

Inspiration Catalogue

- Life skills, Games and Fun for Juveniles in Correctional Facilities



 **UBUMI** PRISONS INITIATIVE

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Author: Buster Emil Kirchner (volunteer), supported by Ubumi staff

IMPORTANT NOTICE: Photos inside this catalogue are NOT of juveniles, but of ordinary youth willing to contribute to the catalogue.



Foreword by the Executive Director

It is my pleasure to present to you our Inspiration Catalogue, which we have developed for juveniles in correctional facilities in Zambia and elsewhere.

Ubumi works with health – psychological, social and physical health in the Zambian correctional facilities. We prioritize the most vulnerable groups in prisons and correctional facilities, including small children, who are incarcerated with their mothers, the pregnant women, the seriously ill and the juveniles.

Incarceration is harmful to everyone, but particularly children and young people, who are vulnerable to violence, bullying and abuse in correctional facilities around the world. Importantly, imprisonment is also characterized by inactivity, boredom and poor health as well as absence of loved ones. It is of vital importance to address their needs if we are to avoid damaging them in the longer term, and if we are to help them reintegrate in society when they are released.

The needs of children and youth should be addressed in a holistic manner, where their health needs are addressed, including nutritional needs, and where contact to family and loved ones are prioritized, where quality psycho-social support is available and where there are activities, be they educational, life skills and recreational. The general physical environment is also important, including the areas where the youth are held.

One of the ways to do this, is to – as far as possible – create a conducive and child friendly social environment, where children and youth are protected from violence and abuse, and where they are met by supportive staff, competent social workers and psychologists. This environment should make sure their basic needs are met, including nutrition, beds to sleep in, hygienic environment and so on.

This Inspiration Catalogue is one of the steps, which can be used to create a more positive social climate in correctional facilities. This publication is filled with suggested activities, which are fun, interesting and will contribute to reducing boredom and inactivity as well as develop life skills. The activities have been designed to be as low cost as possible. Many activities can be done with nothing apart from motivation.

I hereby invite you to use the catalogue in any way you may find useful to support juveniles and other vulnerable children and youth. Many of the activities can easily be used for adults as well.



Executive Director, Ubumi Prisons Initiative



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1. Introduction – Life skills in correctional facilities

This catalogue was developed as an inspiration guide in correctional facilities, prisons and youth institutions, but anyone is invited to draw inspiration from the publication as the activities can be implemented in most settings. The outlined activities should not be set in stone, but seen as something that can be simplified, developed or changed depending on the circumstances.

What are life skills?

Life skills have received increasing focus over the past 20 years, where researchers and practitioners have become aware of the importance of youth developing the ability to make sound decisions, and thinking critically and independently, as well as learning good communication skills, including conflict resolution skills and interpersonal skills. In other words, skills which help youth succeed in the different environments they inhabit be it school, home or elsewhere. Life skills are indeed important predictors of youths' future well-being and success. According to the International Youth Foundation life skills can be summed up as:

A comprehensive set of universal cognitive and non-cognitive skills and abilities, connecting behavior, attitudes, and knowledge, which youth can develop and retain throughout their lives. Life skills increase young people's well-being and help them to develop into active and productive members of their communities.

(International Youth Foundation 2014, p 3)

'Life skills' or Life orientation' classes are implemented in many schools around the world. In South Africa it is a compulsory school subject. Learning life skills is however not something which can be taught via transferring knowledge from teacher to student in

traditional teacher-centered schooling. Rather, it can be taught by a facilitator who engages youth actively, where they create new knowledge, or construct and reconstruct their own knowledge systems and values. The learning process should encourage youth to explore, ask questions, make decisions and take responsibility for their actions. Fundamentally, the process should be participatory, and often models for life skills learning will include a circular learning process, where learning, action and reflection are at the center of efforts.

Life skills training is a popular tool to teach youths some of the 'soft skills' needed on the labour market, which are often not taught in schools or colleges, but life skills training can equally be used as a tool for vulnerable youth. There is no 'one size fits all' in terms of life skills training, but they should be adapted to the context in which they are being implemented. This inspiration catalogue is not a comprehensive guide to life skills training, but the exercises can nevertheless be used to promote life skills.

Life skills, sports and activities in this catalogue

We have a particular focus on sports in this catalogue, especially football (soccer), because this is particularly popular in Zambia, and it is not only a good way to engage youth, it is also cost-efficient.

Research has shown that sports encourage particularly social skills, such as team work and cooperation, how to follow rules, respecting authority and managing conflicts – or put in simpler terms, getting along with other people.

Other exercises in this catalogue will promote the same qualities, but also skills such as taking responsibility and respecting others, even if they have different opinions. Finally, specific practical skills, such as writing a CV or starting a business are also included. Learning practical skills can build self-confidence and improve focus. Under each exercise, the promoted skills are mentioned.

Juveniles in the Zambian correctional facilities and lessons learnt

This Inspiration Catalogue has been implemented in several facilities around Zambia. These are typically adult correctional facilities (prisons), where the youth are kept whilst they are awaiting trial proceedings or transfer to a reformatory youth institution. In principle, they are not supposed to be kept in the same facilities as the adults, but this is routine. It is only after sentencing (and often after a significant waiting period) that they are separated from the adult inmate population.

The youth live under very stressful circumstances, isolated from family and not knowing their future. The facility is often characterized by very poor living conditions, including overcrowding, dirty surroundings and very poor food. We saw this reflected in depressive and anxious symptoms, frustrations and easy aggression, including a high level of bullying between the youth, although the level would differ between facilities. The adults who are assigned to take care of the youth play a major role in terms of the social climate, and if they are not right for the assignment, they may contribute to the stress.

In our experience working with the youth, these factors will of course affect their mood, motivation and their cognitive skills and the way in which they are able to partake in the activities. Some were simply not motivated at all, others partook every time, and others again partook on and off. We decided that youth living under these circumstances could not be expected to partake as systematically as for instance children in regular schools. Even so, we discussed the benefits of commitment with them and invited individuals to join regularly with some success. For some, participating for a little while and relatively regularly, would be a success.

We learnt that the group dynamics between the juveniles differed from facility to facility, and of course the individual youngster had his own personality and struggles. Further, the individual level of education differed ranging from illiterate to very well educated. Therefore, we had to adjust the activities as well as expectations of the youth to reflect that. This would also mean creating different activities for different groups of youth.

The facilitator

The facilitator(s) is key to the whole process. Key qualities of the facilitator are of course interest and motivation to work with vulnerable youths and at least secondary level education. It is also important to be able to structure and implement exercises and adapt them when need be. A certain level of leadership skills is necessary.

Further, key skills of the facilitator include empathy and honest recognition of the struggles the youth go through. Taking time to chat informally with the youth, a pat on the shoulder and just generally acknowledging their difficult life situation will build relationships and trust. Very important skills of the facilitator would also be the ability to encourage and perform positive reinforcement of desired behaviors (respect for others, reflective thinking etc.). This would for instance be actively acknowledging the youth's perspectives, paying attention to individuals' progress and helping the individual to see the progress.

Finally, the facilitator should be a role model. All the things we aim to promote, the facilitator must show that he or she is able to do, including showing respect for others, reflecting, including the youth actively in decision making and so forth.

2. Sport

Objective: Sport is a great tool when it comes to creating relationships and establishing trust, and it gives the juveniles an opportunity to immerse themselves into something simple and straight forward. Cooperation and positive communication should be highlighted as the most important factors.

See the following pages for concrete exercises.



General Warm-up



Duration	10-15 minutes.
Material needed	Nothing
Number of participants	2+
Objective	To raise the muscle temperature and to prepare the entire body for vigorous activity. Warm-up prevents injuries.

Description:

There should be one (or two) participant(s) in charge of the warm-up. The remaining participants will repeat after him/her/them. Warm-up should be done daily as it's a great and healthy way to start the day. Warm-up can be done in various ways. The following is a suggestion to how a whole-body warm-up can be performed:

- Walk on the spot. Start by walking only on the outside of your feet, then inside, heels and toes.
- "Pick mangoes from the tree" (stretch your arms).
- Meanwhile "picking mangoes", make 5 jumps.
- Turn in the ankle and pretend you are making small circles in the sand with your toes (both feet).
- Place your hands on your knees, put your knees together and rotate in the knees while bending forward. Change direction.
- Place your hands on your hips and rotate in the hip in a circular motion. Change direction.
- Stretch your left arm so it's pointing at the sky, meanwhile your right arm should grab your right ankle. Hold that stretch for 15 seconds and change side.
- Swing your arms. Change direction.
- Rotate your shoulders. Change direction.
- Rotate your neck with your eyes closed. Change direction.
- Make 10 Jumping Jacks (see the picture)
- Make 10 ski jumps. (Basically, Jumping Jacks done frontwards instead of sideways.)
- Make 10 angel jumps. (Jump in the air with your arm stretched towards the sky followed by touching the ground with both palms).

Football – The Crazy Conveyor Belt



Duration	15-20 minutes
Material needed	One football, but preferably more than one, and a set of cones or stones to mark the field.
Number of participants	4+
Objective	To improve the participants motor coordination and cooperative skills.

Description:

The participants should gather in 2 lines. The football(s) should be placed between them. The participants pair up 2 and 2. Their aim is then to transport the ball all the way to the end of the field (roughly 15-20 meter) which has been marked with a cone. When each pair has transported the ball to the last cone, they should go back in line. There are various ways to transport the ball. These are the most common ones:

- Shoulder-shoulder
- Head-head
- Back-back
- Chest-chest

If a participant drops the ball, he/she should pick it up from where it fell and continue the crazy transportation.

Football – Pass the Ball



Duration	15-20 minutes, or longer if preferred.
Material needed	One football.
Number of participants	6+
Objective	To have fun and improve the participants ball control.

Description:

This is a warm-up exercise where the participants will get the chance to improve their ball control. The participants should gather in 2 lines, facing each other. The lines should contain an equal number of participants. The participant should now pass the ball to the first person in the line facing him/her and then run back in that line. The passes can be done in various ways. Start by making simple passes with the inside of the right foot, and then make the exercise continuously more difficult by using the left foot, outside of the foot and eventually making passes with the back heel. The passes should not be too powerful. The participants will make mistakes as the level continues to increase, but remember that mistakes equal learning.

Football – Dribbling Drill



Duration	20-30 minutes, or longer if preferred.
Material needed	One football, but preferable more than one, and a set of cones or stones to mark the field.
Number of participants	4+
Objective	To improve the participants ball control and competitive behavior.

Description:

Make the participants gather in 2 lines, facing the same way. Prepare the field (see picture above). The first participant in each line should dribble between the cones and return to his/her team. The participants should focus on the ball control rather than the speed of their actions. This is a relay race, so the first team to get all participants through the field, will be named winners. Increase the level throughout the exercise. Make a relay where the participants shall:

- Only use the left foot
- Only use the inside of the foot
- Only use the outside of the foot
- Role the ball with the soles
- Dribble backwards

The aim of the drill is to improve the participants' ball control, and winning doesn't necessarily equal improvement. If the participants are getting too eager and winning determined rather than dribbling through the cones in the way they have been explained, they have failed the drill. If some of the participants are football super stars, then try to deny them looking at the ball.

Football – The Odd First Touch



Duration	15-20 minutes, or longer if preferred.
Material needed	One football.
Number of participants	6+
Objective	To have fun and improve the participants ball control.

Description:

This is a warm-up exercise where the participants will get the chance to improve their ball control. The participants should gather in 2 lines facing each other. The lines should contain an equal number of participants. The participant should now pass the ball to the first person in the line facing him/her and then run back in that line. When receiving the ball, the participant must step on the ball before making the pass (see picture). Challenge the participants by forcing them to make alternative first touches. Make them use their knee, bottom, chest and, eventually, make the participants make the first touch with their head while laying down. It's important that the passes are soft and simple for the receiver to handle. If the pass is too hard, the first touch will be of poor quality.

Football – Tournament



Duration	60-120 minutes
Material needed	One football and a whistle for the referee.
Number of participants	15+
Objective	To have fun, cooperate and improve the participants' competitive behavior.

Description:

Football tournaments can be done in various ways depending on the number of participants. Start by dividing the participants into the preferred number of teams. Make sure the teams are also equal in terms of the football level. Make it clear that the teams cannot be changed, and that this is a social tournament. Include all participants and let them play the same amount of games. One of the participants should be picked to referee the match. When competing, there is a risk that some participants get very eager and forget the fair play spirit. In that case, the referee should clarify that misbehavior will be punished by exclusion. Football is a sport that should be enjoyed and not a place for conflicts. Therefore, the referee or person in charge should be aware of any negative communication between the participants. Encouragements rather than discouragements are to be expected. In the end, the team which has won the most matches will be named the winner.

3. Games and cooperation

Objective: The objective of the Games and Cooperation is to make the youth aware that everyone is responsible for the success of the group. . Incarceration becomes easier if we are working together as a team. When someone is part of a unit and doesn't perform to the fullest, it affects the whole group.

And then, let's have some fun!

See the following pages for concrete exercises.

Chess



Duration	10-60 minutes is the average duration of a chess match.
Material needed	A chess board with chessmen.
Number of participants	2
Objective	Chess sparks your creativity and helps increase your problem-solving skills.

The chessmen should be placed as the picture illustrates. The aim in chess is to deliver a checkmate, trapping your opponent's king. Checkmate occurs when a king is placed in check and there is no legal move to escape. Checkmate ends the game and the side whose king was checkmated loses. Each type of chess piece has its own method of movement:

King:

Can move one square horizontally, diagonally or vertically. At most once in every game, each king can make a special move, known as castling.

Queen:

Can move any number of vacant squares horizontally, diagonally, or vertically.

Rook:

Can move any number of vacant squares vertically or horizontally. It also is moved while castling.

Bishop

Can move any number of vacant squares in any diagonal direction.

Knight

Can move one square along any rank or file and then at an angle. The knight's movement can also be viewed as an "7" or "L" laid out at any horizontal or vertical angle.

Pawns

Can move forward just one square, if that square is unoccupied. When moving the pawn for the first time it has the option of moving two squares forward if those squares in front of the pawn are unoccupied. A pawn can't move backward. Pawns are the only pieces that capture differently from how they move. They can capture an enemy piece on either of the two spaces adjacent to the space in front of them but cannot move to these spaces if they are vacant.

Puzzle



Duration	Depends entirely on how many jigsaw pieces the puzzle contains
Material needed	A puzzle.
Number of participants	1-10
Objective	To enhance concentration, creative and social skills.

Description:

It's quite simple, yet very beneficial. Doing puzzles helps the brain develop. In puzzles, our brain is looking for patterns in just the same way as when we are reading or doing mathematics. Sit down, concentrate and join your friends when they are trying to make the jigsaw pieces fit together! A small tip: Start by finding the corner pieces!

Memory Game



Duration	20-30 minutes.
Material needed	A memory game or plenty of matching cards.
Number of participants	2-10.
Objective	Memory games helps to increase short term memory, improves concentration and increases the attention to detail.

Shuffle the cards/items and place them on the floor, face down, in rows. 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. The participants should try to remember which cards are where. The objective is to collect the most pairs of cards. Keep the chronological order of taking turns.

John and Grace



Duration	20-30 minutes, or longer if preferred.
Material needed	2 pieces of fabric to blindfold. Any clothes can be used.
Number of participants	10+
Objective	To have fun

Description:

The participants make a circle and hold hands throughout the game. 2 participants are chosen to enter the circle. One will be named John, and the other one will be named Grace. Someone should volunteer to spin John and Grace around, so they'll get dizzy. Then, John has to find Grace who should try to escape from John. John will be yelling: "Grace, where are you?", whereas Grace immediately should respond: "John I'm here". John will then follow the voice of Grace and repeatedly yell for her, until he touches her. When that happens, 2 other participants should be picked, and the game can continue.

Lead your blindfolded partner



Duration	10-20 minutes, or longer if preferred.
Material needed	2 pieces of fabric to blindfold. Cones or any item to move around.
Number of participants	10+
Objective	To have fun, cooperate and communicate.

Description:

2 teams are competing against each other. The first 2 participants in each group will pair up and do a relay race. One will be blindfolded, and his partner will be leading him, but only by using words. No physical contact is allowed. They need to move around a set of 5-10 cones (or any other item, stones etc.), which will be placed one by one with one meter between each. When the group reaches the last cone, they will return to their group and go back in the line. Immediately, the next 2 participants from the group will start off. When everyone in the group has tried leading and being blindfolded, the group has finished. The first group to finish, wins.

Protect your tail



Duration	10-15 minutes, or until there is only one participant remaining.
Material needed	Several handkerchiefs, pieces of rolled up newspapers, pieces of toilet paper or anything like that, that matches the number of participants.
Number of participants	15+
Objective	To reflect about what's important to us and that we have to protect it.

Description:

The participants will receive a piece of whatever is available and tuck it into the back of their shorts/trousers so that it looks like a tail. The idea is to protect your tail from being grabbed. You should protect your own tail and look for the possibility to steal the tail from another participant. You are only allowed to protect your tail by turning your body or by touching the hands or arms of the attacker. You are not allowed to hold on to your tail. As soon as you lose your tail, you are eliminated and should wait for the game to finish. In the end, there will be only one participant with a tail, and he will be named the winner. Play as many rounds as preferred. After the game, the game leader should gather the participants and talk about watchfulness. Like protecting the tail, what are the things in life that you want to protect, he should ask. The participants may mention things like respect, family, virginity, dreams, education etc. The game leader should mention that we shouldn't let people take what is important to us. Make this talk a dialogue with the participants.

Chain Catch



Duration	10-15 minutes, or until everyone has been caught.
Material needed	Nothing
Number of participants	10+
Objective	To have fun, cooperate and communicate. The participants in the chain must cooperate and decide in which direction to go.

Description:

The game will take place in a limited area. 3 or 4 participants should be picked. These participants should hold hands and form a chain (see the picture). Then, they will have to catch the rest of the participants, who should try to escape the chain. When a participant is caught he will join the chain, which then automatically grows bigger and bigger. In the end, the chain contains so many participants that it will be almost impossible to escape it. The last participant to be caught will be named the winner. If a participant runs out of the specific area, he'll be a part of the chain. Do as many rounds as preferred.

Throw a gumboot



Duration	10-15 minutes.
Material needed	2 gumboots or something similar in size and weight, and 2 cones, stones or any item to mark the end of the area.
Number of participants	8+
Objective	To have fun.

Description:

This is a relay race. Divide the participants in 2 teams. Each group makes a line. 10-15 meters straight forward, there should be placed a cone. The first group to reach that cone with the gumboot has won. The first participant in each group grabs a gumboot, and when the group leader starts the game, the participants throw the gumboot between their legs and forward (look at the arrow shown in the picture). When the participant has thrown the gumboot, he should move back in line and let the next participant try. It's not easy to throw a gumboot like this, so usually the game is very entertaining and fun.

Elephant-Elephant-Lion



Duration	15-20 minutes.
Material needed	Nothing
Number of participants	10+
Objective	To have fun.

Description:

The participants make a circle, facing each other. One participant will be chosen to stand outside of the circle. This participant will be named the Lion. The Lion will walk around the circle, poking the participants one by one on the shoulder while saying “elephant”. At some point, when the Lion feels like it, he will say “lion”. When he does that, the participant that has been poked should race the Lion, running the opposite way around the circle. When the Lion meets his opponent, they should make 3 twohanded high-fives and continue the run outside the circle. Their aim is to conquer the free spot in the circle. The one that loses the race will become the Lion and should start walking around the circle, saying: “elephant, elephant, elephant, lion!”

Make a line according to age/height/name



Duration	3x3 minutes
Material needed	Nothing
Number of participants	10+
Objective	To cooperate and identify leadership skills.

Description:

The group should make a line according to their height. The tallest behind and the smallest in front. They should get 3 minutes to make this line. They are not allowed to talk, so they'll have to use body language. After 3 minutes, the game leader should stop all movement of the participants and check up on the line. If the line is not perfect, the game leader can switch a few participants around. Hereafter, the participants should make lines according to age and capital letter of the participants' names, following the same procedure. This game can help the game leader identify which of the participants that takes responsibility for the group and shows leadership skills.

Whisper Game



Duration	5-10 minutes
Material needed	Nothing
Number of participants	6+ (the more the funnier)
Objective	To make the participants aware about rumors and how a true story can change to something completely different.

Description:

The participants should make a circle. One of the participants will come up with a sentence, let's say: "I like eating rice and beans, but I don't like vegetables", which he whispers on to the next person in the circle, who then delivers the words to the next one in the circle, who then... and so on. When the participant that initially came up with the words receives the words again, everyone will realize that the words have changed to something completely different. Do as many rounds as you prefer. The game leader should do a little talk on rumors when the game has finished. Now, the participants have seen how something simple can become something completely different. It's the same with rumors, and in many cases, rumors are just rumors.

Galimatias



Duration	30-60 minutes, or longer if preferred.
Material needed	A few pieces of paper, a pen and some stickers/tape.
Number of participants	4-8
Objective	To have fun and ask the right questions.

Description:

A limited number of participants should gather in a quiet place. Beforehand, the game leader or another person that is not participating in this game, should write down some names of famous people (Edgar Lungu, Fashion Sakala, Barack Obama etc.) on small paper notes. There should at least be 20 notes, or as many as possible. One note/name should then be attached with sticker/tape to the forehead of all the participants, so that everyone except the person that has the name attached to him/herself are able to read it. Then, each participant must guess who is appearing on their foreheads. One by one, each participant will ask a question that should lead them to the person on the forehead. Example: "Is my person a male? Is my person born in Zambia? Is my person above 40 years of age?" The rest of the participants are only allowed to answer yes or no, and if the answer is yes, the participant can continue asking questions. If the answer is no, it's on to the next participant. When a participant finds out who is appearing on his/her forehead, he/she can remove the name and pick another one. After a certain number of minutes – recommended to be 30-60 - the game will end. The winner is the one that guessed the most famous persons.

Slap the hand



Duration	5-10 minutes
Material needed	Nothing
Number of participants	1+
Objective	To have a dialogue about temptation and why it's important to remain focused.

Description:

Find a partner. One should hold his ear lobes and slap with one or both hands the hands of his opponent which is held out in front of him. The idea is that the opponent should pull away his hand/hands before they are slapped. If the opponent misses, you get the chance of slapping his hand. Change roles after a few minutes. It's a fun and simple game, but after the end of the game, the game leader should explain the participants that there is more to it. Ask the participants, what is the clue to win this game? The answer is to be very alert and focused and not be distracted or tricked. To refuse temptation. How can we apply this in our daily lives?

Grab the Chair



Duration	15-25 minutes
Material needed	Preferably a chair but any other object will work (a piece of clothing, a stone etc.)
Number of participants	10+
Objective	To make the participants aware that without any convictions, it's hard to be successful. Talk about convictions.

Description:

The participants should make a circle and sit down. Place a chair in the middle of the circle. Each participant should be at least 3 meters from the chair. The game leader should give each participant a number and clarify that it's very important to remember the number received. The game leader should call out two numbers and wait for 2 seconds, then clap his hands once. On the clap, the two numbers called out should jump up and run to the chair and sit on it. The first to sit wins. Tell the participants that fighting is unacceptable. The game can be played on an elimination basis, or the participants can just find their original position in the circle after they have competed. Everyone should have a chance to compete. After the end of the game, the game leader should ask some questions: "Will you win the Grab the Chair if you are uncertain about your number? Or about the instructions? It's the same in life, can one be successful without any convictions? The game leader should start a dialogue with the players, and they should mention some convictions that they live by.

Find the bottle



Duration	20-30 minutes
Material needed	2 pieces of fabric to blindfold and a bottle (or anything else that can replace bottles)
Number of participants	6+
Objective	To have fun, cooperate and communicate.

Description:

Make 2 teams with an equal number of participants on each team. Each team should make a line. The first person in each line should be blindfolded. Then, the game leader and an assistant should take 2 bottles and place these, so they are visible for anyone despite the 2 blindfolded participants. It is now the up to the groups to guide their blindfolded friends and lead him/her to find the water bottle before the opposite team does. The team that finds the bottle, will be the winning team and get a point. Keep score. Communication is highly important. If everyone yells at the same time, it will be almost impossible for the blindfolded participant to find the bottle. Let everyone try to be blindfolded.

Reach for your goal



Duration	5-10 minutes
Material needed	Nothing
Number of participants	1+
Objective	To talk about goals and ambitions, and that when we do all we can, we can't do more than that.

Description:

Pair up 2 and 2. Ensure that you and your partner are the same height. One should start, holding his/her hand at a reasonable height for his friend to jump and touch the hand with his head. Each one should increase the height until he reaches the maximum height his partner can jump and touch with his head. The game is quite simple, but it's the responsibility of the game leader to explain that there is more to it. The game leader should ask the following questions: Who feels he has reached his maximum height? Who feels that was good enough? Is it because we compared ourselves to others? Or is it because we have not tried our best? The game leader should state that if you have tried your best, it's good enough. Don't always compare yourself to others, since they have other ambitions and preconditions.

The Zoo



Duration	10-15 minutes
Material needed	Fabric to blindfold. Any clothes can be used.
Number of participants	10+
Objective	To have fun and cooperate

Description:

Divide the participants in groups of 5-7. The group should now pick an animal. Everyone should then get blindfolded and mix with the participants from the other group. If the participants are cheating the game will be ruined. The groups should now regather by making the sound of their animal. It can become quite chaotic but also great fun. The group that reunites the fastest will be named the winner.

Guess the sound



Duration	15-30 minutes.
Material needed	15 different objects.
Number of participants	2+
Objective	Guess the sound and have some fun

Description:

The game leader should prepare 15 different items and line them up. The participants will get 2 minutes to look at all the items. They should try to remember as many as possible. Then, they should turn around (see the picture) so that they can't see the items. Next up, the game leader should drop the items, one by one. When the item is being dropped and hits the floor it will make a sound, and it's the objective for the participants to guess which item that drops. The participant that guesses the sound, will be rewarded with 1 point. The participant with the most points will be named the winner.

4. Dance

Objective: It's all about enjoying! Let the music play, and if you don't have any music, make it yourself! Dancing is a great opportunity for the inmates to express themselves and let go of whatever is holding them back. Incarceration can be a frustrating and monotone experience, but dancing brings sunshine even in the darkest times!

See the following pages for suggestions and exercises.



Stop Dance



Duration	10-20 minutes
Material needed	A stereo or some music
Number of participants	5+
Objective	Dance!

Description:

The game leader should be the person that stops and starts the music. It's quite simple. All the participants gather on the floor and start dancing. The music plays. When the game leader feels like it – after some seconds – he should pause the music and the participants should stop moving! The game leader should now point at the participant that moved the most after the music was paused. That participant will be eliminated, and the game continues. In the end, there will be only one participant remaining who will be named the winner.

Find a Group Dance



Duration	10-15 minutes
Material needed	A stereo or some music
Number of participants	15+, or as many as possible.
Objective	Dance!

Description:

Make the participants gather in a defined area. They should dance while the music plays. Every now and then, the game leader should pause the music and say a number. If the game leader says 3, the participants should make groups of 3 as fast as possible by touching each other (see the picture). It will be like a big hug. Obviously, the number called will be unequal to the number of participants, which means that some of the participants would not be able to find a group. These participants will be eliminated, and the game continues. The participants should be told that they should dance and not just be stagnant and wait until the music stops. This game can be a bit physical, so the game leader should inform the participants that pushing and pulling will not be tolerated. In the end, there will be only 2 participants remaining. These 2 will be named winners.

Limbo



Duration	10-20 minutes.
Material needed	A broom stick or anything similar in size.
Number of participants	10+ or as many as possible.
Objective	To go as low as possible!

Description:

2 participants should hold 1 broom stick. The rest of the participants should make a line. One by one, they should try to go below the broom stick and then back in line. In the beginning, it will be quite easy to go below the broom stick, but eventually the broom stick will be lowered. When a participant fails to go below the broomstick he will be eliminated. The last man standing will be named the winner. The participants are only allowed to bend their necks, backs and knees backwards (see the picture). The upper body should remain straight.

Dance Show



Duration	45-60 minutes
Material needed	A stereo or some music.
Number of participants	10+
Objective	To cooperate with your team members and make a choreography

Description:

The participants should be divided into smaller groups with a minimum of 4 participants per group. The groups should then make a dance choreography to fit a certain song. Let the groups practice their dance moves for 30 minutes. The dance moves will be decided by the groups themselves. The only restriction is that everyone in the group must participate. The groups should come up with a name for their group and make an introduction where they explain their dance moves. When the 30 minutes are over, the groups should one by one perform their choreography.

5. Debates

Objective: The objective is to equip the juveniles with communicative tools that can benefit them in their future lives. The debates are meant to create tolerance among the participants. It's crucial for the debates that the participants accept the diversity of the group. It can be hard to unite with someone that shares a different opinion than yourself, but disagreement doesn't have to be followed by abusive language or conflicts. Let's agree to disagree! That might broaden your perspective.

See the following pages for ideas and exercises.



Debates



Duration	45-90 minutes.
Material needed	Nothing
Number of participants	2+, but as many as possible.
Objective	To make the inmates express their opinions/feelings and be tolerant towards others. Improve the ability to listen.

Description:

Debates can be done in various ways. There should be a moderator who decides who should speak. It's important to follow these simple rules so that conflicts will be avoided:

- Raise your hand when you want to speak.*
- Don't interrupt when someone is speaking.*
- Don't laugh or insult your friend.*

The moderator should prepare 3 different topics (gender equality, religion, child-abuse, sports, early marriage, racism etc.). Make some questions regarding your topic and ask the participants yes or no. For an example the moderator can ask: "Is it okay for a woman to be a bus conductor?". The participants that say 'yes' should gather and equally the ones saying 'no' should gather. Then, the moderator should create a debate between the 2 sides. It's very important to clarify that debating is not about winning or losing. It's also very acceptable for the participants to change their opinions when the debate is in progress. When it's obvious that the 2 sides cannot reach an agreement, but continues to use the same arguments, the moderator should stop the debate and move on to the next topic. A good statement is: "Let's agree to disagree!"

6. Creative Classes

Objective: Immersing oneself into a drawing or an art sculpture can have a therapeutic effect. The objective for the creative classes is to make the inmates think in a creative and abstract way and create a platform where the juveniles can share their feelings through the tip of the pencil.



Make a Name Tag



Duration	45-90 minutes.
Material needed	A pencil and a piece of paper per participant.
Number of participants	As many as possible.
Objective	To make the inmates think in a creative and abstract way and express their feelings through art.

Description:

When getting to know each other in a group, it's always a good starter to ask the participants to make a name tag. Hand out a piece of paper and a pencil per participant. The name tag should be decorated with symbols which the participant likes. It could be football, cars, flowers etc. Tell the participants to take the time it requires. When everyone has finished the name tag, they should present their name and their drawing for the rest of the group. Make sure the audience doesn't make fun of the one presenting his/her drawing, since speaking in front of a crowd can be a very emotional matter for the participant. The name tags can be used in other occasions.

Draw your dream

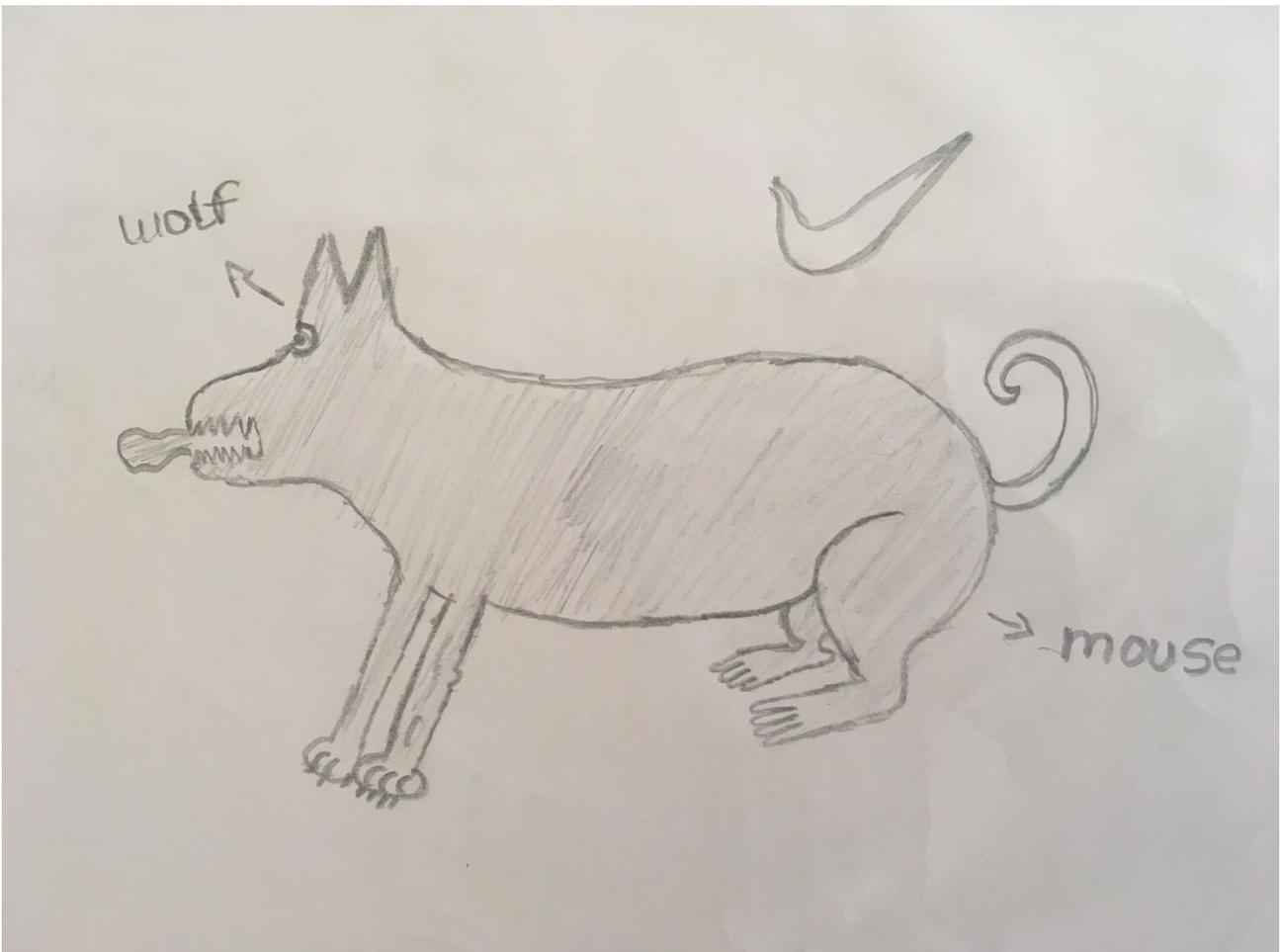


Duration	45-90 minutes.
Material needed	A pencil and a piece of paper per participant.
Number of participants	As many as possible.
Objective	To make the inmates think in a creative and abstract way and express their feelings through art.

Mix the Animals

Description:

Without hopes and dreams, life is meaningless. Hand out a piece of paper and a pencil per participant. Tell the participant to dream his/her dream. No dream is too small or big. Tell the participants to take the time it requires. When everyone has finished the drawing, they should present it for the rest of the group. Make sure the audience doesn't make fun of the one presenting his/her drawing, since speaking in front of a crowd can be a very emotional issue for the participant.



Duration	30-60 minutes.
Material needed	A pencil and a piece of paper per participant.
Number of participants	As many as possible.
Objective	To make the inmates think in a creative and abstract way.

Description:

In advance, someone should prepare a lot of small paper notes which each contains one animal.

The participants pick 2 paper notes, let's say elephant and fish. Then, the participants must draw a combination of the 2 animals and make it 1 fictional animal. It requires some thinking and a lot of creativity to make the perfect mix of 2 animals. Usually, this small drill is quite entertaining. Make the participants pick 2 new animals, when they have finished drawing their fictional mix. In the end, the participants must show their drawings to the rest of the group who should then guess which animals have been mixed.

7. Entrepreneurship

Objective: After incarceration, many of the juveniles will find themselves unemployed and face financial difficulties. The entrepreneurship program is made to give the juveniles some basic knowledge about what it takes to start a company and how to create a budget. They will be introduced to terms such as revenue, costs and starting capital, and furthermore learn how to make a job application and a CV. Purposely, this will be an inspiration for the juveniles so that they are well-equipped before entering the job market.

On the following pages, please find exercises to support basic entrepreneurship skills.



Create your own company (1)



Duration	60-90 minutes.
Material needed	A pencil and a piece of paper per participant.
Number of participants	As many as possible.
Objective	To equip the participants with relevant knowledge about how to start their own company.

Description:

Each participant should receive a piece of paper and a pencil. The participants should then create their own product or service by following these steps:

- Idea: How did you come up with your idea? (creating a barber shop, restaurant, selling charcoal etc.)
- The customers/target group: Who will need this project or service? (age, gender, social group etc.)
- Business plan: Explain the 4 p's – Product, price, place and promotion.

When the participants have followed these steps, they have now made the framework for their company. The participant should then present the idea/company for the rest of group with a drawing of the service/product and some information. Remember to name the company. If it's found to be beneficial, the participants can be divided into smaller groups.

Create your own company (2)



Duration	60-90 minutes.
Material needed	A pencil and a piece of paper per participant. Calculators would be helpful as well.
Number of participants	As many as possible.
Objective	To teach the participants about the financial aspect of running a business, including budgeting and starting capital.

Description:

Every company needs a healthy economy. The participants should receive a piece of paper and a pencil. Based on the companies that the participants created in the previous task, they shall now make a budget for their company. The participants should begin with a starting capital of 1000 ZMK or anything realistic. The participants should decide how to earn the starting capital. By working or taking a loan? Then, identify how much it will **cost** to start the company and make a budget for the first month:

- Place: Renting, buying or already owning the required facilities?
- Promotion: Free advertising or signs, flyers, campaigns, radio presentations etc.
- Resources: Salary to you and co-workers, materials, the cost of the product/service.

Then, the participants should figure out the **revenue**. To find the revenue they'll have to multiply the price of the product/service with the amount of sold products. The amount of sold products should be decided by the participant but remain realistic. Since the participant already knows the costs, he/she can now subtract the costs from the revenue to find the **monthly result**. After finishing the budget for the first month, the participants should make a budget for the next 2

months as well. Then, the participant will be able to distinguish between fixed expenses and variable expenses.

Job Application



Duration	60-90 minutes.
Material needed	A pencil and a piece of paper per participant.
Number of participants	As many as possible.
Objective	To inform the participants how to structure and write a good job application.

Description:

Most people prefer having a job, and therefore it's quite valuable to know how to write a decent job application. First, choose any company or organization that you would like to work for. Start by writing both you and the employer's contact information (name, address, phone number, email) followed by the date. Then, follow these simple steps:

- 1) Reference
What are you applying for? Make a catchy headline that tells us what this is all about. Should not be more than one sentence.
- 2) Introduction
Why do you need this job? What is your motivation? What is the match between you and the company/organization you are applying to?
- 3) Main part
Show that you know what the company/organization needs and how they are working. The receiver of the application will be impressed if you show knowledge about the company/organization. Also, mention your skills that are relevant for this job.
- 4) Future perspective
Consider the future and describe how you will manage your given tasks.
- 5) Me as a person
You have already described your professional skills, but now, describe yourself as a person. What do you stand for? Which human characteristics do you have? What do you do when you are not working?

End the application letter with "Yours Sincerely" and then your name and signature. The letter should not exceed one A4 page.

Make a CV



Duration	60-90 minutes.
Material needed	A pencil and a piece of paper per participant.
Number of participants	As many as possible.
Objective	The objective is to make the participants aware how to write and structure a CV. It could get them closer to their dream job!

Description:

When applying for a job, the employer will expect that a CV will follow the application letter. But what is a CV? And how do you write it? CV stands for Curriculum Vitae and is a brief account on your personal details, your education and the jobs you've had. When the participants are making a CV, they should follow these steps:

- In the top corner, write your name, address, phone number, email address and date of birth.
- Insert a small photo of yourself in the top corner.
- Write a profile text, not more than 5-10 lines, where you describe your competences.
- Work experience. List the jobs you've had in chronological order. Mention the exact period of employment, your position, and the name of the employer.
- Educational background. List the studies you've completed in chronological order. Mention the exact period of schooling and the name of the school/institution.
- Courses and continuing education. List the studies you've completed in chronological order. Mention the exact period of schooling and the name of the school/institution.
- Volunteer work. List the volunteer experiences you've had in chronological order. Mention the exact period of volunteering, your position, and the name of the employer.
- IT skills. Mention the programs that you know how to administrate and the level you are on: Low, medium or high.
- Language. Which languages do you speak and how well do you speak them?
- Private life. Who are you? Include marriage, kids and spare time activities that are valuable to you.

8. Literature

International Youth Foundation and the World Bank 2014: Strengthening Life Skills for Youth: A Practical Guide to Quality Programming, International Youth Foundation (IYF)

McKee, Neill 2000: Involving People, Evolving Behaviour, South Bound, Kuala Lumpur

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Ubumi Prisons Initiative

Main office:

Mosevangen 49

3460 Birkerød

Denmark

Website: www.ubumi.dk

Email: ubumi@ubumi.dk

+4529350136

Project Office

Lusaka, Zambia

(Address not open to the public)



UBUMI PRISONS INITIATIVE