

Energisers

Energisers are short activities or games that help to foster a positive learning environment. Using energisers throughout your relationships and sexual health program will help you to develop a level of trust, belonging and safety within your class.

The following energisers can be related to a range of topics within your relationships and sexual health program. Some can be used to introduce or conclude a topic, while others can be used to gain an idea of where students' knowledge is before beginning a new theme.

Introducing or concluding a topic

1. **It's Related!**
2. **Objectively Speaking**
3. **Picture This**
4. **Ball Toss Brainstorming**
5. **Paired Sharing**

Topic specific

6. **Step Together Step Apart (Diversity)**
7. **All My Neighbours (Diversity)**
8. **Three Letter Body Part Game (Anatomy)**
9. **Twenty Questions (Anatomy)**
10. **Body Language Talks (Body language of emotions)**
11. **STI Card Game (Sexually Transmitted Infections)**

General

12. **Fruit Salad – With a Twist!**
13. **Puzzle Pieces**
14. **Match Maker**

1. It's Related!

A fun way to see what students know about a particular topic.

Equipment: Pens and paper

Time: 5–10 min

Directions: Divide class into small groups. Decide on a sexual health topic. Give each group 3 minutes to write down as many words as possible that relate to that topic.

Once time is up, groups take turns in saying one of their words, making sure not to repeat any words already used.

A group is out of play once they: run out of words; repeat a word; use a word you deem not appropriate or not related. The last team to have words remaining wins.

2. Objectively Speaking

A creative way to stimulate discussion about a particular topic or as an evaluation activity.

Equipment: Collect a bag of various objects. You may like to include natural objects (such as rocks, leaves, feathers), stationery items (such as a pen, ruler, sticky tape etc), figurines, baby items, ornaments, small toys – any small object will work. It is best to have more objects than students so each student gets a choice.

Time: 10–15 minutes

Directions: Ask students to look at the objects and select one that they can relate to a particular topic that you have selected. For example, ask students to select an object that reminds them of something they have learnt about relationships. Each person is then asked to share what their object is and say a few words about the topic.

3. Picture This

This activity can be used to introduce or conclude a topic.

Equipment: A set of 'Picture This' photo cards (a set of photo cards designed to generate discussion available for loan from the SHine SA Resource Centre). You can make up your own set by collecting a variety of pictures that can be interpreted differently.

Time: 10–15 minutes

Directions: Spread the photo cards out over a large area. Ask students to look at the pictures and select one that they can relate to a particular topic that you have selected. For example, ask students to select a picture that reminds them of something they have learnt about relationships. Each person is then asked to share what their picture is and say a few words about the topic.

4. Ball Toss Brainstorming

This activity can be used to introduce or conclude a topic.

Equipment: One ball, with additional balls to use at the end of the activity if desired. Small squishy bright coloured balls work well for this activity.

Time: 10 minutes

Directions: Ask students to think of something they already know about the up-coming topic (e.g. Puberty). Or as a way to conclude a topic, to share what they thought was the most important/interesting aspect.

Toss the ball to a student and ask them to share something related to the topic you have chosen. Once they have said a few words, they then toss the ball to another person (at least 2 people around the circle) and so on. Ensure everyone has a turn and no one is doubled up.

Once everyone has had a turn, you can finish off with a quick game. Ask students to remember who they threw the ball to. They then throw the ball around the group in the same order, getting faster and faster. You can also add in extra balls and/or go in the reverse order.

Students will generally feel more comfortable sharing when they have something in their hand to hold and to play with (such as a ball).

5. Paired Sharing

This activity can be used to introduce or conclude a topic.

Equipment: None

Time: 5–10 minutes

Directions: Ask participants to stand up, move about the room and find a partner who they don't usually work with. Once everyone is in pairs ask students to discuss a topic / question / statement for the next 60 seconds. Topics / questions / statements can be chosen that are related to the topic about to be addressed or the topic you have just finished. Invite a few students to share what they talked about. Repeat the activity 3–4 times, starting with easy statements, and possibly progressing to more sensitive topics. In between each statement, ask students to move about the room and find a new partner.

Example discussion points:

- Puberty: The most difficult part of puberty for boys is...?
- Relationships: It takes effort to maintain healthy relationships.
- Media: The media encourages young people to be sexually active.

6. Step Together Step Apart

A fun activity to explore diversity among the group.

Equipment: None

Time: 5–10 minutes

Directions: Begin with a demonstration of how this activity works by having two volunteers come to the front of the class. They each choose a famous person that will be well known among the group (sports, movies, singers, etc) and then stand back to back.

The rest of the class then call out any differences they can think of between the two famous people. As each difference is called the volunteers take one step apart. After approximately 10 examples, or when they have reached the end of available space, have them turn and face each other. Now the audience is asked to call out things the famous people have in common. As each similarity is called out, the volunteers take one step towards each other. This emphasises that no matter who we are, we all have differences which can separate us and similarities that can bring us closer together.

In pairs, students repeat the activity as themselves. The teacher may begin with suggestions: family, interests, eye colour, country of birth, etc. Then have students continue by themselves.

Repeat with different partners if time permits. Finish with a group discussion where students volunteer to share with the class similarities and differences. Reminder that some students may choose not to share some of the things they and their partner explored.

7. All My Neighbours

A fun activity to explore diversity among the group.

Equipment: Enough chairs for all but one student.

Time: 10–15 minutes

Directions: Students sit on chairs in a circle with the exception of one student who stands in the middle of the circle. This person starts by making a statement about themselves e.g. 'I have one brother'. All students who have one brother must stand and move at least 2 chairs along and then sit back down. They can not stand and sit in their original chair, nor the chair next to them. While the students are changing their seated position, the student in the middle tries to find a seat. The person left without a chair then stays in the middle of the circle and it is then their turn to make a statement about themselves. Other statements could be about family, pets, favourite foods, likes, etc.

Note: Ensure the game does not become competitive. Stop students from making comments such as 'I have an iPhone' or negative comments directed at any particular student. The idea is to see that there are many differences and similarities among the group.

Continue for a designated time or until all students have had an opportunity to be in the middle.

Variation: Can play outside with students running around the circle in the same direction back to their original spot, rather than to another chair. Last one back to their spot goes in the middle.

8. Three Letter Body Part Game

An activity related to anatomy that could be used to introduce Puberty by relating it to students' knowledge of their body.

Equipment: Pen and paper

Time: 5 minutes

Directions: Students work in pairs and race against each other to come up with 10 body parts each containing only 3 letters in the word. Only correct anatomical terms can be used, no slang e.g. 'bum'.

ANSWERS: Eye, Rib, Ear, Leg, Arm, Gum, Toe, Lip, Hip, Jaw

9. Twenty Questions

A fun activity to help desensitise and consolidate students' language and understanding around reproductive organs.

Equipment: None

Time: 5–10 minutes

Directions: A volunteer thinks of a reproductive or sexual body part such as the clitoris or the vas deferens. The rest of the class then ask questions that help to identify that body part such as 'Is it found in the female body?' or 'Is it a tube?'. The volunteer must answer with a simple YES or NO. The class can ask a maximum of 20 questions. The class can guess what the body part is at any stage but should be encouraged to ask enough questions to determine its function and location. A guess is counted as ONE question.

10. Body Language Talks

A fun way to introduce topics around communication and communication styles through exploring the body language of emotions.

Equipment: Write down different emotions on small pieces of paper. You may like to include happy, sad, scared and angry as these are fairly easy to act and guess.

Time: 5–10 minutes

Directions: Ask a volunteer to come to the front of the class and select one of the pieces of paper and demonstrate that emotion to the rest of the class without making any sounds. The class then guess the emotion.

Once they have guessed correctly, ask the class how they knew. What happens to the whole body when someone is, for example, sad? What other ways might someone's body language show that emotion? Repeat the process with other emotions as appropriate.

11. STI Card Game

A fun way to explore how STIs can spread.

Equipment: A deck of playing cards – count out enough cards so there is one for each student. Make sure you include the 4 Ace cards (these represent condoms) and the 4 number Ten cards (these represent an STI). The rest of the cards can be any from the pack.

Time: 5–10 minutes

Directions: Shuffle the cards and give one out to each student. Ask them to look, but not show anyone else. Then ask students to move around the room and shake hands with three different people and return back to their seat. They must remember who they shook hands with. *Ensure students are moving around the room. This will not work if they all shake hands with the people right next to them.*

Once students are sitting, ask the four students with the number Ten cards to stand up. Ask everyone who shook hands with one of these students to stand up. Now ask everyone who shook hands with any of the students standing, to stand up. Repeat until either all students are standing, or no-one else can stand up. Then explain that the number Ten card represents the presence of an STI. All those students standing, therefore, have been exposed to an STI.

Ask students with an Ace card to sit back down. Explain that this card represents someone who was always wearing a condom, therefore they have reduced the likelihood of infection. Emphasise that condoms are only effective if used correctly and will only protect the area covered by the condom.

12. Fruit Salad – With a Twist!

An active and fast paced energiser that can be used to help desensitise and consolidate students' language around a sexual health topic.

Equipment: Enough chairs for all but one student.

Time: 5–10 minutes

Directions: Students sit in a circle on their chairs. One student stands in the middle. Explain that this game is like musical chairs. Nominate a category such as contraception and identify 3 or 4 examples e.g. Implanon, The Pill, condom. Walk around the circle and allocate each student with one of the examples. The student in the middle of the circle then calls out one of the contraception types. All students allocated that contraceptive have to stand and try to get to another chair that is free. While this is happening the person in the middle sits down on a free chair. There will be one student without a chair and they then repeat the process by calling out a contraceptive type. If the person in the middle calls 'contraception' (or the main topic/issue) then everyone has to get up and find a new chair.

Variation: Can play outside with students running around the circle in the same direction back to their original spot, rather than to another chair. Last one back to their spot goes in the middle.

13. Puzzle Pieces

This activity can be used to generate discussion about aspects of relationships and sexual health depending on the pictures you choose. It is also a good way to arrange students into smaller groups by cutting the pictures and cards into a number of pieces.

Equipment: Laminated pictures or postcards cut into smaller 'puzzle' pieces.

Time: 10 minutes

Directions: Collect pictures or postcards that represent Relationships and sexual health related topics. Laminate and cut each picture into 4–6 pieces. Shuffle cards so that they are mixed up. Distribute a puzzle piece to each student. All students must then move about the room and find the other students with pieces that belong to their puzzle and put them together. Once the pictures are formed, finish with a group discussion on what the pictures mean to them / interpret etc.

Another version of this activity is to collect postcards or information brochures about sexual health related organisations or with relevant sexual health messages. SHine SA has quite a few. Repeat as above. This helps students to familiarise themselves with resources and support organisations.

14. Match Maker

A fun activity that explores many aspects of relationships and sexual health.

Equipment: Pairs of cards, enough so that everyone in the group will be involved. See Appendix 1 for example cards.

Time: 15 minutes

Directions: Players search for a 'partner' who holds their matching card. One card is the name of something and its matching card has the definition or description. Once students have found their matching partner, ask each group in turn to read out their definition card, and get the rest of the class to guess what the matching word was.

Appendix 1: Match Maker Cards

Condom	Thin latex (rubber) covering for the penis. If used correctly can prevent STIs and pregnancy.
Consent	Making sure your partner wants to be sexually active with you. Needs to be gained before and throughout any sexual activity.
Chlamydia	A sexually transmitted bacterial infection that can cause infertility in men and women. Easily treated with antibiotics.
Implanon	A type of hormonal contraception. A small 'rod' that is inserted under the skin of the upper arm. Lasts for three years.
May 17	The date of the <i>International Day Against Homophobia</i> (IDAHO).
The Second Story	A free and confidential youth health service with counsellors, nurses and doctors. There are 4 sites across Adelaide: City, Woodville, Elizabeth, Christies Beach.
EC Emergency Contraception	A tablet that can be taken by a female after contraceptive failure, unprotected, unplanned or forced sex, to reduce the risk of pregnancy. It can be taken up to 5 days after sex but is more effective the earlier it's taken.
Safer Sex	Choosing behaviours that protect partners from STIs, unplanned pregnancy, and violence, harm and exploitation.

Appendix 1: Match Maker Cards

Harassment	When one or more people continually use physical, verbal, social, psychological or emotional means to hurt, exclude or diminish the self-esteem or confidence of another person.
Homophobia	Individual or societal intolerance or fear of gay and lesbian people. May include behaviours of prejudice, discrimination, harassment and/or violence.
Stereotype	Generalisation of a whole group based on the characteristics of a few.
November 25	White Ribbon Day. A national day to raise awareness of violence against women.
Gender Roles	The set of characteristics / behaviours that are perceived to distinguish between males and females in a particular culture.
Sexuality	Spans a lifetime and encompasses sex, gender identities and roles, sexual orientation, pleasure, intimacy and reproduction.
Diversity	A measure of the variety of living things in a community.