# Mothers' Union Listening, Observing and Acting (MULOA)
# Some listening and analysis tools and exercises

## A. LISTENING AND COOPERATION EXERCISES

### A1. Listening and burdens (adapted from 'Participatory workshops' – Robert Chambers)

**Objective**: *Begin to build trust in the group and strengthen listening attitudes and skills to understand a person*

**Process**

Allow anything from 15-45 minutes

- Role play: demonstrate 2 people talking, first of all not listening properly and after listening properly (as in the rules below). Two rules for the exercise:
  - ***DO:*** *Affirm what the other is saying. Show you understand. When in doubt, repeat back what you think they have said. Say what you think they must be feeling*
  - ***DON'T:*** *put forward your own views or ideas*
- *Divide into pairs or 3s* (different people to the previous exercise). Ask one person to talk to other about a burden they are feeling (from home or elsewhere) while the other listens to understand.
- Ask the listener to repeat back what they have heard, the first speaker to say whether they have been understood and the observer, to comment.
- Repeat, changing roles, until all three have talked and listened.

**Tips and options**

- This does not need to be linked to burdens. It can be done talking about anything that the person speaking cares about. It is just useful to find a way to acknowledge things people are concerned about outside the workshop process.
- You can do it without role play – this just makes it more fun and brings the message home more.
- At the end, pray together and imagine laying down the burdens at the foot of the cross.
- People can find their own way to show they have listened and understood. Some helpful phrases are 'If I understand you, what you are saying is…'; 'so what you are feeling is…'; 'You mean…'.

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### A2. Listening on three levels (adapted from CDRA South Africa)

**Objective**: *Improve listening skills and draw out internal and external influences on change*

**Process**

Allow anything from 30-60 minutes

- Explain how to listen at different levels:
  - *'listen for the head' (thinking level): to thoughts, facts, concepts, arguments, ideas)*
  - *'listen for the heart' (feeling level): to feelings, emotions, mood, experience*
  - *'listen for the feet' (the will level): to intentions, energy, direction, motivation, the will*
- Telling and listening *in 3s*: each tells one story of positive change (max 5 minutes), whether

family, job, spiritual etc; the others listen at the different levels; then swap until all are done.
- *Plenary discussion:* draw out different things that people picked up at the three levels about what helps us change, drawing out the less tangible things internally and in those around that help and hinder change. Discuss the implications of this for our social justice work.

**Tips and options**
- To listen for the head, cultivate a genuine interest in the other person's story, without judging.
- Eyes help in listening for feeling. Try to put yourself in the other's position. Listen for silences.
- Listen to the will by listening for what is unsaid, for what gives direction and energy.
- If there is time, leave the groups time to reflect back after each story what they have picked up at different levels. They can pray over the stories shared.
- You can also introduce this way of listening as part of another exercise such as Mothers' Union Stories of Change (see C1).

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## A3. Big Step (adapted from Mothers Union Eagle and Awaken evaluation tools)

**Objective**: *Get people talking about how they feel in relation to a sensitive topic*

**Process**

Allow anything from 20-60 minutes
- Have ready 5 large faces ranging from crying to sad to neutral to happy to laughing.
- In a large space, inside or outside, lay out the faces in a line leaving plenty of room.
- Ask people your key question (it can be on any subject of interest or that may be sensitive) and then ask them to move to stand by the face that most reflects their thoughts and feelings or experience of what the question is asking.
- Ask for volunteers from each section who are comfortable to say why they chose to stand at that point and use this to initiate a discussion and draw out those that are quieter.
- You may ask what would help them move to a more happy position, if appropriate.

**Tips and options**
- This can be used to review a workshop day once people have built up some trust or a whole workshop. It can help people get more into the level of emotions – *how do you feel at the end of today?* – allowing them to surface things connected to the workshop or from outside it.
- This can be used to get people talking about how much a particular issue is affecting their communities or families, such as domestic violence.
- It could be used to reflect on something that has emerged from other sessions as a priority or as something that is missing but should be there.
- If people have shared emotions/ difficulties, it may be appropriate to pray together.

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## A4. Crossing the river (adapted from Training for Transformation tools, Umoja, Eagle)

**Objective**: *Help people think how to work together to overcome challenges and avoid dependency*

**Process (handout available)**

Allow anything from 15-30 minutes
- 2 lines are drawn on the floor in chalk – or use string/ masking tape – to represent the banks of the river. Use A4 coloured paper to show 4 stepping stones, 2 each side of another large piece of paper in the middle representing an island.

- Three pre-prepared volunteers act out this mime (silent drama)
  - 2 people look where to cross the river; the current is very strong; they are both too afraid.
  - Number 3 person comes along and sees their difficulty. She leads them up the river and encourages them to use the stepping stones but they are too afraid.
  - She agrees to carry number 1 on her back, but struggles, gets tired, so has to put no1 down on the island.
  - She goes back to get no2 on the bank who also wants to climb on her back, but she refuses. Instead she takes no2 by the hand and encourages her to use the stones herself.
  - Halfway across the river, no2 starts to manage alone. They both cross the river.
  - When they get to the other side, they are very happy. No2 who has learned how to cross the river returns to the island to no1 across.
- Discuss together what you saw happening in the mime: *what happened? How did they feel at different stages? Who could each represent in real life? What did not work and what worked to help them get across the challenge? What does this mean for us?*

**Tips and options**

- If no one wants to take someone on their back, they can still mime doing that, with the person holding on but shuffling with feet on the floor.
- It works well to get people standing around the mime and remaining there to discuss, so it is more active.

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## A5. The Body of Christ - Celebrating what we bring - Group Lectio Divina

(origins 6th Benedictine monastic life)

**Objective**: *Lay down roles and get energised spiritually and mentally to contribute positively*

**Process (handout available)**

Allow anything from 45 minutes to 1.5 hours

The body of Christ - **1 Corinthians 12: 12-31**

- Reading: Someone reads through the passage slowly out loud. Have a time of silence for 1-2 minutes. Ask God to let you enter the passage with your emotions. Repeat, allowing feelings about times you have felt unappreciated or frustrated with someone's contribution or lack of it.
- Meditation: Individual reading and reflection. *What might God be saying to you?*
- Prayer: Share briefly and pray for each other out loud or quietly for person on right.
- Contemplation*:* Sit in quiet and allow God's Spirit to heal wounds/ inspire with encouragement.
- Living: Reflect on what we each bring to the workshop from our own culture, our faith gift and our personal qualities/ skills. Write on a post-it.
- Bring back to whole group circle and place on a cross drawn on flip chart (or in shape of a body)

**Tips and options**

- A different passage can be used which promotes reflection on cooperation.
- This can also be done as an individual lectio divina **(additional handout available)**

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## A6. Esther - our calling: Individual Lectio Divina (origins 6th Benedictine monastic life)

**Objective**: *Reflect on Mothers Union's calling and purpose at this time*

**Process (handout available)**

Allow anything from 45 minutes to 1.5 hours

**Esther 4: 6-16**

- Reading: Someone prays for us to be open to the passage with our mind, heart and emotions and for his Holy Spirit to guide us. Read the passage slowly and prayerfully out loud. Read the passage again individually in our heads. Have a time of silence for 1-2 minutes.
- Meditation: Each person reflects on the passage. Go for a walk or find a place to sit. Be attentive to words, phrases and ideas that come to mind. Linger on them, ponder them in your hearts and listen to what God might be saying to us and to Mothers' Union.
- Prayer: Join up with one or two others to share your thoughts and feelings. Pray together. Ask God to show you how he wants Mothers' Union to respond to and act on those.
- Contemplation: Sit or stand together in silence for a few minutes in the presence of God, allowing time just to be with God.
- Living: In the whole group, share the thoughts and ideas that have emerged. Pray together that we would respond in action individually and together.

**Tips and options**

- This reflection tool can be used at any time on any subject, using a relevant passage that is identified beforehand or has come up from the process
- Contemplation is often left out but is an important stage and can be done while in pairs or when you come back together in the larger group.

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## A7. Peter walking on water - Bible monologue and reflection

(adapted from Mothers' Union Eagle and Awaken tool)

**Objective**: *Inspiration, courage and trust to take MULOA forward*

**Process (handout of monologue available)**

Allow anything from 30-60 minutes

The call to the unknown: **Matthew 14:22-33**

- Someone acts out the monologue (handout available) as if they are Peter walking on water. If possible, they learn the passage and act it out.
- *Plenary* quiet reflection. *In pairs* share responses to these questions:
  - *What part of the monologue most struck/ touched you? How did it make you feel?*
  - *How does that encourage and inspire us as we go forward?*
- *In those pairs* pray for each other, that God would embed in us what he has spoken to us.

**Tips and options**

- If someone is not available to act it out, it can be read – but it must be someone who can convey the feelings of Peter and draw others into the story.
- It can also be read silently as an individual reflection.
- It may be helpful to repeat certain phrases during the monologue that stand out as important.
- Other Bible passages are available as monologues (see handouts)

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## A8. The day of small things Bible Study (adapted from MU Transformational Savings)

**Objective**: *Trust in God's resourcing materially, spiritually and in people for our work.*

**Process (handout available)**

Allow anything from 1 – 1.5 hours

**Haggai 2: 1-9, Zechariah 4: 6-10**

- *Group* discussion of questions in Bible Study handout
- Each group chooses 2-3 most important things to share and represents them in visual form on a flip chart.
- Share back in *plenary.* Those not in group try to interpret picture. Check in with group if they are right.

**Tips and options**

- Repeat, changing roles, until all three have talked and listened.

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## A9. Knotty problem (adapted from 'Participatory workshops' – Robert Chambers)

**Objective**: *to energise and show how solving problems is better done cooperating together than depending on outsiders*

**Process**

Allow 10-15 minutes

- Ask people to form groups of about 10 and then to choose two "managers".
- The remaining members of each group form a circle holding hands. Without anyone letting go of anyone else they must then tie themselves in a knot by weaving under arms/ stepping over each other etc until they are in as complicated a tangle as they can.
- Their "managers" stand with hands behind their backs and without touching and try to untangle them by giving them verbal instructions.
- The group must do what they say literally and exactly without helping them at all.
- Time the untangling. Usually they fail to do it at all and the knot gets worse.
- After three minutes, ask the group to untangle themselves, still without letting go of hands.
- The groups can then repeat this process, but letting the 'managers' join in. Once they have tied themselves up, they can untangle themselves again. (this is usually quicker and successful).
- Discuss the experience, such as the role of 'outsiders', and 'insiders' and about team work.

**Tips and options**

- Check that none of the 'managers' knows the exercise.
- Be sensitive to culture, for example if a group needs to be all women.

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## A9. My corner (adapted from 'Participatory workshops' – Robert Chambers)

**Objective**: *to energise and show how collaboration can reconcile conflicting goals*

**Process**

Allow 5-10 minutes

- Ask everyone to form a circle holding hands; each chooses a corner of the room that is 'theirs'.
- Each must visit their corner without breaking the circle. People usually try to persuade or drag everyone to their corner only, rather than visit each in turns. Discuss.

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# B. MOTHERS' UNION CALLING/ IDENTITY EXERCISES

## B1. Learning from Mary Sumner (Mothers' Union exercise)

**Objective**: *articulated what 'success' looks like for Mothers' Union – our calling/ identity – based on Mary Sumner's example*

**Process (handout of story available)**

Allow 1.5 hours

- Telling Mary Sumner's story: have someone tell the story, using the handout but bringing in their own response to it, and drawing out her radical social justice role in her
- Move around room and find a *group of 3s*. Discuss: *what strikes us/ touches us from this story?*
- *Plenary* feedback, engaging with the learning Mothers' Union's origins, particularly around who we should be serving/ helping/ reaching and what difference we make in their lives.
- Capture the learning on a flip chart, organising into 'who, what, how' MULOA core questions.

**Tips and options**

- Mary Sumner staff can add details if needed to bring out the important elements of the story.
- Pre-record a video of someone telling the story that you know can do it with emotion.
- After the buzz groups of 3 people, they could join together with another small group of 3 to share their thoughts and record them on a flip chart to report back.

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## B2. Blind Bartimaeus Bible Study (adapted from Umoja/ Eagle/ Awaken)

**Objective**: *reflected on Mothers' Union's role or calling – the difference we are meant to make – especially in reaching those who are left out.*

**Process (handout available)**

Allow anything from 1 - 1.5 hours

**Mark 10: 46-52**

- Give everyone a copy of the Bible passage. Ask someone to read the passage out loud.
- Get volunteers to do a drama of the Bible story – or you can get them to play only Jesus (with a halo as prop) and Bartimaeus (with a cloak) and get everyone else to act as the crowd.
- Give groups the discussion questions to think about in drawing out elements of the story.
- *Family group questions* (written in two colours for *then* and *now*):
  - *What was it about Bartimaeus that drew Jesus to him?*
  - *Who does Bartimaeus represent in our own locality?*
  - *What different reactions came from the crowd and how did they change?*
  - *If Mothers' Union is the crowd today, how do we react to the vulnerable and marginalised?*
  - *What changes took place in Bartimaeus as a result?*
  - *If Mothers' Union is the crowd today, how do we react to the vulnerable and marginalised?*
  - *What changes in lives could or should Mothers' Union help to bring?*
- *Plenary:* each group leads on one question and the others add on any extra ideas that have come out from their groups, without repeating what has already been said.
- Discuss together the implications for our attitudes / behaviour to those who are vulnerable.

**Tips and options**

- The drama is not essential but helps bring it to life and bring out different issues.
  You could also use a You Tube video of the story to engage people instead:

https://m.youtube.com/watch?v=AAw29QXl6-s https://m.youtube.com/watch?v=aZQYD4WnUI0

- You can also reflect on the passage as a lectio divina – **handout available.**
- Other passages can be used that show Jesus' reaching the left-out – e.g. the Woman at the well **(John 4)** or the Woman who touched the cloak (**Mark 5:25**) – **monologue available as handout**.

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## B3. Reaching the 'judged': 'The Woman Caught in Adultery' bible study

**Objective**: *reflected on Mothers' Union's calling to the judged/ marginalised*

**Process (handout available)**

Allow anything from 1 - 1.5 hours

**John 8:1-11**

- Give everyone a copy of the Bible passage. Ask someone to read the passage out loud.
- Give groups the discussion questions to think about in drawing out elements of the story.
- *Family group questions* (written in two colours for *then* and *now*):
  - *What change did Jesus create in her life?*
  - *What might God want to highlight to us about the changes we can help to bring in people's lives/ society?*
  - *Why did the Pharisees and teachers of the law walk away?*
  - *What might God be saying to us about judgemental attitudes within individuals/ Mothers' Union/ society?*
  - *Where is the man that she was caught in adultery with?*
  - *Where in our country/ society are men and women treated differently?*
- *Plenary:* each group leads on one question and the others add on any extra ideas that have come out from their groups, without repeating what has already been said.
- Discuss together the implications for our attitudes / behaviour to those who are vulnerable.

**Tips and options**

- Other passages can be used that show Jesus' reaching the judged – e.g. the Samaritan woman (**John 4:1-26**) – **bible study and monologue available as handout**

## B4. Exploring how God works: 'The Widow and the Jars of Oil' bible study

**Objective**: *reflected about how God wants to use us and our resources to bring about transformation in our own lives and the life of our community.*

**Process (handout available & drama available)**

Allow anything from 1 - 1.5 hours

**2 Kings 4:1-7**

- Give everyone a copy of the Bible passage. Ask someone to read the passage out loud.
- Ask 3 participants to perform the drama
- Give groups the discussion questions to think about elements of the story.
- *Family group questions:*
  - *Create a table listing the widow's needs on one side and the resources she had on the other.*
  - *What did Elisha respond to her?*
  - *What can we learn from this story about how God works? When did the miracle happen?*
  - *Why do you think Elisha told her to ask her neighbours for jars?*
  - *Was the change created lasting?*
  - *Imagine you are the widow: what resources do we have that we can put in God's hands?*

- *Plenary:* each group leads on one question and the others add on any extra ideas that have come out from their groups, without repeating what has already been said.
- Discuss together the implications for how we work with communities.

**Tips and options**

- Other passages can be used that show how God often works – e.g. the Feeding of the 5000 (**Mark 6:30-44**) – **bible study and drama available as handout**

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## B5. Best practice case studies (adapted from 'Participatory Workshops' by Robert Chambers)

This exercise can fit under section B or C as it explores what Mothers' Union *could* do – so is aspirational – and yet captures current practice so is also part of what MU does now.

**Objective**: *reflected on what we can learn from best practice in Mothers' Union's that can help strengthen our work*

**Process (2 case studies as handouts)**

Allow anything from 1-1.5 hours

- The evening before, ask people to divide into pairs and give them a copy of both case studies, asking them to choose one person to lead on each. The lead person studies their own case study in depth and reads briefly the second one.
- *In pairs agreed on previous day,* each shares with the other what they understood about the story and learning from their lead case study; and the other can add from their reading of it.
  - *What stands out for us about our calling as Mothers' Union (the 'who', 'what' and 'how')*
  - *What could we take from that story and apply to our own work to strengthen it?*
- *Plenary* feedback from case study on new learning or priorities to share.

**Tips and options**

- Show video from the case study or get Mary Sumner staff member to share some personal experience of the case studies either instead of or in addition to the written study of them.

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# C. MOTHERS' UNION NOW - THE DIFFERENCE WE MAKE

## C1. Mothers' Union Stories of Change

**Objective**: *learned about who we reach and the difference we make – the 'who', 'what' and 'how'*

**Process (part 1) – 'Success' stories** (adapted from 'Most Significant Change' approach)

Allow anything from 1.5 - 2 hours

- Participants bring a story (it does not need to be written) that they have selected to represent the best of their work locally – what 'success' looks like currently in their own context.
- *In groups*, each person has 5 minutes to share their stories verbally in group. The group listen carefully thinking about the core MULOA questions.
- Each group then chooses one story to share in the plenary. All have value but it is important to choose one that they think best encapsulates MU's calling/ what success looks like, based on the learning from Mary Sumner and Jesus and thus that reflects these two core questions
  - *Who was helped? (reach to the most vulnerable)*
  - *What positive changes took place in people's lives? Or any wider change? (extent of impact)*
- *Plenary* sharing of most significant stories and why they were chosen. As they tell stories, he

facilitator and/ or volunteers capture on post-its of different colours that represent the 'who' (including influences), 'what' changes and 'how' MU has most effectively brought the impact.
- Cluster the post-its to draw out the main themes/ issues for each core question.

**Process (part 2) – Journey of Change** (adapted from 'Participatory Learning and Action tools)
Allow anything from 1.5 - 2 hours

- While someone shares a story, draw an example Journey of Change. Capture the starting point (who + need), the end point (changed lives/ society) and the main ups and downs on the way.
- Back in their *groups*, people help each other draw on A4 paper or flip chart their own Mothers Union success story as a Journey of (any that you want to).
- Then discuss as a group: *How did MU help bring about the change? What were the most important ways? (try to think about what is different or special about it – not be general)*
- Write the most important ways of how MU most helped bring about positive change – each one on a different post-it (max five). Probe further to agree what is unique about it.
- *Plenary:* discuss what has emerged about MU's way of working, clustering the 'how' into ways of working and qualities of MU. Focus in on what is important about the way MU does things - e.g. not generic activities like 'training' but MU accompaniment over time, drawing out people's own experience and analysis. Also check in on what were the biggest challenges/ hindrances.

**Tips and options**

- One or both parts can be done as needed – and used to tease out different ones of the core questions, depending what is most needed.
- It may be helpful to do one of the listening exercise beforehand, especially the 'listening at three levels' one (see A2) so people are thinking outside of their usual boxes.
- People could choose to act out their most significant group story instead of just telling it.
- When clustering the post-its, link it back to the 'calling' exercises like Mary Sumner to group them in ways of working that reflect 'success' and not just regular activities.
- Display Journeys of Change so people can see the kind and breadth of work done and link up with someone if they want to learn more.
- Either part could be followed by a ranking exercise (below) to draw out what is most important.

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## C2. 'Bean ranking' (adapted from 'Participatory Learning and Action tools)

**Objective**: *analysed what is most important in relation to a core MULOA question*

**Process**

Allow anything from 30 minutes – 1.5 hours

This can be used to prioritise what is most important for any core MULOA question. This example is used for 'what' changes in people's lives and society are MU's most important contribution.

- From the learning from previous discussion and exercises (e.g. clustered changes in lives/ society), put together a list no more than 8-10 key areas of change that MU has helped to bring.
- Each *group* has the same list of areas of change on a flip chart. Each person in each group has a number of beans/ counters of some sort – usually around 8 is good.
- Discuss together which changes you think are most important for Mothers Union to help bring and why. Each person then divides up their counters across the list to score the ones you think are most important (they can give none or all to any or divide them up across)
- After the individual scoring see what is emerging about most important. *Are you all agreed?*

Discuss and move around the counters/ beans until you reach a consensus if you can.

- Once the group is agreed, see if two or more have the same score and discuss further to work out which is more important. When done, count up the beans and write down the end scores.
- *Plenary* discussion of what is emerging, writing down the ranking from 1 for the area with the most score etc. Link back to Mary Sumner and Bible Study to show MU's unique contribution.

**Tips and options**

- You can use anything as counters – evens sweets – but make sure they are big enough for people to pick up and move easily and not too big to fit on the flip chart with everyone scoring.
- Once each group has ranked, you could add up all the scoring for each area of change across all the groups to come out with an overall score and ranking.
- You can do other quicker ranking exercises, for example, if each group has each area of change on a large post-it or piece of paper. People can move around the order of these to rank them as they discuss. You can also do a simple voting exercise in plenary by allowing people three ticks with a marker pen or coloured stickers for the one they think is most important, two for the next and one for the third. Then count them all up to find out the score and ranking.

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## C3. Influence (Venn) diagrams (adapted from 'Participatory Learning and Action tools)

**Objective**: *understood internal and external factors that help and hinder change in people's lives and who we need to work with to be more effective*

**Process**

Allow anything from 1– 2 hours

- In *groups*, using a Mothers' Union 'success' story, analyse who influences the process of change in people's lives/ society, whether positively, negatively or with mixed influence. Map out these influences with a series of overlapping circles or other shapes in this way (drawn or real):
  - *Begin by putting those who you are reached/ touched at the centre in a large circle.*
  - *Then draw other circles (or add shapes) to show the groups or things that influence most. If the influence is big, make the shape big in proportion. If the influence is close to those touched / helped in daily life, show it overlapping – or far away if no close interaction.*
- Keep thinking and probing as you do it:
  - *Is there any other group/ issue you have not thought of? family, community, national level?*
  - *Why is that group/ issue important? What kind of influence does it have?*
  - *Where does our own influence as Mothers Union fit?*
- Gallery walk, putting all the diagrams up on the wall for people to look at and chat about.
- *Plenary* discussion of the diagrams, comparing the different charts of influences:
  - *What is similar/ different across the groups? Who/ what is missing?*
  - *What implications does this have for our work? Who to work with/ hindrances to overcome*

**Tips and options**

- Using real shapes helps people be more involved as they can all pick up shapes and move them around. But it uses more resources. Drawing works too, but encourage everyone in the group to hold a pen and use it so you do not only have a few doing the work.
- It doesn't matter what the output looks like – it is the discussion and analysis that is important.
- Keep pushing people to look beyond the 'usual suspects' – not to make generalisations but to think about what really influences change, linking it back to 'personal change experiences'.

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### C4. Faith reflection on hindrances (adapted from Salvation Army tool)

**Objective**: *Spiritual/ practical ideas how to work together and with others to overcome a challenge*

**Process**

Allow anything from 1-2 hours

- In *groups*, choose one of the challenges that you all face (if possible, different groups take a different hindrance but more important that they relate to it) and then discuss:
  - *What verse/ passages from the Bible helps us deal with this hindrance? What do we learn from it?*
  - *How and who could also help us overcome this hindrance?*
- Draw out the most important 3-5 approaches to overcome the challenges, including the Bible verse/ passage and write each on one A4 paper with marker pen as if stepping stones.
- Agree how to enact crossing the river (the hindrance) using and sharing the stepping stones with some or all of the group sharing the feedback.
- Each group enacts top strategies (stepping stones) to overcome this hindrance.
- *Plenary circle* – share implications for how we maximise working together and with others.
- Words of faith: Read back the verses and pray them in relation to current challenges.

**Tips and options**

- Using the 'crossing the river' mime can help frame this exercise and embed the way of thinking.
- If not using 'crossing the river', this can be done as a normal group discussion and feedback, without stepping stones.
- The full process involves everyone describing first the issue and how it is experienced without making judgments or giving opinions, recording the ideas on a flipchart; then reflecting and evaluating, bringing in Bible passages and prayer to see what the Bible teaches about the situation or what God might be saying and thinking creatively; then deciding and planning what to do concretely to lead into action.
- Where discussing hindrances has brought up issues about the ways we as individuals and/or as Mothers' Union have treated people wrongly and excluded them – or made them feel excluded – there is a **'Group Worship – Repentance' handout available** in the materials to use.

## D. ENERGISERS/ WARM-UPS

### D1. Jungle/ Fruit Salad (adapted from 'Participatory workshops' – Robert Chambers)

**Objective**: *to energise and can be used to create random groups for discussions*

**Process**

Allow 5-10 minutes

- Sit everyone in a circle with one less chair than people and one person in the middle.
- Choose the names or the animals for Jungle (or fruit for fruit salad) – however many you want if you are using them to create groups.
- Go round the circle so everyone has the name of one, including the person in the middle.
- You begin by the person in the middle calling out the name of one animal (or fruit). Everyone who is that animal (fruit) has to run to change seats while the person in the middle also runs to take someone's seat so that a different person ends up in the middle.
- The person in the middle (who doesn't get to a seat in time) becomes the caller. You can call the name of one animal (or fruit) or you can call 'Jungle' (or Fruit salad) so everyone has to run.

**Tips and options**

- If you have different languages, choose simple names or ones recognisable across languages.
- Everyone who runs has to end up in a different seat – they can't return to their own.
- Warn people to put down mugs, take off high heels, remove glasses if needed etc.

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### D2. The letter (adapted from Técnicas participativas para la educación popular)

**Objective**: *to energise and learn something about others*

**Process**

Allow 5-10 minutes

- Sit everyone in a circle with one less chair than people and one person in the middle.
- The person in the middle calls out "I have a letter for anyone who ……" and then names a type of thing (such as …is wearing sandals; or ….has more than three siblings; or …is a member of MU; or….. has travelled to India; or ….is working with prisoners etc).
- Everyone who fulfils that particular characteristic has to run to change seats while the person in the middle also runs to take someone's seat so that a different person ends up in the middle.
- The person in the middle (who doesn't get to a seat in time) becomes the caller..

**Tips and options**

- Warn people to put down mugs, take off high heels, remove glasses if needed (or any other safety measures needed!)
- Encourage people to call quickly to keep it moving and to go beyond physical characteristics.
- Everyone who runs has to end up in a different seat – they can't return to their own.

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### D3. Giraffes and elephants (adapted from Técnicas participativas para la educación popular)

**Objective**: *to energise and improve concentration*

**Process**

Allow 5-10 minutes

- Everyone stands in a circle with one person in the middle.
- The person in the middle points at someone in the circle and says 'giraffe' or 'elephant'.
- If she says 'giraffe' the person she points at must pretend to be a giraffe by reaching both hands up into the air above her head to touch (like the neck of a giraffe). Her neighbours each side bend down over and hold her ankles/ lower legs as if they are the giraffe's body and legs.
- When the one in the middle points at someone and says 'elephant', that person must use his arm(s) to form a trunk shape while her neighbour on each side waves her nearest hand by the 'elephant's' head to act as the ears.
- Whoever gets the action wrong or is too slow takes the place of the person in the middle. Keep going like this till most people have had to do some action.

**Tips and options**

- The game should move quickly so that people make mistakes with their actions.

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## D4. Who began the movement? (from Técnicas participativas para la educación popular)

**Objective**: *to energise and improve concentration*

**Process**

Allow 5-10 minutes

- Everyone stands in a circle. One person volunteers to go out of the room.
- The group chooses someone to lead the movements and everyone else has to follow what she does, such as nodding the head, marching on the spot, waving arms, turning around….
- The person outside is invited to return and stand in the middle of the circle.
- The leader begins initiating movements, changing them frequently. The person in the middle must look for the leader: the one who is initiating the movements.
- She can have 3 attempts to guess. When she succeeds, she can go out and the group can choose a new leader.

**Tips and options**

- Keep each leader to no more than about 3 minutes as this creates more pressure and action. If the person in the middle is not guessing, start to count down…
- Encourage leaders to be active and use different parts of the body so it energises.
- Warn the followers that they must copy the movement without staring at the leader. This could be used as a warm-up to discuss the qualities of a good leader.

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## D5. Birthday line-up (adapted from 'Participatory workshops' – Robert Chambers)

**Objective**: *to energise , mix people up and form different groups*

**Process**

Allow 5-10 minutes

- Ask people to form themselves into a straight line based on their birthday. Indicate one end of the room for January and the other end for December
- Everyone moves to stand in the right part of the room and then organises themselves into order of month and then date as quickly and efficiently as possible.
- Check if they are in the right order by getting everyone to say their birthday beginning from the first in the year. Discover who has the same birthday and which month is most popular etc.
- Once everyone is in the line, divide them up into the relevant group size where they stand.

**Tips and options**

- People can stand in a circle instead if there is not enough room.
- They can do this activity without speaking at all (good if there are different languages as puts everyone on the same footing and introduces different ways of communicating).
- You can vary it using different characteristics such as alphabetical order of first names (good for getting people to ask and learn names); time taken getting from home to the workshop; time getting to sleep the night before etc. But be careful with personal characteristics like age, height and weight as they may be sensitive.
- You could use it for reflective self-ranking such as talkativeness or ability to listen).

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## D6. As and B's (adapted from 'Participatory workshops' – Robert Chambers)

**Objective**: *to energise and have fun*

**Process**

Allow 5-10 minutes

- Ask people to stand in a circle, look around and pick someone without saying who.
- When they have done that they raise their hand. Tell them that person is their A.
- Ask everyone to pick a second person, without saying who. Raise their hand when done.
- That person is their B.
- When you say 'go', everyone has to get as close to their 'A' as they can and as far from their 'B'. then reverse it – close to 'B' and far from 'A'.

**Tips and options**

- Stress the need for speed.
- Stress keeping away from B as well as close to A.
- Think about safety beforehand so people do not trip or break anything.

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## D7. Indian dance (shared by Mothers Union facilitator)

**Objective**: *to energise quickly without too much time*

**Process**

Allow 2-5 minutes

- Ask people to stand in a circle and then to screw the lightbulb reaching up into the air with their right hand.
- When everyone is doing that, ask them to also turn on the tap with their left hand just behind the waist.
- Ask them to move their hips. Everyone is then doing the 'Indian dance'.

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## D8. Song/ action energisers (shared by Mothers Union facilitators)

**Objective**: *to energise quickly without too much time*

**Process**

Allow 2-5 minutes

- Ask people to stand in a circle.
- My bonny lies over the ocean: Divide people into two groups by numbering or by another category like birthdays January-June and July-December. One group sits and the other stands. Sing the song together. Whenever they sing a word that begins with the letter 'B', alternate position from sitting to standing (or vice-versa). Remain in that position until the next 'B' word.
- Hokey, pokey: Sing the song with the actions, for example putting in the right (foot, arm, hip, whole body) and shaking it about; then turning around.
- Continue, speeding up the song for an additional challenge.