HUJAMBO

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is an informative game which challenges you to think and talk with others about values in life.

HUJAMBO

hands you a lot of material, so you can give a thought to **values** in a playful, creative and yet serious way. Values that are important or that might become important in each person's life.

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is Swahili and it means: "Who are you?"

A question which the game wants to help young people find an answer to.

HUJAMBO

is a publication of Don Bosco Youth-Net ivzw, which is produced with the financial support of the European Youth Foundation.

www.hujambo.info







GETTING STARTED WITH HUJAMBO

HUJAMBO consists of two parts: a manual (which you are reading now) and the game:

The **manual** gives you an explanation about the game, and some background information. You should read this before actually playing the game.

The **game** consists of 20 sets of 3 cards. Each set represents a value. You'll find:

- a value-card. On these cards you find more information about the value they represent.
- 2 game-cards. Each card mentions a method and some guiding questions in order to start a discussion about or evaluation on the value considered. The methods are games, discussions, verbal/ non-verbal expression exercises or manual creativity.

Before you start ...

You will be leading a group, using HUJAMBO. We hope it will be a positive experience for you and your group. Before you start, we want to give you some advice, so that you can increase the chances for a successful HUJAMBO-moment!

- 1. Prepare yourself as a trainer in a practical way.
 - Read the manual thoroughly.
 - Make a selection of cards. Decide which ones to use or between which ones the group can choose.
 - Make sure all the material you will need is present.
 - Find an appropriate room to play. Make sure there's also a spot where you can sit together to have a talk or to start a discussion.
- 2. Prepare yourself as a trainer, concerning the content of the game.
 - What do you want to achieve by playing this game?
 Adapt your choice of value-cards and methods to these goals.
 - Decide which values you want to discuss, which methods you want to use. Keep the group, the context, ... in mind!
 - Take a look at the guideline questions. Adapt them when needed.
- 3. Make clear arrangements with the group.

HUJAMBO contains a lot of different possibilities and can be widely used, certainly concerning values and methods. As a trainer, you decide which values appear in the game. During a game:

- one value can be the centre of attention.
- different values can be used.
- all values can appear.

When you've decided which values appear during the game, you can make a selection of methods. With each value, you can choose one or two methods.

Playing HUJAMBO

After you as the trainer have selected the values and methods and collected the material needed, the game can begin. You will lead the process of the game and you will also provide guideline questions to guide the conversations.

During the game, you can work in different ways:

- You choose one value and one method. You approach that value through the chosen method.
- You choose one value and 2 methods. You now have two different ways to approach the value. The participants can choose which one they prefer.
- You choose different values and one method matching a certain value. You approach the values through the matching methods. The players choose a value-card and do whatever the method-card tells them to do.
- You choose different values and two methods for each value. Participants can choose which one they prefer.

Other possibilities

Follow-up game: The game can be played in different stages; for example, by focussing only on I value during I meeting. This way, all the different values could be approached after some time. At the beginning of a new meeting, there can be a reflection on the previous one, and the value that was tackled then.

Endless possibilities: There are many more possibilities than the ones presented here. You can play with more than 2 groups; you can start from I particular card; you can work with clay but not in an ordinary way ... Endless possibilities! On condition of course, that you reflect before playing whether the chosen possibility is really "possible".

Points of attention and suggestions

Game-cards: it is important that the text is not read aloud by the trainer. This is because of the fact that there is information on the card, which is not of immediate importance for the players. This extra information is only useful when the game has been going on for a while.

Value-cards: These can be read by the players.

Groups: the number of participants in every group should preferably be between 5 and 12.

Emotions: Playing a game on values can trigger a lot of emotion. Therefore it is important to plan time after the end of the game, where the participants can express themselves about their experiences playing the game, especially about their feelings and the effect it has had on them. It is important to give them appropriate space and time to reflect — maybe to journal on the experience. Make sure that they have a break afterwards before doing something else.



The story of HUJAMBO

The creation of HUJAMBO is a story in several chapters: The first chapter was written several years ago when the youth pastoral group decided to write down the vision of the Don Bosco Youth Organisation in Flanders, Belgium (Jeugddienst Don Bosco). What distinguishes us from other organisations? Which values do we find important in our organisation? Where do we stand for? Those values were collected and defined. Some people brought up the idea of "a house full of values".

Couldn't we do more with these values? This next chapter was written very carefully. We wanted to create a game that was based on those values. This way, people taking part in one of our courses could experience which values are important in our organisation. Through the game, they would also be able to express what those values mean in their lives. The game would also answer a trainer's old question: how do we organise a "meaningful" evening activity about "values in life" ?

The third chapter was written by "others", from outside our organisation. They pointed out the possibilities such a game would have outside the Don Bosco Youth Organisation. Schools, youth movements, parish groups, ... were also looking for a game concerning values. The decision was taken : the project had to go beyond the walls of our organisation. The project was broadened and became a lot bigger at the same time. The end result was the board game including an interactive CD-rom.

However the story doesn't end here yet. The next chapter was written by another organisation: Don Bosco Youth-Net ivzw. This is an international network to which the Belgian organisation belongs to. At our intercultural exchanges we were looking for an ideal method to discuss about values. Most values are culturally determined, and often conflicts between "cultures" are the result of conflicting values on which these cultures are built. As dialogue is the best solution to solve conflicts, we were looking for a method we could programme into our intercultural exchanges to facilitate the dialogue on values between the young people taking part in the activity. Through our Belgian trainers HUJAMBO was introduced into the network.

However we realised that the original game needed to be adapted to the specific needs of international youth work. To solve these questions we needed to write another chapter.

This next chapter was co-authored by the European Youth Foundation. Through the financial support of the European Youth Foundation our trainers could get to work on updating the values and methods included in the game. We wanted to make HUJAMBO available for everybody who could use the game, who could be inspired by it, who could create new extensions to the game. The best way to do this was by creating the www.hujambo.info website. This makes the game available to all who have access to the internet. Making the game available as a download created some limitations as well. We had to eliminate the cd-rom and the use of the die. Luckily there are 2 sides on every coin. The use of internet technology makes it possible that extra games sets can be added infinitively. Therefore we would like to ask you to write the next chapters of this story, by playing the game and using your experiences to add extra game-sets to HUJAMBO.

HUJAMBO

HUJAMBO is an informative game which challenges you to think and talk with others about values in life.

HUJAMBO gives you plenty of material, so you can give appropriate thought to values in a playful, creative and yet serious way - these are Values that are already important or that might become important in a participant's life.

HUJAMBO aims at young people from 15 years of age upwards. It can be used in a youth movement, in a youth club, at international youth meetings, during youth retreats, in schools etc

HUJAMBO contains 20 values; each value being approached in 2 different ways. In this way, it offers a wide range of methods and contains something for everybody. It is a open game which allows trainers to add and share their own values and methodology.

HUJAMBO is Swahili and it means: "Who are you?" - its the question which the game wants to help young people find their answer to.

We wish you and your group a "valuable" play experience, which contains a place of meeting and enough time for good discussions.



Don Bosco Youth-Net ivzw is an international network of Don Bosco Youth organisations and Salesian youth DON BOSCO ministry departments. The aim of the network is to promote international YOUTH-NET learning opportunities for the young

people which are active in its member organisations. For more information on Don Bosco Youth-Net ivzw visit our website http://www.donboscoyouth.net.



HUJAMBO was created with the financial support of the European Youth Foundation. This foundation is part of the Council of Europe and supports youth projects focussing on the basic youth projects rocussing values of the Council of Europe. More

information on the European Youth Foundation visit their website http://www.eyf.coe.int/fej/.





'Youth in Action' Programme

The international secretariat of Don Bosco Youth-Net ivzw is supported Education and Culture DG by the European Union through the Youth in Action programme.

<u>Disclaimer:</u> This publication reflects the views only of the author. The Ruropean Commission and the Council of Europe cannot be held responsible for any use which may be made of the information contained therein.

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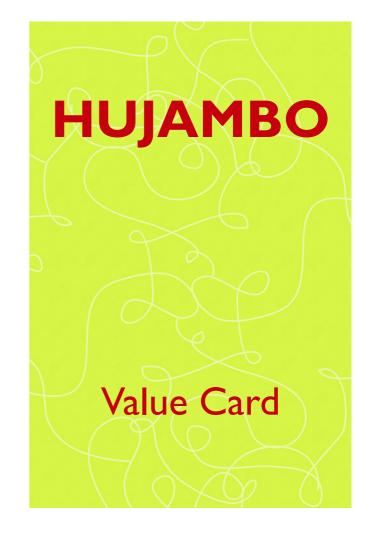
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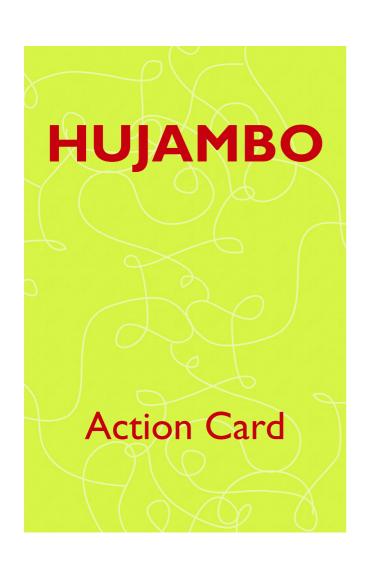
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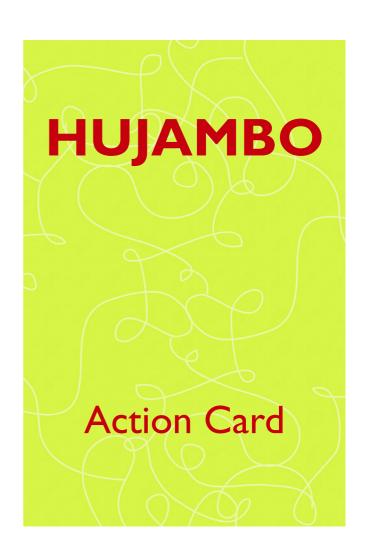












A place for everyone

Everyone can find his or her place within the youth organisation of Don Bosco, because we always try to find the best in each other. We do this through working as a team and by always giving each other new chances. We look to give young people the attention and guidance they might need. At the same time, we encourage them to do the same for others."A pat on the back can give you wings"!

A place for everyone

Game

Restriction game

An obstacle course is created. This can be a natural one, or one made by the participants. If they make one, they shouldn't know the game in advance. Everybody receives a card, with a restriction written on it. They cannot tell each other what is on the card. Everybody takes the obstacle course, keeping his/her restriction in mind. Everybody needs to reach the end. In order to do so, cooperation will be necessary.

Guiding questions

- 1. Did you find it easy to be involved in the game? Why? Why not?
- 2. What was your restriction? How did you deal with the restrictions of the others?
- Do you find yourself in such situations in real life?
- 4. How do you react?

Material: blindfolds, an obstacle course (cloth, rope, chairs, tables, ...), restriction cards.

Possible restrictions: You are afraid of people; You are blind; You have a broken leg; You do not understand the language; You do not know the difference between left and right etc

Expression

The extension machine

Somebody starts to act out a part of a machine (e.g.: moving one arm). Someone else comes forward and acts out another part of the machine. In this way everyone builds a part of the machine. Eventually when all the participants are "the machine", they can start taking it apart piece by piece.

A living painting

Each participant assumes a pose expressing something. Together they express a painting called "Still Life'. The whole activity takes place in silence.

Guiding questions

place for everyone

- I. Did you think this an easy task? Why? Why not?
- 2. What was your part in the task?
- 3. Did you feel useful?
- 4. Did you have the place you wanted to
- 5. What is your place in this group?
- Do you want this place? Do you feel alright with it? Why? Why not?

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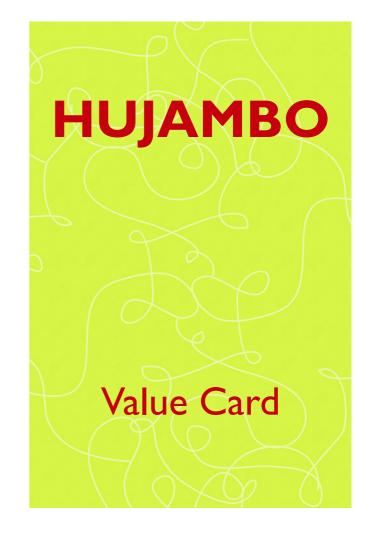
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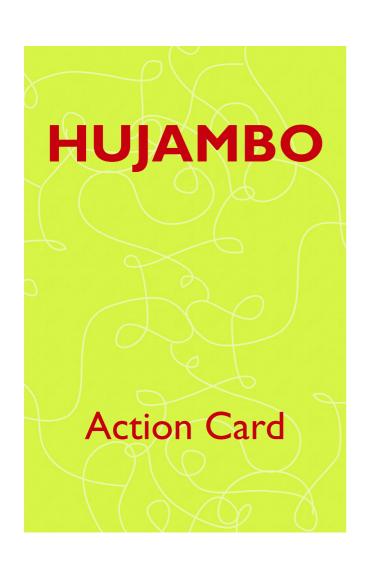
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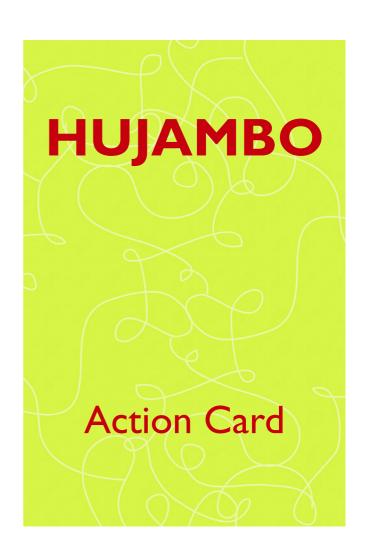












Through play and different experiences, young people are urged to explore possibilities and to broaden their horizons. In this way you experience the Don Bosco tradition of "action".

A tradition of "action"

Discussion

The person who leads this session, presents the following "lecture" on learning how to cycle your bike.

Lecture

Learning how to cycle a bike is not that difficult - certainly not when you keep the following in mind: A bicycle has got 2 wheels that contribute to the balance of the cyclist. The tangent plane with the earth is not very big, so that the laws of gravity do immediately apply when the cyclist does not keep his balance well. You will succeed in keeping your balance when you manage to use all the muscles of your body. The stretching of the dorsal muscles, as well as the curving of the muscles of your hands as the silencing of the corner of your mouth, makes you able to balance your bicycle. Once cycling, it is of course very important that you know how to stop in time. Volume depends on the resistance caused by the wind and by your body.-You have to multiply those and divide the result by the distance you covered since your last stop to get the braking volume. You need to know this before you start using your brakes, in order to be sure that you will use to correct power to handle them correctly and to prevent them from flying away from your bike. You certainly need to get enough energy, enough "sugar', enough "fat" to burn. If you are planning a brief explosion of power, a "sugar-diet" is recommended for at least 5 days. Long distance performances ask for a "fat diet". Sugar and fat are chemical energy, enabling us to perform a certain amount of labour. Labour is directly connected with the power presented and the road covered. You will get further by working more and using less power! So, you know now what to do... You better start practising, because tomorrow someone will design the perpetual mobile and you will miss this event absolutely.

Guiding questions

- I. Who among you learned to ride a bicycle this way?
- 2. Which things did you learn "by just doing it"?
- Which do you find the easiest: learning theoretically or learning by doing it? In what sort of situations would your opinion change.

Expression

Wooden spoon dance

One participant (or the leader) stands in front of the group with a big wooden spoon and dances to some music moving the spoon about. The others dance as well, moving their body the way the spoon does. (body = wooden spoon)

Dancing blindfolded

All participants are blindfolded. Different fragments of music are played. Everyone can dance or move freely to the music. They can move freely because everyone is blindfolded. Nobody can see them, so they do not have to beware of other people looking at them.

Guiding questions

tradition of "action"

- 1. Did you think this was a difficult game?
- 2. What went on in your mind when you heard you had to dance?
- 3. What did you learn by doing this?

Material: CD's or IPods with different sorts of music, CD or IPod-player, blindfolds, a big wooden spoon

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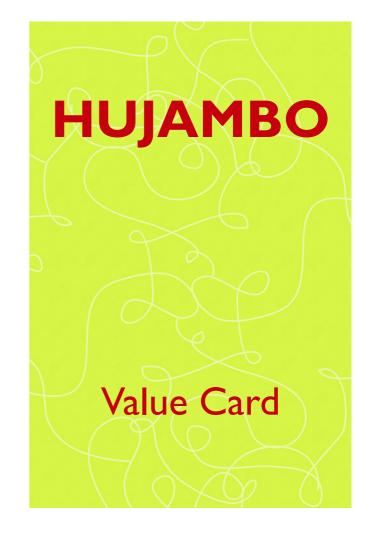
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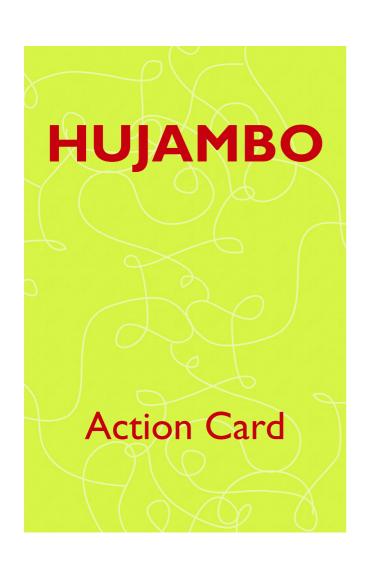
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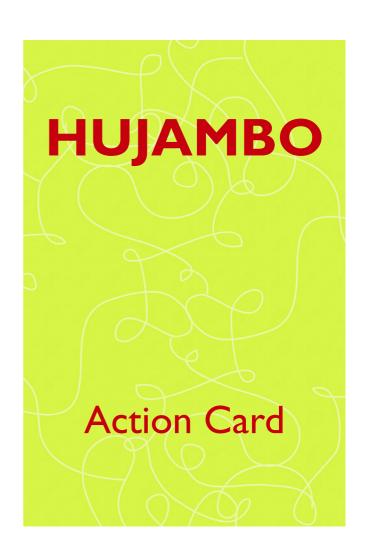












Be yourself

Every young person will be Acknowledged. This creates space for each of them to be accepted as they are. Through this they will be challenged, and at the same time invited to be themselves and to take their own place in the group.

Be yourself your own place

Expression

Look-a-like games

The participants are put into pairs. Each pair chooses a certain situation. I partner has to play the situation in a fashion they think the other one would act. After each imitation, the other one can play the situation in the way they would really act. This can lead to some exchange between the partners/the group.

Situations

- You want to buy a ticket for the train, but there's a long queue and you have only got 30 seconds left.
- The moment you arrive at the checkout in the supermarket, you realise you have forgotten your wallet at home.
- You have lost the key of your bike on the beach.
- You are at a restaurant when a vendor of roses approaches you.
- Someone is bragging about them self
- You have only got 10 minutes left before the wedding starts.
- You are in a city you do not really know and you do not exactly know where you are supposed to go
- You come home with good grades.
- People sing you a happy birthday song.
- You are invited to the prince's wedding.
- Someone asks you to take part in an activity for a good cause.

Guiding questions

- How did it feel to see yourself through someone else's actions?
- 2. How did it feel to imitate someone else?
- 3. What makes "you" "you"?
- 4. What is typical for that person?

Handicraft

All participants write their name on a piece of paper using big hollow letters. They colour their name following this code:

- red : active, energetic

yellow: giving attention to others

blue : full of trustgreen : faithful

grey: sometimes I just do not know

black : toughpurple : lonely

orange : self-confidentWhite. cheerful and freebrown : shy and silent

- pink: tender

Of course, more colour than I can be used, depending on how much this applies to that person.

Guiding questions

- I. Explain to the others why you coloured your name the way you did.
- When looking at your "own" colours, do you think you will find a place in this group? In what way? In what way won't you?

Material: colour pencils, paper.

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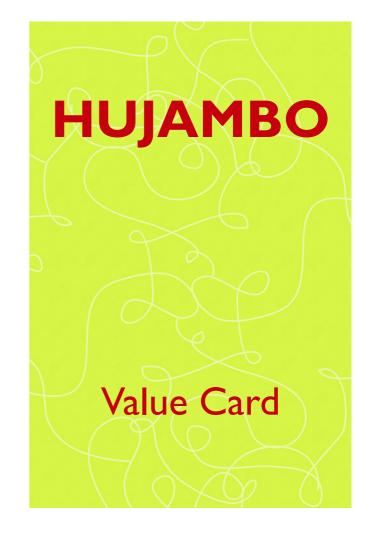
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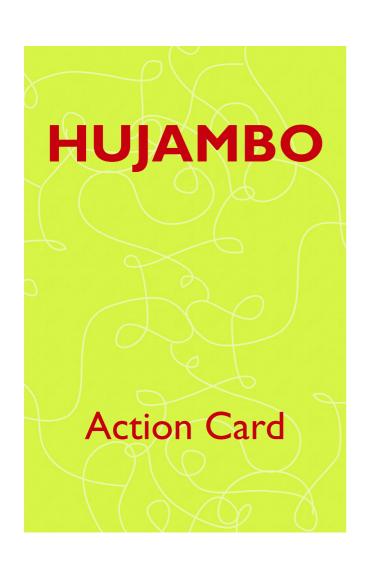
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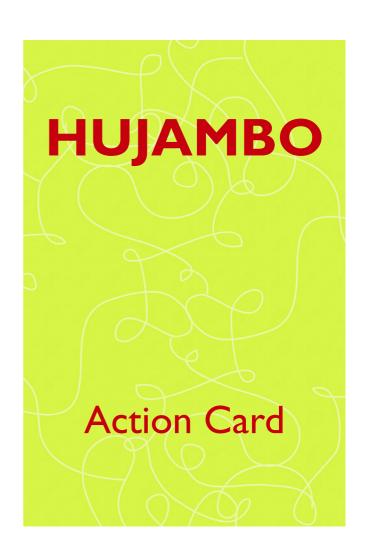












Broaden your horizon

We call on your courage to experiment with the space you have; living together as a group, as well as the individual contact with others, represent challenges to you - challenges to broaden your horizon, to rise above yourself and to discover hidden talents. This way you can grow as a person, and you will be able to take on personal responsibility.

Broaden your horizon

Surpass your limits

Expression

Mime in front of a group

Each player gets a card with an object or a sentence on it. The players have to mime what is written on the card. The others have to guess what's being mimed.

Speech

Give a speech in favour of;

- Dead fish in the canal
- More rain
- Driving on the wrong side of the road (left or right)
- 10 months of holiday and 2 months at school

Guiding questions:

- I. Do you like standing in front of a group? Why (not)?
- 2. In what way did you surpass your limits? In what way didn't you?
- 3. In what sort of situations do you need to surpass your limits? Are you often find yourself in these situations?
- 4. What makes you surpass your limits? What stops you from doing so?

Material: cards which describe situations/objects you have to mime.

Handicraft

A lot of materials are put on display: charcoal, wood, cartons, plaster, ... Choose something you wouldn't choose normally. Try to express the following: "surpassing ones limits - broadening your horizon".

Guiding questions:

Broaden your horizon

- I. What did you think about the task? Why?
- In what sense did you have to broaden your horizon or did you have to surpass your limits,
- 3. When do you have to surpass your limits?
- 4. What makes you do so?
- 5. What stands in your way of doing so?

Material: all sorts of handicraft stuff; also things you wouldn't normally use.

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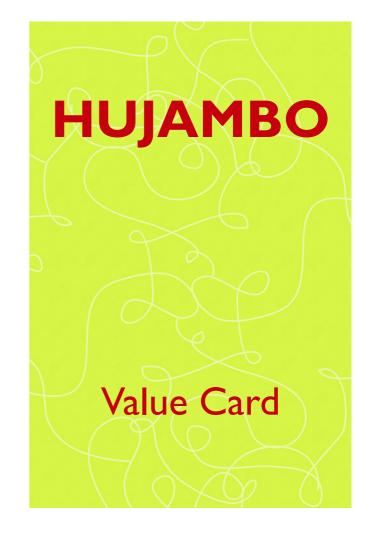
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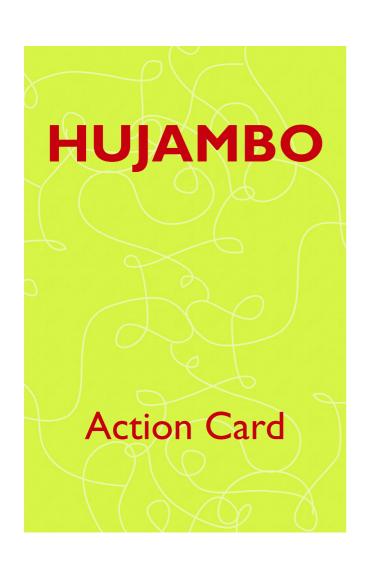
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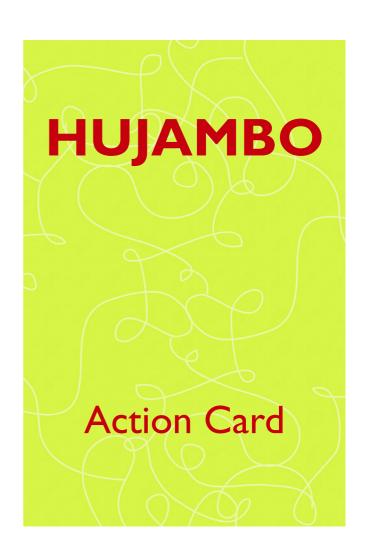












Creativity comes with fantasy - these two are inseparable. Creativity colours, and fantasy creates a playful world. They stimulate the courage to take on new challenges and to broaden your horizon.

Creativity

fantasy

Handicraft

Working with clay

The whole group stands around a table. Everyone has some clay in front of them. The leader gives instructions on what has to be made. After the instruction, the participants get about 10 to 15 minutes to work with the clay.

Then they move their "piece" to their neighbour on their right

Then they move their "piece" to their neighbour on their right side. This part is not told in advance to the participants!! That way, they'll be taken by surprise.

After getting another instruction, each participant then works on a new piece of clay. Then, the pieces move on again etc.

Instructions to create a person

- Make a body (never mind what sort of body).
- Make a head.
- Get arms and legs.
- Get hands and feet.
- Create a face.
- Create hair/a head/...
- The final touch.

You could do the same by painting or drawing.

Guiding questions

- I. What were you thinking when you had to move your first piece of clay? Did you like it? Why? Why not?
- What do you think about working on someone else's piece?
- Did you feel any restraint in being creative? Or was it easy to be creative?

Material: clay, water, iron wire, plastic

Expression

Story

Make up a story together. Someone starts with the first sentence. Another person creates a second sentence, etc.

Improvisation

Someone starts miming something. Whoever feels inspired by this stands up. The first one sits down, while the second person starts miming etc.

Guiding questions

- I. Did you think this task was an easy one? Why? Why not?
- 2. Are you a creative person? In what sense? In what sense not?
- 3. What does it mean to you "creativity'?

Creativity

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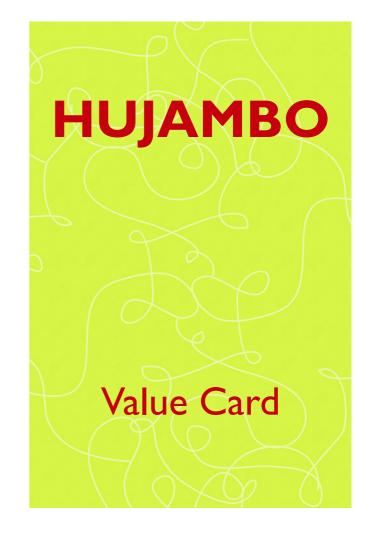
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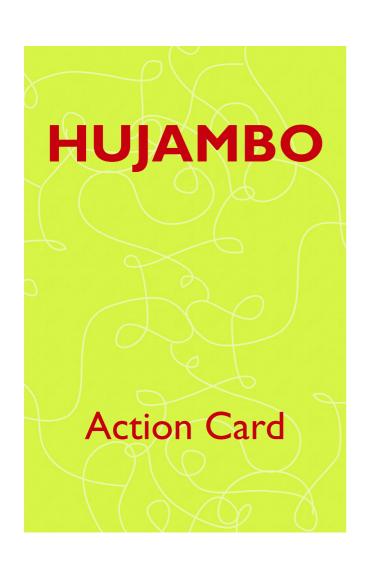
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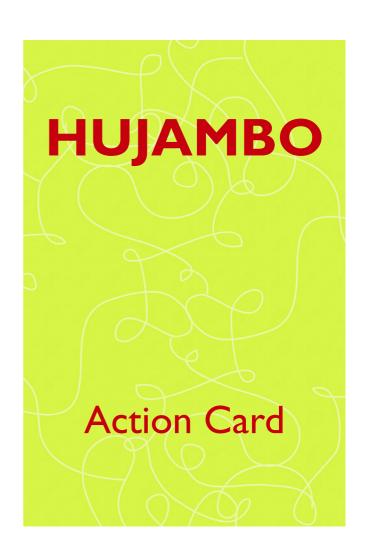












Cultural background

Everyone has their own cultural background which comes from the history, beliefs and traditions of their local life-styles. These life perspectives can lead to conflict if they are not appreciated or acknowledged by others. However, through intercultural dialogue these differences can be shared and understood and can lead to enrichment and progression.

Cultural background

that part of culture which is invisible

Discussion

A letter to yourself

Write a letter to yourself, answering the following questions:

- Which cultural background or heritage is important to you?
- Have you ever been offended when people (accidentally) didn't take your cultural background into account?
- What do you know about the cultural back-ground of 2 of the people in this group?

Guiding questions

- I. What do you think of this assignment? Why?
- Do you want to say anything about your letter to the group?

Creativity

On a map of Europe: indicate where your grandparents, your parents and you have travelled. Indicate where you'd like to go in the next years.

Guiding questions

Cultural background

- I. What has changed in the travel field over the last 3 generations?
- 2. Are you more interested than your grandparents in travelling or have other circumstances inhibited or stopped them from travelling?

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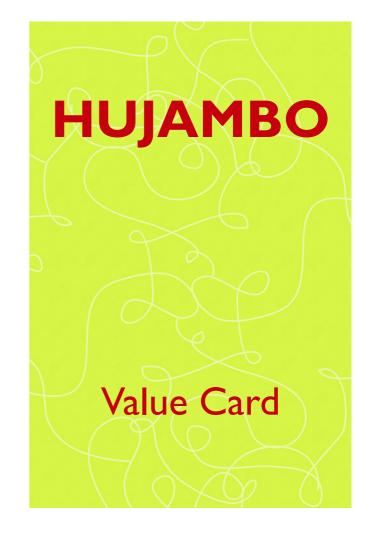
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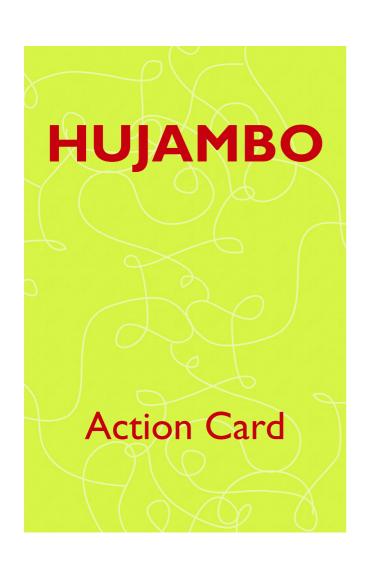
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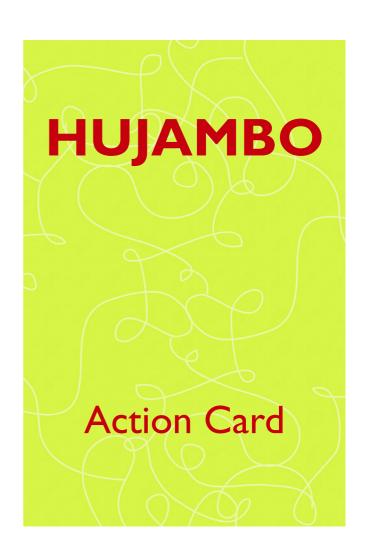












You do not only eat because you have to 'fill your stomach'! It is much more than that. It's an encounter, sometimes creamy, sour, sweet or hot and spicy. We make time for it at the table. However, it is a way of getting to know other people in a "different" way. In a playful setting, but with attention to each and everyone, you can bring a group together like corn flour binds the sauce.

Dining together

Game

Clapping hands

All the participants sit round the table, with their hands on the table. Their left hand is under the right arm of the neighbour on the left; their right hand is over the left arm of the neighbour on the right.

One person claps his right hand one time on the table. The clap runs round the table, clockwise. This means that each hand has to clap once, but you have to be very careful.

Signals: one clap means you have to go on; two claps means the next hand cannot clap; three claps mean the direction of the claps is turned around, ...

Guiding questions

- I. Can games improve the atmosphere at the table? In what way?
- 2. Do you find this important?

Discussion

Task

Dining together

Write a menu. On the left side you write "Dailies": this side is about how things are during breakfast, dinner, ... at your home. E.g.: skip breakfast, lunch at school, ... On the right side you write "Dream menu": this side is about how you would want it. Present the menu to the others. Discuss the different menus.

Material: pens, paper

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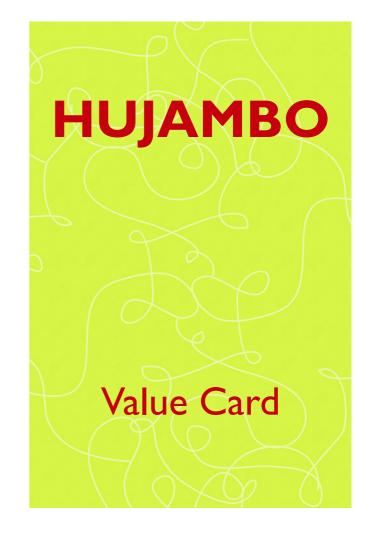
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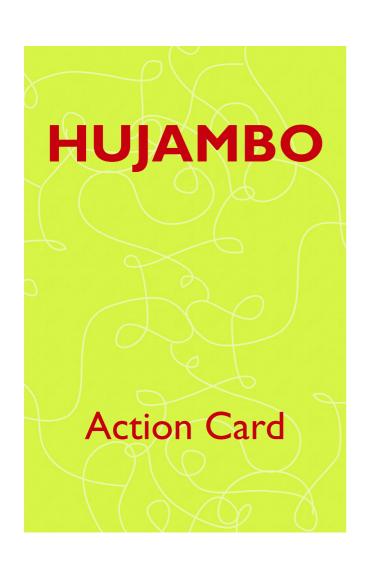
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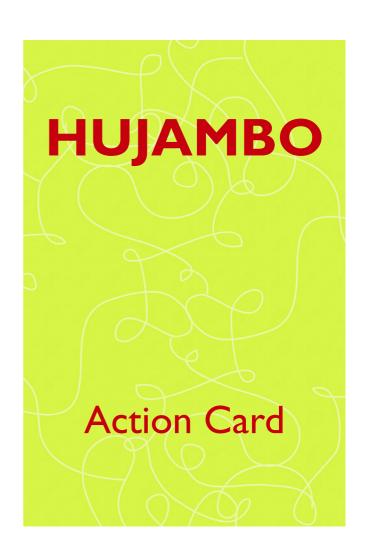












tiquette

This Influences and guides your behaviour in a particular social context. It's an unwritten rule that directs social interactions of individuals and groups to act and respond in specific ways. This is facilitated by such things as national, local, inter-personal and traditional attitudes. For example: greeting someone with a kiss, handshake or a hug?

Etiquette

cultural things that are visible

Discussion

Silent talk

The following statements are written on big sheets of paper. Every participant can write down their reaction to the statements. They can also react to each other's reactions. Everything happens in silence; all the arguments are written down on paper.

When the group has finished writing, they take a look at the papers. If you wish, you can start a group discussion afterwards.

Statements

- When you are in a foreign Country, you eat the food which is served there and you respect their time-table for dinner.
- In a foreign Country you try to learn at least a few basic words of the language
- Etiquette is an old-fashioned thing. Young people don't pay attention to it anymore.
- In the modern world with internetconnection accessible almost everywhere, differences are fading away and are therefore becoming less important

Game

Hand out cards with different ways of greeting one another on them. Don't tell what is written on your card, but greet the other in the way which it is written. - give 3 kisses, give I kiss, shake hands, move noses next to one another, spit on the other persons foot, hug strongly, fold hands together and bow down etc.

- To which Countries do these habits belong?
- What are typical features of the people living there or typical things for that Country?

Guiding questions

- I. What ideas came out about others? Were these ideas mainly positive or negative and why?
- 2. How important is it to adjust to 'the rules' of another Country?
- 3. How do you strike a balance between pleasing the people in the Country you visit and keeping your identity?

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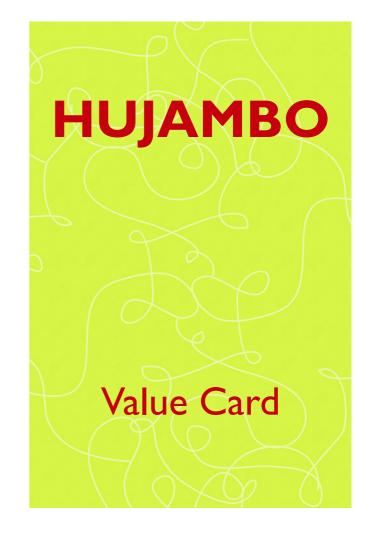
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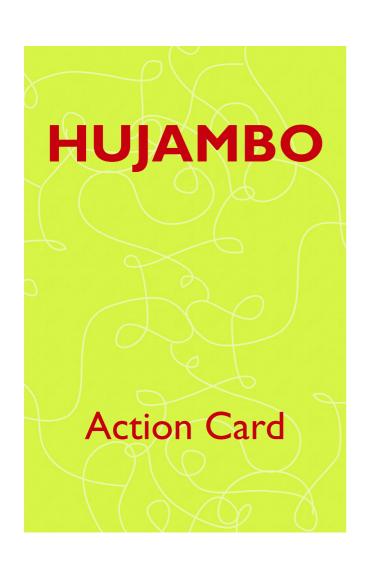
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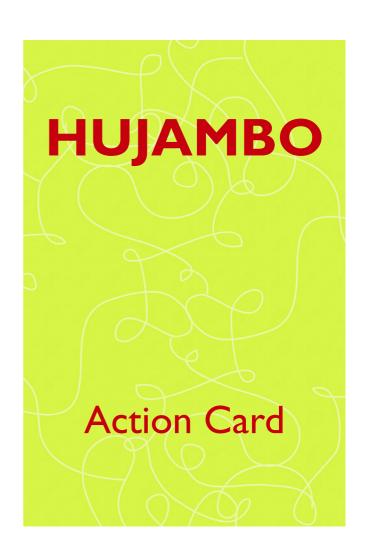












Free time is the time you can shape and model. You are being challenged and you have a possibility to become involved. An involvement starting from curiosity maintained by willpower and drive and awarded with contentment and joy.

Satisfaction, joy, relationships and closeness provide quality time.

Free time

Game

Every player gets a card on their back. There are four sorts of cards: commitment, planning your own time, fun, relationships/solidarity. The players try to find people with the same card, but without speaking to each other. When they find the members of their group, then they have a small discussion about the topic on their card. Afterwards a resume of this is presented to the others. This way, you can start a group discussion.

Discussion

Every participant gets a blank scheme of the week. Everybody has to describe how they use their time, by using different colours.

Red: school/work Green: study/chores Blue: sleep Yellow: free time

The participants have to define their free time in detail.

e time

Guiding questions

- I. What is the main colour in your scheme?
- 2. What is the balance like between the different colours?
- 3. Do you only have a small amount of free time? What do you do during that short time?
- 4. What's on top of your free time list?

Material: pencils (yellow, red, green, blue), copies of a week scheme

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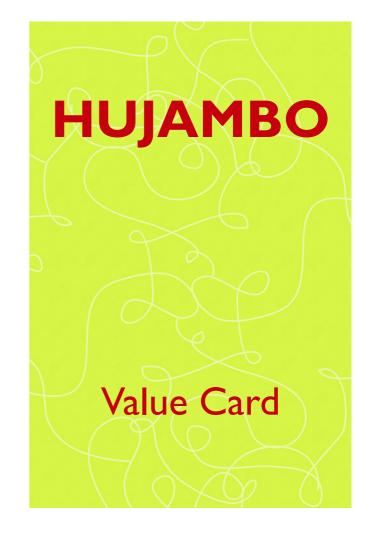
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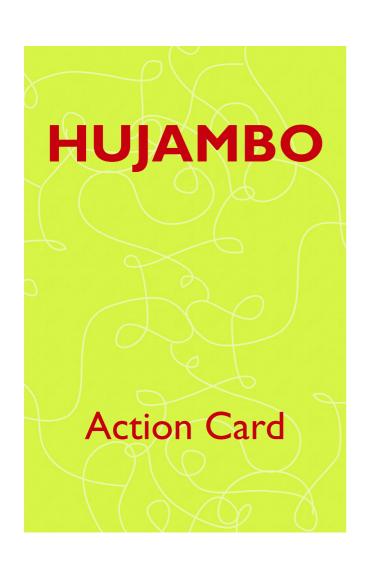
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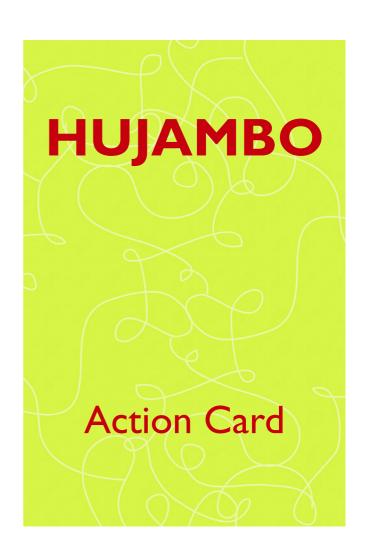












Young people are looking for "the meaning of...". We give them certain stepping-stones, founded on Christian values and tradition. They decide for themselves whether or not to use them in order to shape their own life, and develop its meaning.

Giving "believing in ..." its own place

Discussion

1st possibility

Everyone gets a list of 20 values and puts together a personal top 5. When the top 5's are read, someone keeps track of the values. At the end of the presentation, the group can have a look at the values that have been named the most. This leads to a discussion.

List of values: honesty, openness, creativity, happiness, friendship, trust, love, fairness, egoism, solidarity, thankfulness, tolerance, humour, faith, commitment, choosing, individuality, being yourself, respect (or other values you choose).

2nd possibility

A discussion is started by posing the following questions:

- Who is your God?
- What is your God?
- How do you see "God"?
- What makes you see "God" the way you do?
- In what way are you inspired by this?
- In what way can you depend on "God"?

Handicraft

The participants present their image of God by using non-expensive material. This is then discussed.

Guiding questions

- I. Did you experience this task as difficult?
- 2. What is important in your image of God?
- 3. What was striking about the images others did?

Material: all sorts of handicraft material like paper, glue, scissors, paint, pencils, useless material,

•••

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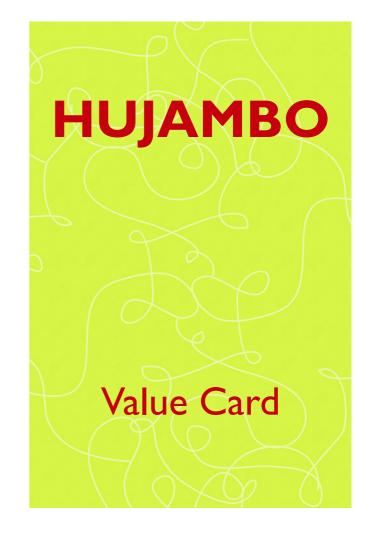
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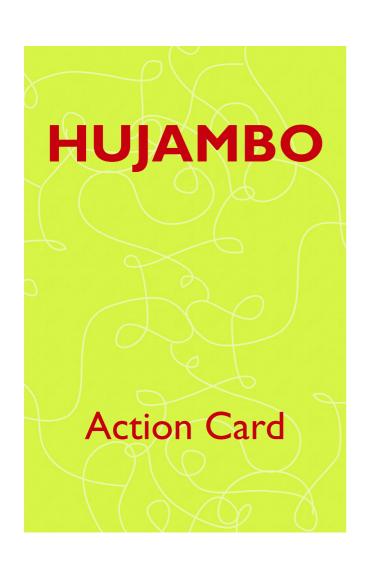
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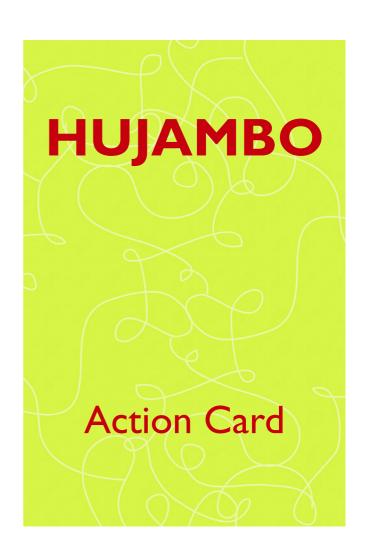












Humour

A smile can often work miracles. Humour creates a positive and relaxed atmosphere, where young people and their mentors enter a relationship with one another. Humour provides an alternative view of the world.

Humour

putting things into perspective

Expression

Scenes

The participants form groups of six to act out the scenes. Everybody takes a part. After a short time to prepare, they act out the scene in front of the whole group. You can think of other situations using the same principle.

Scene I: At an Italian restaurant

You need: a guest, a waiter, a plate with spaghetti, a bottle of ketchup, a knife, a peppermill.

The guest orders spaghetti and a glass of red wine. After much waiting, he is finally served. The guest is not really pleased with the sauce and orders some ketchup. The waiter keeps a friendly face and brings the ketchup. After a few minutes the guest wants some pepper as well. The waiter also brings this. At the end, the guest realises he doesn't have a knife, and wants this to.

Scene 2: At the supermarket

You need: a lady or gentleman going shopping, a shopping basket, a shop assistant, a cabbage, a can of peas, 100 g of cheese in slices

Somebody goes shopping in the local supermarket. At the fruit and vegetable stall, the client asks for a cabbage. Before putting the cabbage into the basket, it is thoroughly checked for worms and mould. The 100 grams of cheese is to be found at the cheese counter. The can of peas is also on the shopping list, but not easily found. The shop assistant has to help.

Guiding questions:

- I. Do you often laugh? When do you laugh? When don't you laugh?
- 2. What sort of effect has humour on you?
- 3. Are you a humorous person?
- 4. What sort of you humour do you consider "good"?
- 5. How important is humour in your life?

Handicraft

Task

The participants try to design something that makes other people laugh. They can use all the materials.

Guiding questions:

- I. Was this an easy task? Was it difficult?
- 2. Do you make other people laugh sometimes? Do you smile at people?
- 3. Do you laugh a lot? Are a humorous person? Is there a difference between the two or is it the same?
- 4. How important is humour to you?

Material: all sorts of handicraft stuff - glue, scissors, paint, paper, pencils, little pots etc

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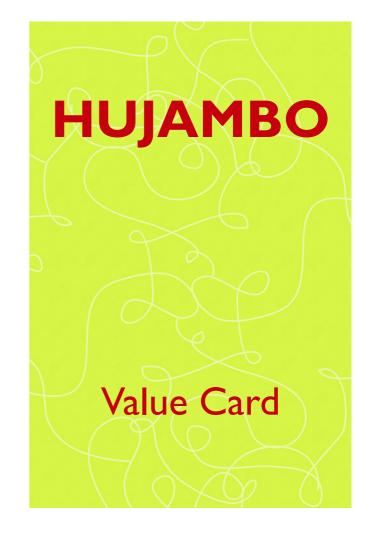
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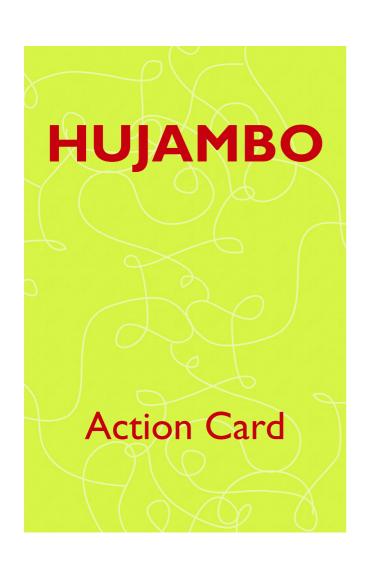
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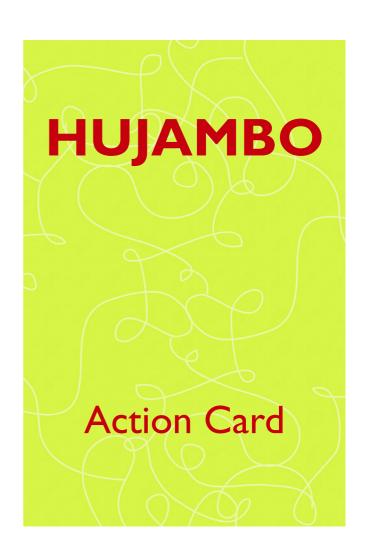












Inspired by ... Don Bosco

Started as an acrobat, became a priest and ultimately an 'educator' – for so long on the move with the boys, Don Bosco worked to create a meeting place where they would feel loved and would "be" at home. Even today, 'Don Bosco' is a name that describes action. Evangelisation and Education is still at the centre of his philosophy. Self-realisation, broadening one's horizons, giving and creating life chances ... they all fit into the Don Bosco way of working. Don Bosco still challenges you to live your life with all the love and trust that you have.

Inspired by ... Don Bosco

Game

Inspired by ... people who have an effect on you, by whom you are touched - often these people have a special connection with you. You can be yourself when you are with them. They challenge you to surpass your limits to broaden your horizons. They allow you to be yourself.

Every participant mimes someone from the list. The others have to guess which person is being portrayed.

Inspiring people

- I. Elvis Presley
- 2. Don Bosco
- 3. Barack Obama
- 4. Ché Guevara
- 5. Santa Claus
- 6. Mother Theresa
- 7. Gandhi
- 8. Martin Luther King
- Michael Moore
- 10. Bono

Guiding questions

- I. Are you inspired by the person you had to impersonate?
- Who inspires you? Why? Who does not inspire you at all? Why?
- 3. Are you inspired by God, Jesus, a particular saint?

Discussion

The group talks about inspirational people. The following questions can be used as a guideline.

Guiding questions

Inspired by ... Don Bosco

- Are you inspired by others? Who are you inspired by? Why (not)?
- 2. Do you know if the person that inspires you, can be an inspiration for others?
- 3. In what way could you be an inspiration for others?
- 4. Are you inspired by God, Jesus, a particular saint?

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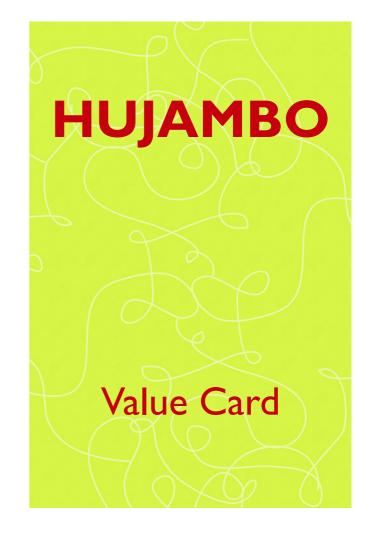
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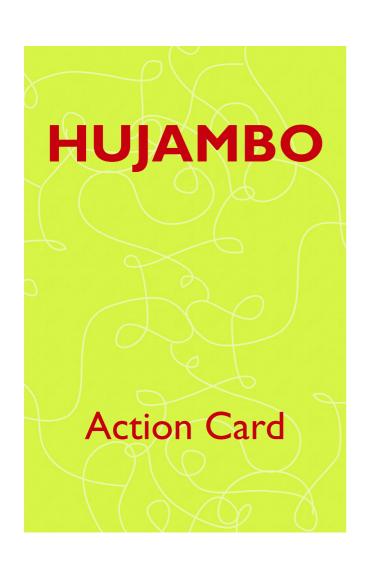
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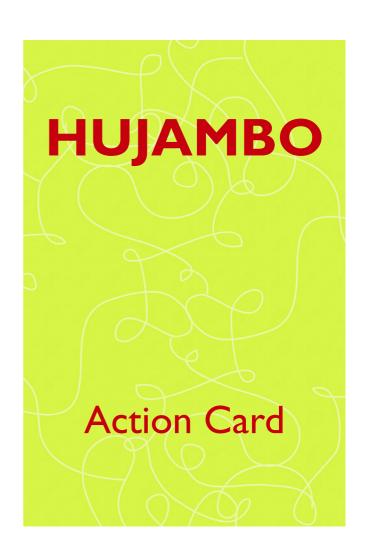












By showing interest in the lifestyle of young people, you will not only know what motivates and drives them, but also what keeps them awake at night, what troubles them. Through involvement, it is possible to meet their needs, to listen to their questions. By reaching out a helping hand, following the same path and supporting them when they need it, you will create a bond. Bonds based on "closeness" will help young people feel supported.

Involvement

Game

Every participant gets a sticker with the name of another participant on it. Write a positive quality that person has under their name and stick the sticker to their head or on their back. Now the participants have to walk through the room and guess their quality by asking yes/no-questions to each other. They can only ask I question to I person at a time.

Guiding questions

- I. What did the naming of this positive quality do for you?
- 2. What does "involvement" mean to you?
- 3. When people do not have any common interests, how can you create them?

Material: Paper stickers (labels), pens

Handicraft

A book of friendship/collage

Each participant gets one question, concerning for example hobbies, home, family, free time, youth movement, dreams, school etc They have to ask their question to all the others.

There is a big sheet of paper for each participant to use to record all the answers. This can be done in different creative ways. (E.g.: collage using parts of magazines, newspapers etc) Afterwards, the participants can ask questions about their sheets.

A discussion can follow, where everybody has the opportunity to exchange their experiences - things they noticed about others, surprises etc

Guiding questions

- I. Was there anything you did not know about someone else?
- 2. Did any similarities come up?
- 3. How does it feel when others are interested in you?
- 4. What does "involvement" mean to you?
- 5. When people do not have any common interests, how do you create them?

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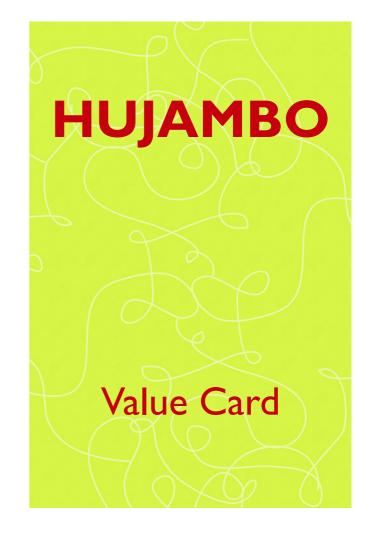
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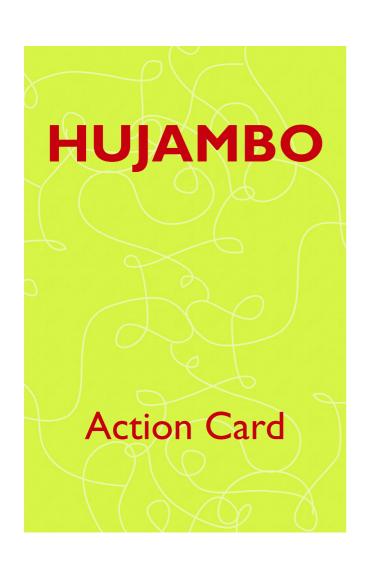
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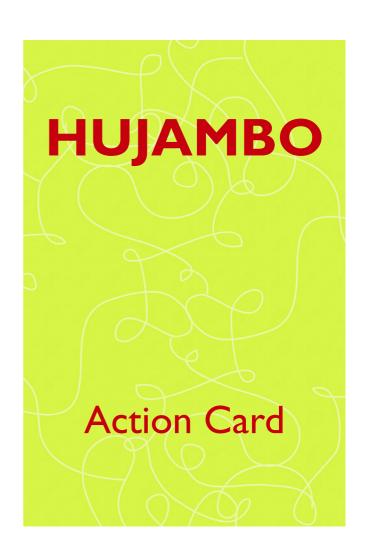












Open-heartedness

I like you, not because of what you do or can achieve, but because of whom you are. Unprejudiced and open-minded, I will stand next to you.

Openheartedness

Expression

Reception

Different groups prepare different situations concerning "reception". E.g.: a new class-mate; its Christmas Eve and you find some people standing at the door; the start of a new course; you are watching TV when suddenly a friend turns up who is totally depressed etc The situations are acted out in small groups. Afterwards you can have a discussion on the role plays.

Letting go

The participants stand in pairs. One of them assumes a position that represent that they are 'not open' - they assume a non-approachable manner. E.g.: rolled up in a ball, very unfriendly, threatening The partner tries to mould them in such a way that they show openness.

Guiding questions

- I. What did you think about the assessments?
- 2. What does a "warm" reception mean to
- 3. What are the conditions for you before you can say you feel at home with someone?
- 4. How does it feel to be moulded into openness by someone?

Discussion

Everyone receives a small heart shaped card with someone else's name on. The participants write on the card. "I like you because ...". They finish the sentences with a reason why they like someone. When they hand over the card to the person, they talk about it.

The aim of the discussion is to understand the insight that you do not necessarily need a reason to like someone. You can like someone because of who they are.

Material: heart shaped cards, pens

Open-heartedness

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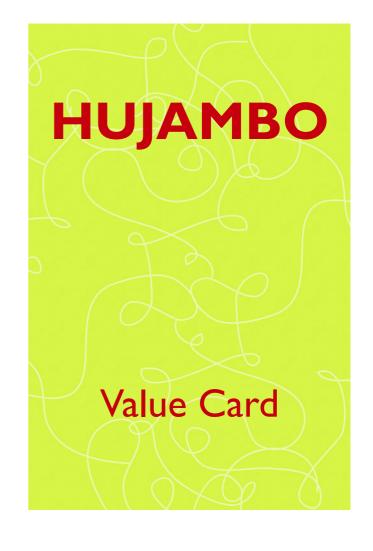
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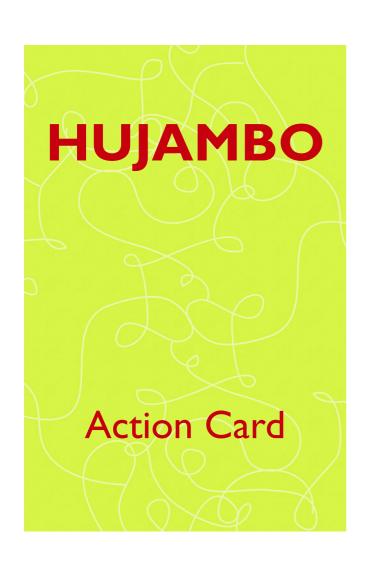
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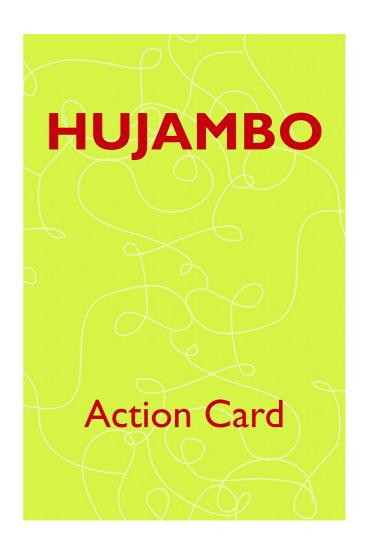












in a respectful way. By meeting the other, unprejudiced, we create an atmosphere of tolerance. This is a challenge for young people to broaden their horizon and to deal positively with diversity in society.

We approach young people and the world they live in, with an open mind and

Openness

Expression

The participants are split into small groups. Each group gets a newspaper and has to look for a person who or a situation that could get the "openness and respect" award. The winners are presented to the group. This way a discussion can be held.

Guiding questions

- I. Why did you choose that person/that situation?
- 2. What do you mean by openness and respect?

Material: newspapers

Handicraft

Each participant creates a symbol representing respect and openness. Afterwards they can explain why and how this symbol represents those values.

Material: all sorts of handicraft material like paper, scissors, glue, paint, coloured pencils, waste material

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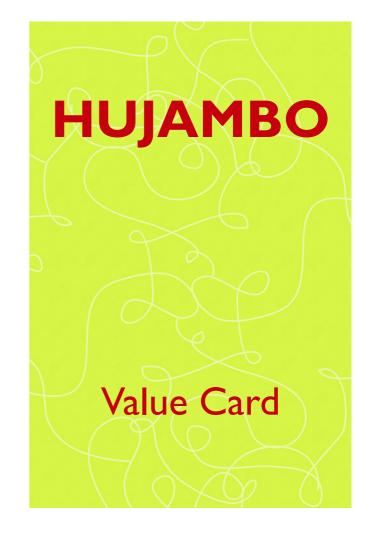
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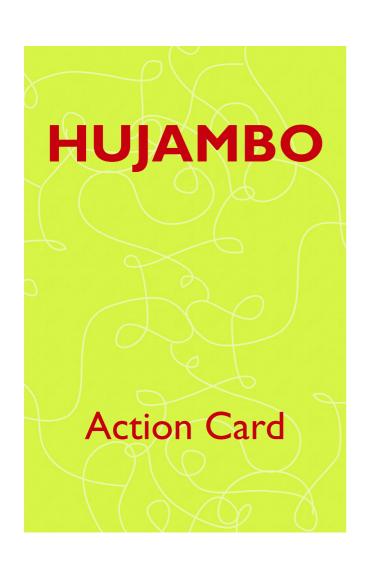
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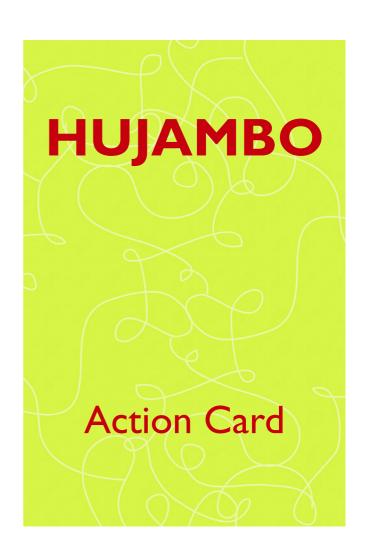












Play and playing contribute to the development and self-realisation of children and young people. Playing offers possibilities to create positive and spontaneous relationships, to structure groups, to take on appropriate responsibility, to create open and warm atmospheres... and is also a superb way to relax.

Play and the act of playing is not neutral.

They confront you with values concerning being together, how to support weaker players, honesty, effort, fun, 'falling out' and making up again and standing up for each other ...

Game

Medley of games

The first game is started. Once that gets going, a second game is added - then a third, you even can add more if you want . Everything is played in a circle. The games should be started in the order you find them here.

I. I wrote a letter to my love

The group recites "I wrote a letter to my love", during which one person walks around the circle. At the end, he/she drops his "letter' (handkerchief) behind someone. That person chases the first one round the circle. The first one to reach the empty place in circle wins. The other one has to drop "the letter'.

2. Cat and mouse

One person plays the cat, another one the mouse. The cat tries to chase the mouse. They can run round the circle, crawl under the other players' legs, ... The roles can always be changed by shouting: "Cat becomes mouse and vice versa!". When the cat catches the mouse, two new players play the game.

3. Raising the flag

One player runs around the circle with a flag. After a while he puts himself in between 2 other players. They have to run around the circle, in the opposite way. When they meet each other on the way, they "kiss" and continue the run. The one who catches the flag, wins. He can hold the flag between 2 other players in the circle.

Material: a handkerchief, a flag.

Guiding questions

- I. What is important to you concerning g playing?
- 2. What is it to you: "play games"?
- 3. Do you like to play?
- 4. Do you often play?
- 5. Is there anything you can learn from a game?

Play playing

Discussion

Silent talk

The following statements are written on big sheets of paper. Every participant can write down his/her reaction to the statements. They can also react on each other's reaction. Everything happens in silence; all the arguments are written on the papers.

When the group has finished writing, they take a look at the papers. If you wish, you can start a group discussion afterwards.

Statements

- Playing games is something little children do.
- 2. Playing games is a challenge to take on responsibility.
- 3. In each game you should be able to cheat.
- 4. Computer games are the best.

Material: big sheets of paper, different pens.

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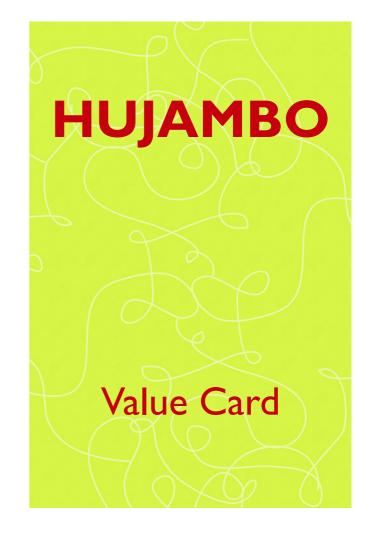
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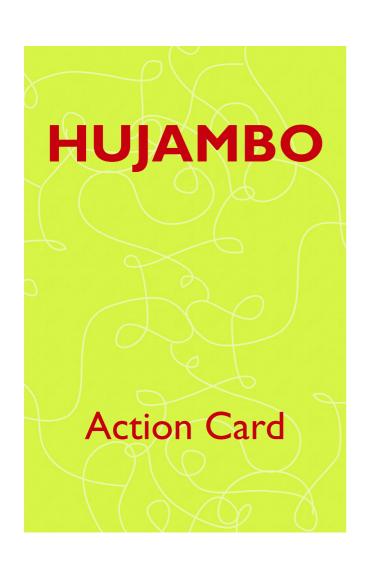
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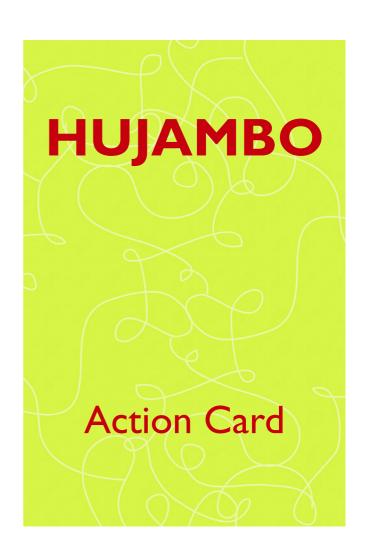












Receiving opportunities

"Young people carry their own future."
This positive belief in youth pushes us to offer them new opportunities time and time again, so that they can develop their own abilities. This development always takes place in relation to themselves, others and society as a whole. The inner strength and motivation of these young persons are the striving force.

Receiving opportunities

giving faith a place of its own

self-realisation

Expression

All the participants get a different sort of voice: a big loud voice, a sharp shouting voice, a soft whispering voice, ... One participant is without a voice. They will have to use gestures to communicate. The group has to decide on which film they will see that night. Each participant takes part in the discussion, using his/her particular voice. Choose some films, e.g.: Jurassic Park, The matrix, Rain Man, Finding Nemo etc

Guiding questions

- I. Did everybody get a chance to give their opinion?
- 2. Did everyone listen to you when you said something? Or didn't they?
- 3. Where you ever in a situation where you did not get any opportunities to put your opinion?
- 4. Where do you get opportunities?
- 5. Who would you like to get more opportunities?

Handicraft

The participants split into 2 groups. Each group has to imitate a famous painting (e.g.: the sunflowers by Van Gogh). To get some material, the groups take turns in throwing the dice. Group I can get some material when they throw red, green, blue and yellow. Group 2 can get some material when they throw orange or purple.

Guiding questions

Receiving opportunities

- I. Which group received the most opportunities?
- 2. Where you ever in a situation where you did not get any opportunities?
- 3. Where do you get a lot of opportunities?
- 4. Who would you like to get more opportunities?

Material: paint, brushes, big sheets of paper, water, newspapers, dice

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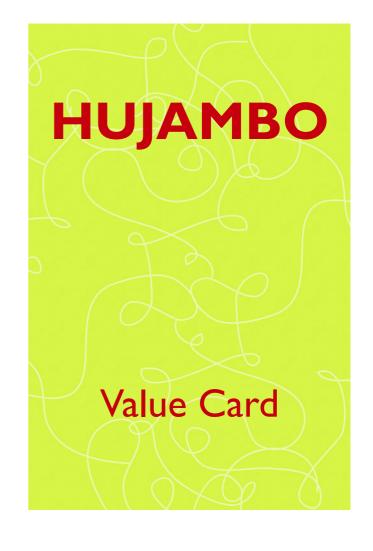
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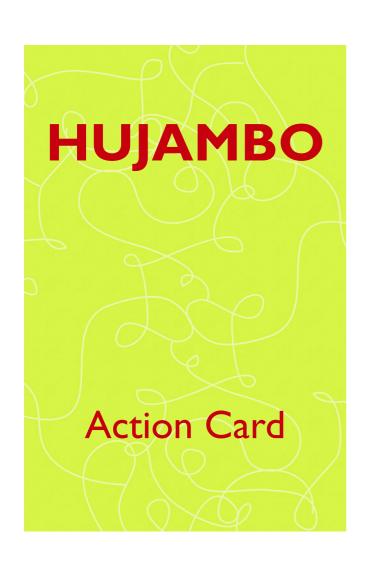
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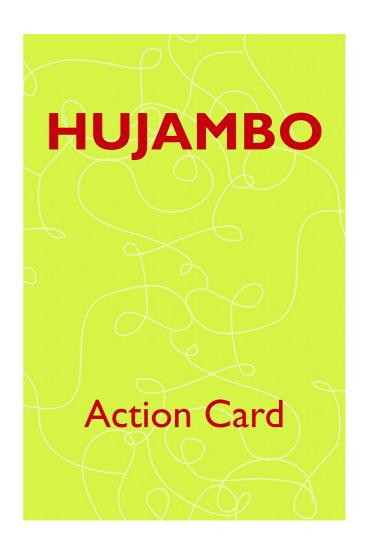












Seeing others as equal - with respect - is one of the most important values in intercultural dialogue. It's the corner stone without which you cannot start building new relationships - cannot move on. Lack of respect and misunderstanding led to many conflicts in history; by trying to understand the people around us, we can enrich ourselves.

Game

The participants are split into 2 groups. Each group gets half a deck of cards. Each group is given the following assignment separately: "Bring all the cards to one side of the room". The game can start there.

Extra information (not for the players):

If the 2 groups interpret the assignment correctly, they will decide together where they will drop all the cards. "Bring ALL the cards to ONE side of the room." No battle has to be fought, they only have to communicate. On a lot of occasions, groups will not listen carefully enough to the assignment. They will want to defend "their' cards, steal cards from the others, ... This is not what has been asked for!!

Guiding questions

- What was the exact assignment?
 What did you think of when you first heard the assignment?
- 3. What was your strategy?
- 4. Was there a turning point? When was it? What made it happen?
- 5. What did you learn?

Material: a deck of cards.

Respect

Discussion

Questionnaire

Provide two places in the room: one for 'yes' and one for 'no'. Read out the following statements and let the participants choose between yes and

- On the bus I give my seat away to an elderly
- At night I feel safe in my city when I meet a group of North-African boys
- When I see someone in a wheelchair, I cross the street
- I want to be served in shops, and in pubs in my own language when I'm in my Country
- It is important to learn at least one foreign language

After every statement, you can lead a short discussion.

HUJAMBO

is an informative game which challenges you to think and talk with others about **values in life**.

HUJAMBO

hands you a lot of material, so you can give a thought to **values** in a playful, creative and yet serious way. Values that are important or that might become important in each person's life.

HUJAMBO

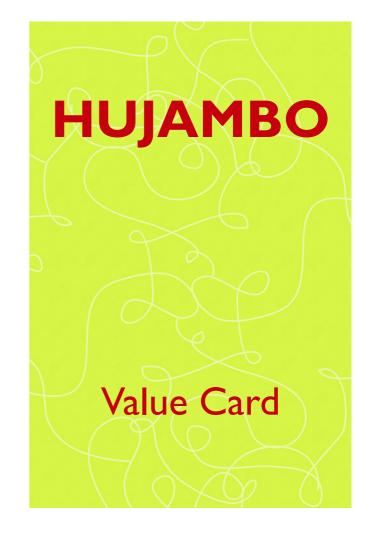
is Swahili and it means: "Who are you?"
A question which the game wants to help young people find an answer to.

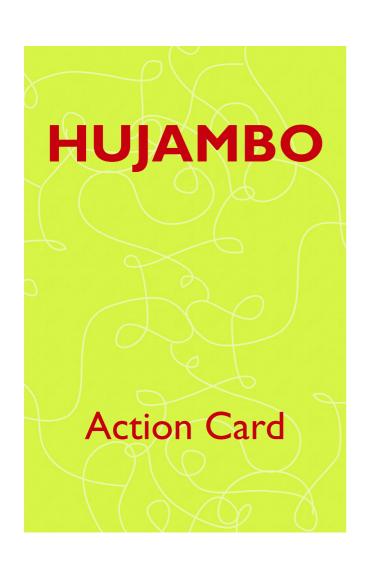
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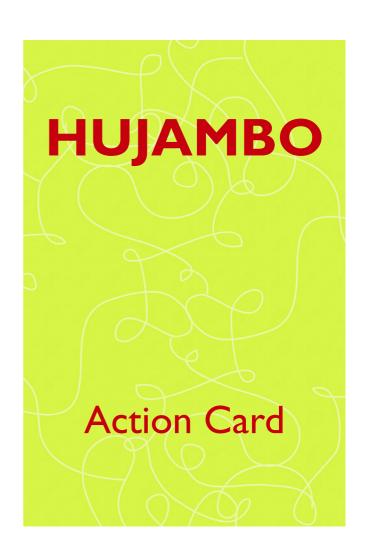












We offer young people a place where they can feel at home and where they get the possibility to be whom they are, to express their feelings and to shape their personality. We offer young people a place where they can acquire new skills and knowledge, where they learn to take on responsibility and where they will be trained to deal with the world around them. We offer young people a space to relax and to play. This way, they can meet their peers, talk, have discussions, form relationships, accept solidarity, live through certain moments together and work together towards one goal. We offer young people a place where they can search for the meaning of existence, the meaning of their lives. This way we give space to young people to feel at home, to learn and to look for meaning.

The 'Oratorio' - places

Discussion

The group has a discussion on the "oratorio-place". The value-card is read as an introduction, so that the participants can get some background information.

Guiding questions

- I. Are the 4 oratorio-places present in your
- 2. Which one of them is the most important for you?
- Do those 4 places exist in your oratorio, in your school, at your youth movement,
- 4. In what way do you, as a group, want to work on these places? Which place does the group consider to be the most important one?

Handicraft

Every participant creates "a house" where the four "places" (a place of your own, a place to learn, a place to relax and play, a place to search for meaning) are represented.

After constructing their house, the participants show the others how they implemented the different places, which symbols they used etc They can also discuss about the importance of these places in their life.

Guiding questions

The 'Oratorio'-places

- I. In what way do the houses resemble each other? Why do they resemble each other? In what way don't they?
- 2. Which place is the most important to you?
- Can you compare your "house" with your real situation at "home"?

Material: all sorts of handicraft things.

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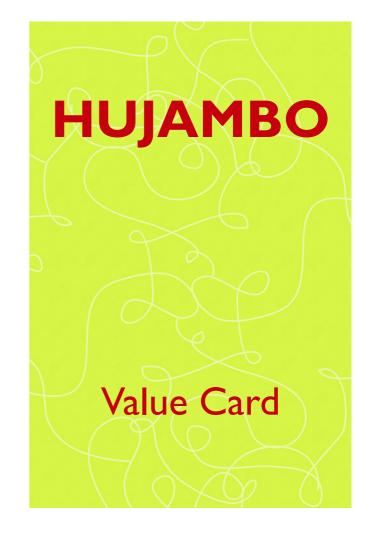
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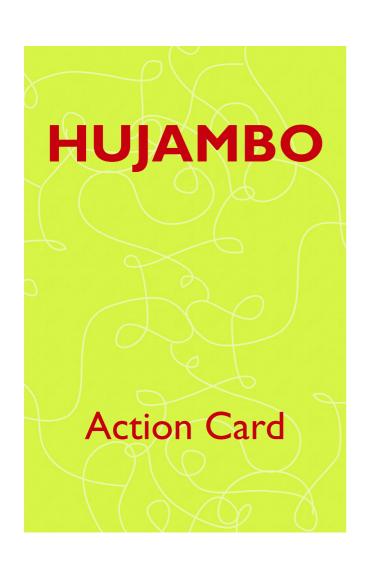
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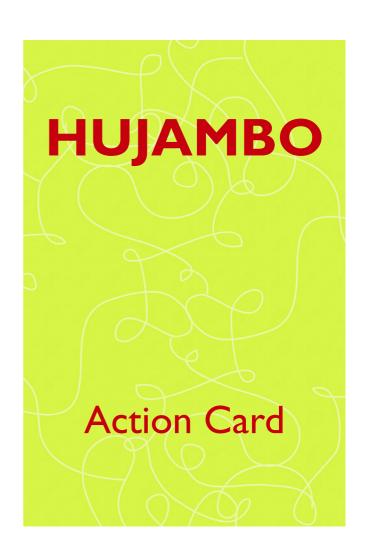












With 'respect' as an achieved requirement you can start to discover new nations, ethnics, habits etc. However, just watching is not enough to appreciate these new experiences - you have to make the first step! Put aside all prejudices and fears and see that our differences are the real treasure that makes us proud of our roots, and that there are many more things that connect us than actually separate us!

To be actively interested

European citizenship

Expression

Think of three things you'd like to ask about the Country your neighbour on your right hand is from.

Guiding questions

- I. How do you show interest to someone's roots and background?
- 2. Why is it important to be interested in another's background?

Handicraft

Design a 'pat on the back' for the neighbour on your right. You can use the material provided. Once finished give each other a 'pat on the back'. Design a 'pat on the back' on which you write why your neighbour should be proud of his Country or Organisation

Guiding questions

To be actively interested

- I. What were you thinking of when you had to do this?
- 2. In what way does this compliment effect you?
- 3. Did you think your Country/Organization would get this compliment?
- 4. Do you often give someone a compliment? Why? Why not?

Material: paper, tape, scissors, wool, magazines, pens