



YOU PART

Engage. Connect. Empower

5 FINGERS

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5 FINGERS

FACTS

Age of participants: 15+

Number of participants: 6-30

Duration: 10-15 minutes

GOALS

The main aim of this activity is for the participants to get to know each other in a fun and relaxed way. It is an ice-breaker activity without a specific topic.

ADDITIONAL INFORMATIONS FOR THE FACILITATOR

You can choose the questions according to the age group/educational/cultural/social background of the participants/topic you want to cover next. The activity can be carried out indoors or outdoors.

MATERIALS

Poster, markers, computer/tablet/phone, speakers

PREPARATIONS

Draw a large hand on the poster and write a statement next to each finger. Add a big capital letter to each of the fingers (choose the letters according to the content of the statements). Choose the statements that suit your group of participants (consider their age, cultural/social background etc.). Put the poster in a visible place so everyone can see it.

Example of statements:

- Thumb (N): I have never ...
- Index finger (G): I'm very good at ...
- Middle finger (C): When I was a child, I used to ...
- Ring finger (A): I'm afraid of ...
- Index (F): In the future, I want to ...

INSTRUCTIONS

Step 1

Explain to participants that you are going to play a fun game to get to know each other. Present them a poster and statements written on the fingers. Ask them to write the big capital letters on their fingers (on one hand) as shown on the poster. They should write the letters randomly so that others will not know which letter is written on each finger.

Step 2

Explain the rules of the game: participants should walk freely around the space and as soon as the music starts, stop and turn to the person closest to them. In pairs, participants should then ask each other to choose one of the fingers (they should do this without showing the inside of the fingers where the letters are written) and answer the statement according to the letter (I, G, C, A or F) written on the chosen finger. As soon as the music stops, they should walk around again.

Step 3

The facilitator plays the music at intervals of about one minute (or more if he/she sees that the participants need more time for discussion). The facilitator repeats this a few times, depending on the size of the group, so that most of the participants have had a chance to introduce themselves to the others.



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PROJECT PARTNERS



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