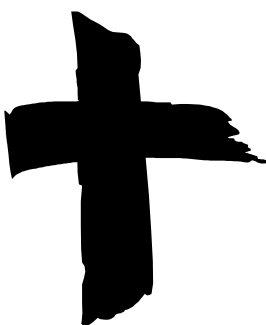




WEEKEND ENCOUNTERS

project manual



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USING THE MANUAL

Sessions by Intensity Level

This manual contains a variety of sessions that can be held during a Weekend Encounter at the animators' choice. In order to make the choice easier the sessions have been categorised Level 1 and Level 2.

Level 1 – for young people that are experiencing a Weekend Encounter for the first time. The material is aimed for young people who are at their initial phase of developing a mature faith.

Level 2 – for young people that may have already experienced a Weekend Encounter or other retreats. The material in Level 2 is more challenging and invites for a deeper search.

Sessions by Code

Logos have been used to categorize sessions as follows



- Session related to Encountering Myself



- Session related to Encountering Others



- Session related to Encountering God



- Session related to Prayer Moments

Different colours will be used for handouts from each of these sections.

THE WEEKEND ENCOUNTER

INTRODUCTION

Aims of the Weekend Encounter

The **Weekend Encounter** is a spiritual retreat for teenagers held over a weekend. This retreat aims at offering young people the space to get in touch their true self, meet and relate to others genuinely, in an environment that is conducive to experience God in their lives.

Objectives of the Weekend Encounter

To give the opportunity to young people to:

- ◆ take time for themselves
- ◆ learn more about themselves
- ◆ make value-laden choices regarding their lifestyle
- ◆ experience community living
- ◆ develop genuine friendships
- ◆ explore into their faith
- ◆ grow in their faith and make it their own
- ◆ take time for reflection and prayer
- ◆ experience God

Methods

- ◆ Time for Reflection and Prayer
- ◆ Bible Studies
- ◆ Active Sessions
- ◆ Celebration of Eucharist
- ◆ Games
- ◆ Group sharing
- ◆ Healthy leisure time

THE ANIMATOR AND THE *EQUIPE*

Different roles in the '*Equipe*'

The Animators

Animators will be the key persons of the team and main facilitators of the weekend. They have the main responsibility for the running of the retreat.

The Helpers

Helpers can participate more actively in the weekend, even by facilitating one or more sessions. However they should not be burdened with responsibilities that they feel they are not prepared to take.

The Observer

The observers will not be responsible for facilitating any session during the weekend. Observing weekends will help the potential animators to:

- ◆ Become familiar with the weekend encounter experience
- ◆ Check themselves if they feel comfortable or not in working directly with young people
- ◆ Become aware of their own competence, strengths, and limitations in working with young people, and in particular, in guiding spiritual retreats.

Relating to Young People

Whether you are an animator, observer or helper, your presence and attitude will speak to young people much more than words. We can help young people in their task of discovering themselves, each other, and God, by:

- ◆ **Being role models** – throughout this weekend we have a unique and awesome challenge to offer modeling patterns of living Christian values and beliefs; of dealing with difficult situations; of showing genuine concern for each individual;
- ◆ **Listening and Responding** – in order to encourage exploration and acceptance of self and others we need to show concern for each member in the group by listening to what they do, to what they say and to what they do not say, and responding sensitively without being judgmental;
- ◆ **Supporting and Guiding** – without being patronised, young people yearn for guidance in their tasks and struggles; they need to know we are there for them;
- ◆ **Cheering** – young people can be helped in facing challenges when they find guidance that is positive and encouraging;
- ◆ **Praying** – sharing different and personal prayer styles is the best medium to show young people that each person can communicate and have a personal relationship with God.

Working as a Team

Sharing a concern for young people and being committed to common goals brings us together as a team. In order to work well we need to pray together, encourage and support one another, and co-operate whilst respecting the uniqueness of each person's special presence and contribution.

Being part of an *equipe* for the Weekend Encounters means to be willing to learn, be open for new ideas, and opt for spiritual growth in your life. Other important characteristics are the willingness and a sense of ease when working with young people. Young people will sense whether we are giving them this experience out of a sense of duty or out of genuine motivation for pastoral service with them.

In order to create team spirit, all team members need to be with each other before, during, and after the weekend.

◆ Before the weekend

Active participation from all the team members in the preparation for the weekend is an essential ingredient for the weekend to be owned by all.

Preparation for the weekend will entail practical preparation, and equally important is spiritual preparation. If you really want the weekend to be a success, make sure that you pray together, then trust it in God's hands.

◆ During the weekend

In order to feel part of a team, collaboration, support, and feedback are essential throughout the weekend.

Constant evaluation of sessions and group dynamics is also necessary for the team to remain sensitive to the needs of the group and of individual participants. Gathering as a team at the end of the day will help team members to share different and valuable perspectives, to share what went well or less well, and to plan ahead for the next day.

◆ After the weekend

After the weekend encounter is ended and the young people have gone home, carry out an evaluation together as a team. This will help every team member to appreciate the experience that has been shared, to laugh at recalling funny episodes, and to learn from one another.

OUTLINE OF THE PROGRAMME

Preparatory Meeting

A meeting is held two weeks before the weekend. This will be arranged with the school or with the group leader.

Involving the Parents

Prior to the weekend a letter is sent to the participants' parents / guardians in order to let them know what will happen during the weekend, and invite them for mass at the end of the weekend.

The Weekend

Friday

18.30 – 19.30	Introductory Session Ice-Breaker Processing of Programme Option A: <i>Guess Who?</i> (Levels 1 & 2) Option B : <i>The Me Card</i> (Levels 1 & 2) House Rules
19.30 – 20.30	Dinner
20.30 – 22.00	Session 1 – Getting to Know You Part 1. Talking Walls Part 2. Ground Rules Part 3. Option A: <i>Plasticine Game</i> (Levels 1 & 2) Option B: <i>Il-Quccija</i> (Levels 1 & 2) Option C: <i>Cosy Corner Questions</i> (Levels 1 & 2)
22.00 – 22.30	Night Prayers - Letter From God

Saturday

07.30 – 08.00	Morning Prayers Option A: <i>Footprints in the Sand</i> Option B: <i>Psalm 139</i>
08.00 – 09.00	Breakfast

09.00 – 10.30	<p>Session 2 – The Journey to Self Discovery</p> <p>Ice-Breaker</p> <p>Option A: <i>The Astronaut Game</i> (Level 1)</p> <p>Option B: <i>I'm A Hero</i> (Level 1)</p> <p>Option C: <i>Value Auction</i> (Level 1)</p> <p>Option D: <i>Life Experiences</i> (Levels 1 & 2)</p> <p>Option E: <i>Who Am I?</i> (Level 2)</p> <p>Option F: <i>Then Who Are You</i> (Level 2)</p>
10.30 – 11.00	Break
11.00 – 12.30	<p>Session 3 – Life Relationships</p> <p>Ice-breaker</p> <p>Option A: <i>Trust Walk</i> (Level 1)</p> <p>Option B: <i>Tearing Down, Building Up</i> (Levels 1 & 2)</p>
12.30 – 14.00	Lunch & Break
14.00 – 16.00	<p>Session 4 – Boy / Girl Relationships</p> <p>Ice-breaker</p> <p><i>Building Relationships</i> (Levels 1 & 2)</p>
16.00 – 17.00	Break
17.00 – 19.00	<p>Session 5 – Me & God</p> <p>Ice-breaker</p> <p>Option A: <i>Who is Jesus for Me</i> (Level 1)</p> <p>Option B: <i>Images of God</i> (Levels 1 & 2)</p> <p>Option C: <i>Jien u Alla</i> (Levels 1 & 2)</p> <p>Option D: <i>My Love Story</i> (Level 2)</p>
19.00 – 20.00	Dinner
20.00 – 21.00	Talents and Games
21.00 – 23.00	<p>Reconciliation</p> <p>Part 1. Meeting with a priest</p> <p>Part 2. Workshops</p> <p>a. <i>The Cobweb</i></p> <p>b. <i>My Memoirs</i></p> <p>c. <i>Jesus Comes to Me</i></p> <p>Part 3. Tie a Yellow Ribbon</p>

Sunday

07.30 – 08.00	Morning Prayers – Nature Prayers
08.00 – 08.45	Breakfast
09.00 – 10.00	Session 6 – Encounters with God Ice-breaker Option A: <i>Jesus Feels Too</i> (Level 1) Option B: <i>Bible Studies</i> (Level 2) Option C: <i>The Prayer Experience</i> (Level 1)
10.00 – 10.15	Break
10.15 – 11.15	Session 7 – Preparing for Liturgy
11.15 – 12.00	Write Feedback Cards & Pack Up
12.00 – 14.30	Lunch
14.30 – 16.00	Liturgy with Parents
16.00 – 16.15	Participants' Evaluation

PREPARATORY MEETING

Category: Levels 1 & 2

Duration: 45 mins.

Objectives: *The participants will:*

- ◆ Learn or clarify what a retreat is
- ◆ Know what a weekend encounter is like.

The animators will:

- ◆ Meet and get to know the participants
- ◆ Learn about the particular needs of the group.

Material:

- ◆ A6 piece of papers
- ◆ Pens/Pencils
- ◆ Flip Charts
- ◆ Gem markers
- ◆ Sheets of exercise *Wiegeb ghal Din*

Method:

In order for the participants to know what they are in for, it is important for the animators of the weekend to give them a taste of the weekend by meeting with the participants about two weeks before the weekend, and prepare a meeting that is similar to a Weekend Encounter session.

The meeting can be held at school or at the youth centre. Places such as Sarria and KDZ premises can also be used.

Schedule:

Ice-Breaker: <i>The Sun Shines</i>	<ul style="list-style-type: none"> • All participants sit on a chair in a circle • one person stands in the middle and his/her chair is removed from the circle • the person in the middle shouts a characteristic that he has or is wearing (eg. Everyone wearing glasses; everyone wearing denim jeans; everyone having brown hair; etc...) • the persons who have such a characteristic have to rush out from their chair and find another place • the person who remains standing in the middle will repeat 	5 mins.
Wiege b ghal Din	<ul style="list-style-type: none"> • give handouts & pens to participants • explain that participants have to fill in each statement/question by finding a person that is in accordance with that statement 	10 mins.
What is a retreat	<ul style="list-style-type: none"> • On a flipchart invite participants to write down, or draw, what they understand by the word “retreat” • The animator then reads out each word/phrase/drawing; where it is needed clarification from the participants can be asked • The animator must confirm good perceptions and correct wrong perceptions. 	20 mins.
Information	<ul style="list-style-type: none"> • Animators share their experiences of weekend encounters to give a snapshot of what it is • Rules are spelt out and clarified: <ul style="list-style-type: none"> ✓ No alcohol is allowed ✓ Participants under 16 years of age cannot smoke ✓ Participants over 16 years of age who smoke have to do so outside the building ✓ Absolutely No Smoking in rooms ✓ The place has to be kept tidy so we respect our hosts ✓ Punctuality to be kept at all times ✓ Respect amongst the group is paramount: no foul language • A contract can be signed between the participants and the animators • Information is given: <ul style="list-style-type: none"> - time of start and finish of weekend - venue of weekend - what participants have to bring with them - telephone number & address of the retreat venue 	10 mins.

PARENTS' INVOLVEMENT

Meeting Between Parents and Participants

Rationale

The youth is not a Robinson Crusoe. On the contrary youths are living in a context laden with significant persons and experiences of different levels of intensity. Henceforth, as organisers it would be wise to take into consideration two related realities: the youth himself/herself and the context which embraces him/her. By surrounding context we mean: personal portfolio of life experiences, family, relatives, friends and the community at large.

Research shows that the importance of a safe haven in the lives of individuals is of paramount importance. This is also true for adolescents even though they may be passing through a turbulent phase where they are seeking to detach themselves from their parents in search of their identity. As facilitators we are also aware of the fact that whatever intervention is carried during the retreat, its effect will always be short lived unless it is sustained and maintained by parents at home after the weekend encounter.

Aims

1. To help participants express, in a tangible manner their emotions towards their parents / carers and vice versa especially in a time when, because of their developmental stage, relationships might not be smooth.
2. To provide the opportunity for parents to enter into the experience lived by their children during the weekend encounter.
3. Given point (2), this will enable parents to provide an atmosphere at home which tallies with the one lived during the weekend encounter, to help parents promote a continuum of the experience.
4. To help parents in their personal growth and improve relationship between parents and offspring
5. To provide the opportunity for families to give witness of their values to other families.
6. To make the 'Weekend Encounter' a real and all-embracing encounter.

Attention!!

As facilitators we have to be attentive towards these aspects:

1. Personal issues regarding the importance of including this development as part of the weekend encounter.
2. Sensitivity to the different needs and family situations of participants (feeling the group and sensing how far one can broaden the involvement).
3. Timing and intensity of involvement required from the participants and their parents.

TIM - Timing

A letter is to be sent to parents as soon as their children enroll for the weekend encounter, preferably about three weeks before.

AIM - Aims

- We are sending this letter to pass on to the parents some basic information about the weekend encounter that their sons/daughters will be attending.
- Hopefully this information will serve as an opportunity for parents to form a rough idea about the weekend encounter itself.
- If parents already know something about what will be happening it will be easier for them to feel a sense of belonging, and probably less difficult for the organizers to involve them in the encounter
- The letter to be sent will also be a way of acknowledging the parents' right and satisfying their eagerness to know more about their children's' activities.

The LETTER

(NB. It is important to make the necessary amendments depending on the group/individuals coming for the weekend.)

Gheziez Genituri,

Kemm hu sabih li l-genituri ghandhom sehem daqshekk dirett fit-trobbija u l-izvilupp ta' uliedhom. Imma kemm hija kbira wkoll ir-responsabilita' ta' din l-istess trobbija. B'xi mod dejjem thoss il-bzonn u x-xewqa li taghmel aktar.

Bhal ma' taf tifel / tifla taghkom accetta/t l-istedina li jiehdum sehem f' **Weekend Encounter** li ser jigi organizzat bejn _____ (nizzel id-data tal-weekend). Ahna ninsabu certi li intom tixtiequ tkunu tafu dwar dak li ghaddejnin minnu wliedkom.

Qed niktbu din l-ittra biex nghaddukom informazzjoni dwar il-**Weekend Encounter**, ghaliex isir, u x'jigri waqt dan il-weekend. L-iskop ta' din l-esperjenza huwa:

- ◆ Li toffri lok fejn iz-zghazagh ikollhom cans jiskopru ffit lilhom infushom
- ◆ Jitghallmu japprezzaw iktar lil dawk li huma qrib taghhom, kif ukoll
- ◆ Ikollhom esperjenza ta' Alla aktar mill-qrib.

Dawn it-tliet ghanijiet jintlahqu permezz ta' attivitajiet varji bhal qsim ta' esperjenzi personali, mumenti ta' talb u riflessjoni, loghob, diskussjonijiet, l-Ewkaristija, u serata fejn ikollhom ic-cans jesprimu t-talenti taghhom.

Ghaldaqstant inheggukom tinkoraggixxu lil ibnek / bintek biex dawn il-granet ikunu mezz iehor kif huma jistghu jkbru kemm fuq livell personali kif ukoll isahhu r-relazzjoni mal-persuni ta' madwarhom.

Ahna nixtiequ inheggu lilkom bhala genituri sabiex titolbu ghal-bintkom/ bintkom ghaliex dan zgur li huwa wiehed mill-isbah rigal li tistghu taghtuhom. Ghalhekk nistednukom tinghaqdu fit-talb maghhom. Ghidu talba bl-iktar mod li thossukom komdi. Jekk tridu tistghu:

- ◆ Tghidu 3 Ave Maria
- ◆ Tisimghu quddiesa u toffruha ghalih/a
- ◆ Jew inkella uza' mod ta' talb kif tixtiequ intom.

Barra minn hekk, waqt il-**Weekend Encounter** ser ikun hemm ukoll mument fejn il-genituri jistghu jiehdum sehem iktar attiv. Ghalhekk nistednukom tinghaqdu maghna il-Hadd _____ fis-2.30pm, is-*Sacred Heart*, Sliema, fejn ser niccelebraw **quddiesa** flimkien.

Min-naha taghna inweghdukum li naghtu sehemna billi nitolbu ghalikom flimkien ma' uliedkom.

Dejjem taghkom

THE WEEKEND

Detailed Description of Sessions

<h3>Friday</h3>

Introductory Session (1 hr.)

Part 1: Processing of programme (5 mins.)

- ◆ Give out handout with programme of the weekend and go through it without giving too many details.

Part 2: Option A. Exercise: Guess Who (35 mins.)

Category: Levels 1 & 2

Objectives:

- ◆ Getting to know each other
- ◆ Awareness of how much others know us

Material:

- ◆ A6 slips of paper
- ◆ Pens / Pencils

Method:

- ◆ Every person writes down on a piece of paper 8 statements that describe her/him, but does not write her/his name
- ◆ The 8 statements can be:
 - Your favourite hobby
 - How do you spend the weekend
 - An experience you will never forget
 - Your favourite subject
 - One good quality
 - Your favourite food
 - One person you admire
 - One person who helped you
- ◆ When participants are ready the papers are collected, mixed up, and distributed once again
- ◆ Make sure that participants do not have their own paper
- ◆ Each person takes a turn to read out the statements
- ◆ The group then tries to guess the author of that paper

Part 2: Option B. The “Me Card”

Category: Levels 1 & 2

Objectives:

- ◆ Introductions of each person through creativity and fun
- ◆ Receive positive feedback from group at end of weekend

Material:

- ◆ Envelopes for each participant
- ◆ Questions written down on flip chart
- ◆ Colours
- ◆ A6 slips of paper
- ◆ String
- ◆ Pegs / Pins

Method:

- ◆ Hand out envelopes
- ◆ Place colours in middles of room
- ◆ Invite participants that to draw on envelope:
 - their name
 - their favourite toy
 - their hobby
 - an important thing/person in their lives
 - a person they admire
 - something that represents their present relationship with God
- ◆ Tell participants to share the above with their person sitting next to them
- ◆ Each takes a round to introduce their partner by name and one or two things that s/he liked from the answers
- ◆ Each person hangs envelopes on string
- ◆ Participants are requested to write messages of positive feedback about the rest of the group. This is to be done over the weekend.
- ◆ Important: sincerity
stick to the **positive**
no anonymity

Part 3: House Rules

- ◆ No alcohol is allowed
- ◆ Participants under 16 years of age cannot smoke
- ◆ Participants over 16 years of age who smoke have to do so outside the building
- ◆ Absolutely No Smoking in rooms
- ◆ The place has to be kept tidy so we respect our hosts
- ◆ Punctuality to be kept at all times
- ◆ Respect amongst the group is paramount: no foul language.

Session 1 - Getting to Know Me & You

Talking Walls (10 mins.)

- Objectives:**
- ◆ To introduce participants to the weekend
 - ◆ To learn what they wish to get out of it
 - ◆ To establish ground rules
 - ◆ To start getting to know each other
- Material:**
- ◆ flip charts
 - ◆ markers
- Method:**
- ◆ Hang 4 charts around the room: 2 named Fears, 2 named Expectations
 - ◆ Place markers in the middle of the circle of participants
 - ◆ Invite participants to think about their fears and expectations about this weekend and to write or draw them on the charts
 - ◆ This exercise is to be carried out individually and possibly in silence
 - ◆ After everyone is finished each chart is processed by the animators together with the group, thus both anxieties and hopes are clarified and addressed.

Ground Rules (10 mins.)

From the Fears & Expectations of the group help the group to draw out Ground Rules for the weekend (eg. Confidentiality, respect, listening, honesty, etc...)

Option A. Plasticine Game



- Category:** Levels 1 & 2
- Objectives:**
- ◆ To help participants get in touch with themselves
 - ◆ To help them express what they are going through
- Material:**
- ◆ A lot of plasticine of all colours
- Method:**
- ◆ Invite participants to use plasticine to mould an image representing how they have been feeling during this period of their lives
 - ◆ After everyone is finished each participant takes a turn to explain their model and talk about it
 - ◆ The animators help participants to bring out their attitudes / feelings / reflections / wishes / etc...

Option B. Il-Quccija



Category: Levels 1 & 2

Objectives:

- ◆ To help participants get in touch with themselves
- ◆ To help them express what they are going through

Material:

- ◆ All sorts of objects

Method:

- ◆ Spread the objects in the middle of the group
- ◆ Invite participants to choose an object or more with which they identify themselves or the period they are going through in their lives right now
- ◆ Each member of the group takes a turn to share his/her choice

Option C. Cosy Corner Questions



Category: Levels 1 & 2

Objectives:

- ◆ To start getting to know each other
- ◆ To help start discussions and sharing between the group
- ◆ To help participants express their ideas, attitudes, beliefs
- ◆ To encourage members to listen to one another

Material:

- ◆ Cards of Cosy Corner Questions

Method:

- ◆ Place CCQ in middle of circle
- ◆ Participants randomly pick up one card, read out the question and answer it
- ◆ Discussions can take place after each answer
- ◆ Animators try to make sure that at least each takes a turn to discuss one card.

Night Prayers

Letter from God



- Objectives:**
- ◆ To provide the opportunity to listen to God and to respond
 - ◆ To become aware of how precious each one is in the eyes and heart of God
 - ◆ To meet God in prayer.
- Material:**
- ◆ Handout: Personalised Letter from God
 - ◆ Handout: Letter to God
 - ◆ Background music
 - ◆ CD/Cassette player
 - ◆ Pens/pencils
- Method:**
- ◆ Prepare for each participant a letter from God with their name on
 - ◆ Place the letters from God in front of the tabernacle
 - ◆ Tell participants to go in front of the Sacrament and pick up the letter addressed to them
 - ◆ Allow time for members to read it quietly
 - ◆ Give handout Letter to God
 - ◆ Invite participants to respond to God and write him a letter.

Saturday

Morning Prayers



Option A. Footprints in the Sand

- Objective:** ♦ To become aware that Jesus is always with us, whether we know it or not
- Material:** ♦ Handout: *Footprints in the Sand*
♦ Background music
- Method:** ♦ Read out story of 'Footprints in the Sand'
♦ Allow time for story to sink in
♦ Invite members to share in prayer what they liked about the story



Option B. Psalm 139

- Objectives:** ♦ To become aware of our uniqueness
♦ To become aware of God's personal love for each one of us
- Material:** ♦ Handout: *Psalm 139*
♦ Background music
♦ CD/Cassette player
- Method:** ♦ Ask participants to read a verse each of Psalm 139
♦ Allow two minutes of silence
♦ Invite members to share in prayer a verse which appeals to them.

Session 2 - The Journey to Self Discovery



Option A. The Astronaut Game

Category: Level 1

Objectives:

- ◆ Becoming aware of one's own self & self perception
- ◆ Identifying one's strengths and weaknesses

Material:

- ◆ Blank sheets
- ◆ Pens

Method:

- ◆ Explain that participants have landed on Mars, and there they encounter a Martian. This alien asks them the predictable but crucial question "Who Are You?"
- ◆ Participants are challenged to give 20 answers to this question, and write them on a blank sheet.
- ◆ Initially the exercise will seem easy, but as they go along they will find it more difficult to think of more statements, so encourage them to make an effort and think of as many as they can
- ◆ Invite members to share their statements.



Option B. I'm a Hero

Category: Level 1

Objective:

- ◆ To appreciate oneself as having a uniquely precious value

Material:

- ◆ Song: *Hero* (Mariah Carey)
- ◆ Handout with lyrics of *Hero*
- ◆ CD / Cassette player
- ◆ Cards of famous people's names

Method:

- ◆ In the middle of circle scatter cards with names of famous people
- ◆ Invite participants to choose a person who they admire
- ◆ Invite participants to share why their choice, what qualities do they like in him/her that they would like to have themselves
- ◆ After the sharing play the song *Hero*
- ◆ Help participants to realise that they do not have to look too far to meet with an admirable person; they can look right at themselves
- ◆ To conclude allow participants one minute to think about some good qualities they have (they can even write them down) and then they can take a turn to share them with the group.

Option C. Value Auction



Category: Level 1

Objectives:

- ◆ To identify one's own present values/beliefs/attitudes
- ◆ To become aware of the chosen priorities in life
- ◆ To confirm or correct one's priorities

Material:

- ◆ Lm 1000 false paper money for each group member
- ◆ Cards with items to be auctioned
- ◆ Handout of *Value Auction* reflection sheet
- ◆ Auctioneer
- ◆ Hammer or other banging object
- ◆ Accountant
- ◆ Paper or White board where to take notes of accounts and items purchased

Method:

- ◆ Explain that we are on a cruise and we are in an auction sale
- ◆ Every participant has Lm1000
- ◆ The bidding is done in steps of Lm10
- ◆ Auctioneer starts auction and ends when desired
- ◆ Accountant takes note of what each person is spending and on what items
- ◆ After items are sold handouts are given to participants and they are allowed 15 minutes for personal reflection to fill the handout
- ◆ Invite members to share the answers to the questions or other comments.



Option D. Life Experiences

Category: Levels 1 & 2

Objectives:

- ◆ For participants to get in touch with themselves.
- ◆ Offer participants time to reflect on themselves and on their experiences
- ◆ Help participants to take control over the past so as not to be conditioned by it.
- ◆ Help participants to start reflecting about their past experiences of God.

Material:

- ◆ Handouts of *Life Experiences*
- ◆ Pens

Method:

- ◆ Explain that participants have to write down their life experiences that are being questioned by the handout
- ◆ Explain the importance of carrying out this exercise individually and in silence
- ◆ Allow 15-30 minutes for personal reflection
- ◆ After the time for personal reflection the group meets again and they are split up in small groups
- ◆ Sharing takes place in small groups
- ◆ Allow participants to share what they feel like; do not force them to share what is too personal for them
- ◆ At the end of the sharing the big group meets in the chapel for prayers
- ◆ During prayer the experiences shared in the small groups are offered to God, particularly the difficult experiences.

Variation: This exercise can also be held before starting the penitential service.

Option E. Who Am I ?



Category: Level 2

Material:

- ◆ Handouts of *Who Am I ?*
- ◆ Pens

Method:

- ◆ Explain that participants have to write down their life experiences that are being questioned by the handout
- ◆ Explain the importance of carrying out this exercise individually and in silence
- ◆ Allow 15-30 minutes for personal reflection
- ◆ After the time for personal reflection the group meets again and they are split up in small groups
- ◆ Sharing takes place in small groups
- ◆ Allow participants to share what they feel like; do not force them to share what is too personal for them
- ◆ At the end of the sharing the big group meets in the chapel for prayers
- ◆ During prayer we offer ourselves and the experiences that have moulded us to God.

Option F. Then Who Are You?



Category: Level 2

Objectives:

- ◆ To increase one's own self knowledge
- ◆ To become aware of one's self images
- ◆ To become aware of what I am effected by and in what ways

Material:

- ◆ Handout *Then Who Are You* bible text
- ◆ Handout *Then Who Are You* reflection sheet
- ◆ Pens

Method:

- ◆ Read out Bible text John 1: 19-28
- ◆ Use text to help participants understand that we are all effected by what others think of us, but it is important to become aware of what we think of ourselves
- ◆ Invite participants to take time to reflect on the questions on handout
- ◆ Invite members to share about their reflections

Session 3 - Life Relationships



Option A. Trust Walk

Category: Level 1

Objectives:

- ◆ To become aware of how much risk we are ready to take in trusting others and in our daily lives
- ◆ To learn how much trustworthy we are
- ◆ To identify characteristics that help or hinder a relationship
- ◆ To become aware of the way we are influenced by past and present relationships.

Material:

- ◆ Straps of cloth for blindfolding
- ◆ Handouts of *Trust Walk* reflection sheet.

Method:

- ◆ Divide participants into pairs
- ◆ One of the pair is to be blindfolded, whilst the other walks his/her partner around
- ◆ The leading partner can take the other anywhere except in danger places
- ◆ After 5 minutes, the partners change their role
- ◆ After this exercise the group meets again and they are given a handout to fill in individually
- ◆ Participants then can share their experience and reflections in the big group.



Option B. Tearing down and building up

Category: Levels 1 & 2.

Objectives:

- ◆ To identify characteristics that help or hinder a relationship
- ◆ To become aware of the way we are influenced by past and present relationships

Material:

- ◆ The outline of a person drawn on A3 paper
- ◆ Scissors
- ◆ Cellotape

Method:

- ◆ Each participant tears a piece of the paper person and shares an experience when s/he was hurt by a relationship
- ◆ After each member has had time to share, they each take a turn in sharing a relationship that has helped them to grow up in a positive way; after each shares their experience they tape the pieces again until the paper person is whole again
- ◆ The animator processes what has been going on during the session emphasising the strength of the paper person now that each tear is taped up
- ◆ The group concludes with a prayer.

Session 4 - Boy Girl Relationships



Building Relationships

Category: Levels 1 & 2

Objectives:

- ◆ To understand the commitment of a relationship
- ◆ To think and learn more about their sexual development
- ◆ To understand the need to discover a partner in a genuine and meaningful manner as opposed to an artificial manner
- ◆ To reflect upon what keeps a couple together, and how to decide when to end a relationship
- ◆ To understand the way the opposite gender would feel or think
- ◆ To understand the role of Jesus in a couple relationship

Material:

- ◆ Experiential role plays portraying different stories of relationships (the role plays should not have a conclusion so the actors use their creative experience to find an ending).
- ◆ Flip chart
- ◆ Markers

Method:

- ◆ Divide participants in small groups
- ◆ Each group is presented with three different stories and has to choose one to act in front of the big group. Allow 20 minutes for group to choose the story, find a conclusion, rehearse it.
- ◆ Each role play should take between 5-10 minutes
- ◆ After each role play the animators probe into the story presented by the actors and a small discussion takes place.
- ◆ Conclude by each participant taking a turn to mention at least one characteristic/quality that would hinder or break a relationship (eg. egoism, pride, jealousy, possessiveness, etc...), and one characteristic/quality that would help a relationship to flourish (eg. honesty, communication, quality time, faithfulness, etc...). Someone can write these down on a flip chart for a clearer snapshot.

Variation: This exercise can be used solely for boy-girl relationships, or else it can be used to discuss about different types of relationships, eg. Friendships, parental relationships, etc...

Session 5 - Me & God



Option A. Who is Jesus

Category: Level 1

Objectives:

- ◆ To perceive Jesus as a person
- ◆ To become aware of what Jesus means to each individual person

Material:

- ◆ Flip chart
- ◆ Markers
- ◆ Handout: *Min Jien Ghalik?*
- ◆ Bible text Luke 9: 18-20
- ◆ Background music
- ◆ CD/Cassette player

Method:

- ◆ Participants are asked to think for a few moments who Jesus was
- ◆ On a flip chart the group will draw out a Curriculum Vitae about Jesus
- ◆ Allow the group members to suggest what details will be needed (eg. name, father's name, mother's name, age, place of birth, trade, studies, qualities, values, etc...)
- ◆ After this exercise the animator helps the group to reflect that all the above characteristics are true, but they lack a personal feeling: the personal relationship Jesus had with his friends and relatives
- ◆ Give out handouts: *Min Jien Ghalik?*
- ◆ Read passage from Bible, Luke 9: 18-20
- ◆ Allow time for personal reflection with background music
- ◆ Participants are invited to share from their reflections.

Variation:

- ◆ This session can be included during mass.
- ◆ The second part can also be used as an experience of prayer, where each person can spend some personal time either in front of the Sacrament, or else by holding the Sacrament in his/her own hands for a few moments (this depends on the maturity of the group).



Option B. My Images of God

Category: Levels 1 & 2

Objectives:

- ◆ To become aware of how past images and experiences of God have influenced our relationship with him.
- ◆ To become aware of who is God in our lives

Material:

- ◆ Blank Sheets for each participant
- ◆ Colours

Method:

- ◆ Invite participants to draw out individually how they perceive God to be
- ◆ Invite them to share their drawings and the reason behind it.



Option C. Jien u Alla

Category: Levels 1 & 2

Objectives:

- ◆ To help young people become aware of what God means for them personally
- ◆ To become aware of how much each person means for God
- ◆ To explore what a relationship with God can mean

Material:

- ◆ Handout: *Jien u Alla*
- ◆ Pens

Method:

- ◆ Invite participants to spend 10 minutes on their own to answer questions of reflection sheet *Jien u Alla*
- ◆ After time on their own invite them to share their experiences of God, focusing on what God means for them today
- ◆ Encourage the group to explore different images of God and different ways of relating with him.



Option D. My Love Story

Category: Level 2

- Material:**
- ◆ *My Love Story* reflection sheet
 - ◆ Blank Sheets
 - ◆ 2 Flip Charts
 - ◆ Markers
 - ◆ CD/Cassette player
 - ◆ Envelopes with name of participants written down
 - ◆ Personalised card printed back to front
 - ◆ Handout: *God's Message To*
 - ◆ Background Music

- Method:**
- 1. My Love Story**
 - ◆ Invite participants to fill in the reflection sheet on their own and in silence for 10 minutes (give out blank sheets of paper for those who wish to add)
 - ◆ Participants can be divided in small groups to share their *Love Story*
 - ◆ Animators need to focus on allowing the young people to share their experiences rather than discuss them
 - ◆ At the end of the sharing ask participants to express on a flip chart *what God means for them today*
 - ◆ On another flip chart, ask them to write down what *do I mean for God today*
 - 2. Prayer Moment**
 - ◆ Conclude this session in the chapel
 - ◆ Invite participants to go one by one in front of the tabernacle
 - ◆ There they can look for an envelope with their name on
 - ◆ Invite them to open the envelope, and there they will find a personalised card, and a poem (God's Message To...)
 - ◆ Urge them to fill in the poem with their own name
 - ◆ If someone does not feel that a particular phrase is not right for him/her, they can feel free to leave their name out (this is a personal experience)
 - ◆ When they are ready from this exercise, invite them to reflect on the following questions:
 - *Which phrase appeals most to you, and why?*
 - *Where did you leave your name out, and why?*
 - ◆ Invite participants to talk to God, like a real conversation (they can tell him their wishes, their dreams, their experiences, about the people they love their pain, what they are feeling right now, etc...)
 - ◆ Conclude with song of *Isaiah 49: I Will Never Forget You*



Reconciliation

- Objectives:**
- ◆ To understand the Sacrament of Reconciliation
 - ◆ To experience reconciliation with God
 - ◆ To experience God as a friend
 - ◆ To reflect on the way our lives effect the lives of others
 - ◆ To consider ways how our lives can become better

The session can start in the chapel where an exercise is held for the group. At this time of the day the participants might be somewhat tired, so it would be good to keep them on the move. Thus the group is divided into three subgroups whereby each subgroup goes for each workshop by rotation.

Part 1. Meeting with a Priest

- ◆ Allow the group to get to know the priest
- ◆ Give the group the opportunity to express their difficulties regarding the Sacrament of Reconciliation

Part 2. Workshops

Workshop A: The Cobweb

Category: Levels 1 & 2

- Material:**
- ◆ A ball of string/wool
 - ◆ Scissors
 - ◆ Candles for a prayerful atmosphere

- Method:**
- ◆ This exercise can be held in the chapel for a more meaningful experience
 - ◆ The group members stand in a circle
 - ◆ The animator explains that when we commit mistakes we effect others (eg. if we come late for a session all the group would be kept waiting). We commit sins when we abstain from loving others either through an action or through a lack of it.
 - ◆ The group is invited to reflect on the way they have effected others in a negative way; when the ball of wool is passed to them, they can share it, and they are invited to pray for forgiveness
 - ◆ The animator holds the end of the ball of wool and throws it to someone else, and thus the round starts going
 - ◆ This process goes on until everyone has shared their prayer and a *cobweb* is formed
 - ◆ The animator explains that this cobweb reflects what happens between us when we do not love one another. We are all effected by

each others' actions, be they beneficial or harmful. How are we freed from this bond of sin? The priest in the midst, who is also a sinner, has been granted the ministry to give us God's forgiveness through the Sacrament of Reconciliation.

- ◆ Thus the priest cuts the 'strings of sin' binding us to one another and God's forgiveness sets us free.

Workshop B: My Memoirs

Category: Levels 1 & 2

Material:

- ◆ Fantasy trip: *Il-Funeral Tieghek (My Funeral)*
- ◆ Handouts of reflection sheet: *Il-Funeral Tieghek*.

Method:

- ◆ Prepare a dim atmosphere
- ◆ Help the members to feel comfortable
- ◆ Read slowly the fantasy exercise
- ◆ Give handout of reflection sheet and allow a few minutes for participants to answer the questions
- ◆ Allow time for sharing.

Workshop C: Jesus Comes To Me

Category: Levels 1 & 2

Material:

- ◆ Fantasy Trip: *Gesu` jigi joqghod ghandi*
- ◆ Handout: Luke: 19

Method:

- ◆ Read fantasy story slowly
- ◆ Give handout and allow 5 minutes for reflection
- ◆ Invite the group members to share their experiences

Part 3. Tie a Yellow Ribbon

Material:

- ◆ Lyrics of song *Yellow Ribbon*
- ◆ Song: *Yellow Ribbon*
- ◆ Background music
- ◆ CD/Cassette player
- ◆ Yellow Ribbons for each member
- ◆ Tree to stick the yellow ribbons
- ◆ The parable of *The Prodigal*

Method:

- ◆ Introduce the story of the song *Yellow Ribbon* and then play the song (a resemblance can be made with the parable of *The Prodigal*)
- ◆ A yellow ribbon is given to each participant
- ◆ The animator invites the group members to attach the yellow ribbon to the tree if they feel willing to receive God's forgiveness.

Sunday

Morning Prayers

Nature Prayers



- Objectives:**
- ◆ To encourage participants to get closer to nature and allow it to help us pray
 - ◆ To thank God for creation
- Material:**
- ◆ Nature items (eg. pebbles, soil, leaves, sand, twigs, etc...; If prayers are held outdoors these are not needed)
 - ◆ Handout: Daniel 3
 - ◆ Background music
 - ◆ Lyrics: *Earth Song* (Michael Jackson)
 - ◆ Song: *Earth Song*.
- Method:**
- ◆ Encourage participants to open their eyes and ears to the beauty and sounds of nature
 - ◆ Ask them to spend some time in silence and choose an item from nature with which they can identify
 - ◆ Invite participants to share the item they've chosen and explain why
 - ◆ Give them handout of Daniel 3
 - ◆ Ask participants to read a verse each
 - ◆ Play *Earth Song*.

Session 6 – Encounters with God



Option A. Jesus Feels Too

Category: Level 1

Objectives:

- ◆ To recognise Jesus as a person
- ◆ To become aware that Jesus is closer to us than we can imagine
- ◆ To identify with Jesus and aspire to become like him

Material:

- ◆ Slips of paper each with a reference from the gospel
- ◆ Bibles for each person
- ◆ Handouts: *Il-Feelings ta' Gesù*
- ◆ Pens

Method:

- ◆ Give each person a card with a reference from the gospel, a Bible, and a handout
- ◆ Tell participants to find their reference from the Bible and read it, then to fill in the questions on the handout
- ◆ Invite them to share their answers and how they felt doing this exercise



Option B. Bible Studies

Category: Level 2

Objectives:

- ◆ To learn how to use the Bible as a means of coming closer to God
- ◆ To be able to identify with various people in the Bible who were seeking to know God
- ◆ To become aware that it is possible to have a personal relationship with God
- ◆ This exercise can also be used in preparation for Liturgy

Material:

- ◆ Various Bible Texts and reflection sheets:
 - ❖ Gesù Jafda Fik (Gw 17: 6-9, 11, 15-21)
 - ❖ Iz-Zerriegha
 - ❖ Is-Sejha ta' Samwel
 - ❖ Isaiah 61: 1-2, 10-11
 - ❖ Lura Lejn id-Dar
 - ❖ The Woman at the Well (John 4: 4-26)

Method:

- ◆ Divide the group in small groups
- ◆ Give handout with the Bible text and reflection sheet to each person
- ◆ Read the text loud, and share with the group how you live that text
- ◆ Invite the members to answer the questions on the reflection sheet, and then share
- ◆ If the passage is going to be used for liturgy, the group can start thinking of a way how to present the theme of that passage to the rest of the participants during mass.



Option C. The Prayer Experience

Category: Level 1

Objectives:

- ◆ To discuss and clarify what prayer means
- ◆ To understand the purpose of prayer
- ◆ To identify how and where prayer can take place

Material:

- ◆ A6 papers
- ◆ Markers
- ◆ Vox Pop
- ◆ Cassette Player

Method:

- ◆ Play a vox pop where various people have been interviewed regarding the way they lived through their experiences (eg. the birth of a child, the death of a beloved, a prayer meeting experience, etc...)
- ◆ Ask group members to list down the characteristics of each interviewed person
- ◆ Ask members if they can identify with anyone of these persons, and if they can recognise a prayer experience in the experiences they have heard
- ◆ Help them to identify and express their own prayer experiences
- ◆ Explore their prayer history (how did they pray when they were children; when was it difficult to pray; what helped them pray)

Session 7: Preparing for Liturgy

- Objectives:**
- ◆ To understand the purpose of mass
 - ◆ To provide a prayerful mass experience
 - ◆ To become aware of the meaning of a mass with a community of Christians
 - ◆ To offer an opportunity where the members are participants not spectators.
- Material:**
- ◆ Flip charts
 - ◆ Markers
 - ◆ Handout: *Il-Quddiesa*
- Method:**
- ◆ Invite participants to write down their feelings and experiences, or other remarks, about mass
 - ◆ Acknowledge their experiences and if there is need clarify incorrect images
 - ◆ Give them handout *I-Quddiesa* and review it with them explaining briefly different parts of mass
 - ◆ Divide the group into groups and give a task or more to each group:
 1. Readings – choosing the readings and deliver their message to the rest of the group in a creative manner
 2. Decoration and set-up of the chapel
 3. Choice and preparation of songs
 4. Prepare prayers of mercy and of the faithful



Liturgy

Preparation for Liturgy is carried out by the participants themselves. Mass is then celebrated by participants together with their families.

At the beginning of mass invite participants to introduce their parents.

During mass Include a gesture to be carried out between the youngsters and the parents.

Personal Evaluation (after Holy Communion)

Objective: Taking time to reflect about the experience of the weekend

Material:

- ◆ Handout: *My Luggage*
- ◆ Pens/pencils
- ◆ The 'Me Cards' / Envelopes

Method:

- ◆ This part of the evaluation is to be held in the chapel
- ◆ Ask participants to think and write down:
 - What they had brought with them at the beginning of the weekend
 - What they lived through the weekend
 - What they would like to take with them
- ◆ Those who are willing can share their reflections with the group
- ◆ Participants can then pick up their 'Me Card' / Envelope as a souvenir
- ◆ Conclude with a song (eg. *The Prayer*, or a favourite of the group)

General Evaluation

- Objective:** ♦ A general evaluation of the weekend to be used by animators for appreciation of what they have done and improvement of the project for the future
- Material:** ♦ Evaluation sheets: *Kif Morna? / How Was It?*
♦ Pens/pencils
- Method:** ♦ Each member answers the evaluation on his/her own; they can answer in anonymity
♦ After having gathered the evaluation sheets, invite participants to voice out what they like and/or disliked of the weekend.

GAMES & ICE-BREAKERS

Circle Juggle

Material: 5-6 tennis balls

The group stands in a circle and the first tennis ball is introduced. The tennis ball is thrown from one person to the other according to the person's choice. It is important to remember the sequence and the sequence must be kept.

Getting to Know You

- ◆ The animator holds a tennis ball whilst answering the first question from the list below
- ◆ When animator is ready, s/he throws the ball to someone else who also has to answer the same question; when s/he is ready s/he has to throw the ball in turn; this rhythm keeps going until everyone has answered the same question
- ◆ The same is repeated until every participant has answered two or three of the questions
- ◆ It is important to keep a very speedy and steady momentum.
- ◆ Questions:
 - X'kien il-gugarell favorit tieghi meta kelli 3 snin?
 - X'kien jismu l-habib/a tal-qalb tieghi meta kelli 6 snin?
 - Xi programm tat-TV kont niehu gost nara meta kelli 10 snin?
 - Liema grupp / kantant kien joghobni meta kelli 13 –il sena?
 - X'kien l-ikel favorit tieghi meta kelli 16 –il sena?

The Bridge

The participants have to form a straight line that symbolises a bridge. On both sides there is a river and starved crocodiles. The group has to reorder itself in order of height without anyone falling off the bridge!

Variation: the group can get reordered according to ages or names.

The Falling Sheets

The group is divided in two. They sit on the floor facing each other and are separated by a sheet held by 2 standing persons. The participants take turns to go behind the sheet. As soon as the sheet falls, they have to say the other person's name. The fastest wins over the person who was slower. The winning team is the one who remains with the most members.

Haha Game

Participants have to lie down and put their head on another person's belly (forming a sort of dominoes). When everyone is in position, jokes are shared. Each person in turn says "Ha" according to his/her position (Eg. thrid say ha ha ha). If someone laughs the round starts again from scratch.

Finger Grab

The participants have to form a circle. Right hand points the index finger, while left hand is put flat on the other person's pointed finger. At the count of 3, the participants have to catch the finger of the person on their right while trying to save his/her own.

Who Knows the Rules?

The participants have to form a circle. They should all point out their thumb and small finger, cross their hands, and hold on to the next participant's hand. The group should slowly crouch and walk closer to tighten the circle. Then the crucial question is asked: "Anyone knows the rules?"

Falling Animals

The participants have to form a circle! They are all given a paper with 2 animals written on. They have to keep their cards secret. They then have to hold each other under the armpits. When an animal is called, that person falls to be held by the others. No one knows that there is a common animal to all... which is at last called!!

Joe and The Button Factory

Hello

My name is Joe

I work in a button factory

One day

My boss came up to me

And said

"Hey, Joe, are you busy?"

I said "no"

Rotate right hand, then left hand too, then right foot too, then left foot too, then hips too.

The Sun Shines

The group stands in a circle sitting down on chairs. One of the group stands in the middle and his/her chair is removed. The one standing in the middle shouts out a characteristic that s/he has on her/himself (eg. The sun shines on all those who have brown hair, glasses, jeans, slippers, a ring, etc...); all those having this characteristic have to change their places – including the one in the middle. Thus another person remains in the middle, and so it goes on.

16 questions

see handout *Wiegeb ghal Din / 16 Questions*.

Descriptions

Each person in the group takes a turn to choose an adjective that describes him/her that starts with the same letter as his/her name.

Group Sit

The group stands in a tight circle. Instruct the group to turn sideways on the left, and make a small step inward. This must be done slowly and in uniformity by all so the circle gets tight. The participants then sit down on each other and they can even try to walk!

Look up, look down

The group stands in a circle. When the animator says “look up” everyone looks up, when the animator says “look down” everyone has to look down but avoid looking in someone else’s eyes. If a pair are looking at each other they are eliminated. The game goes on until there is a winner, or two!

Get Entangled

The group stands in a circle. A member of the group or an animator guides the game and gives the following instructions:

- ◆ From the circle each person reaches out to someone else
- ◆ However this is not to be the person next to you or in front of you
- ◆ Also do not hold both hands of the same person

The role of the animator or member of the group is to instruct the students to untangle the cobweb formed. The members of the cobweb are only to move as instructed.

Dodgems

Everybody stands in a circle facing inwards. On the word ‘go’ everybody simply has to move across the circle to the opposite side without touching anybody else in the process. A very simple idea, but quite hard to do! Try it slowly at first. Then try doing it without speaking at all. Then for a real challenge, try doing it with your eyes closed.

Clumps

You need one person to act as ‘caller’ for this game. The caller calls out a number between one and ten (or one and six if the group is small), and everyone else tries to link arms in a clump (group) with that number of people. Then the caller calls another number, and again everyone tries to link arms with that number. Each time there will be a few people who don’t make it.

Variation: you could play ‘Threes’. This time the aim is always to get into clumps of three, and instead of calling out a number, the caller calls out a category such as ‘people wearing something blue’ or ‘people wearing a watch’. Everyone tries to get into a clump of three people who fit that description.

Variation: you could try ‘Silent Clumps’, or even ‘Clumps with your eyes closed’.

Musical Chairs (with a difference!)

Put out a circle of strong chairs facing outwards. You need the same number of chairs as you have players. Everyone walks round the room to the music. When the music stops everyone tries to find a chair to sit on. For the second round take a chair or two away and so on. The difference is that in this version of the game one drops out. If you can’t find

a chair to sit on, just sit on someone else's lap. As the chairs get fewer and fewer more and more people will have to sit on each other's laps. Keep going till there is only one chair (very strong) and everyone is sitting on it.

The Right Direction

Spread some A5/A4 papers on the floor. The participants have to scatter around the room but they do not stand on the papers. The facilitator shouts directions and number of steps. The participants have to move according to the order, but without looking at their feet. Persons who end up on a paper are eliminated.

The Other Half

Write names of categories on pieces of paper dividing them in two (eg. MAL TA; MEJ DA; KAR TA; etc...). Scatter the papers around the room, then call out "find the other half", and participants have to form words.

Killer Colours

Participants are asked to choose a colour (either red, or white, or blue) and keep it to themselves. They are then asked to go and whisper the colour they chose to another participant. Colours are killed out of the game in this order: Red kills Blue, Blue kills White, White kills Red.

Say Hello

Ask participants to move around the room as they like. At intervals the facilitator instructs the members to find a person and greet him/her like: *Italians, Eskimoes, Soldiers, Martians, Business people, Old friends, etc...*

Ask participants to go around the room walking as a: *waiter/waitress, old person, penguin, spy, worm, child, fish, detective, someone crossing a river on stepping stones, someone walking on hot tarmac, etc...*

IMPORTANT TELEPHONE NUMBERS

General

KDZ

484506
Fax: 482656

Retreat Houses

Sacred Heart, Sliema

345907

Porziuncola, Bahar ic-Caghaq

374222

Mt. St. Joseph, Mosta

411110

Emergency Numbers

Police Depot

224001-9

Police Mobile Squad

191

Ambulance

196

Fire Brigade

199

Services for Referrals:

Family Therapy Services

251121 / 2

Child Protective Services Unit (under 18 years)

234732

Domestic Violence Unit (over 18 years)

249995 / 6

Supportline (8.00 am – 12.00am)

179

sedqa Helpline (24 hours)

151

Caritas

233933

APPENDICES

List of Animators

List of Priests - priests that can be contacted for the celebration of mass and reconciliation during the weekend.

Other Handouts - these are extra handouts that have not been included in the manual's programme, but they can surely be used at the animators' choice.