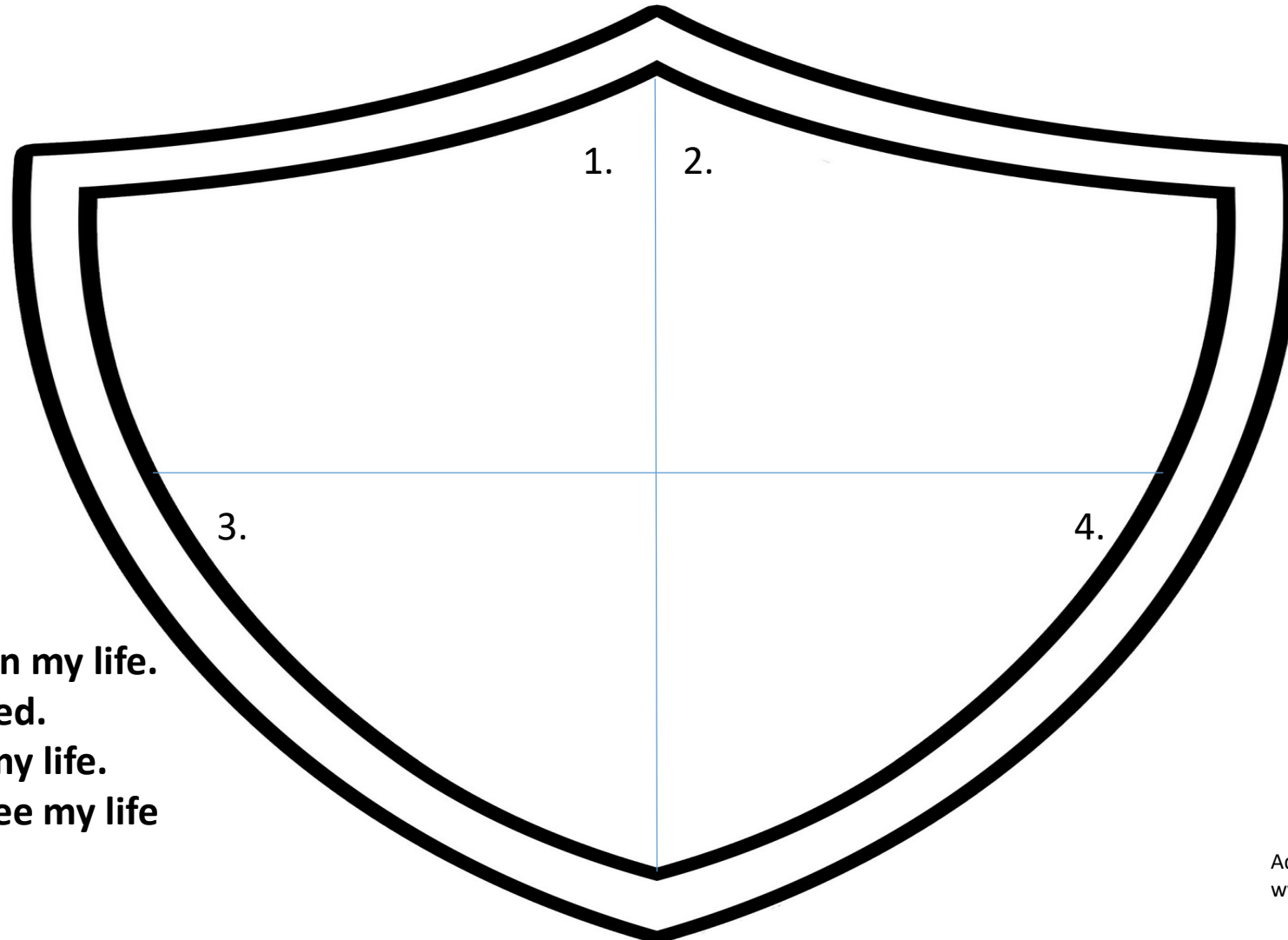




# MY INSIGNIA (HANDOUTS)



1. 3 important values in my life.
2. 3 barriers I have faced.
3. 3 turning points in my life.
4. In ten years time I see my life like this.



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# FOOTBALL BINGO/ICE BREAKER

Each player needs to dribble the ball around the pitch asking other players the questions in the graph. If they find someone for example who has core values they then place their name in the box, whoever fills all the boxes in first shouts out football bingo! and wins a prize. Try and speak with people you don't know.

<b>Someone who wants to study higher education (University)</b> .....	<b>Someone who has encountered barriers in education</b> .....	<b>Someone who has a role model</b> .....	<b>Someone who can be easily influenced by other peoples decisions</b> .....
<b>Someone with core values</b> .....	<b>Someone who enjoys education</b> .....	<b>Someone with a positive turning point in their life</b> .....	<b>Someone who understands and can identify barriers</b> .....
<b>Someone who enjoys challenges</b> .....	<b>Someone who thinks education isn't important</b> .....	<b>Someone who struggles with problem solving</b> .....	<b>Someone who has overcome barriers</b> .....
<b>Someone with good problem solving skills</b> .....	<b>Someone whose parents help influence their decisions</b> .....	<b>Someone who doesn't enjoy education</b> .....	<b>Someone who has had a positive influence on somebody else's life</b> .....

Closure: Can someone tell me the purpose of this activity? What did you take from it? The purpose of this activity was to get to know each other better but also to get a better understanding of peoples values and beliefs. As well as having a chance to interact with people you wouldn't necessarily speak with.

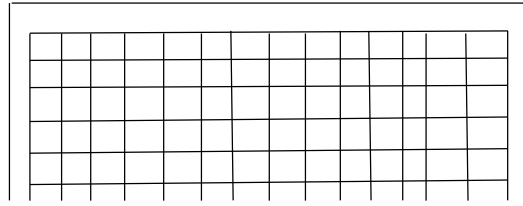
Adapted from www.ayl.ru,(2007)

Name: .....



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# IN A SPIN!



**Closure:** Never once did we say shoot straight after spinning. Sometimes in life you may feel off balance or that you can't seem to find the balance and often it's a case of stepping back and just thinking about it before moving forward. Once you step back and think, you can then have a more clear perspective and vision. For example barriers you face and ways of overcoming the barriers.



Players spin around for 20 seconds with your arms out and looking at the sky. Stop spinning and take a shot.





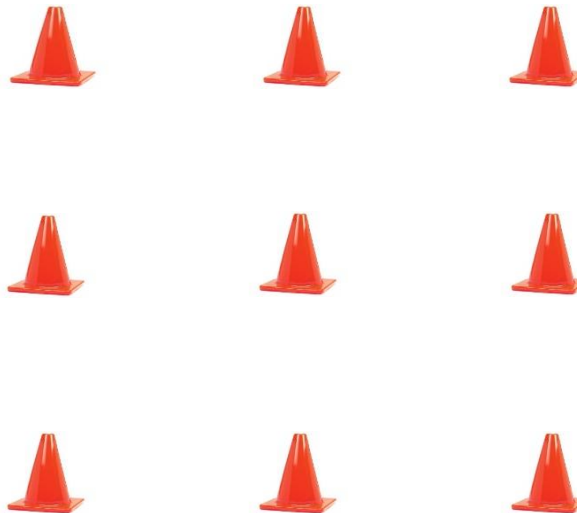


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# INFLUENCE GAME



Each has to get 3 in a row, doesn't matter which way can either be vertical, horizontal or width. Each player once placing their bib needs to tap the next person before continuing. Each team can speak and help influence their players decision. Last team to complete the influence game runs around the pitch as fast as they can.

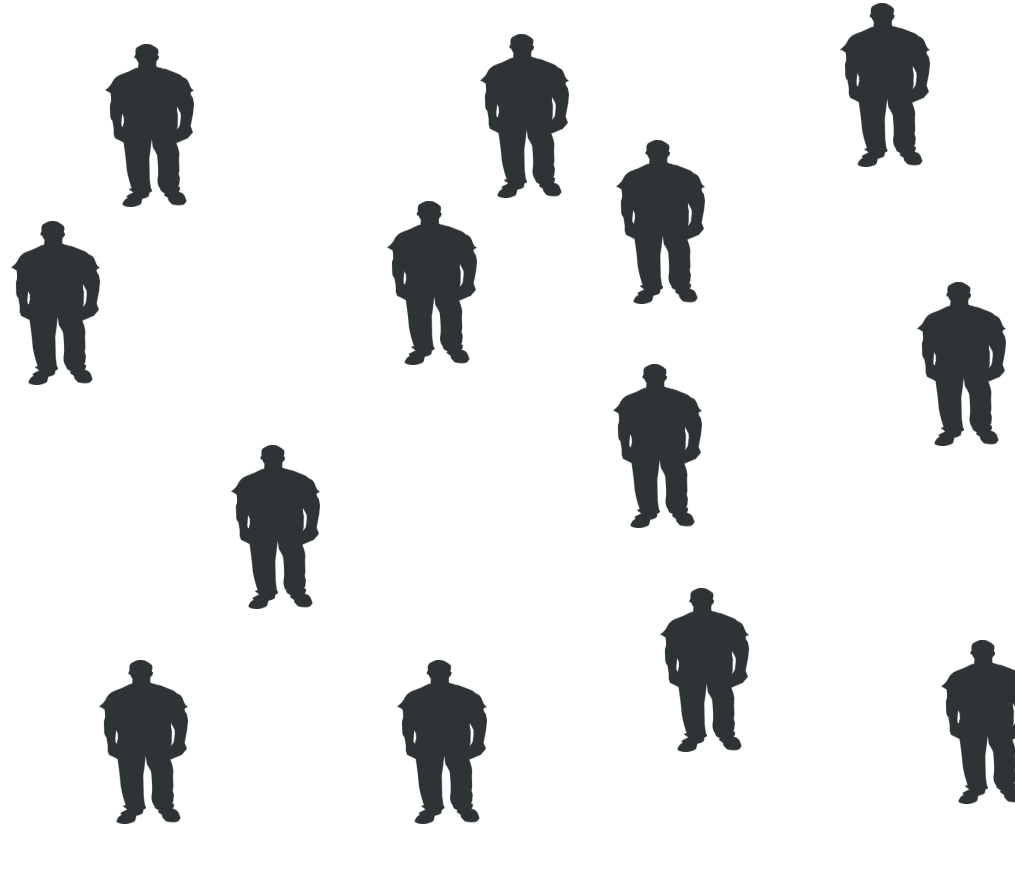


Closure: How did you find that activity? What do you think the purpose of that activity was? Now you have completed it, is there anything else you would have done different? Did anyone within your group influence your decision? In life you can have positive and negative influences, it's about making the right choices.



# AWARENESS GAME

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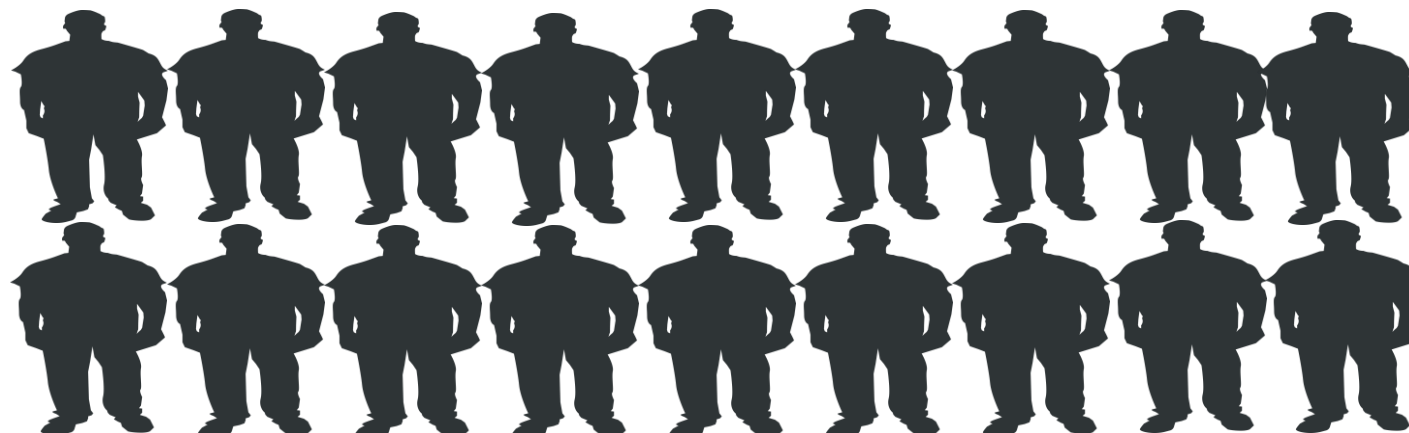
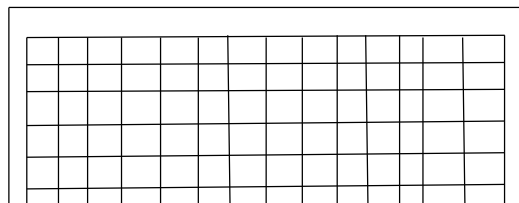
Players tuck colored bibs in the back of their shorts/tracksuit bottoms, leaving the bib hanging out like a tail. Players then have 3mins to get as many bibs as possible. Once the activity is over the participants without a bib then do a lap around the pitch.

**Closure:** What was the purpose of this activity? Its about being aware of your environment. In this case the other participants are barriers and it is a case of being aware of the barriers around you. Once you raise awareness about your environment and the barriers around you (self-awareness), it is then that you can start thinking of how to stamp these barriers out.



# SCORE AS MANY GOALS AS YOU CAN

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Defenders  
(Barriers)

Attackers aim is to score as many goals as they can. Defenders aim is to stop the attackers scoring as many as they can. After each goal has been scored the ball then goes back to the half-way line and then carry on. Attackers can go anywhere on the pitch during this activity. Defenders can go anywhere apart from in the penalty area.

Closure: How did you find that activity? What do you think the purpose of that activity was? Whilst taking part, did you struggle overcoming the barriers in front of you? Could you have tried anything different?



Attackers

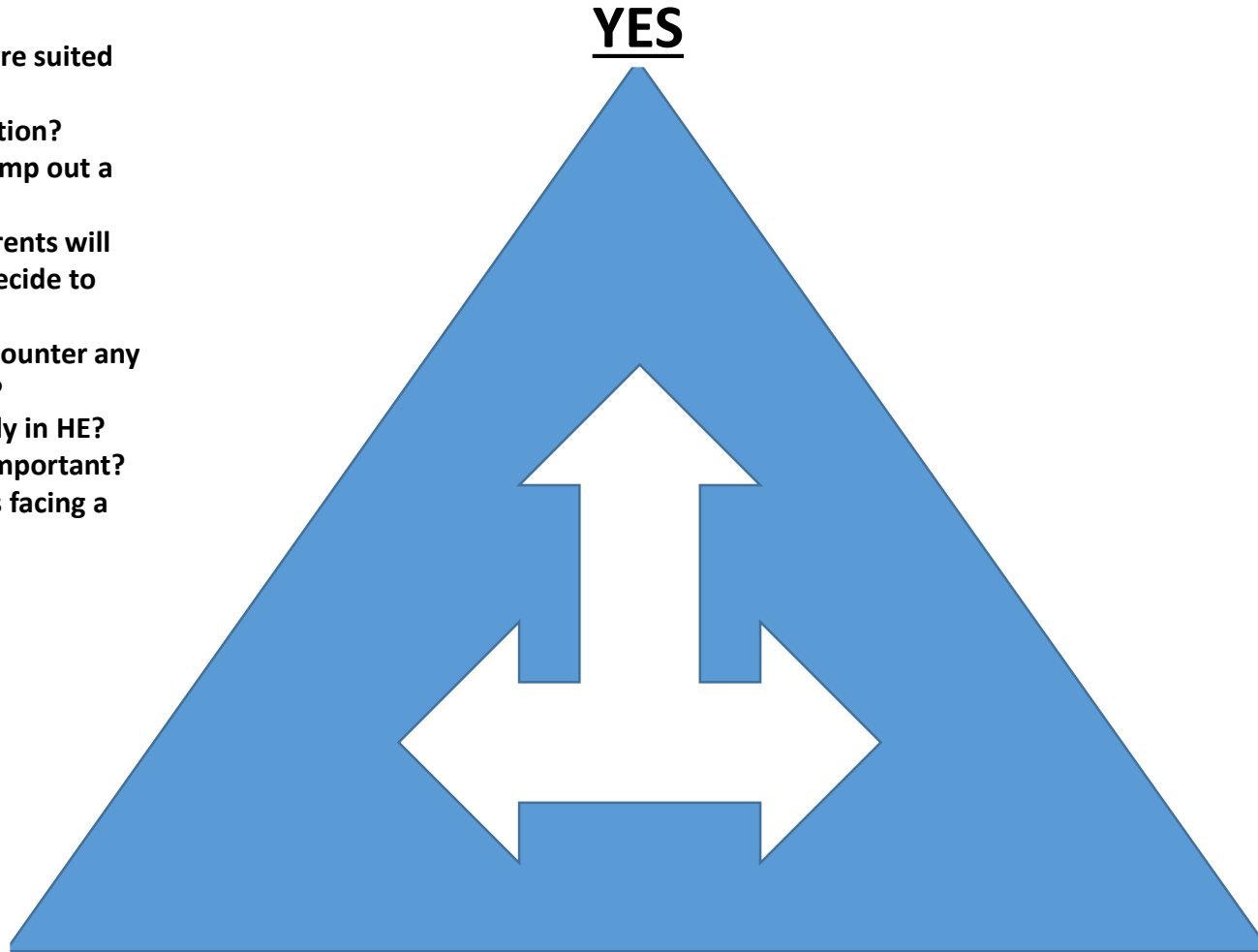


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# YES/NO/MAYBE

1. Do you think education is more suited for males than females?
2. Does culture influence education?
3. Would you help someone stamp out a barrier they are facing?
4. Do you think your parent/parents will influence the course you may decide to choose?
5. Do you think you will not encounter any barriers in gaining access to HE?
6. Would you be looking to study in HE?
7. Do your parents think HE is important?
8. Do you know anybody who is facing a barrier in gaining access to HE?

MAYBE



Questions around barriers participants may face in gaining access to Higher Education. Participants then dribble the ball to either yes, no or maybe. Closure will include reasons why they chose either yes, no or maybe and to explain their decision (create a dialogue). Once players have explained their decision, the other players may move to another section if the explanation given changes their thinking.

Adapted from [www.ayl.ru](http://www.ayl.ru), (2007)





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Each player will shout out the barrier they believe could affect their goals in the near future, and once they have scored, the player will explain how this barrier may impact on ambitions and suggests ways of mitigating the barrier.

## BARRIER SHOOTOUT (Weather dependent)

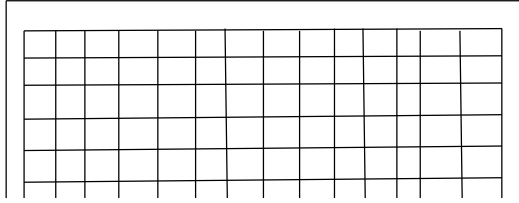


Can someone tell me what the purpose of this activity is (Awareness and Prevention)? Does this make you think more clearly in terms of what barriers you may face.? How can this benefit you in the future?

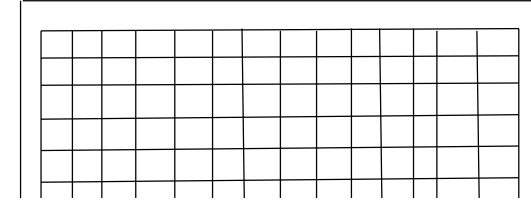




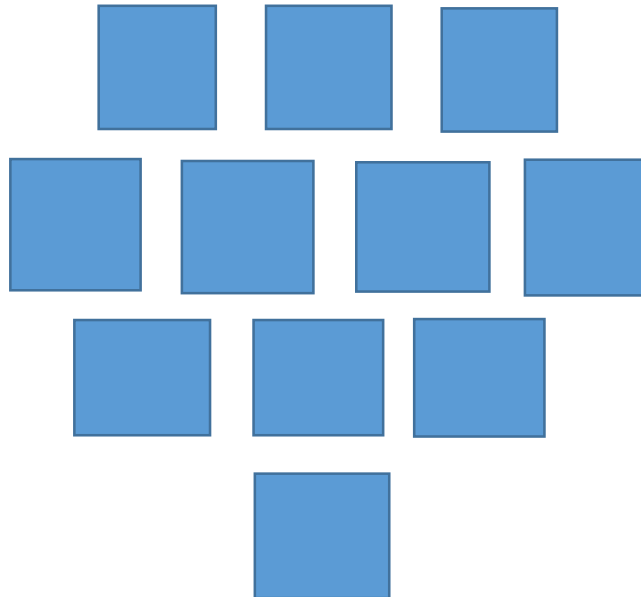
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 story”



## WHO IS ON YOUR TEAM



Cards will be placed around the pitch . Each card is labelled representing a possible team member, (teacher, youth worker, coach, parent, siblings, extended family, friends, funding etc.) Each player will search around the pitch collecting the team members/resources which they need to succeed. Once everyone has formed their ‘team’ they then explain why they chose each particular team member – what skills do they have? What value can they add? Who do they bring with them (networks)?



**Closure:** In life you have to be resourceful, rarely do people succeed on their own it’s about using the resources available to you and making the correct decisions. In life you will face barriers and more often than not you will know someone who has been through similar barriers and can help you stamp out the barriers you face (Social Capital).

