



*AUSTRALIAN
YOUNG CHRISTIAN STUDENTS*

GAMES

BOOKLET





Australian Young Christian Students' Movement

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YCS AND GAMES

Games are a great way of getting students to interact with each other. They also have various purposes including team building, trust, and awareness raising or even just to have fun. Games can also be used as a tool to start a personal review of life. They can be found on the internet or in a library, although the best games come from members within the YCS Group. We also encourage YCS groups to create their own games for all different purposes.

In this booklet you will find a variety of games that YCS students around Australia have been using for years! We have split them into categories including Getting to Know You Games, Team Building Games, Theatre Games, Games with a purpose and Simulation Games. If you or your YCS group has any great games you think should be included in this booklet, email the National Office office@aycs.org.au.

Yours in the Spirit of Cardijn

Vicky Burrows

National Formation Coordinator

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GETTING TO KNOW YOU GAMES

PEOPLE BINGO (10minutes)

What You Need: A bingo card for each student

Purpose: Getting to know the members of your group

Instructions/Rules:

- *Before the Activity*

1. Make your bingo card by drawing up a table on an A4 sheet of paper. In each square write a characteristic, for example: has a casual job; owns Ug boots.
2. Make enough copies for all the students.

- *During the Activity*

1. Hand out a bingo card and pen to each student.
2. Explain that each student needs to find someone that fits the characteristic in each square and get them to sign it. They cannot get the same person to sign twice.
3. The first person to have all boxes signed wins.

Recommendations:

- Choose characteristics based on your knowledge of the group. Try to include things that will help student to learn basic things about each other.

SOCK NAME GAMES (10minutes)

What You Need: sock pairs (at least one per person-fun if more!)

Purpose: Learning each other names

Instructions:

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1. Form a circle and the leader throws one person a pair of socks (rolled up tight in a ball). That person (1) must ask the name of a person (2) she doesn't know, once she has found out their name she tosses the socks to person 2 and shouts out their name. Person 2 then has to ask the name of someone he doesn't know, call out that person 3's name, and toss the socks to him....etc. until everyone has caught the socks.
2. Someone tosses in more and more and more socks. Socks are flying everywhere names are being shouted all at once (sometimes a person may have 4-5 pairs and then it's Susan, Susan, Susan, Susan (pelt, pelt, pelt, pelt)
3. The leader then will start to remove pairs of socks one by one and it 'calms down a bit' and you again get to hear all the names as the last sock tosses around.

Recommendation:

- You must always toss the socks to the same person - but only after you shout out their name.

TOILET PAPER ACTIVITY (15minutes- depending on the group size)

What You Need: Rolls of toilet paper.

Purpose: To learn some interesting facts about each other

Instructions/Rules:

1. Ask students to sit in one large circle.
2. Explain that for this game you have brought a roll of toilet paper. Walk around the circle with it and ask people tear off as much as they need.
3. When everyone has taken theirs, explain that one by one they will now go around the circle, and for each piece they took they will share one fact about themselves.

Recommendations:

- Be aware that some students will probably take a lot of paper as a joke so make sure you bring enough.

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HANDS (15minutes- depending on the group size)

What you need: Nothing

Purpose: To find out what is important to each other

Instructions / Rules:

1. Hold up one of your hands. Explain that each student needs to share 5 things about themselves, one for each finger, as follows: Give your own example as you go.

- Little finger. What is something that is small but important to you? For example, my mobile phone.
- The ring finger. If we get married, this is where our wedding ring goes. Who is someone you love? For example, my brother.
- Middle finger. This is the tallest finger. What do you aspire to? For example, to finish university.
- Pointer. Tell us what points you in the right direction. What do you believe in? For example, equality.
- Thumb. This stands for thumbs up, so tell us something you really like doing. For example, playing hockey.

FRUIT SALAD (10minutes)

What You Need: Chairs.

Purpose: To learn what we have in common with each other

Instructions/Rules:

1. Make a circle of chairs. There needs to be one chair less than the number of players.
2. Ask one person to stand in the middle and say something about them, for example, I have a brother.
3. Everybody else who shares this trait gets up quickly and finds a free seat. You can't sit back in your own seat or in either of the seats next to you.

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4. One person is left standing up and then they start again from step 2.

Recommendations:

- Encourage students to say something that is about their life or interests, rather than what they're wearing or how they look.

TWO TRUTHS AND A LIE (10minutes)

What you need: Nothing

Purpose: To learn and guess things about each other

Instructions/Rules:

1. Explain that each person must say three interesting things about themselves. Two of them must be true and one must be a lie.
2. The group then has to guess which one is the lie.

Recommendations:

If two group members are close friends then don't let them guess the lie. Otherwise the friend can often guess straight away and it takes the fun out of the game.

QUIRKY QUESTIONS (10minutes)

What you need: Nothing

Purpose: to involve everyone in asking questions about each other

Instructions:

1. Get each person to ask a creative question that others have to answer. Here are some answers:
 - If you could go anywhere in the world, where would it be and why?
 - If you were a superhero, what power would you have and why?
 - If you were a fruit, what fruit would you be and why?
 - Who would play you in the movie of your life?
 - If you were a cartoon character, who would you be?

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TEAM BUILDING GAMES

CHALK CHASE (20 minutes)

What You Need: One or two sticks of jumbo chalk, and a wide, safe area to play in.

Purpose: to get people running around, and working in a team

Instructions:

1. Explain that 2 students will be the chalkers, while the others will be the chasers.
2. The chalkers are given chalk. They leave the base (e.g. the church hall or a particular starting point) and start marking a trail of arrows for the rest of the students to follow.
3. The chalkers are usually given 2 minutes or so head start, at which time the rest of the students are set loose.
4. The chalkers must make an arrow mark on the road at least at every 10 meters.
5. The chalkers are not permitted to give incorrect instructions.
6. The chalkers can lead the chasers in a circle, if they can afford the time.
7. The chalkers win if they make it back to the base without being tagged.

Recommendations:

- If the game moves too quickly, or other people want a turn at being the chalkers, then you can repeat the game with people in different roles.

BLIND OBSTACLE COURSE (20 minutes)

What You Need: Blindfolds, a safe area and obstacles, for example, chairs or tables.

Purpose: To build trust and develop communication skills.

Instructions:

- *Before the activity*

1. Set up an obstacle course – ensure there is adequate space between each obstacle.



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- *During the activity*

1. Split the group into pairs. Give each pair a blindfold.
2. Explain to the group that one person will be blindfolded. The other person is to guide them around the obstacle course without physically touching them.
3. Allow the pairs to set off leaving a small gap in between each team.
4. Once they complete the course, each person switches place with their partner so the other person gets a turn.

WATER BOMB BLANKETS (20 minutes)

What You Need: Water bombs, blankets and a large, safe, open area.

Purpose: To develop our communication and teamwork skills.

Instructions:

1. Split the group into teams of 5 or more people. Give each team a blanket.
2. Instruct them to hold the blanket at a comfortable height, parallel to the ground.
3. Place a water bomb on the centre of each sheet/blanket.
4. Explain to the group that the need to use the sheet/blanket to fling the water bomb into the air towards another team. At the same time they need to use their sheet/blanket to try and catch any water bombs that are thrown towards them.
5. Continue to add more water bombs until there are 4 or 5 water bombs per blanket.

LEGO CHALLENGE (15 minutes)

What You Need: 5 identical lego sets, a chair and a timer.

Purpose: To develop our communication and teamwork skills.

Instructions:

- *Before the activity*

1. Assemble one of the sets.

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2. Place the completed lego model on the chair with the back of the chair to the students so they cannot see the model.

- *During the activity*

1. Split the group into four equally sized teams and give each group a lego set.
2. Explain that on the chair is a completed model, which they need to recreate exactly.
3. Each team can send one student to look at the model for 30 seconds before returning to their group. Then a second student can go look at the model for 30 seconds, and so on.
4. A student who has just returned cannot touch any lego pieces for 30 seconds.
5. The completed model on the chair cannot be touched.
6. The first team to correctly assemble the model wins.

Recommendations:

- It might be a good idea to have one student as a time keeper and judge, so they can monitor how long people are at the model, and that they follow the rules.

WORD GAME (10minutes)

What You Need: 3 and 4 letter words written on the back of old business cards (So they are easy to shuffle.)

Purpose: Cooperation

Instructions:

1. Split the group up into teams of 4 or 5.
2. Each team picks a word at random from the pile of cards. Then they attempt to spell out the word, using their bodies for the letters and the other teams try to guess the word.
3. The first team to guess correctly is the next one to pick a word.



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NEWSPAPER KNIGHT BATTLE (20mins)

What You Need: Plenty of newspaper, a pair of scissors for each team, a roll of sticky tape for each team

Purpose: For the students involved to get to know each other socially and in a team environment. In this game they must work together to design a suit of armour.

Instructions:

1. Divide students into teams of about 4 people, and give each team a pile of newspaper, a pair of scissors and a roll of sticky tape.
2. Each team has to choose one person to be their knight who will enter the battle. The team has to then design a suit of armour to cover their knight from head to toe.
3. In battle, the knights have to rip the armour from each other, using only the pinkie finger from their right hand. The last knight with their armour intact wins.

Recommendation:

- Give the teams a limited time to create this costume, of about ten minutes, and then the battle begins.

THE KNOT GAME (15 mins)

What you need: nothing

Purpose: Team Work and Cooperation

Instructions:

1. Ask everyone to stand in a tight little circle, closes their eyes, and reach both hands into the middle to find another hand to hold onto.
2. Once everyone has found a hand, they can open their eyes and have to untangle themselves, without letting go of hands, until everyone is standing in a circle again.

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EGG AND SPOON OBSTACLE COURSE (30mins)

What You Need: Eggs and spoons, and equipment to create an obstacle course such as hula-hoop, basketballs, boxes, etc.

Purpose: to have fun and practice problem solving

Instructions:

1. Create an obstacle course using any type of equipment imaginable.
2. This game is like an ordinary egg and spoon race, except that the students have to balance the egg on their spoon whilst completing the course. This could involve climbing under tables, around poles, through a maze of chairs, bouncing a basketball, using a hula-hoop or any other crazy invention.

Recommendation:

- If it is possible to create the same obstacle path twice, then teams can compete at the same time to get each person through the maze whilst balancing their egg on the spoon. If not, you can time people one by one.

TUG OF WAR (10 mins, depending on group size)

What you need: some long rope

Purpose: To get people to unite with their team mates

Instructions:

This game is pretty self-explanatory. If there are lots of students they could be divided into more than two teams, and compete in heats before deciding an overall winner.

For example:

- Team A vs. Team B
- Team C vs. Team D
- And then AB Winner vs. CD Winner



TIME FILLERS

Below are a few common activities you can use to make the most of dead time when you are traveling or waiting. There are many more you may know from camps; you can also find them on the internet.

I'M GOING ON A PICNIC

What you need: Nothing

Purpose: A fun but sometimes frustrating way of taking up time.

Instructions:

1. Begin by saying "I'm going on a picnic and I'm going to bring..." and insert an object. Choose what you say on the basis of one of the rules below. Do not tell everyone what the rule is!
 - The first initial of the object is the first initial of the person's first name. For example, Peter says "I'm going on a picnic and I'm going to bring peanut butter."
 - The first initial of the object is the last letter of the previous object. For example, Peter says "I'm going on a picnic and I'm going to bring peanut butter." Then Kate says "I'm going on a picnic and I'm going to bring radishes."
 - A much harder but funnier one. The person has to say "um! For example, Matt says "I'm going on a picnic and I'm going to bring, um, sausages."
2. One by one, get other people to say "I'm going on a picnic and I'm going to bring....", if they answer according to the rule, tell them they are allowed to come on the picnic. If they do not work out the rule, tell them they cannot come.



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3. Keep going until everyone has worked it out. Even the people who figure out the rule at the beginning still need to stay in the game so the others can notice a pattern.

I'M SHOOTING AN ARROW

What you need: Nothing

Purpose: A fun but sometimes frustrating way of taking up time...

Instructions:

1. Begin by saying "I'm shooting an arrow." and describe its imaginary path around the bus or room. Mime shooting the arrow and make elaborate hand gestures to show where the arrow goes. For example: I'm shooting an arrow. It flies over Jake's left shoulder, bounces off the back wall and comes back towards us.
2. Then ask "Who does it hit? "
3. Get everyone to guess one by one, and then announce who is right according to a secret rule. It's the first person to speak after you have asked the question.
4. Keep going until everyone has worked it out.



THEATRE GAMES

Theatre Games are a great way to get the group to interact with each other, break the ice and have fun. Below are a list of two Theatre Games but you can access these games by contacting the Drama Teacher at school or visiting a website such as this one: <http://fuzzyco.com/improv/games.html>

PARK BENCH (15 minutes)

What You Need: A bench

Purpose: To think on your feet and have fun

Instructions:

1. One participant sits on a bench. The setting is a park, and the person on the bench has no character until the second participant enters.
2. The second participant has decided who she is, and who the person sitting on the park bench is. For example, the person entering could decide, "The person on the bench is a famous author, and I am a great fan of their work." In this situation, the actor would recognize the person on the bench, react to seeing their favorite author in person, ask for an autograph, and tell the author about which books she likes best.
3. The actor on the bench, meanwhile, has to adapt to the situation, developing their character bit by bit.
4. The improvisation ends when the first actor exits, and then the process is repeated with another person entering the stage.



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SPACE JUMP (15 minutes)

What you need: Nothing

Purpose: To have fun and get students to think on their feet

Instructions:

1. One student starts on stage or in the middle of a circle formed by the group. That student is given a scene to act out by the rest of the group.
2. Some one calls space jump and the first student has to freeze in their spot. A second student joins the first student and has to make a new scene out of the position that the first student in standing in
3. Some one calls space jump and the two students have to freeze in their spot. A third student joins the two students and has to make a new scene out of the position that the two students were in standing in.
4. This can be repeated with any number of students, we recommend 10.
5. Once the final person has joined the scene someone has to call out space jump and the last person who entered the scene must find a reason to leave.
6. The actors then revert back to the scene before that person entered, then someone calls out space jump and the person who last joined that scene has to find a reason to leave. This process in repeated until the first person is acting out the first scene.



GAMES WITH A PURPOSE

Some games can be used to make students think about a particular issues, but in a fun way.

BALLOON STOMP (5 minutes)

What you need: balloons for each person, string and scissors

Purpose: To get students to think about how they approach situations and their attitude to improving themselves.

Instructions:

1. Each person is given a balloon and a piece of string.
2. They are told to blow up the balloon and tie it to their ankle.
3. You need to set an area that the game is played in and tell the students where the area is.
4. Then everyone is told that the purpose of the game is to keep his or her balloon from being popped.
5. After 2 minutes stop the game. The players will probably have tried to bust each others' balloons.
6. Do the following reflection on people's attitudes in the game:
 - Ask the players what they tried to do when the game started. They'll probably say something about popping other balloon so theirs stays up the longest.
 - Then remind them of what you actually said. They needed to keep their balloon from being popped!
 - So the way our society functions has trained us to think that we need to destroy other people and what they have in order to build ourselves up.
 - There are lots of ways that all the balloons could have been kept from being popped but they don't think of them because are society is about competition and racing to get ahead of other people.

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- Get them to give examples of when they have seen this type of attitude in the real world. You could then use some of the answers to lead into a review of life, on racism for example.

Recommendations:

- Make sure that you give the correct instructions and don't say anything that implies that they need to bust other people's balloons or that they need to keep their balloon up the longest.
- At the end you also need to make sure you don't say that one person wins because this rewards the destruction of others and defeats the point of the exercise.
- Make sure that it doesn't sound like you are preaching or putting them down for their attitude, rather the leader should be pointing out what has happened and this encourages students to think about their own attitude and treatment of others.

PAPER GAME (15minutes)

What You Need: *paper*

Purpose: This game is supposed to demonstrate how YCS local groups and actions make up what our national and international movement.

Instructions:

1. Give each student a piece of paper.
2. Each person then has to make something with their piece of paper – they can do anything that they want with it except to rip it into pieces (i.e. make a paper plane). Give them 1-2 minutes to do this.
3. Then get the students to move into small groups taking their creation with them – adjust the size of your groups according to the number of people but have at least 3 groups.



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4. Using the students' creations each group has to make something new out of the different elements (i.e. a paper plane, a hat and a boat). Give them 2 minutes to do this.
5. Each group then has to explain to other what their creation is.
6. Now one person from each group brings their group creation together and they have to make something new out of the group creations. Give 1.5 minutes for this.
7. That group then has to explain what they have created.
8. Using the following points explain what people have done and how this represents the different levels of the YCS Movement:
 - Each person's original creation is like their local group and local actions. Our local actions can be basically anything that we want because our own experiences are different from the next person.
 - Those local groups come together and the actions we have locally influence what our diocesan or our national movement will look like. Our diocese and national movement wouldn't exist if you took away those local things – without local groups there is no YCS so the local groups are actually the most important level.
 - Then the same thing happens at the international level – representatives of our national YCS go and work for us and represent us internationally.
 - But whatever our international movement ends up looking like, a piece of us and our local groups is actually part of the international YCS and if we look at that final creation we can actually see where our piece of the creation is.



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STRAW TOWER GAME (15minutes)

What You Need: one packet of straws for each group, and one roll of sticky tape per group.

Purpose: To show the impacts of positive and negative leadership on group work. In this game teams need to build the tallest structure possible using the materials provided, and the tallest tower wins.

Instructions:

1. Students needed to be divided into teams of about three to five people. Each team will then be given a packet of drinking straws and a roll of sticky tape.
2. One person from each group is taken away and told that they must take leadership of the group and try and be the particular quality that they are given. These leadership qualities are negative, optimistic, encouraging, exclusive, inclusive and angry. These leaders are not allowed to tell their group members what they have just been told.
3. Each team must work together to create the tallest structure they possibly can, using only the straws and tape. The structures must be free standing (so they can't lean on a wall, or chair, or be held by a person, etc)

Debrief:

- In a large group complete a discussion about which method of leadership was the most successful? Ask questions such as, how did the rest of the team feel? Was everyone included in the team work? Which was the most effective way of working together?
- The aim of this activity was to show how important it is to be a positive inclusive and encouraging leader.

Recommendations:

- Divide the teams so that students are mixed with others that they don't know well or don't usually hang out with. Give the students a limited time to complete the structures, about fifteen minutes is enough.

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SIMULATION GAMES

There are many games available on the internet that simulate world situations that allow students to discuss world issues and reflect on a local context.

CITY SIMULATION (1 hour 30 minutes)

What you need: Name tags, envelopes, Monopoly money, material to build a house i.e. boxes, rulers, pins, paper

Purpose: The aim of this game is to show how different groups of people in society relate to each other and interact with various structures and policies. It will also give students insight into issues surrounding poverty. Everyone will be given a role to play in the game. The people who are citizens have a task to build a house by purchasing items from the shop. This game needs a minimum of 10 people however roles can be taken out and more than one person can play a role.

Instructions:

1. The Supervisor (person playing the role) reads out the aim of the game.
2. Everyone is given a badge to wear, an envelope with money in it and a description of the role that they are going to play in the game. A leader explains to the students that it is important to follow the instructions and is given the following tips;
 - If the citizens need more money to make their house then you may either ask your fellow citizens, the minister, the welfare worker or if the shop keeper may agree to accept an 'IOU' that the policeman will collect.
 - The Policeman has the right to put any citizen in jail for a set period of time if they fail to pay 'IOU' or do anything else worth imprisonment.
 - Your house can be made of absolutely anything
 - At the end of the time, the houses will be judged by the YCS group.



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3. At the end of the game the Supervisor leads the group in reflection using the below questions as a guide.

Questions:

- What do you think of the game?
- Did you like what happened to you? Did you like what you did to the other people?
- Who did what? Why did they do it?
- Did everyone follow the rules? Did everyone play the game?

Questions that draw parallel to life scenarios:

- Do we see similar situations in life? Do we see similar attitudes displayed in life?
- Where do we see such scenarios in real life?
- Why do people behave like that?
- How often do we see such situations?
- Do we see these scenarios at school?
- Does this happen with me and in my circle?

REVIEW OF LIFE

The discussion arising from the above questions helps students identify specific examples or situations that they can complete a Review of Life on.

SEE

- What did you observe about how people interacted with each other?
- Do you see this situation in your everyday situations?
- What causes these injustices?

JUDGE

- What do you think about these situations?
- Where did you see God in the Situation?
- What is Gods plan for our society?

ACT

- What action can you take to live in a more just society?

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Roles:

Store Keeper - Sells materials to the citizens. You can set your own prices and change them when you feel like it. You also encourage the wealthy to spend, harass the poor. You can also do IOUs to be collected by the police officer but citizens can be jailed for not paying them back.

Minister - Asks the wealthy for donations but gives out little to the poor. The Minister only gives money to those who promise to attend his church.

Organiser of the Poor - Attempts to unite the poor and can plan to rob the shop or do boycotts etc. The police will be opposing this activity,

Police Officer - Patrols the areas spying on the citizens, watching out for stealing and cheating. They are suspicious of activities that happen. They can place offenders in jail for 1-5 minutes.

Game Observers - Watches the game and tries to record information about the way the citizens of different social status are treated.

Supervisor - The person running the game. Their job is to walk around and make sure that people are doing what their role says to ensure the games run well.

Welfare Worker - The person who supports the citizens. They often represent/advocate on behalf of citizens to the police. They are able to give out loans to people.

Citizen - Members of the Community. Their role is to build their house in the time limit. A citizen either has a low income, medium income and a high income.

Money amounts

Rich person has - \$20

Medium Person- \$10

Poor Person- \$5

Welfare Worker- \$70

Store Keeper- \$50

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LINKS TO OTHER GAMES

The following two games come from TEAR Australia and the full explanation is available on their website: <http://www.tear.org.au/resources/simgames.shtml>

You can also find some good resources on the Make Poverty History Australia Website that provides good links to games, at:

http://www.makepovertyhistory.com.au/teachers_and_students.aspx#games

BASTI LIFE (80minutes- good for a camp session)

Purpose:

- To help people understand the pressures of living in an urban slum, including the pressures on children to work
- To understand some of the ways that power and wealth are distributed to benefit some and disadvantage others
- To understand some of the ways that community development can create positive social change
- To relate these issues of poverty and development to the Christian faith

RICKSHAW GAME (15-30minutes)

Purpose:

- To have fun while learning about the difficulty that workers face in the transport industry in big cities in India and Bangladesh
- To help overcome the misunderstanding that "people are poor because they are lazy"
- To explore the kinds of jobs people do to make ends meet in poor communities.
- To understand the pressures on the working poor in India



USING GAMES TO START A REVIEW OF LIFE

Different games will have different purposes and methods. If you are playing a game that has a deep purpose or meaning, below are some questions to start discussion to help lead into a Review of Life as seen in the City Simulation Game.

Questions:

- What do you think of the game?
- Did you like what happened to you? Did you like what you did to the other people?
- Who did what? Why did they do it?
- Did everyone follow the rules? Did everyone play the game?

Questions that draw parallel to life scenarios:

- Do we see similar situations in life? Do we see similar attitudes displayed in life?
- Where do we see such scenarios in real life?
- Why do people behave like that?
- How often do we see such situations?
- Do we see these scenarios at school?
- Does this happen with me and in my circle?



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Review of Life

The discussion arising from the above questions helps students identify specific examples or situations that they can complete a Review of Life on.

The **SEE** Section is about finding out exactly what is happening in a situation that the students want to talk about.

- What exactly happened? What was your action in response? (the facts)
- What caused this to happen and why? (the causes)
- How were people affected? (the consequences)

The **JUDGE** Section is about applying our faith and beliefs to the situation and developing an idea about what we are called to do.

- What do you think about this?
- What does your faith say about this situation? What would Jesus do here?
- What *should* be happening? (the ideal situation)

The **ACT** Section is about deciding what we can do to change the situation in the way that our faith and beliefs are calling us to.

- What exactly do you want to change? (Long term aim)
- What action could you take this week that would be a worthwhile step towards achieving this change? (Short term action)
 - Individual Action
 - Collective Action
- Who else could you involve in this action?



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OTHER RESOURCES

For information regarding other resources, contact the Australian YCS Office on office@aycs.org.au

Some examples of our other resources are:

- AYCS' Gospel Reflection Booklet
- NUTS 8 Week Introduction to YCS Program
- Get SMART About Casual Work Curriculum Kit
- Say NO To Racism Kit
- Adult Assistants and Chaplains Info Kit
- YCS Meeting Support Plans