, the person who gets the more significant bone receives a wish.

BUDDHIST TRADITION

Buddhists also have their own holiday on December 8th, which celebrates the day Buddha achieved enlightenment under the Bodhi Tree. This holiday, “Bodhi Day”, is celebrated by eating cookies (preferable heart shaped – which matches the leaves of fig, or Bodhi, tree) and rice, drinking milk and decorating trees with bright lights. In Asia, Buddhists decorate fig trees, but since Western climate can be harsh and these trees cannot survive, many Western Buddhists instead decorate evergreen trees. Buddhists decorate these trees with multi-coloured lights which

represent the many different paths to achieve enlightenment. Many Buddhists also celebrate Christmas. Buddhists believe Christ’s teachings not only compliment those of Buddha, but that Jesus is a “Bodhisattva”, which is one who forgoes their own benefit to help others and has compassion, kindness and love for all beings. Because of these reasons, many Buddhists see Jesus as a blessing to the earth and have no problems celebrating his birth. This differs from Christian belief as Buddhists recognize the Jesus as a man and teacher, but not the Messiah.



ACTIVITY 2: KINDNESS CALENDAR

Explain that for many people they have an advent calendar to celebrate coming up to Christmas day. Another thing that they can do is develop their own Kindness Calendar for the month of December. If they have an advent calendar, they can open up each day after they do kind act for someone else. They can tailor their own kindness calendar to their own interests, invite them to be as creative as possible. See below for an example of one they could adapt. Kindness Calendar

Leave a thank you note and chocolates for the bin collectors.	Go litter picking.	Help Mum & Dad do a job around the house.	Bake Christmas cookies for the neighbours.	Donate 5 toys to charity or someone who doesn't have any.
Write a nice card for your friend at school.	Write a letter to your Grandparents.	Leave a chocolate bar and thank you note for the post woman.	Make a thank you card for your teacher.	Give someone you love a huge hug!
Write a thank you card and chocolates for the library staff.	Help clean and wash the car.	Ask your teacher what you can do to be helpful today.	Surprise someone special with a bunch of flowers.	Paint some rocks and hide them for people to find.
Leave a thank you card and chocolates for the fire service.	Write a letter to your best friend letting them know how much you care about them.	Do a clothes clear out and give what you no longer need to charity.	Leave a happy note for someone to find today.	Call to someone who may be lonely for a chat.
Smile at 10 people today.	Write some cards to give to residents of the local nursing home who don't have any family to visit them.	Think of a job you can do to help Mum & Dad with.	Make some cookies for someone special.	Be grateful for whatever you have and be helpful wherever you can be.

Session 02

Christmas Fun

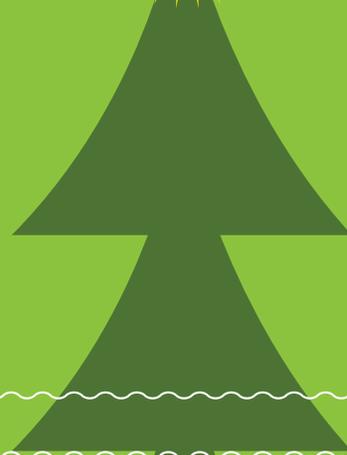
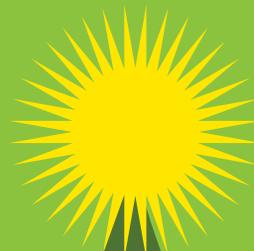


ACTIVITY 1: FESTIVE FUN

Engage the group in deciding what kinds of festive activities they would like to engage in. This could be an extension of the Kindness Calendar for the entire group some examples may include:

- Litter picking as a group.
- Being involved in tidy towns.
- Decorating their community.
- Visiting nursing homes.
- Visiting disability day care centres.
- Visiting elderly people in the community for a chat or offering to help with small jobs.
- Donating old toys or books to the local preschool, creche or family resource centre.
- Holding an Afternoon Tea Party / Mad Hatters Tea Part.
- Engaging with a Shoe Box Appeal.

Depending on what they decide on, encourage them to use their project planning experience from their Halloween Project and Social Justice Project.



ACTIVITY 2: FESTIVE ARTS & CRAFTS

There are so many festive arts and crafts ideas, lots on the internet so you could engage your group in looking up different options.

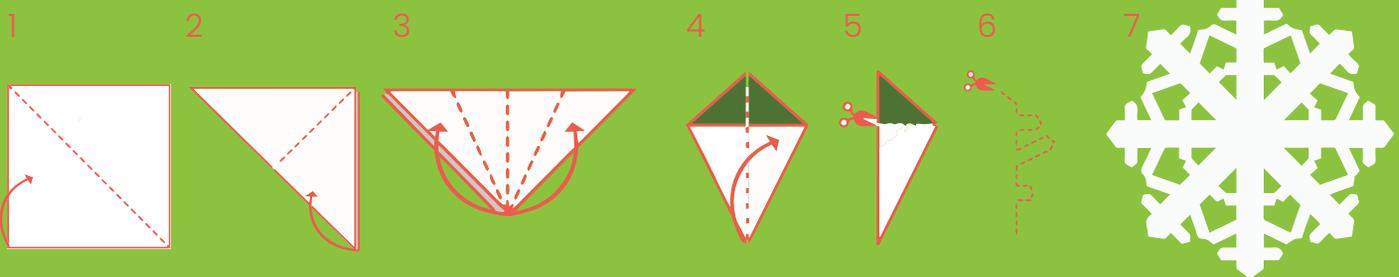
Snowflakes Decoration

MATERIALS

- Paper & Scissors

DIRECTIONS

1. Bring one corner to the other corner to make sure you have a (reasonably) perfect square. Trim the paper if you need to.
2. Bring one corner of the square to the opposite corner and fold it in half to make a triangle.
3. Take the bottom corner on the right and bring it up to the top corner on the left to make a smaller triangle.



Clay Ornaments

MATERIALS

- Oven bake clay or air-dry clay – available in most art & hobby shops, paint & paint brushes.

DIRECTIONS

1. Use cookie cutters to cut them into shapes or mould them by hand if you prefer.
2. Embellish them by stamping with any number of things from leaves to names.
3. Bake in the oven according to instructions if oven bake clay or leave them to dry and harden if air dry clay.
4. Paint them and add glitter if desired.
5. Then use a ribbon to hang them when they're dry.



Christmas Card Making

MATERIALS

- Card (different colours), scissors, variety of materials, ribbon, buttons & glitter, tiny balls, markers or paint brushes.

DIRECTIONS

1. Fold card and decorate in a festive theme, e.g., Christmas tree cut out, stick stars on top, wrap ribbon around them, stick balls on, add glitter, hand draw festive scenes, cut out material into stars or Christmas trees and stick to card.
2. Add festive sayings and good wishes inside the cards.



Twig Christmas Tree

MATERIALS

Wooden disk, twigs, a snowflake-shaped sequin, white paint, glue gun, paintbrush and secateurs to cut the twigs



DIRECTIONS

1. Use the paintbrush and white paint to cover your wooden disk in a nice, even coat of paint. Make sure that it's fully covered before letting it dry for an hour or two.
2. After it dries, glue the longest, thickest twig upright straight in the centre of the wooden disk, then start stacking the other twigs to create the shape of your Christmas tree.
3. Place the longest twigs at the bottom and work your way up to the shortest ones.
4. Instead of simply stacking them, you can rotate the twigs slightly so that they're sticking out alternatively.

Glass Christmas Ornament

MATERIALS

- Acrylic paints (you get to choose the colours), a thin paintbrush and some round glass ornaments.

DIRECTIONS

1. Paint a design onto your ornament using acrylic paints and a thin paintbrush. You can use any pattern or colour scheme that you want!
2. Once your design is finished, put at least four layers of clear acrylic gloss medium over the top of your ornament (this will act as a coat of varnish). Let it dry for an hour or so before touching it again.

Wine Cork Christmas Tree

MATERIALS

- Wine corks, glue, patterned Christmas wrapping paper, some ribbon or Christmas tags and material for a star (e.g., wooden or cloth on cardboard).



DIRECTIONS

1. Cut cork-size circles out of the wrapping paper (try to find circle-shaped patterns that match the size of your cork top) and glue them to the top of your corks. You can leave some of them without a pattern if you like.
2. After you finish decorating the tops of your corks, prop them up and arrange them so that they form a triangle (go for a tall triangle instead of an equilateral one). Glue them together in this shape, to avoid messing up the shape and having to start all over again.
3. Once you've got the shape all figured out, use ribbon to decorate it by simply wrapping it around the edges of the triangle. You'll also want to glue the ribbon.
4. Now use two more corks to create the trunk of your Christmas tree decoration and wrap them in ribbon as well. Glue them together.
5. Then glue the trunk to the triangle you made before and decorate.
6. Add a star to the top to finish it off.

Session 03

Baking & Gift Creation



ACTIVITY 1: CHRISTMAS BAKING

Let the group decide what they want to bake, and again this may depend on the resources and cooking facilities available at your youth club.

A simple Google search will yield other suggestions but here are a few to start with!

Gingerbread People

INGREDIENTS

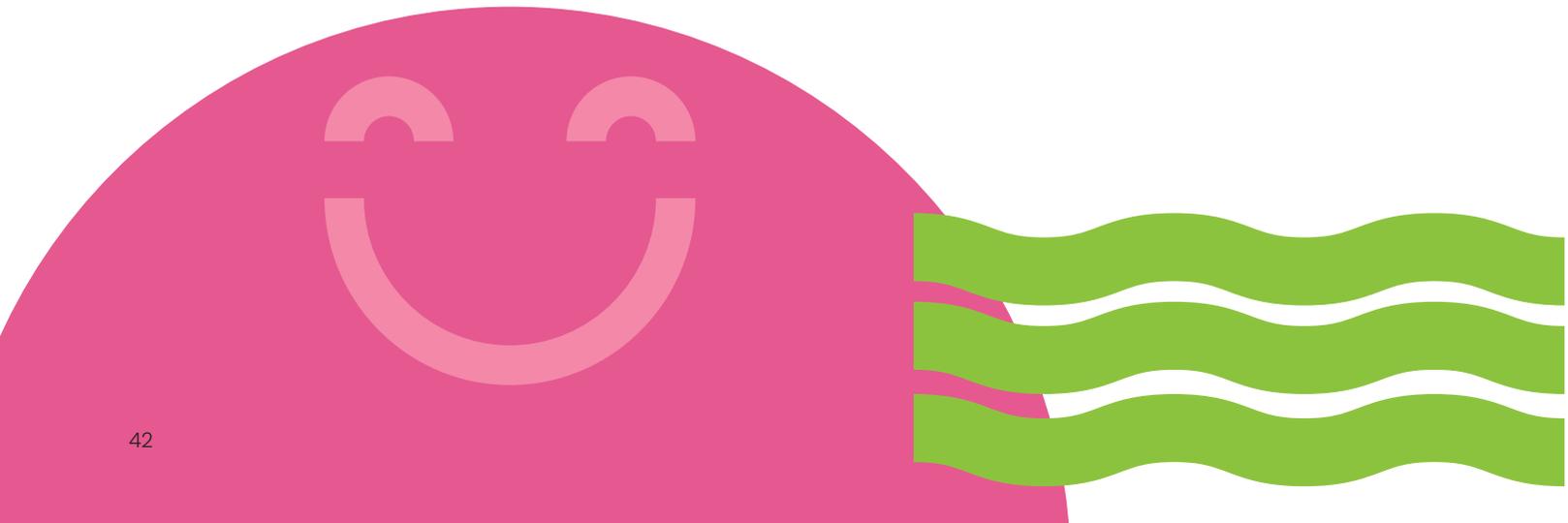
- 350g/12oz plain flour plus extra for rolling out
- 1 tsp bicarbonate soda
- 2 tsp ground ginger
- 1 tsp ground cinnamon
- 125g/4½oz butter
- 175g/6oz light soft brown sugar
- 1 free-range egg
- 4 tbsp golden syrup

To decorate

- Writing icing (optional)
- cake decorations (optional)

DIRECTIONS

1. Sift together the flour, bicarbonate of soda, ginger and cinnamon and pour into the bowl of a food processor.
2. Add the butter and blend until the mix looks like breadcrumbs. Stir in the sugar.
3. Lightly beat the egg and golden syrup together, add to the food processor and pulse until the mixture clumps together. Tip the dough out, knead briefly until smooth, wrap in cling film and leave to chill in the fridge for 15 minutes.
4. Preheat the oven to 180C/160C Fan/Gas 4. Line two baking trays with greaseproof paper.
5. Roll the dough out to a 0.5cm/¼in thickness on a lightly floured surface. Using cutters, cut out the gingerbread men shapes and place on the baking tray, leaving a gap between them.
6. Bake for 12–15 minutes, or until lightly golden-brown. Leave on the tray for 10 minutes and then move to a wire rack to finish cooling. When cooled decorate with the writing icing and cake decorations, if using.



INGREDIENTS

- 100g/3½oz unsalted butter, softened at room temperature
- 100g/3½oz caster sugar
- 1 free-range egg, lightly beaten
- 275g/10oz plain flour
- 1 tsp vanilla extract

To decorate

- 400g/14oz icing sugar
- 3-4 tbsp water
- 2-3 drops food colourings
- Edible glitter

Christmas Tree Cookies

DIRECTIONS

1. Preheat the oven to 190C/375F/Gas 5. Line a baking tray with greaseproof paper.
2. Cream the butter and sugar together in a bowl until pale, light and fluffy.
3. Beat in the egg and vanilla extract, a little at a time, until well combined.
4. Stir in the flour until the mixture comes together as a dough.
5. Roll the dough out on a lightly floured work surface to a thickness of 1cm/½in.
6. Using biscuit cutters cut biscuits out of the dough and carefully place onto the baking tray. To make into Christmas tree decorations, carefully make a hole in the top of the biscuit using a straw.
7. Bake the biscuits for 8-10 minutes, or until pale golden-brown. Set aside to harden for 5 minutes, then cool on a wire rack.
8. For the icing, sift the icing sugar into a large mixing bowl and stir in enough water to create a smooth mixture. Stir in the food colouring.
9. Carefully spread the icing onto the biscuits using a knife and sprinkle over the glitter. Set aside until the icing hardens.

Mince Pies

INGREDIENTS

- 350g/12oz high quality mincemeat preferably homemade (see below for recipe)
- 200g/7oz plain flour, sifted
- 40g/1½oz golden caster sugar
- 75g/2¾oz ground almonds
- 125g/4½oz unsalted butter diced
- 1 large free-range egg, beaten
- milk to glaze

DIRECTIONS

1. Lightly butter a 12-hole pie or patty tin. Tip the mincemeat into a bowl and stir so that the liquid is evenly distributed.
2. Place the flour, sugar, almonds and butter in a food processor and process briefly until resembling breadcrumbs, then slowly add the egg through the feeder tube. (Or rub the butter into the dry ingredients by hand and stir in the egg).
3. Bring the mixture together with your hands, wrap in clingfilm and chill for an hour or so. Thinly roll out the pastry on a floured surface. Cut out 12 circles with a fluted pastry cutter, large enough to fill the base of the prepared tin. Press gently into each hole, then fill with the mincemeat.
4. Cut out another 12 slightly smaller discs and use to cover the mincemeat. Press the edges together to seal. Make a small slit in the top of each, then brush lightly with milk. Chill for about 30 minutes. Meanwhile, preheat the oven to 200C/180C Fan/Gas 6.
5. Bake the pies for 20 minutes until golden brown. Remove to a wire rack and serve warm.

ACTIVITY 2: CHRISTMAS GIFT CRAFTING

Dried Flower Christmas Wreaths

MATERIALS

- Floral scissors
- Floral wire
- Straw wreath base
- Greenery
- 3-5 types of fresh or dried flowers
- String (optional)

DIRECTIONS

1. Start with your greenery - Cut your greenery to size by holding it against the wreath base and figuring out the size you'd like it to be (somewhere around 30cm is ideal).
2. Add a few leaves of greenery to one area and attach to the wreath by wrapping flower wire around them. Continue wrapping the wire around each piece of greenery you add.
3. Start to add your foliage. - Add your fresh and dried flowers, attaching them with the same reel of wire.
4. Continue to add greenery and foliage.
5. Once you've filled around a quarter of your wreath, begin to add greenery to another section and repeat step two. Continue to do this until the wreath looks full.
6. Examine your wreath - As you're adding to your wreath, move it around and hold it up so you can see what it looks like from different angles. This will help you see if any areas need more of a certain colour or texture.
7. Finish by cutting your wire - When you're happy with your wreath, cut the string of wire you've been wrapping round the wreath, leaving a few centimetres of space at the end. Tie the end of the wire around itself so it's knotted and the wreath is held firmly in place.
8. Add a hook to your wreath - Add a hook to your wreath so you can hang it up (some will easily hang by the centre of the wreath). Do this by attaching a curved piece of wire to the back of the wreath and looping a piece of string around the wire to hold it up.

Bath Bombs Gifts

MATERIALS

- 1 cup of baking soda
- 1/2 cup of corn-starch
- 1/2 cup of citric acid
- 1/2 cup of Epsom salt
- 3 teaspoons of water
- 3 teaspoons of coconut oil (melted)
- 8-10 drops of orange essential oil
- 1 tablespoon of orange zest
- Food colouring (optional)
- Bath bomb mould or another mould

DIRECTIONS

1. Begin by mixing all of the dry ingredients together in the bowl. This includes the baking soda, corn-starch, citric acid and Epsom salt.
2. Stir it up well with a spoon, making sure that all the ingredients are incorporated.
3. In a separate small glass bowl, melt the coconut oil in the microwave. It took about 30 seconds to melt mine. Be sure to use an oven mitt to remove it from the microwave in case the bowl is hot. Next, add the essential oil.
4. Add orange - zest an orange and add 1 tablespoon of it to the coconut oil mixture. Now is the time to add a drop or two of food colouring if you like, and don't forget the water. Stir the ingredients well.
5. Pour the wet ingredients into the dry ones very slowly and stir as you go.
6. Stir gently until everything is incorporated together. It should be the consistency of damp sand. I was surprised that the mix wasn't wetter, but it worked perfectly! The best test is to use your hands to try to pack it into a ball. If it sticks together, then you're ready to put it in your moulds.
7. You can use a mould that is meant for making round ice cubes, and it works well. You can also buy moulds made specifically for bath bombs. Pack each half of your mould tightly with the mixture and then put the two halves together, squeezing hard. Gently remove each half of the mould and set your bath bomb on a paper towel to cure. Make a couple more using the rest of your mixture and set them aside to cure overnight. When you get up in the morning, they will be hard and ready to use!

Options: You might add dried flowers to the bottom of the mould before filling it up, or you could try different scents and colours. You could even do two colours and make each bomb with half one colour and half another!

Flower Terrarium

MATERIALS

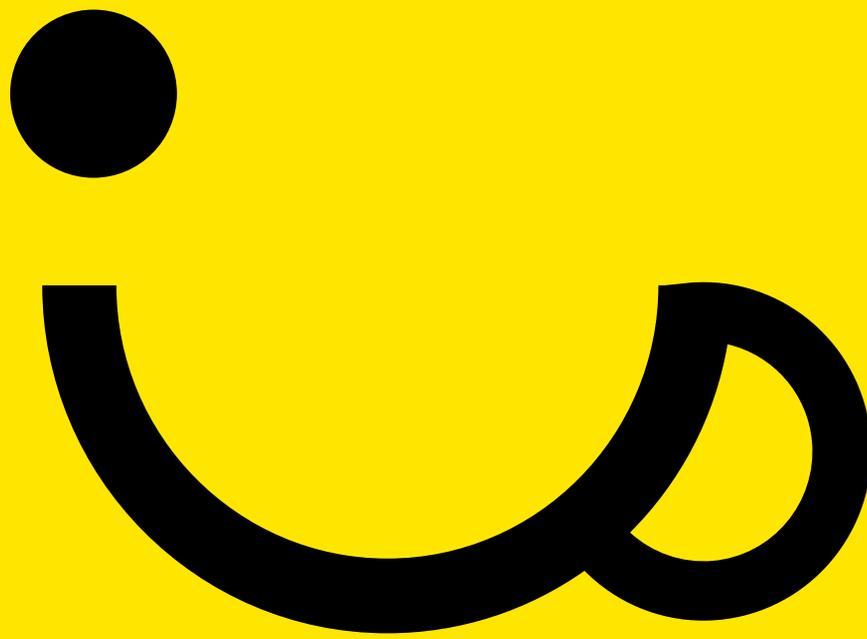
- Terrarium
- Sand
- Rocks
- Dirt
- Moss
- Succulents
- Small flowers
- Alternative option would be to use dried flowers and make festive decorations with them.

DIRECTIONS

1. Add Sand and Rocks - Since a terrarium is unlike a normal gardening pot, it doesn't have holes to help drain excess water. Adding a layer of sand to the bottom, followed by a good layer of rocks and pebbles keeps the succulents' roots far enough away from extra water in the bottom so that they won't become oversaturated or start to rot. This allows the succulents to absorb the moisture they need and allows the rest of the liquid to filter down toward the sand.
2. Add Soil - Choosing a kind of potting soil for your terrarium will depend on the kinds of succulents you plan to add. Plants like desert cacti require soil that is specially marked for dry-climate plants, while plants that need more moisture will be just fine in the same potting soil you use in the garden. It's a good idea to check soil needs when you purchase plants. You'll want to keep them looking pretty since succulents are the star of the show!
3. Add Moss and Succulents - Soak either sphagnum or regular moss in water and squeeze it almost-dry before adding on top of the dirt. This will retain the moisture around the succulents, keeping them fresh every time you spritz them. Add the succulents, nestling them between the moss and dirt. Add enough succulents to make the terrarium look full, but not so many that the plants are too crowded -- happy plants will look the best.
4. Finishing Touches - Add a few floral blooms for a pop of colour. These will need to be changed out more frequently than the succulents, since the flower won't have a root system that can attach to the soil. Succulents don't need a lot of sun, so display your terrarium in a location that receives indirect sunlight. Give your succulents a light spritz from a spray bottle filled with water every few days, adjusting your watering schedule based on how your succulents respond.



Additional information here: <https://www.bhg.com/crafts/nature/terrarium-how-to/>



JANU -ARY

OUTCOMES

Young people will be able to:

- Engage in a reviewing and reflection process.
- Practice setting and achieving goals.
- Establish healthy habits for wellbeing.
- Understand the impact of nutrition on their wellbeing and health.
- Implement a simple strength training routine into their lives for health and wellbeing. Engage in a Passion Project.
- Have Fun!

ACTIVITIES

- Reviewing the Year.
- Setting Goals.
- Healthy Habits.
- Physical and Nutrition Awareness.
- Establish a Passion Project.

Session 01

Reflect & Review

01

The new year is a great time for reflection and planning. It is a new year, a clean slate and a change for young people to set goals that they can work together or individually.

ACTIVITY 1: REFLECT & REVIEW

This session aims to help the young people review what they have achieved and learnt so far. Encourage the group to reflect and review the activities from September-December. What was successful, challenging, what skills have they gained and how they could make it even better the next time.

REFLECT & REVIEW QUESTIONS

This may involve breaking them into their smaller groups and then bringing the larger group together. This process offers an opportunity to harvest the learning and ensure that the learning is recognised and integrated into their lives.

- What worked well?
- What was challenging and how did we overcome it?
- Did anything unexpected emerge?
- What did we achieve?
- What did we learn over this time?

ACTIVITY 2: GOAL SETTING

This activity aims to help the young people set goals for the new year both at club and personal level. Highlight that they have already been setting goals in the various activities they have been doing, but January and a New Year is a great time to reflect on what is important and where people want to put their energy for the coming year.

- Goal setting is a process of deciding what is important and can be a way to keep focused.
- Goal setting also keeps you accountable. Whether you're learning how to set goals at school or in your personal life, telling others about your goals makes you more likely to follow through, so it's a great way of motivating yourself to keep going.
- By knowing what you want to achieve, you know where you have to concentrate your efforts.

DIRECTIONS

- First ask the group what they want to achieve, and then write it down to commit to it.
- Visualise it, the outcome or goal that you want. Really see it in your mind so that you can be sure that it is the right goal for you and that you are motivated to put in the effort to get there.
- If you find that you can't see it in your mind, then it is harder to achieve in reality. You might notice there is a block there or something that needs to be worked on first.
- Make a plan. Consider this fun question: 'How do you eat an elephant?' Answer: 'Bite, by Bite!' Your goal needs to be SMART to help keep you on track:

Specific (or significant)
Measurable (or meaningful)
Attainable (or action-oriented)
Relevant (or rewarding)
Time-bound (or trackable)

For example, a vague goal that keeps the goal off in the distance is 'To do a 5K run'. While a SMART goal is 'To have competed in my first 5K by August this year'.

Then plan the steps you must take to realise your goal, and cross off each one as you work through them.

THE DECADE JOURNAL

Ask the young people to dream about the goals they would like to achieve and write them down in a journal that they use only for dreams and goals. Ideally having a journal for the coming decade so they can look back and see their progress over the coming 10 years!

ACCOUNTABILITY GROUP

Invite the groups to break into smaller accountability groups of 4-5 people. These groups are to help support them to realise their goals with monthly check-in's for support and challenge. People tend to do more towards their goals when they share them with others and have regular check-ins to encourage each other when faced with challenges and to celebrate the achievements made.

HEALTHY HABITS



ACTIVITY 1: HEALTHY HABITS FOR BEING WELL

- Break the groups into smaller groups of 4-5 participants.
- With a large flip-chart page ask them to draw a line down the centre.
- On the left-hand side ask them to consider what healthy habits do they **currently do** for their physical and emotional wellbeing, on the right-hand side ask them to consider what healthy habits they know they **should do** for their physical and emotional wellbeing.

When they are finished ask them to share what they have come up with in the group and lead a discussion about the difference between what they actually do and what they know they should do. Consider:

- Why do we not do the things we know are good for us?
- Explore with the group what they think would be good habits to integrate into their lives to support their physical and emotional wellbeing.
- How could they commit to integrating these into their lives?

HEALTHY MIND PLATTER

The Healthy Mind Platter looks at all the different aspects that contribute to wellbeing of the mind and body (Rock & Siegel, 2011).

Explore the healthy mind platter with the group by drawing the 7 aspects out on a flipchart. Invite each person up with a marker and ask them to mark with a dot all the areas that they feel that they do EVERYDAY. This will highlight areas that they may need to give more time to.

DISCUSSION

- What does it feel like on the days when you do most of these things?
- What it feels like on the days/weeks when you don't?
- How can you prioritise incorporating more of these elements into your everyday lives?
- What do you think the benefit of this would be for you?



THE HEALTHY MIND PLATTER

A healthy mind emerges from a process called integration.

These 7 daily activities make up the full set of “mental nutrients” that your brain and relationships need to function at their best.

(www.drdansiegel.com)

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FOCUS TIME

- Make a list of things you have to do and then prioritise 2 or 3 things that you can reasonably achieve that day.

PLAY TIME

- Take time to enjoy one thing e.g. do a puzzle, sing in the shower, put on some music and dance, play a board game, dip in the ocean, do a handstand or cartwheel etc.,

TIME IN

- Take at least 5 minutes to sit, breathe and focus inwardly.
- Focus on the senses and try identifying 5 things you see, 4 things you hear, 3 things you touch, 2 things you smell, 1 thing you taste.
- Find 1-3 thing(s) to be grateful for each day or keep a gratitude journal.

CONNECTING TIME

- Reach out and connect with friends or family.
- Contribute to your community e.g. find a way to volunteer in your community.
- Do a random act of kindness – smile at someone, compliment someone, be generous.

PHYSICAL TIME

- Prioritise time for exercise. Walking, running, strength exercises etc.,

SLEEP TIME

- Adolescents between 8 – 10 hours of sleep a night to allow the brain to recover.
- Having trouble winding down? Try a “relaxation for sleep” recording.

DOWN TIME

- Time to let your mind wander, let go of distractions, phones, video games, tv and just chill.
- Slow down while you do a mundane task. Let your mind wander while you water the plants, walk the dog or do the dishes.

Session 03

Physical Health

January is a great time to focus on our physical health and get fit. Many people join gyms, Park Runs and other sporting activities at the beginning of the year. It's important for young people to recognise the link between physical health and nutrition.

LEARNING OUTCOMES

- Understand the impact of nutrition on their wellbeing and health.
- Implement a simple strength training routine into their lives for health and wellbeing.
- Have Fun!

ACTIVITY 1: NUTRITION

Physical health at a basic level is down to both nutrition and exercise. Explore with the group how they feel their nutrition is on a scale of 1-10, 1 being quite poor and 10 being awesome!

You can ask them to make a human line down the room with 1 at one end of the room and 10 at the other end. Ask them to share what makes them think their **nutrition** is like that.

DISCUSSION

- Do you eat a balanced diet with lots of vegetables?
- Do you find you have energy throughout the day?
- Do you find you get tired or irritable? Nutrition may be playing a factor.

Explore with the group some of the information below.

As a teenagers, their body is going through many physical changes – changes that need to be supported by a healthy, balanced diet.

By eating a varied and balanced diet as shown in the Eatwell Guide (below) you should be able to get all the energy and nutrients you need from the food and drink you consume, allowing your body to grow and develop properly. Some important nutrients to be aware of are:

- Iron
- Vitamin D
- Calcium

Eating healthily doesn't have to mean giving up your favourite foods. It simply means eating a variety of foods and cutting down on food and drinks high in fat and sugar, such as sugary fizzy drinks, crisps, cakes and chocolate.

EXPLORE THE INTERACTIVE EATWELL GUIDE

Each serving contains

Energy (kcal)	Fat (5g)	Carbohydrate (1.2g)	Sugar (0.4g)	Salt (0.5g)
22.5%	7%	6.5%	3%	1.5%

of an adult's reference intake
Typical values (as sold) per 100g (85%)/100kcal



(NHS, 2016)

ACTIVITY 2: EXERCISE

Explain that physical health is also made up of how you move and use your body. Our ancestors had to do a lot of physical and manual labour to survive, these days we don't have to hunt or gather our food in the same way so it is important for us to dedicate some time each day to moving.

Explore with the group how they feel their exercise routine is on a scale of 1-10, 1 being quite poor and 10 being awesome! You can ask them to make a human line down the room with 1 at one end of the room and 10 at the other end. Ask them to share what makes them think their **exercise** is like.

DISCUSSION

- Do you do at least 1 hour of cardiovascular exercise a day?
- Do you do strength training during the week?
- Do you stretch the body?

Young people need to do 3 types of physical activity each week:

- Aerobic exercise to raise their heart rate
- Strength and conditioning exercises to strengthen their muscles and bones
- Stretching so that the muscles to improve mobility and don't get tight and lead to injury

Young people aged 5 to 18 should:

- Aim for an average of at least 60 minutes of moderate or vigorous intensity physical activity a day across the week.
- Take part in a variety of types and intensities of physical activity across the week to develop movement skills, muscles and bones.
- Reduce the time spent sitting or lying down and break up long periods of not moving with some activity. Aim to spread activity throughout the day.

WHAT COUNTS AS MODERATE ACTIVITY?

Moderate intensity activities will raise your heart rate, and make you breathe faster and feel warmer.

One way to tell if you're working at a moderate intensity level is if you can still talk, but not sing. Children and young people should do a range of different activities across the week.

Examples include:

- Walking to school or walking the dog.
- Playground activities, including jumping, running and catching.
- Physical education.
- Sports, like football or tennis.
- Swimming.
- Skipping.
- Dancing.
- Skateboarding or rollerblading.
- Cycling.

WHAT ACTIVITIES STRENGTHEN MUSCLES AND BONES?

Examples include:

- Gymnastics
- Football
- Jumping

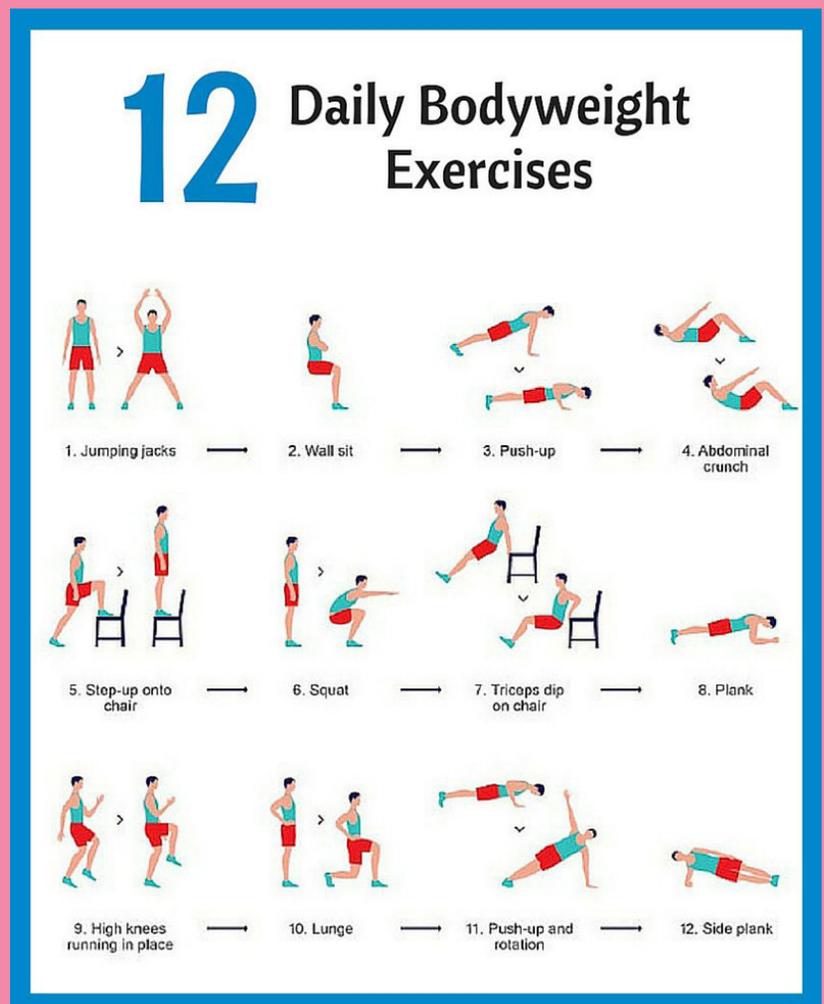
- Martial arts
- Resistance exercises with exercise bands, weight machines or handheld weights
- Sit-ups, press-ups and other similar exercises

(Adapted from NHSE, 2021)

STRENGTH TRAINING ROUTINE

This simple body weight exercise routine takes only 8 minutes and the only equipment needed is a chair. Do each activity for 30 seconds and take a 10 second break. You can add some additional exercises to the routine e.g., hula hoop, jumping on a rebounder or burpees! It's simple and if done as little as 3 times a week would be a great addition to build strength and core stability. Once a person has increased their capacity, they can increase the time doing the activities for as long as they like.

*Note: Be mindful to do the exercises with proper alignment to prevent any injuries.



Session 04

Passion Projects



A passion project is an activity or endeavour you pursue because it inspires you and gives you deep satisfaction, fulfilment, and engagement. They allow you to explore your creativity by spending free time and energy devoted to what you love, whether it's a charitable cause or a creative outlet.

ACTIVITY 1: THE PASSION PROJECT

A passion project is something we pursue for the sheer joy of it. The love of what we are doing outweighs any other considerations. Finding an outlet for our passions can also help ease stress and mental unrest and encouraging young people to think about what they are passionate about can bring energy and excitement into the group.

Their passion project may be related to something they are interested in, something they want to work at when they finish school or something that motivates and drives them.

HERE ARE A FEW WAYS TO CHOOSE A PROJECT

- Make a list of interests. When you scroll through social media, what captivates you? If you follow lots of art accounts, learning to draw would be a great passion project!
- Ask your friends what they do as a side hustle. Learn about their process and how they found their passion. Follow the same path and see where it leads you.
- Remember what you loved as a young child. If you loved collecting bugs as a kid or making houses for dolls, you may have dropped your hobby as you grew into a teenager. Look back at that time and see how you can channel that into a worthwhile project now.
- Figure out what you have time for. If you have too many ideas, narrow it down to what is feasible in your free time.

Explore with the group on either an individual level, small group or large group something they would love to do. This could be learning a new skill e.g. playing an instrument like the piano, guitar or ukulele; building on their social justice project from November, another idea they have developed, something they would have loved to have learned as a younger kid e.g. cartwheels, swimming, or gymnastics, or getting involved in The Irish President's Award Gaisce to develop a range of skills and be awarded for it.



FEBRU -ARY

OUTCOMES

- Engage in cooking and baking.
- Plan a Valentine's activity.
- Raise their awareness of risks in relation to the internet.
- Explore the impact of bullying and engage in anti-bullying practices.
- Engage in outdoor activities such as gardening preparation for growing food and spring clean-ups/litter pick-up.
- Have Fun!

ACTIVITIES

- Cooking
- Valentine's Day Arts and Crafts
- Internet Safety
- Anti-Bullying
- Outdoor Activities and Spring Clean

Session 01

Cooking and Crafting

01

ACTIVITY 1: BAKING

Chocolate Truffle

INGREDIENTS

- Two 4-ounce quality chocolate bars (226g), finely chopped.
- 2/3 cup (160ml) heavy cream
- optional: 1 Tablespoon unsalted butter, softened to room temperature.
- Optional: 1/2 teaspoon pure vanilla extract
- Your chosen toppings: unsweetened cocoa powder, sprinkles, crushed nuts, melted or tempered chocolate

DIRECTIONS

1. Place the chopped chocolate bars in a heat-proof bowl and set aside. Heat the heavy cream until it is simmering and add the butter (if you prefer) to the chocolate and pour the heavy cream evenly on top. Let the warm cream and chocolate sit for about 5 minutes. Add the vanilla extract then stir until the chocolate has completely melted.
2. Place a piece of plastic wrap directly on the surface and refrigerate for about 1 to 2 hours. Pour into a flat shallow dish or a baking pan so the mixture will evenly set. Scoop the set truffle mixture into 2 teaspoon-sized mounds. Cover tightly and store truffles at room temperature for 3-4 days or in the refrigerator for up to 2 weeks.

Red Velvet Mug Cake

INGREDIENTS

- 1 dozen strawberries
- 1 banana
- 1/4 cup milk chocolate
- 1/4 cup white chocolate
- 1/4 cup dark chocolate
- sprinkles

DIRECTIONS

1. In a large mug, mash the banana with a fork until smooth.
2. Add the egg and the other dry ingredients: flour/protein powder, cocoa powder, baking powder. Mix thoroughly.
3. Add the vanilla extract and red food colouring. Mix again.
4. Cook in the microwave on high for 1 minute and 30 seconds to 2 minutes, or until cooked through.
5. The mug cake will rise and then deflate slightly as it's being cooked.
6. Optional: Dust with powdered sugar or sugar replacement and add strawberries or raspberries for extra sweetness.
7. Enjoy your guilt-free red velvet treat.

Valentines Cookies

INGREDIENTS

- 200g self-rising flour
- 1 large egg
- 100g cocoa powder
- 340gm chocolate chips
- 1 tsp. baking soda
- 1 tsp. salt
- 1 cup. (2 sticks) unsalted butter, at room temperature
- 150g brown sugar
- 100g granulated sugar
- 1 tsp. red gel paste food colouring
- 2 tsp. pure vanilla extract

DIRECTIONS

1. Heat oven to 180°C. Line baking sheets with parchment paper. In a large bowl, whisk together flour, cocoa, baking soda and salt. Using electric mixer on medium speed, beat together butter and sugars until combined. Add egg, food colouring and vanilla and mix until just combined.
2. Reduce mixer speed to low and add flour mixture until just combined. Fold in chocolate chips.
3. Scoop heaping spoonful's of dough onto prepared sheets, spacing 1½ inches apart.
4. Bake cookies, rotating positions of pans on racks halfway through, until darker around edges, 9 to 12 minutes total.
5. Let cool 5 minutes on pans, then slide parchment (and cookies) onto wire rack and let cool at least 5 minutes more before serving.

Valentine's Day Chocolate Covered Strawberries

INGREDIENTS

- 1 dozen strawberries
- 1/4 cup milk chocolate
- 1/4 cup white chocolate
- 1/4 cup dark chocolate
- sprinkles

DIRECTIONS

1. Line a baking sheet with parchment paper and set aside.
2. Rinse strawberries and dry completely. Place in refrigerator to chill for 30 minutes.
3. In a small microwave safe bowl, microwave the chocolate chips for 45 seconds. Stir until completely melted and smooth.
4. Dip 3 strawberries into the either milk, white or dark melted chocolate, covering completely except for the stem.
5. Place on the lined baking sheet.
6. Before the chocolate hardens decorate with chocolate, drizzle or sprinkles, if desired.
7. Repeat and vary the chocolate cover and decorations for fun and variety.
8. Place the chocolate coated strawberries in the refrigerator for 30 minutes to allow the chocolates to harden.
9. Store in an airtight container, in a single layer, in the refrigerator up to 3 days until ready to serve.



ACTIVITY 2: ARTS & CRAFTS

Faux stained glass heart candle holder

MATERIALS

- Glass candle holder (round or square)
- Glass paint
- Glass paint outline tube (black)
- Paintbrushes
- Printable heart template

DIRECTIONS

1. Cut out and tape the small heart to the candle holder.
2. Use the black glass paint to trace or draw a heart on each side of the candle holder
3. Allow the black outline of each heart to dry for at least 24 hours before moving to the next step.
4. Paint the inside of each heart with glass paint to create a faux stained glass heart
5. Allow to dry for at least 24 hours.
6. Once dry they can be personalised with names, places, dates, sayings etc.

You Rock Paper Weight

INGREDIENTS

- a rock (as smooth as possible)
- acrylic paint - any colours
- a marker

DIRECTIONS

1. Clean and dry the stone
2. Using the marker, make your design. You can write 'You Rock' or some other saying in the centre and surround with hearts.
3. Then paint it whatever colours you like.
4. You can add it to a card as a little gift for a friend, parent or trusted adult.

Paper Hearts

MATERIALS

- Scrapbook paper
- Straightedge cutter
- Hole Punch
- Twine or ribbon
- Brads
- Scissors

DIRECTIONS

1. Cut strips of paper, 1 inch wide by 12 inches long. Or how ever long your paper is.
2. For each heart, you will need 10 pieces of paper = 5 different patterns
3. For the largest heart, begin with a 12 inch strip of paper. Then cut each piece 1 inch shorter. You should have...
4. 2 = 12 inch strips // 2 = 11 inch strips // 2 = 10 inch strips // 2 = 9 inch strips // 2 = 8 inch strips.
5. Stack the strips of paper beginning with the shortest on the bottom and the patterns facing up toward you, into 2 piles
6. Make sure the edges are lined up, and punch a hole in the end, about 1/4 inch from the edge. If your hole punch is strong enough, punch all the strips at once. If not, punch one set, then use one of the strips as a pattern to punch the other set.
7. Now, lay the papers together with the 2 longest pieces facing together, right sides together. Making sure the holes are lined up, then attach the brad fastener.
8. Next it's time to form the heart shape. Bring each of the ends together until they match and punch a hole. If your hole punch isn't strong enough to go through all 10 pieces of paper, use the hole you punched on the other side as a guide.
9. Now, attach the brad fastener and you are ready to hang the paper hearts.
10. Add twine to the hearts if you want to hang them. Wrap the twine around the brad in the centre and tie it off.



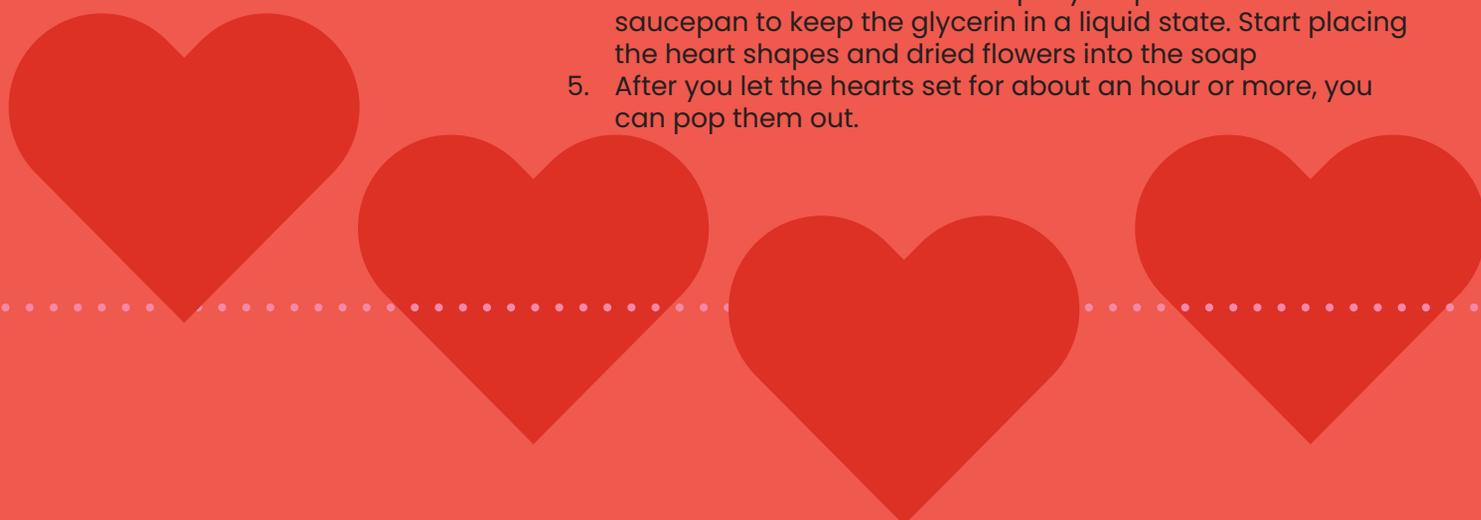
Heart Soap

MATERIALS

- Saucepan and metal pitcher
- Clear glycerine soap
- Soap fragrance (optional e.g. rose oil, lavender oil etc.,)
- Dried flowers (optional)
- Small items to decorate your soap like the heart cut outs
- Heart shaped mould.

DIRECTIONS

1. Start by heating water in the saucepan and placing the pitcher in the saucepan of water. Place the soap in the pitcher to melt it.
2. Add your fragrance once the soap has almost melted down.
3. Add the oil according to the manufacturer's instructions. If you do use a scent, try not to use anything with vanilla. Scents with vanilla tend to yellow glycerin soap. and you want a clear pour.
4. When the soap has completely melted, get ready to pour. Take your heart shaped mold and pour a thin layer of soap into each of the hearts – just enough so it covers the bottom of the heart mold and put your pitcher back into the saucepan to keep the glycerin in a liquid state. Start placing the heart shapes and dried flowers into the soap
5. After you let the hearts set for about an hour or more, you can pop them out.



Clay Heart Bunting

INGREDIENTS

For air-drying clay, you will need:

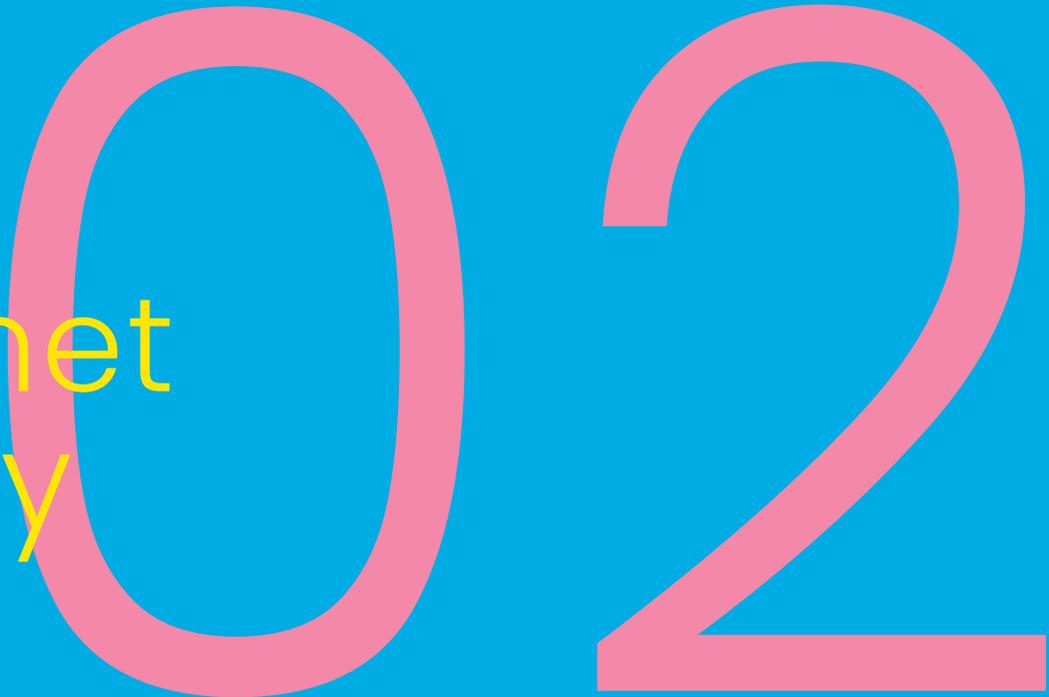
- One-part PVA glue
- Two parts cornflour

DIRECTIONS

1. Use a cup to measure 1 cup glue and two cups cornflour.
2. Mix the two together
3. Roll out the dough and use some cookie cutters to stamp out some shapes.
4. Use a pencil or skewer to make holes in your hearts, so you'll be able to add a ribbon and hang them up.
5. Make one hole in the centre top if you want the kind of decoration you hang on a tree, or two holes either side of the top if you want to make bunting.
6. use a dry paintbrush to sweep over the surface and remove any clay dough crumbs that you might have on the surface of your hearts.
7. Set your hearts on a flat surface like a baking tray lined with baking parchment and leave them overnight to dry out.
8. Once they are dry the hardened clay takes pencils and wax crayons really well.
9. Or add some glitter glue for sparkles.
10. Add a ribbon or some thread and you're ready to hang up your decorations.

Session 02

Internet Safety



ACTIVITY 1: WHAT WE SHARE

This activity will explore with the group the kinds of things that they share online and have them discuss what they think is OK to share and the things they think are not OK to share. In a group or in pairs ask them to think about what advice they

would give to a friend if someone had shared an image of them online, without asking permission. Then ask them to consider the following scenarios and what they think the person should do?

SCENARIO 1

Rachel receives a social media friend request from a person she doesn't recognise. The person claims to be a friend from school, and he's requesting a picture. Rachel's not sure what she should do.

SCENARIO 2

Frank receives an social media friend request from a person he knows, but he's already friends with that person. It seems strange to get a friend request from someone already in his contact list. Frank isn't sure what to do.

SCENARIO 3

Carol saw someone posting a nasty hurtful comment on social media about a friend. What should she do?

SCENARIO 4

Darragh wants to join Instagram to follow some accounts that interest him. He is 10 years old.

SCENARIO 5

Trevor enjoys using Twitter to keep current on things that interest him, recently there has been a lot of trolling on the account he follows. He has sometimes joined in, in with hurtful comments but it doesn't always feel good afterwards, especially when someone comments back. It has kept him up at night a few times worrying about what other people have commented on his thread.

SCENARIO 6

Lauren spends a lot of time in the evenings on social media, she follows influencers and models. She has started to compare her life to theirs and her body. When she looks at the images on screen she feels inadequate, criticises her life and her body for not being perfect like the people on screen. She feels low quite often and a bit depressed.

SCENARIO 7

Person A has been dating Person B for a few weeks. They ask Person B to share a fun nuddy picture with them. Person B isn't sure but doesn't want to risk losing the relationship. After some persuasion, they decide to take a picture and share it on Snapchat with Person A thinking 'Well at least it will be gone in 24 hours!' Person A takes a screenshot of Person B's picture and can't resist sharing it with their friend Person C to 'prove' that they are in a hot relationship with Person B. Person C can't resist sharing it with Person D.... the next thing before the day is out the entire alphabet of people have seen Person B's picture. Person B is mortified.

OPTIONAL SCENARIO

Have the participants come up with their own scenario that they feel brings up areas of concern to discuss. Topics may include sharing excessive amounts of information on social media and the impact etc.

NOTES FOR WORKERS

SCENARIO 1

You should never accept friend requests from people you do not know. You cannot be sure what their intention is and the information they will have access to.

SCENARIO 2

Sometimes hackers use a person's profile picture to befriend people. If in doubt contact the person directly, ask them is it them and let them know about it if it isn't so they can contact the platform to have the identity removed.

SCENARIO 3

Carol can report the comment to the platform to have it removed. She could also confront the comment and highlight that it isn't kind to the person directly, whether she does this or not she should contact a trusted adult and let them know so they can help.

Cyberbullying is bullying on screen, unlike bullying in the school or a physical place, cyberbullying can reach into a person's home and the threat never sleeps. There is no safe place away from social media. Threatening images and messages stay there, haunt a person and affect their wellbeing and mental health.

SCENARIO 4

Snapchat, Instagram and Facebook have a minimum age of 13 years old. Ideally, it may be better to wait until you are even older before joining social media e.g. 15, 16, 17 or older.

SCENARIO 5

Trolling is when people who engage in inappropriate behaviour online by posting unfavourable content purely as it is an end in its own right. People who troll lose a sense of responsibility and self-awareness – a process known as deindividuation – and their anonymity means that they have no need to regulate their behaviour online. The behaviour can be very hurtful and harmful.

SCENARIO 6

Social media has been linked to increased anxiety, feelings of inadequacy, depression, and feelings associated with poor body image. Young people are particularly vulnerable to feeling influenced by those on social media and may feel the need to look and behave the same. This can affect their wellbeing and mental health. Benjamin Franklin said 'Comparison is the thief of joy'.

SCENARIO 7

Sexting is when someone shares a nude picture of themselves. It is illegal to share a nude picture of another person under 18. This is called Child Pornography. Anyone who creates, sends, shares, stores or even just receives explicit images of a child under the age of 18 could potentially be prosecuted under the Child Trafficking and Pornography Act 1998. Sending 'risky' pictures has a huge impact on the wellbeing and mental health of the person who's picture it is.

DISCUSSION

Explore with the group how they can be good 'digital citizens'.

- How can you be good digital citizens? (Being a good digital citizen means by being kind and respectful in their social media interactions).
- How should you handle a disagreement on social media?
- What are some examples of healthy and unhealthy social media use.
- How can you be aware of the impact of your own social media use on your life positively and negatively?
- How can you be thoughtful when online?
- How important do you think real face-to-face interaction is for teenagers compared to online socialisation?

Session 03

Anti-Bullying

In this session young people get to explore and discuss the impact of bullying and engage in anti-bullying practices

ACTIVITY 1: ANTI-BULLYING

Wrinkled Wanda

MATERIALS

- Flipchart paper and markers

DISCUSSION

- What is the difference between the two?
- What is the impact of harmful words?
- How do you feel when people say unkind or hurtful things to you?

DIRECTIONS

1. Break the groups into smaller groups of 4 people. Give each group a flip-chart page.
2. On a flip-chart page, have the participants trace an outline of a full body person.
3. Once the outline has been traced, the participants will write unkind, rude, and disrespectful statements all over the outline.
4. These are statements that could be made to another person like, "You're a loser, Nobody likes you, You are dumb."
5. Identify the drawing as a girl named Wanda.
6. After Wanda is completely filled with a variety of negative comments, have the participants crumple the drawing, and then un-crumple it.
7. Post the wrinkled drawings around the room.
8. Explain to the group that these drawings are examples of what negative comments can do to a person who is bullied.
9. Bullying comments can destroy a person's self-image and often leads to a defeated body language in the victim.
10. Next have the participants do the drawing again.
11. This time write as many positive comments on the drawing as possible.
12. Statements like, "You did such a nice job, or I enjoy your friendship.
13. Fill it with really nice statements.
14. Cut this drawing out, but don't wrinkle it.
15. Post these drawings around the room.
16. This person is now just called Wanda.

ACTIVITY 2: TOOTHPASTE

MATERIALS

- Toothpaste

DIRECTIONS

1. Ask for a volunteer to come to the front of the room.
2. Place a strip of masking tape on the length of the table or floor.
3. With a tube of toothpaste, have the volunteer run a bead of toothpaste on the length of the masking tape.
4. Now ask the participant to put the toothpaste back in the tube.
5. Obviously, it can't be done.
6. Explain to the group that this is an example of how hurtful words once spoken cannot be taken back and have a long lasting impact on the person they are said to.

Session 04

Outdoors Activities

In this session young people get to engage in outdoor activities such as gardening preparation for growing food and spring clean-ups or litter pick-up.

ACTIVITY 1: GARDENING

PREPARING

Spring is a time when it is important to prepare the ground for planting. This can involve clearing away dead plants from winter. You can bring teenagers into a garden and help them to clear away dead plants this could be one of their gardens, a volunteer's garden, an elderly person in the community or a community garden, just remember to ask for permission first.

PLANNING

Spring is also a time for planning and deciding what you want to plant when the time is ready.

If you are starting from seeds they can be germinated inside and then transferred outside when they have sprouted. You can also help them to understand the process of germination.

A seed is woken by water been absorbed and the protective coat then expands and splits allowing oxygen inside. The seed will begin to grow roots which help the plant to absorb nutrients and water. Plants can create their own energy through their leaves in a process called photosynthesis.

GROWING INDOORS

If there isn't a community garden or a willing person able to allow the young people to experiment in their garden space they can do it at home if they have a garden. Otherwise they can create a Growbox. It is a great way of starting seeds off indoors in the warmth away from the cold. You can then transfer them outside after the last of the frosty days and reuse the box again. Or you can keep them in the Growbox and just move it outside it's entirely up to you.

- Start from seeds so they can experience the entire process. Once the seeds sprout they can be moved outside. Or you can plant items that will grow quite well inside such as tomatoes or peppers, as long as they kept in a warm sunny location.
- If you grow items that can be eaten this will make the experience really enjoyable and moves the fun from the garden into the kitchen. This also adds an extra educational twist on how food gets to the family table and what is involved in the

process. It also means you can enjoy their hard work.

- Select crops that will cover a few seasons that way it will keep their interest as to what is coming next and what they may be able to enjoy in the next season.

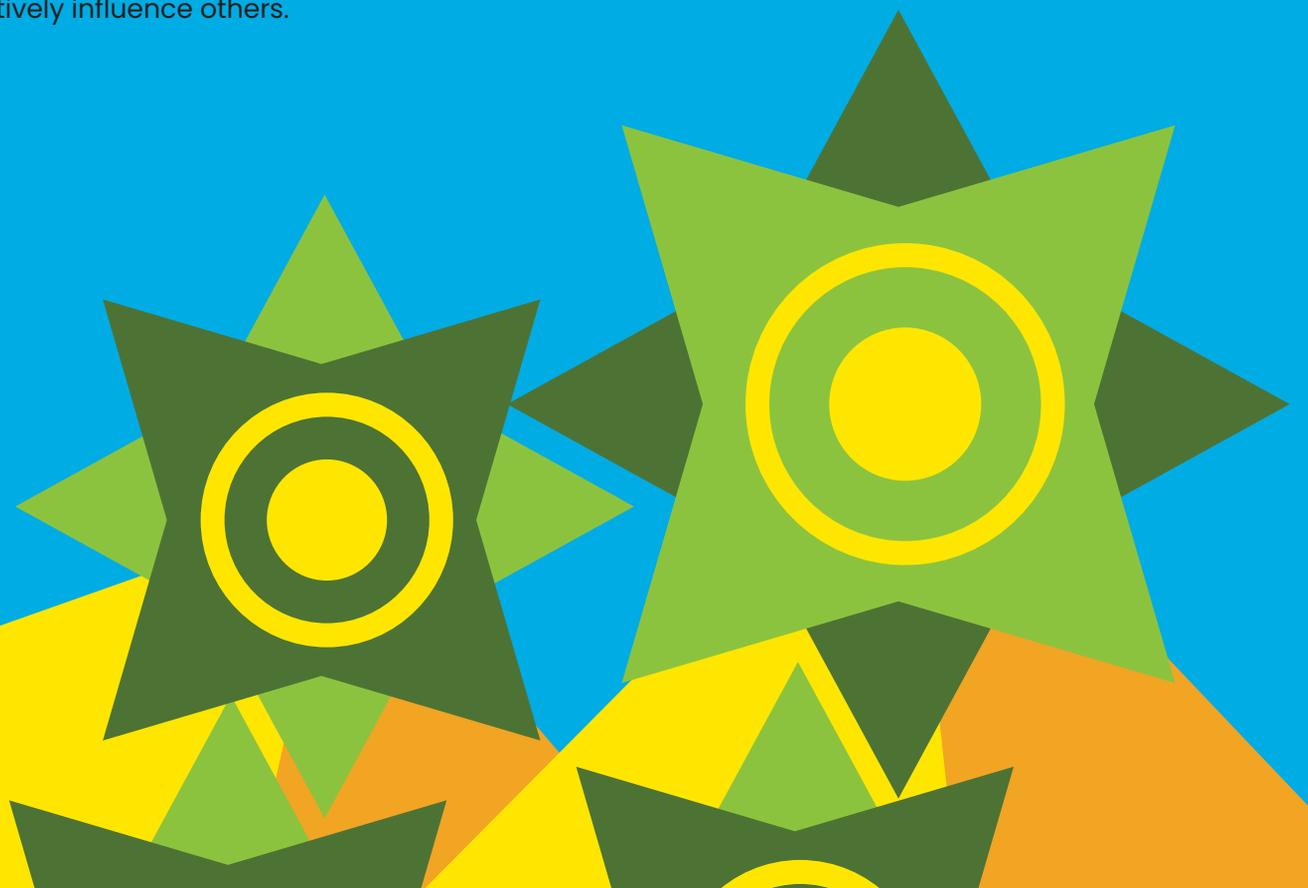
(Adapted from School Days, nd)

There are many other ways to expose young people to gardens in the community. Some ideas may include:

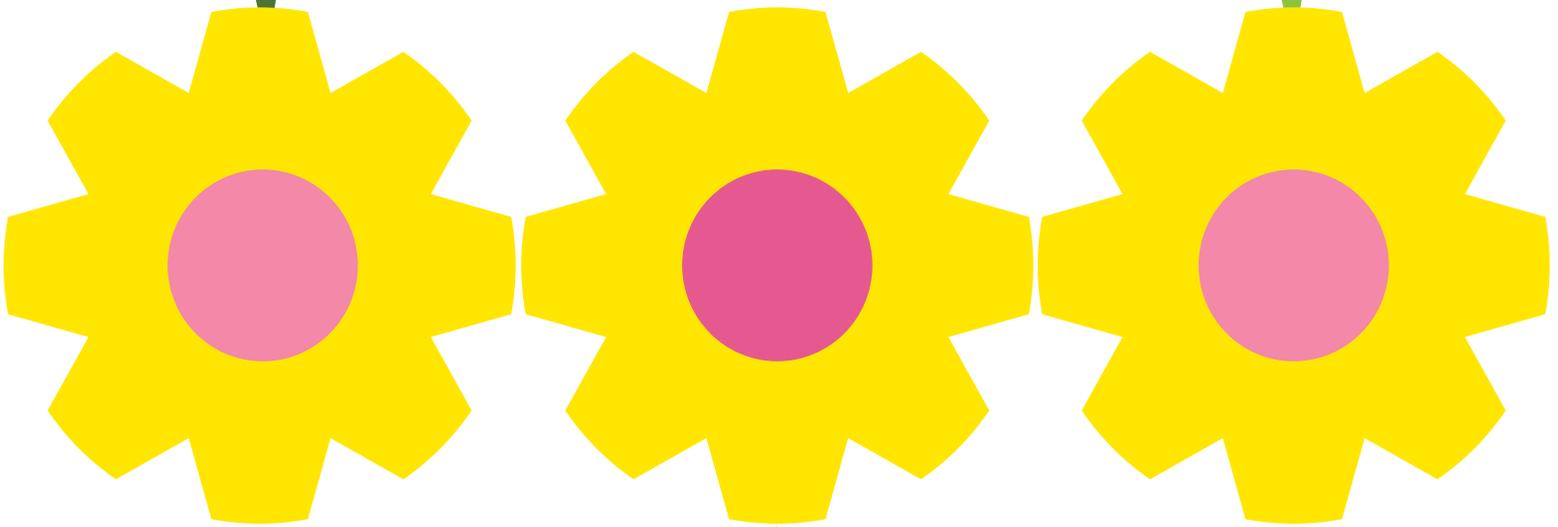
- Create a youth garden.
- Tending to a community vegetable garden
- Engaging youth with local organic farmers to learn about growing food, nutrition and pesticides.
- Engage teens with local community land management leaders/county or city council to learn about planning, budgets and building.
- Engage youth with tidy towns.

ACTIVITY 2: SPRING CLEAN

- Decide and plan with the group where they would like to focus their efforts in the community for a spring clean or litter pick up.
- Discuss with them the importance of contributing to their community and also the impact that pollution and rubbish have on the environment.
- They can post their work online to share and positively influence others.
- They can also commit to or pledge to do a 2 minute clean up wherever they are to positively impact the world around them and post their good work with the hashtag #2minutebeachclean #2minutelitterpick #2minutestreetclean #2minutesolution



MARCH



OUTCOMES

- Engage their creativity in a poetry competition.
- Engage in activities to promote equality for International Women's Day.
- Plan, organise and engage in the delivery of an event for St. Patricks Day.
- Raise their awareness of mental health week and practices to improve to support their wellbeing.
- Engage their creativity to express their love to their mothers, grandmothers or solo-parenting mothers their know.
- Have Fun!

ACTIVITIES

- Poetry Competition
- International Women's Day
- Mental Health Week
- St. Patricks Day Activities.
- Mother's Day Arts and Crafts

Session 01

Poetry



Poetry competitions are a great way for young people to tap into their own creative juices. Recently we have seen the rise in popularity of the 'spoken word' genre of poetry. When planning the competition you can set a specific theme for the poem, or a poem structure e.g. a Limerick.

You can have a competition in the youth club, where you can have a group of young people and adults judge the poetry or the young people can come up with their own criteria from the guidelines above.

ACTIVITY 1: POETRY COMPETITION

While there are no officially sanctioned rules of poetry, as with all creative writing, having some degree of structure can help reign in your ideas and work productively. Here are some guidelines for those looking to take their poetry writing to the next level.

POETRY GUIDELINES

Some things that help writing poetry.

- Read a lot of poetry. If you want to write poetry, start by reading poetry. You can do this in a casual way by letting the words of your favourite poems wash over you without necessarily digging for deeper meaning or you can underlying meaning
- Listen to live poetry recitation. Many bookshops and café's have poetry readings, and these can be both fun and instructive for aspiring poets. By listening to the sounds of good poetry, you discover the beauty of its construction—the mix of stressed syllables and unstressed syllables, alliteration, a well placed internal rhyme, clever line breaks, and more.
- Start small. A short poem like a haiku or a simple rhyming poem might be more attainable than diving into a narrative epic. A simple rhyming poem can be a non-intimidating entryway to poetry writing. Don't mistake quantity for quality
- Don't obsess over your first line. If you don't feel you have exactly the right words to open your poem, don't give up there. Keep writing and come back to the first line when you're ready.
- Embrace tools. If a thesaurus or a rhyming dictionary will help you complete a poem, use it. You'd be surprised how many professional writers also make use of these tools. Just be sure you understand the true meaning of the words you insert into your poem.
- Develop your poetry writing skills by inserting metaphor, allegory, imagery, and other literary devices into your poems.
- Express big ideas. Good poetry is about precision of language, you can express a whole philosophy in very few words if you choose them carefully. Even seemingly light poetic forms like nursery rhymes or a rhyming limerick can communicate big, bold ideas. You just have to choose the right words.
- Paint with words. Use word choice to figuratively "paint" concrete images in a reader's mind.
- Connect with other poets. Poets connect with one another via poetry readings and perhaps poetry writing classes. Poets in an artistic community often read each other's work, recite their own poems aloud, and provide feedback on first drafts.

(Adapted from Master Class, 2021)

POETRY EXERCISE

To find your inspiration, try this simple writing exercise that will help you take greater notice of your surroundings. In a journal or any blank space, write down anything your senses are experiencing. Think about ways you can express those details through comparisons.

- From my window, I see...
- I hear...
- I smell...
- I feel...
- I taste...

TYPES OF POETRY

There are many different types of poetry, here are a few to illustrate to the young people how they can go about structuring theirs if they want to follow a structure or use free form.

- **Spoken Word** – A “catchall” term that includes any kind of poetry recited aloud, including poetry readings, poetry slams, jazz poetry, and hip hop music, and can include comedy routines and prose monologues.
- **Free Verse** – The least defined of poetry types with no formula or pattern. Rather, the writer and reader must work together to set the speed, intonation and emotional pull.
- **Haiku** – A short poem of Japanese origin and most commonly about nature or season references. Typically a haiku has 17 syllables, arranged in three lines, first five syllables, then 7, then 5.
- **Limerick** – A humorous poem of five lines using a rhyming scheme with a closing line that usually makes a joke.
- **Sonnet** – A fourteen line rhyming poem, typically consisting of ten syllables on each line
- **ODE** – An ode is simply a poem address to a particular person, event, or thing. It’s often meant to praise or glorify its subject. The ode as a form comes from ancient Greece and there are various ode types available, but basically if you are addressing something/ someone directly, you are writing an ode.

Session 02

International Women's Day

International Women's Day is about celebrating women's and girls' achievements, while also increasing visibility and calling out gender inequality.

ACTIVITY 1: RAISING WOMEN UP

Highlight to the group that everyone has a role to play in forging a more gender-balanced world. International Women's Day includes men and boys in helping women and girls achieve equal rights. It can't be done without males. Some things that the youth club can do to celebrate the day include:

- Discussing and celebrating women in science, technology, engineering, arts and maths (STEAM).
- Discussing and celebrating women in sport.
- Discussing and celebrating women; as entrepreneurs, in business, as community leaders and as politicians.
- Discuss and celebrate powerful women from Irish history.

Some Famous Irish Women

MARY ROBINSON

Mary Robinson took office as the first female president (1990 to 1997) of Ireland. When she did she declared: "I was elected by the women of Ireland, who instead of rocking the cradle, rocked the system."

VERONICA GUERIN

A reporter for The Sunday Independent, Veronica Guerin became well known internationally for her hard-hitting exposés on Dublin's drug culture. In June 1996 she was shot dead in her car in Dublin, aged 37. Her death shook the nation and triggered Ireland's largest criminal investigation.

CONSTANCE MARKIEVICZ

"I do wish your lot had the decency to shoot me," are not the words you might expect from the first woman elected into the House of Commons. Irish revolutionary, suffragist, Labour activist and artist. She was elected into Westminster in 1918 – as the sole victor in an election where 17 women stood – and won a seat from her Holloway prison cell

in London, where she was detained for her part in the 1916 Easter Rising against British rule in Ireland. Markievicz delivered these words when she heard that her death sentence had been commuted to a life sentence because of her gender. She was released from prison but never took her seat

DR DOROTHY PRICE

Irish physician Dr Dorothy Price's career spanned momentous events in Irish history such as the First World War, the Spanish flu pandemic and the ongoing war of independence. Childhood tuberculosis was the third-leading cause of death in Irish children in the first half of the 20th century and, on a trip to Austria in 1931, Price discovered that a safe and convenient skin test for TB was being used in continental Europe, but not in Britain or Ireland. Returning home, she investigated

international practice further and discovered the BCG vaccine was being used to inoculate against TB. Ireland's rebel doctor lobbied for the government to start using this vaccination throughout Ireland as a matter of urgency. She was made head of the national vaccination programme in 1949 and her work was pivotal in saving the lives of thousands of children and young adults in Ireland.

SONIA O'SULLIVAN

An international athletics champion. She won a silver Olympic medal, a gold medal in the 5,000m at the 1995 World Championships. "As a young child you dream of going to the Olympics, then you're at the Olympics – my first was Barcelona 1992 and for me that's when my dreams became real."

MAUREEN O'HARA

Perhaps the most famous Irishwoman to ever grace the silver screen. Maureen moved to America in her youth and went on to become a very successful singer and actress. In the States, she became primarily known for her performances in westerns and adventure movies.

GRÁINNE MHAOL (GRACE O'MALLEY)

Queen of Connacht considered a 'pirate queen'. She was born around 1530. O'Malley impressively commanded three galleys, twenty ships, and over 200 men. Considering the patriarchal society that she lived in, that was an incredibly unique and impressive feat. She was an extraordinary woman who lived, loved, fought and survived during a

pivotal period of Irish history that saw the collapse of the Gaelic order and the ruination of Ireland's ruling élite. She is reported to have sailed up the Thames in England to have a meeting with Queen Elizabeth I to challenge English presence in Ireland and Connacht.

Internationally Famous Girls

MALALA YOUSAFZAI

Malala was given the Nobel Peace Prize of 2014, making her (at age 17) the youngest person ever to win the award. Malala Yousafzai became known as an advocate for girls' schools in 2009, when she wrote for the BBC about life in her hometown under the rule of conservative militants in the Taliban. The Pakistani army launched military operations to drive out the Taliban in 2009, and a documentary film helped Yousafzai become internationally famous as a chronicler of the chaos. She was nominated in 2011 for the International Children's Peace Prize, and that same year won Pakistan's first National Youth Peace Prize (now called the National Malala Peace Prize). However, while

riding on a bus from school in the Swat Valley of Pakistan on 9 October 2012, Yousafzai and three other girls were wounded by two gunmen. The Taliban claimed credit for the shooting and vowed to kill Yousafzai for encouraging western ideas, specifically the education of women. Malala Yousafzai was seriously wounded in the head and neck and airlifted to a British hospital for safety reasons and for specialized treatment. She recovered and became an advocate for education for girls; in 2013, Time magazine put her on its list of the world's most influential people. (WHO, 2020)

GRETA THUNBERG

Swedish environmental activist who worked to address the problem of climate change founding (2018) a movement known as Fridays for Future (also called School Strike for Climate). For almost three weeks prior to the Swedish election in September 2018, she missed school to sit outside the country's parliament with a sign that stated "Skolstrejk för Klimatet" (School Strike for Climate). Although alone for the first day of the strike, she was joined each subsequent day by more and more people, and her story garnered

international attention. Her action inspired hundreds of thousands of students around the world to participate in their own Fridays for Future. Her impassioned speeches have been delivered around the world "You have stolen my dreams and my childhood with your empty words...We are in the beginning of a mass extinction, and all you can talk about is money, and fairy tales of eternal economic growth. How dare you!" (Adapted Britannica, 2022)

ACTIVITY 2: SPEAKING UP

Break the groups into smaller groups of 3. Explain to the group that they will have 20 minutes to prepare a 5 minute speech on their given topic. You can allocate them one of the following topics, give each a mix or invite them to come up with their own.

- The rise of women is not about the fall of men.
- Everyone can play a role in forging gender parity.
- Gender balance is not solely a women's issue, but also an economic issue.
- What is bias and how does it play out?
- Advocacy, inclusive mindsets and tangible action are needed from all.
- Men are allies, advocates and champions of change for women.
- Speeches and presentations can reference successful women and their achievements, and this can provide great context for the speech or presentation and its audience. Young people can search for information online to support their speech.
- Give each group an opportunity to share their speech and ideas. Invite questions and answers after they have finished.

ADDITIONALLY ACTIVITIES

Discover what's happening locally and globally for International Women's Day and join in.

St. Patricks Day Planning



ACTIVITY 1: ST. PATRICKS DAY

Using the young people's project management skills from the October sessions. Invite them to work as a team to decide what to do, then allocate roles for the planning, organising and holding of an event for St. Patricks Day.

This will require people to have different responsibilities, tasks and due dates to ensure the event runs smoothly.

CONSIDER

- Who needs to know about it, who needs to be involved (community, volunteers, St. Patricks Day parade organisers?).
- What will you do? arts & crafts materials, parade, music, cake sale, dancing, face painting, balloon animals, fancy dress, what else..?
- Safeguarding
- Safety considerations
- Notifying parents of what's happening.



Session 04

Mental Health Week 04

The aim of this session is to create safe spaces for young people to explore more about anxiety by learning the different causes of stress, where this can affect them and tools to deal with anxiety.

ACTIVITY 1: BALLOON POPCORN

MATERIALS

- Different coloured balloons (this activity can also be done with paper)
- Markers & pens

DIRECTIONS

- Give everyone a balloon and a marker.
- Ask them to blow up their balloons and write or draw on the balloon the issue they're most worried or anxious about.
- Let participants know that others will see their balloons, so they shouldn't write anything that they don't want others to see.
- When they are done, lead the young people in a game of "Popcorn" this is a simple game in which the group works together to keep all the balloons off the floor, by bouncing them with their heads, hands and feet. It is basically a game of "keep uppy" with lots of balloons, rather than one football (if using paper ask them to crumple up their sheet into a ball and have a ball fight).
- After a few minutes, ask them to pick up the balloon closest to them and look at what is written.
- Ask them to go to one corner of the room if their balloon has to do with school, another if it's about relationships, another if it's about family, and the last corner if it has to do with any other source of anxiety.

NOTE

NOTE: What are the things that fit into the other category? To preserve some confidentiality, ask that young people only mention the general topic of the response, rather than read the response out loud.

DISCUSSION

Take some time to discuss the following questions as a larger group:

- What suggestions could you give to the person whose balloon you received? (If the person who wrote the balloon chooses to talk at this point that is fine, but they do not have to identify themselves if they wish to stay anonymous).
- Do you think young people feeling worried or anxious is a big issue in Ireland and why?
- How do you deal with being worried or anxious in your own life?
- Have you seen your friend being worried/anxious? How do you help them?

INTRODUCE THE 5-A-DAY

- Direct the young people to the “5-A-Day” poster and ask if they are familiar with it.
- Explain that the a ‘5-A-Day’ is a programme for mental health and resilience that has been developed to capture the top five things young people can do to develop their resilience, this includes their ability to cope with stress and anxiety.
- Ask the young people if they have found any of the “5-A-Day” things to be helpful to cope with stress or anxiety in the past.

Mental Health Ireland

FIVE WAYS TO WELLBEING

SIMPLE ACTIONS YOU CAN DO IN YOUR EVERYDAY LIFE TO FEEL GOOD & FUNCTION WELL

CONNECT
With the people around you at home, work, school and in your local community.

BE ACTIVE
Step outside. Go for a walk, cycle, garden or dance. Discover a physical activity that suits your lifestyle.

TAKE NOTICE
Savour the moment whether you are walking, eating or talking. Be aware of the world around you and what you're feeling.

KEEP LEARNING
Try something new. Rediscover an old interest. Take on new responsibilities. Fix a bike. Learn how to cook your favourite meal.

GIVE
Do something nice for a friend or a stranger. Thank someone. Volunteer. Join a community group.

The Five Ways to Wellbeing ©2016

www.mentalhealthireland.ie

Mental Health Ireland
@mentalhealthireland

Ending.... ask each participant to state one thing that they will do to use the “5-A-Day” in their own lives. (Adapted from Be Well)

Session 05

Mother's Day Arts & Crafts

05

ACTIVITY 1: DIY THUMBPRINT PLATTER

MATERIALS

- White serving platter (or a cup).
- Red glass paint or multi-surface paint that can be cured in the oven and be dishwasher safe.
- Black sharpie.
- Damp kitchen paper.

DIRECTIONS

- Decide how you want to lay out the fingerprints and text, e.g., divide the plate into sixths, and placed a tiny dot of paint where you wanted each fingerprint to go, so the spacing would be as equal as possible.
- Place a small amount of paint on a piece of foil and dip your finger in the paint, then make two prints to form a heart shape. If you mess up, all you have to do is use the damp kitchen paper and wipe it off, then once it's dry, you can start over again.
- Use the Sharpie to write the names, date, and any other text you would like.
- Follow the curing directions on the paint you used.
- For Martha Stewart Glass Paint, the paint is permanent after air drying 21 days or can be baked to expedite permanence. Bake method: Let project air dry 1 hour, place in cool oven. Set temperature to 180 degrees C and bake for 30 minutes (glass must heat gradually).
- After 30 minutes, turn oven off. Let glass cool completely in oven. Wait 72 hours before using.

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- APRIL

OUTCOMES

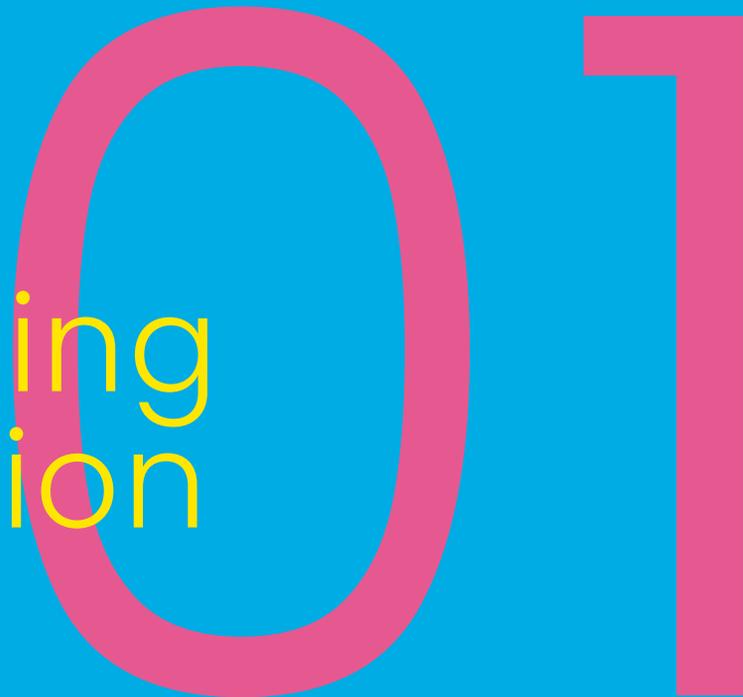
Young people will be able to:

- Engage their creativity by trying out song writing.
- Engage in planning activities for Easter.
- Outdoor activities e.g. planting trees, planting vegetables.
- Engage in planning and organising Fun Days, Sports Days, Putting on a Show e.g. Fashion show for charity, drama, musical etc.,
- Have Fun

ACTIVITIES

- Song writing competition
- Easter activities
- Outdoor activities
- Planning and Organising Fun Days, Sports Days or Putting on a Show

Song Writing Competition



LEARNING OUTCOMES

The song writing contest is to provide the opportunity for both aspiring songwriters engage their creativity in song writing and to have their songs heard by others.

ACTIVITY 1: SONG WRITING

The aim of this activity is for participants to explore their creativity and how to write a song.

1. Invite the group to do this exercise either individually or in smaller groups of 2-3 people.
2. Ask them to take a song they like – any song at all from any era, any style – just so long as it is familiar to them.
3. Invite them to write a new lyric to that song. Verse for verse, chorus for chorus, refrain for refrain.
4. Take that new lyric and write completely new music to it. Try switching keys, time signatures, tempo, etc., to remove yourself from the original.
5. Edit. Adjust the new words and melody to fit the newly established mood. Rewrite as necessary.
6. Invite them to share their new song with the group and give and receive feedback.

DISCUSSION

1. What was challenging about writing a song in this way?
2. What was easy or interesting?
3. What is the value in song writing do you think?



SONG WRITING TIPS HANDOUT

Great songwriters use these ten practical tips when composing new music and lyrics.

1. Compose a catchy melody. There are millions of songs that share the same three- and four-chord progressions. Why do some of these songs get stuck in our heads? The answer may be the melody. If you're trying to write an earworm, the melody is the most important part of the song writing process.
2. Use all types of chords. If you only stick to the same few chords, you'll limit the scope of your musical ideas, so try major, minor, dominant, diminished, and augmented—for a more complex and interesting sound.
3. Create a memorable rhythm. Many of the catchiest, most popular songs—from country hits to hip hop gems—are memorable because of the rhythm.
4. Build your song around a riff. Whether you're a guitarist, a pianist, a bassist, or a singer, you can compose riffs that anchor an entire song.
5. Write a song you can play live. People want to see how musicians connect with live audiences, so your music should be just as compelling when played live as recorded.
6. Step away from your instrument to write. Common logic would suggest that you should write songs while seated at the piano or holding a guitar. but you can try setting the instrument down, going outside, and writing melodies and rhythms in your head.
7. If you have some good ideas, sing them into a voice recorder on your smartphone. Then, return to your instrument and figure out how to play them instrumentally.
8. Get ambitious with song structure. Most songs contain some combination of the following elements: an intro, a verse, a pre-chorus, a chorus, a bridge, instrumental solos, and a coda or outro. Challenge yourself to write a song that does more than just toggle back and forth between verses and the chorus.
9. Approach your lyric-writing with both structure and spontaneity. Writing lyrics is tricky. Have a plan for your lyric-writing process, but leave space for discovery. For instance, you may know what the song will be about in broad terms, or you may have a song title picked out and a few lyrical ideas already written; but just like a poet, learn to let the lyrics come to you.
10. Use rhyme as a tool. Rhyme scheme can make song lyrics catchy, cohesive, and easy to memorize. But rhyming isn't always necessary for songwriters. Sometimes an idea cannot be adequately expressed in rhyme; if this is the case, follow the idea, not the rhyme.
11. Learn to break through writer's block. A great way to fight writers block is to vary your creative process. Do you normally write music first and then lyrics? Try doing it the other way around. Try writing a song on a new instrument or in a genre that's unfamiliar to you. Moving out of your comfort zone can help jumpstart your creativity.

(Adpated from Master Class, 2021)

Session 02

Easter Activities

This session will engage young people in their creativity in Easter activities and have fun.

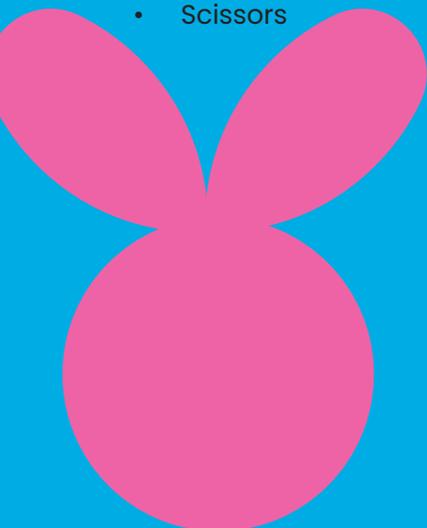
ACTIVITY 1: NO SEW EASTER BUNNY

MATERIALS

- Unmatched socks
- Uncooked rice (around 1 cup per bunny)
- Rubber bands
- Black sharpie marker (or any black marker)
- Googlie eyes (Optional)
- Pretty Ribbon (Optional)
- Scissors

DIRECTIONS

1. Take the sock and place it over a tall glass so it is easier to pour the rice into.
2. Pour the rice into the sock.
3. Take the rubber band and tie the top close.
4. To make the head and body shape, take another rubber band and tie it between the head and the body.
5. Use another rubber band and make the bunny tail.
6. To make the ears, cut any excess sock so that there is a couple of inches for the ears. If you want floppy ears that flop down, then leave them a bit longer.
7. Once the excess is gone, cut the top portion down the middle.
8. Using a marker, draw on a bunny ear shape. Take your scissors and cut along the marker line. Once done, your bunny ears should stand up straight (or flop down if you want floppy ears).
9. Use the Sharpie to draw the bunny eyes. To make the eyes, simply colour in two dots with the marker. Or you can use googlie eyes for the eyes.
10. To make the nose, draw an "x" shape.
11. Cut a long enough piece of ribbon and tie a bow around the bunnies neck.



Easter Cup Cakes

MATERIALS

For the cupcakes

- 200g unsalted butter, softened
- 200g caster sugar
- 1 lemon finely grated zest only
- 3 large free-range eggs
- 200g plain flour
- 2 tsp baking powder
- Pinch salt
- 3 tbsp milk

For the buttercream

- 200g unsalted butter, softened
- 1 lemon finely grated zest only
- 320g icing sugar
- 2 tbsp fresh lemon juice

For the topping

- 150g desiccated coconut
- 12 large marshmallows
- Black jellybeans, for the eyes (optional)
- Pink jellybeans, for the noses (optional)

DIRECTIONS

1. Preheat the oven to 180C/160C Fan/Gas 4. Line a 12-hole cupcake tin with paper cases.
2. To make the cupcakes, beat the butter, sugar and lemon zest together using a stand mixer or electric whisk for 3–5 minutes until very pale and fluffy. Make sure to scrape down the sides of the bowl every so often. Add the eggs in one at a time, beating the mixture well after each one.
3. In a separate bowl, sift together the flour, baking powder and salt. Pour this into the butter mixture and mix on a low speed until smooth before stirring in the milk. Scoop the mixture evenly into the cupcake cases, no need to level the surfaces, and bake for 20–25 minutes until golden and well risen. Remove from the oven and leave to cool completely.
4. To make the buttercream, beat the butter and lemon zest in a stand mixer or with an electric whisk for 3–4 minutes until the butter is very pale and creamy. Sift in the icing sugar and beat on medium–high speed for 5 minutes until the buttercream is thick and fluffy. Pour in the lemon juice and beat for another few seconds to combine.
5. To assemble, pour the desiccated coconut into a shallow bowl. Spoon or pipe some buttercream onto each cupcake. Dip the cupcakes buttercream-side down into the coconut, making sure it is fully covered. To make the bunny ears, use a pair of scissors to cut the marshmallows in half diagonally. Dip the sides of the marshmallows that have been cut into the desiccated coconut and place them on the cupcakes side-by-side so they look like bunny ears. Use the black jelly beans and jelly beans to form the eyes and noses (if using).

Session 03

Outdoor Activities

As the weather is beginning to get warmer and the days brighter, outdoor activities will become more popular. This session will connect the young people with nature and make them aware of how they can positively contribute to their environment.

ACTIVITY 1: PLANTING TREES

Planting Trees

MATERIALS

- Trees
- Shovel
- Spiral
- Cane

DIRECTIONS

1. It is recommended to plant trees when they're dormant and so less likely to get damaged. Tree planting season runs between November and March.
2. Planting trees out of season can lead to a higher loss rate.
3. Store the trees upright, sheltered from frost and wind. If the roots look like they're drying out, lightly spray them with water to keep them moist.
4. Before you start planting, mark out where each tree will be placed using stones, spray paint or canes
5. If your planting area is overgrown, cut the grass short and weed. This will make planting easier and reduce competition for water, helping your saplings to thrive.
6. Ideally trees need to be planted about 2 metres apart, but you can plant them 1-5 metres apart depending on your space and plan. Wavy lines look more natural than regimented rows of trees.
7. Use your shovel to dig a hole in the ground. It doesn't have to be too wide but it will need to be deep enough to take all those tree roots.
8. Place the tree in the hole close to a corner to secure it.
9. Fill in the clay. Ensure that all the trees roots are going to be covered.
10. Firm up the soil with the heel of your boot to make sure that all the air gaps are out. It needs to be nice and firm - you don't want any frost getting in there later on.
11. Once you're sure it's firm give the tree a little tug and hopefully it should stay put.
12. Place the cane beside the tree for support. Push it in just next to the tree but not too close because you don't want to be pushing it through the roots that you've just planted.
13. Take your spiral, open one end up and hook it round the cane and the tree together. Then gently wind it up to the top, making sure you don't damage your tree while you do it.

Watch a video here: <https://youtu.be/yBqGVIURa9o>

Planting Vegetables

MATERIALS

- Selection of Vegetables (seeds or starts)
- Space to plant
- Shovel
- Rake
- Growbox (optional)
- Soil
- Fertiliser
- Compost

DIRECTIONS

1. Decide which veggies to plant. Research vegetables that grow successfully in your area. Your location is one of the largest factors in whether you will successfully grow vegetables.
 2. Decide where to plant your veggies. In general, choose a spot to plant your vegetables where sun shines at least 6 hours a day
 3. You do not necessarily have to plant vegetables directly in the ground. Planting veggies in pots can be very successful for a wide variety of plants and it does not require a lot of space.
 4. Decide whether to plant seeds or starts. Seeds will generally need to start earlier but may have to be started inside, to protect them from frost. Vegetable starts, young plants that have been grown from seed in a greenhouse by a professional.
 5. Figure out when to plant your veggies. Part of deciding when to plant your veggies will be dictated by whether you are planting seeds or starts. In addition, different vegetables need to be planted at different times of the year. There are many vegetables that thrive in the summer sun, but you can also grow a surprising amount of vegetables over the winter months, depending on your location.
 6. Test the soil. There are tests available at any garden centre that will tell you the ph of your soil. Soil can go from very acidic all the way to very alkaline, as well as going from very sandy to very clay like. Figure out what kind of soil you have and try to move it more toward neutral by adding amendments. After assessing the soil, add some compost to it. Compost adds organic matter that breaks down and basically becomes food for your plant.
 7. Remove all of the weeds and vegetation where you are going to plant your vegetables. Take the time to weed before you plant your veggies. Weeds will compete for nutrients with your new plants, making their success less likely. Get all the weeds from their roots, as many weeds can regenerate if even a bit of their roots are left intact.
 8. Break up and amend the soil. You will want to cultivate, or break up, the soil in an area a bit larger than where your plants will actually be. The root systems of many plants will grow to be quite large, moving outward from where the plant is initially planted. You can break the soil up by digging with a shovel or rake.
 9. Dig a hole and place seeds or a vegetable start in it. Be sure to follow any directions on seed packets about how deep and how far apart you should plant seeds. Some seeds can easily grow from a depth of 6 inches, while others need to basically be on the surface of the soil. Vegetable starts, on the other hand, should be planted so that their existing soil is level with the surface.
 10. Cover the hole back up with soil. If you are using seeds, pack the soil back in the hole, making sure that it is firm but not totally compacted. If you are planting vegetable starts, push soil in all around the start, pressing the soil firmly so that the start stands firmly upright.
 11. Water your vegetables. The first time you water, you will want to soak the entire area. After that, keep the soil moist but don't drown the plants. Keeping up on watering is one of the most important things you can do to make your vegetables thrive. Monitor your plants and soil and adjust your watering schedule accordingly.
 12. Care for your veggies after planting. Don't just forget about them, or they won't grow very well. Remove any weeds that pop up, fertilise if necessary, and keep on watering.
- (Adapted from Carberry, 2019)

Organising Activities



ACTIVITY 1: LET'S DO THIS

DIRECTIONS

- Invite the participants to reflect on their project management skills from the October sessions. If they didn't do it then, now is a great opportunity to use these skills.
- Invite the group to decide what they want to organise e.g. Sports Day; A Fun Day; Fashion Show; Drama Show etc.,
- Once they have decided what they want to do encourage them to break down the plan as before so that they delegate the workload and are clear on their overall goals.

SOME ACTIVITIES THAT THEY MAY LIKE FOR SPORTS DAY OR A FUN DAY MAY INCLUDE

- Sports Games
- Football
- Basketball
- Dodgeball
- Team challenges
- Pool challenges
- Tennis
- Badminton
- Yoga
- Athletics
- Table tennis
- Tag rugby
- Rounders
- Martial Arts / Self-Defence
- Volleyball

FUN DAY ACTIVITIES

- Balloon football
- Hula hoop competition
- Foam football (using a foam ball or block)
- Foam basketball (using a foam ball or block)
- Skateboarding
- Tug of war - Opposing teams stand either side of a rope, and must pull against the other team until one team has been pulled over a certain point.
- Hide and seek
- Assault course / Challenge course
- Bean bag relay race
- Sack race
- Egg and spoon race
- Wheel barrow race
- Three legged race
- Skipping race

Alternative Ones

HOT POTATO

Minimum of 2 teams. Each team must stand in a circle and throw (or kick/pass) the ball to one another. Every time a pass is completed, they take one step backwards. As the circle gets larger, the game becomes more difficult. After a couple of minutes, the biggest circle wins.

BLANKET BALL

This is volleyball with a blanket. A team is given a blanket, which each player helps to spread out to form a sort of blanket trampoline. Throwing the ball into the middle of the blanket, teams must flip the ball over a volleyball net (you could improvise and use a pole or skipping rope as a makeshift bar that the ball must go over), which the opposing team must catch in their blanket. With teamwork and communication an imperative part of success in this game, it's an ideal team building exercise.

HUMAN KNOT

With the group standing in a circle, each person grabs a hand across from them. When all hands are connected, the circle should resemble one big mess of hands that teams must work their way out of without letting go. This activity builds problem solving as a team, and relies on communication in a sensible, concise manner.

CROSSBAR CHALLENGE

Player stand at a designated distance away from the frame of the goal, and attempt to kick the ball onto the crossbar.

GUTTER BALL

Give each participant a tube of guttering or pipeline and place a suitably-sized ball into it. Each team has to pass the ball down their pieces of tubing to the end without the ball slipping out and touching the floor.

MOVE IT NAME GAME

Stand in the middle of the group, who are circled around you. Everyone has 30 seconds to memorise the names of the people on their left and right. When time's up, point at any group member and say "left" or "right". They then have to say the name of the person stood on whichever side you requested. Break the game up by shouting "Move it!", when everyone has to rush to a new position where they can learn new names.

BOLF

Get two large buckets or bins and place them 15 feet from two teams. Each team gets wide array of sporting balls placed at their feet: golf balls, footballs, cricket balls, netballs, tennis balls (and pretty much any you can lay your hands on).

When the games begin, the first player chooses a ball and attempts to throw it in the bin. If successful, the next player is able to choose the next ball. If unsuccessful, the ball is passed onto the next player and they have a go. First team to sink all the balls wins.

— MAY



OUTCOMES

Young people will be able to:

- Engage creativity in an anime competition.
- Integrate self-care and coping practices into their lives to support themselves around exams.
- Give and Receive kindness around exam time.
- Practice mindfulness.
- Practice yoga.
- Make healthy recipes for their brain.
- Plan, organise and execute an end of year trip.
- Have Fun!

ACTIVITIES

- Anime Cartoon Competition
- Minding Me in May – Support around exams
- Coping with Stress/Anxiety
- Mindfulness
- Yoga
- Planning an end of year trip.

Session 01

Anime Cartoon Competition

Young people taking part in this session will be able to engage their creativity in an anime competition.

ACTIVITY 1: ANIME

DIRECTIONS

1. Invite the participants to draw anime cartoons either individually or in small groups.
2. Bring the group to <https://www.animeoutline.com/> for ideas and support around drawing anime images.
3. Decide if it will be an overall anime competition or if there will be categories for groups to enter. If you choose categories they may prompt different dimensions of creativity for the individuals or groups.
4. Decide when the deadline will be and what the prize will be.

DISCUSSION

1. What was difficult, challenging, engaging or fun drawing anime cartoons?
2. What helped to draw on your creativity around the story line?
3. What was the conversation in your head e.g. "I'm good at this", "I'm no good, what's the point in trying"? Do you notice these internal conversations anywhere else? What helps mute the inner negative voice and what help build the inner helpful voice?

Session 02

Care and Kindness

Young people will be able to integrate self-care and coping practices into their lives to support themselves around exams and will be able to give and receive kindness around exam time.

ACTIVITY 1: MINDING ME

DIRECTIONS

1. Invite the group to talk about what they find stressful around exam time.
2. Explore with the group what they think self-care means to them. Write the answers on a flip-chart page.
3. Explain that self-care is sometimes not taking the bath or doing the nice things. Share with the group the following ideas and discuss with them what they think about these aspects of self-care.
 - It is sometimes doing the difficult things like committing to a healthy morning routine, eating nutritious food, sitting down to study before the last minute, not running away from your problems and calling the distraction a solution.
 - It is letting go of toxic friends.
 - It is often doing the thing that you really don't want to do like saving, doing the workout, not eating the junk food, getting a part-time job or accepting yourself.
 - True self-care is not salt baths and chocolate cake, it is making the choice to build a life you don't need to regularly escape from.
4. Explore with the group what activities they currently do that help support them when they feel stressed. Write these on a flip-chart page.
 - We shouldn't need a break from our own internal pressure, which is where most of our stress comes from – within ourselves.
 - It is deciding your ultimate goal in life isn't going to be having abs and keeping up with your fake friends.
 - It is letting yourself be normal. Regular. Unexceptional.
 - It is not using excuses as justification for self-sabotage in the form of procrastination.
 - It is learning how to stop trying to "fix yourself" and start trying to take care of yourself and love yourself as a person worthy of love and acceptance.
 - It means choosing a that feels good, not immediately but in the longer term, over what may look good.
 - It is letting go of some goals so you can care about others.
 - It is being honest, even if that means you aren't liked by everyone.

DISCUSSION

What are the most important things can you do for yourself that will promote your wellbeing around exams?

ACTIVITY 2: A CUPPA KINDNESS

MATERIALS

- Water
- Kettle
- Hot chocolate
- Marshmallows

DISCUSSION

- What do you notice happens when you share your challenges and joys? Does something shift or change at all?

DIRECTIONS

1. Boil kettle, make hot chocolate, add marshmallows. Have chats!
2. Explore with the group what challenges or stresses they face, what joy or kindness they see around them, what magic they have experienced in the past week (or months).
3. Create space for the participants to be listened to and heard over what their current life experiences are.
4. Don't jump in with advice, listen and ask them to think about what they feel might be the best way to deal with the challenges they face. Most people already know the answer and are more likely to follow through if the answer comes from within themselves. If you feel they really could do with the wonderful advice you have, ask permission to share your wisdom first.

"A problem shared is a problem halved, a joy shared is a joy doubled" – German Proverb.

ACTIVITY 3: PRACTICING MINDFULNESS

DIRECTIONS

Explain that connecting with the body, the breath and emotions are useful tools to bring us out of our heads and into the body and the present moment.

READ THE FOLLOWING SHORT MEDITATION SCRIPT SLOWLY WITH SEVERAL PAUSES

- Inviting you to sit up straight in your chair, uncross your hands and legs.
- Close your eyes if you are comfortable doing so and if not just lower your gaze to the floor.
- Connect with the breath in the body.
- Feel the breath coming in and the breath going out.
- Wherever you feel this breath most strongly. Maybe the nose, chest or stomach.
- Rest the attention here.
- Allow the mind to settle from all its busyness and bring your attention into this moment.
- For a few moments allow yourself to be anchored to this present moment by the breath.
- When the mind gets distracted or pulled away to something else, just come back to the breath.
- Training the mind to stay here, letting go of thoughts of the future and the past.
- Rest your awareness right here, in the present moment.
- Allow your breath to be as it is.
- *(Pause for a few moments)*
- Now, expand your awareness to take in the whole body sitting in the chair (or lying down)
- Notice any sensations of tightness, tension, energy flowing in the body, or areas where there is no sensation. Allow yourself to be as you are.
- *(Pause for a few moments)*
- Now, tune into the sounds that you hear.
- Notice the judging of sounds and see if you can allow sounds to be as they are. Not trying to change them or wish they were different but allow them to be.
- *(Pause for a few moments)*
- Now, tune in to how are you feeling today?
- Notice if there is emotion present tiredness, boredom, anxiousness or curiosity, and just allow the emotions that are there to be as they are without judging the experience.
- Does anything accompany the emotion?
- Allow yourself to feel into your experience as it is.
- Without trying to change it.
- Allow yourself to be as you are.
- *(Pause for a few moments)*
- When you are ready bring attention back to the room and open your eyes.

DISCUSSION

Invite the participants to share their experience or observations.

- What was surprising or interesting?
- What was challenging?
- What is it like to try to be with yourself as you are instead of always wanting to change how things are?

ACTIVITY 4: YOGA

DIRECTIONS

- If you have a parent or friend who can facilitate a yoga class this would be a good opportunity to invite them into the group.
- Otherwise select an online yoga class for example Yoga for Teens with Adrienne this is a 20minute yoga sequence. <https://www.youtube.com/watch?v=7kgZnJqzNaU>

DISCUSSION

Explore with the group:

- What was surprising or interesting?
- What was challenging?
- What is it like to try to be the different movements in the body, was their judgement, striving, acceptance, kindness?

Celebrating the End of Club Year

ACTIVITY 1: END OF YEAR TRIP & REFLECTION

As the club year comes to an end the young people will get to plan, organise and engage in an end of year trip.

DIRECTIONS

1. Invite the participants to discuss and decide what they would like to do for their end of year trip.
2. Invite the participants to reflect on the project management skills they have learned including what their overall goal is, how to delegate the workload and what they need to do in order for it to be a success including budgeting and adult supervision etc.,

DISCUSSION

1. Invite the group to explore what they have learned over the entire year about planning, organising and delivering on projects for themselves and their community.
2. What makes a project work well?
3. What leads to challenges? How are these overcome?
4. What have they learned about themselves?
5. What have they enjoyed?
6. What has challenged them?
7. Would they recommend the club to other young people? Why/why not?
8. What would make it even better?
9. What one wish would they have for the club?

ACTIVITY 2: THANKS FOR THE COMPLIMENT

MATERIALS

- Paper
- Markers
- Tape

DIRECTIONS

1. Each sheet of paper should have the name of one of the participants in the group written in marker at the top. To start, tape the sheet of paper corresponding to the young person's name onto each young person's back. Give everyone a marker and have them stand in a circle.
2. To start, tell each person to walk around the room and pick another player. Once this player has been picked, they should write a compliment or positive remark about that person on the sheet of paper taped to their back. (NO PEEKING!) When everyone has finished, players should return to their place in the circle.
3. Have each person turn to their right and remove the sheet of paper of the person standing in front of them. One by one, have them read off the name of the person to their right, along with the compliment or positive remark. Remarks can be general or very specific, depending on how long the group has known each other.

ADDITIONAL IDEAS

- Gaisce awards
- LGBT Pride Month in June

MUSIC NIGHTS

- Learn a song to sing together
- Learn a song to play together with instruments
- Invite those who are musical to share their music with the group

STORY NIGHT

- Practice reviving some of the old stories from Irish folklore and history

BOARD GAMES

- Dixit
- Beat That

CLUBS VALUE SESSION

- What is the club about for the group?
- Consider what is important to the group in how they spend their time together.

CONVERSATION STARTERS

- Have a selection of picture cards and pick one that resonates with you. Why do you like it?

SUMMER - CAMPING ACTIVITY

OUTCOMES

Young people will be able to:

- Plan, organise and execute a camping trip.
- Develop their life skills and survival skills.
- Have Fun and Adventure!

ACTIVITIES

- Engage in a 2-night camping trip.
- Put up a tent
- Cook food
- Tell stories/jokes/sing songs
- Hike
- Practice orienteering



Session 01

Camping Trip



Young people will be able to plan, organise and engage in a camping trip. They will also be able to develop their life skills and survival skills.

ACTIVITY 1: TEAM BUILDING THROUGH CAMPING

PART 1 Blindfold Tent Build

MATERIALS

- Basic 2-man tents (not pop-up tents and sufficient for each group)
- Blindfolds for each member

TIME

- 10 minutes

DIRECTIONS

1. Divide the group into smaller groups of 4-6 people. If you don't have sufficient tents available, then you can do a time trial with teams competing against each other.
2. Explain to the group that they will need to work together and build the tent as a team; however they will be blindfolded and they must race against the clock to see which team gets their tent up first.
3. Allow the team time to familiarise themselves with the tent and let them practice putting it up a couple of times.
4. Give blindfolds to everyone in the group.
5. Give them 5 minutes to practice and come up with a plan.
6. Begin the challenge. Allow 15 minutes to complete the challenge.

Note: If you need to make the challenge easier, blindfold only half of the group. The other half have to direct them during the challenge.

Alternatively, if you need to make it more challenging for the group, tell them that they cannot use words to communicate – only sounds (ensure you tell them this during the initial discussion phase).

DISCUSSION

- How important was planning? How did you decide who would do what?
- Did anyone lead the challenge? What role did you all play within the team?
- How about managing time? Did you have a time-keeper or did you just go with the flow?
- Did you get frustrated at any point? If yes, why and how did you deal with that?
- What was this challenge about? Why did we do it?
- What did you learn from the task? How can you apply that in the future with (work, school, life, sports etc)?
- Name one person that impressed during the challenge? What did they do that made a difference?
- Did you gain any insights as to your behaviour, communication style, problem solving or leadership skills during the activity? Or that of other team members?

(Adapted from Venture Team Building 2015)

PART 2 Plan and Organise Camping Trip

- Reflecting on the activity above, invite the participants to reflect on their project management skills and how they can use these skills for their camping trip. What will be important to have a fun and successful camping trip?
- Invite the group to decide where they are going to go camping and what they will need to do in order for the camping trip to be a success.
- Invite the group to come up with a camping check list of important things to bring on their trip.

ACTIVITY 2: KEY SURVIVAL SKILLS

DIRECTIONS

1. When you are on the camping trip you can practice these key survival skills with the participants.
2. With each survival skill there is a task. Once you have explained to them the importance of that survival skill invite them to complete the task in small groups of 3-4 participants.
3. To make this more competitive you can award points to each team for the tasks completed and the ingenuity applied.

7 KEY SURVIVAL SKILLS

1. How to access water and stay hydrated
2. Build a wilderness survival shelter
3. Start a fire
4. Navigate back to safety
5. Survival signalling to help rescuers find you
6. Basic survival medical supplies
7. Food acquisition to stave off starvation

1 HOW TO ACCESS WATER AND STAY HYDRATED.

Why water is important?

The human body is made up of 60% water and it requires constant rehydration. Human tissue is saturated with water. Water protects and lubricates our internal joints, ligaments, and muscles. Water is the primary constituent of our blood. It carries oxygen and nutrients from our lungs and digestive tract to the cells of the body. The power that drives the pumping action for our heart is an electrical impulse. These pulses are derived from electrolytes dissolved in the water. Your brain tissue also requires water to keep neurons and synapses functioning properly. The human body is designed to carry a specific percentage of water in its tissues. If the percentage of water carried becomes less than normal, dehydration is occurring. Thirst can best be described as dryness of the mouth. The first sign of dehydration is through the

mouth. The dryness we sense indicates an out-of-balance water situation developing.

The second warning the body gives is a mild headache which will continue to get worse and worse over time.

Other dehydration symptoms include:

- Reduced urinary output
- Lethargy
- Inability to perspire or produce tears
- Nausea
- Rapid heart rate
- Tingling of the skin
- High body temperatures
- Hallucinations
- Heat exhaustion

In a survival situation it is of utmost importance to find, purify, filter and drink water continuously to sustain life.

TASK 1

- Invite the group to find water and figure out how to purify that water.

2 BUILD A WILDERNESS SURVIVAL SHELTER

If you ever have to spend the night in the wilderness, you want something between you and that wilderness. A good survival shelter provides protection from extreme elements.

Humans are not designed for extended exposure to the following conditions:

- Freezing temperatures
- Sweltering heat
- High winds

- Deep snow
- Driving sleet
- Heavy rains
- Shelter equals protection.

Exposure to the elements kills far more people in survival situations than dehydration and starvation combined.

TASK 2

OPTION 1 – SURVIVAL SHELTER

Invite the group to make their own survival shelter (this can be done in either smaller groups or as one large group).

OPTION 2 – PUT UP TENT

Invite the groups to put up their tents and prepare for their night of sleeping in the outdoors. To add a fun competitive element you can time them against each other.

3 START A FIRE

Fire is useful in all survival scenarios and can be a lifesaver in many of them. Fire gives us 3 critical survival elements – Heat – Light – Smoke.

Hypothermia can occur at low temperatures, especially in soaked clothing. The heat from a fire can keep us from dying of hypothermia. It warms our bodies and dries wet clothes. Heat is also essential to kill parasites and bacteria in raw meat.

Light from a fire can be used for signalling at night, as can the smoke from a fire during the day. The light from a fire illuminates the dark which helps keep wild animals at bay.

Smoke from a fire can also be used to smoke raw meats, an ancient method of food preservation. Smoke also can help protect you from mosquitos and midges.

TASK 3

Invite the group to figure out how they might light a fire. They can try lighting a fire by hand with sticks and kindling or use other supplies (e.g. matches or lighters).

4 NAVIGATE BACK TO SAFETY

Many a survival scenario begins with one losing their bearings in unfamiliar surroundings. The technical term for this condition is LOST. The condition of being lost is correctable. Lost is not good, but it's not hopeless.

TASK 4

OPTION 1 – DISCUSSION BASED

- Explore with the group how they might find their way if they get lost.
- What might be useful to look out for?
- What is important to do when you are lost? (stay calm, seek shelter, signal for help etc.,)

OPTION 2 – ORIENTEERING ACTIVITY

There is an orienteering activity outlined below. Orienteering helps to build navigation skills. This requires prior planning and preparation to set out the course.

5 SURVIVAL SIGNALLING TO HELP RESCUERS FIND YOU

Assuming you are in a survival situation where rescue is desirable, one must understand the basics of signalling. Signalling is the art of drawing attention to oneself. In the grand scheme of things, we are tiny compared to our vast planet. Finding someone on the ground is difficult, especially if nothing is done to draw attention to oneself. So what are the fundamental principles for effective signalling?

- Contrast
- Human Intelligence.

First, you must contrast with your environment. Second, the potential rescuer should see your signal and recognise it not as an anomaly of nature. Your signal should be a clear sign of human intelligence at work.

TASK 5

Invite the groups to come up with a way that they could signal if they were in trouble and needed to be rescued.

6 BASIC SURVIVAL MEDICAL SUPPLIES

- A survival situation goes from bad to worse when there's an injury.
- Whether it's a sprained ankle or a severe wound – if you don't know how to tend to these medical emergencies you're in deep trouble.
- First Aid is a really useful skill and having basic supplies to hand is essential when on an adventure. This knowledge is critical and could save your life in survival situations.

TASK 6

Invite the group to practice some first aid skills. Decide what should go in a first aid kit. For example, bandages, plasters, anti-histamines, pain killers etc., People who have particular medical

conditions e.g. asthma or allergies should bring the necessary supplies with them. Practice first aid on a victim with a broken wrist.

7 BASIC SURVIVAL MEDICAL SUPPLIES

In most survival scenarios immediate rescue, water and shelter are the initial priorities. We introduced them already because they are more important than food acquisition.

Food acquisition should not be at the very top of a survival skills priority list. Why? Because a person can live for weeks without food but can perish quickly without water or shelter.

That being said, perhaps you have long-term plans for living in the wilderness.

Whatever the reason, if you must live for weeks in the wilderness you'll need food nourishment. To understand what foods you need, you must understand what nutrients your body requires. Carbohydrates, fats, proteins, fibre, vitamins, and minerals are required to survive long term.

- Carbs and fats provide the necessary energy.
- Protein assists in the building and repairing of muscles.
- Vitamins and minerals are critical for efficient bodily functions. Functions such as the immune system prevent diseases.
- A certain level of fibre is also necessary to keep everything moving through your body.

So where can you find these substances in nature and how can you acquire them?

Fish, small game, edible plants, berries, and fungi are all valid wilderness food supplies.

The average male needs 2500 calories a day to sustain his weight, the typical female 2000 calories. This is based on a nominal level of activity.

However, if you are in survival mode you will be:

- moving long distances over rough terrain
- carrying gear
- gathering food
- building shelters

TASK 7

OPTION 1 - FORAGING

Invite the group to forage for food e.g. berries and fungus. It is important to tell them not to eat them as there can be poisonous berries and fungus. They should take pictures of what they find and when they return home explore them online to check whether they are safe or poisonous.

OPTION 2 - FOOD PREPARATION & COOKING

Invite the smaller groups to prepare something for the group to eat.

Session 02

Optional Orienteering Activity

Orienteering is a sport that requires navigational skills using a map and compass to navigate from point to point in diverse and usually unfamiliar terrain.

The orienteer needs to collect a number of unique codes at each control point to show that they have been to the spot and needs to use their navigational skills to do so.

LEARNING OUTCOMES

Participants will learn life skills and how to navigate from point A to point B.

MATERIALS

1. Flags (sufficient for each control point and to include a unique code for each control point)
2. Maps (sufficient for each group)
3. Compasses (sufficient for each group)

ACTIVITY 1: ORIENTEERING

SETTING UP THE ORIENTEERING COURSE

1. The challenge for the course setter is to keep the course interesting, but never beyond the individual's or group's ability. General guidance is to select locations that are easily identifiable on the map and terrain, and accessible from several routes.
2. Those who set up the initial event should study a map for likely locations of control points and verification of the locations. Better yet, they should coordinate with an experienced competitor in selecting the course.
3. After selecting the control points for the course, determine the start and finish locations. The last control should be near the finish. In describing each control's location, an eight-digit grid coordinate and a combination of two letters identifying the point (control code) should be included in each descriptive clue list that is normally given to each competitor at least two minutes before his start time.
4. Organisers should place coded letters at the flag at each control point. There are usually 6 to 12 control markers on the course in varying degrees of difficulty and distances apart so that there are no easy, direct routes. Instead, each competitor is faced with many choices of direct but difficult routes, or of indirect but easier routes. Each control's location is circled, and the order in which each is to be visited is clearly marked on the master map. The course may be a closed transverse with start and finish collocated, or the start and finish may be at different locations. The length of the course and difficulty of control placement varies with the competitors' degree of expertise. All competitors must indicate on their event cards proof of visiting the control markers.

(Adapted from Orienteering, 2005)

SETTING UP THE ORIENTEERING COURSE

- Dress appropriately. You should be comfortable. Wear hiking or trail shoes.
- Gather your supplies. You'll need to bring a compass and a map.
- Study your map. Look closely at the map to understand the area.
- Orient your compass with your map. Your map will have an arrow indicating north. It may also have north lines. These are thin lines over your map that point north. Line your compass arrow with the map's arrow or north lines.
- Look for your first control site. This is indicated on your map by a circle with a 1. Your control descriptions sheet will also briefly describe the control. These are sometimes called clues. At the control site, you'll see a flag.
- Record on your card. When you reach a correct control, you must prove that you were there. The control flag will have a unique code for you to write down.
- Race to the next control site. Check your map before moving on to the next site. Make sure your compass is aligned with your map's arrow before continuing on. Visit all the control sites in order.
- Find the finish. Once you've visited all the control sites in order, look for the concentric circles on your map. Use your compass to make sure you're headed in that direction.

Session 03

Fun Camping Activities



ACTIVITY 1: CAMPING

The following are some of the activities that you can do with your group while doing outdoors youth work.

Night Trail

MATERIALS

- Blindfolds
- Rope
- Poles
- Course obstacles

DIRECTIONS

1. Divide the group into smaller groups.
2. Working as a team, blindfolded participants follow a rope and try to navigate their way round a series of obstacles.

DISCUSSION

1. What was it like to be out of your comfort zone when blindfolded?
2. What communication helped and hindered your progress?
3. What did you notice about your sensory awareness?
4. What about the importance of trust?
5. Did anyone stand out as a leader in your group?

Songs and Stories

Invite the group to share songs and stories around a campfire.

STORY: ARE YOU A STRING?

A tired piece of string had been traveling in the wilderness for days. He had struggled up craggy trails, passed through lush woodlands, seen thrilling vistas and slept under breath-taking starlit skies.

As his journey was nearing its end, he passed by the only bar he'd seen. Not wanting to forgo the opportunity to slake his thirst with an ice cold beverage, he opened the door and stepped inside.

As the string approached the bar, the bartender looked at him and said "You have to leave, we don't serve strings here!" Dejected and disheartened, the string turned around and walked out.

Not one to fail for lack of trying, the string stood outside thinking for a moment. Then he hastily fluffed up his hair, looped himself a few times and walked back in.

When the bartender saw him the second time, he was puzzled. Although he had changed his appearance slightly, he still looked generally the same. Glaring down at him, the bartender demanded, "Are you a string?!" to which the string replied, "Nope, I'm a frayed knot."

Marshmallows & S'mores

MATERIALS

- Marshmallows
- Chocolate digestive biscuits
- Camp fire

DIRECTIONS

1. Over a campfire heat a marshmallow on a stick
2. Make s'mores by placing heated marshmallow between 2 chocolate digestive biscuits.
3. Enjoy!

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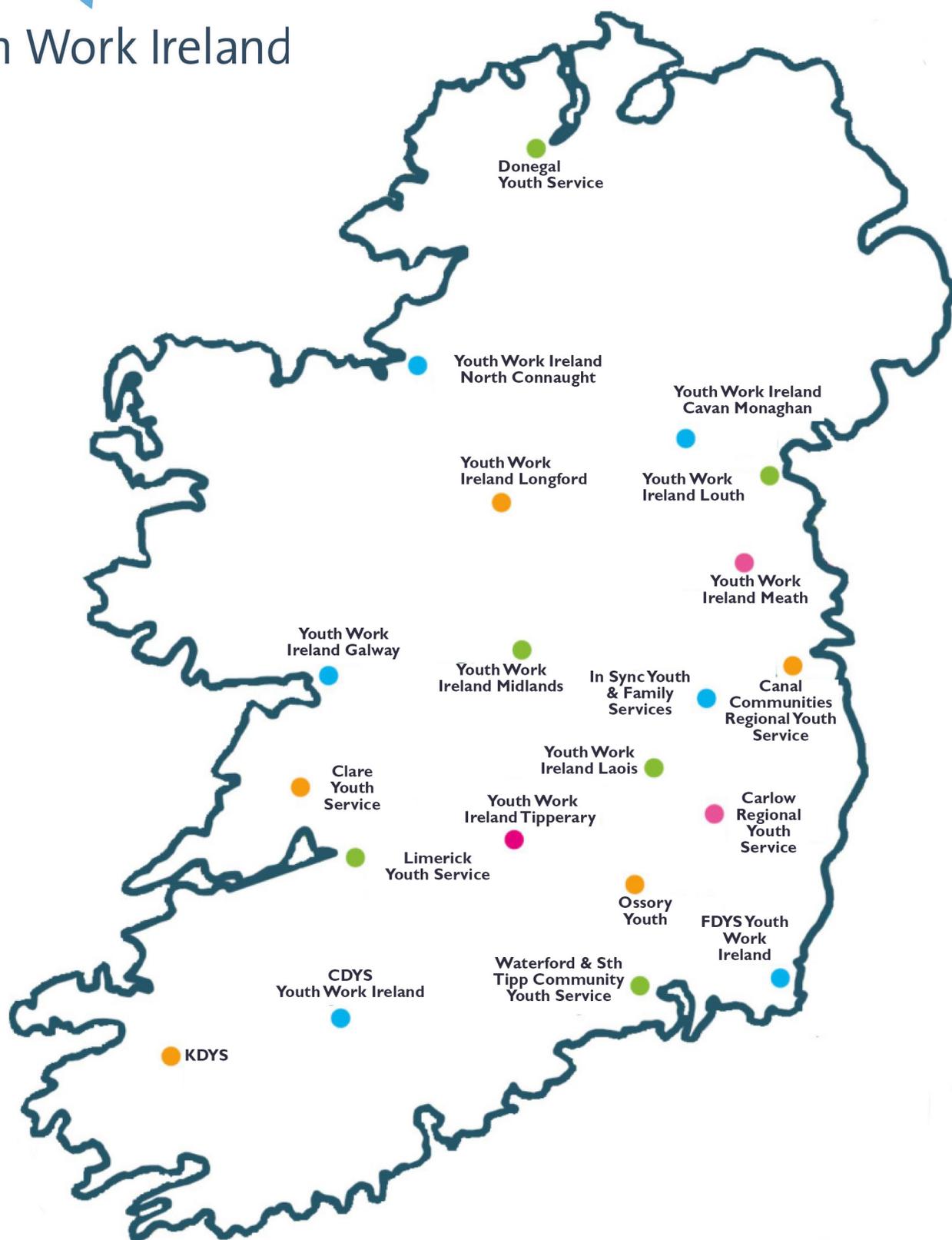
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