



A publication
of the GSP
Training Division

GIRL SCOUTS OF THE PHILIPPINES

Training Helps

GSP Central Board Orientation (Triennium 2009 - 2012)

The Officers and Members of the GSP Central Board were given an orientation last July 16, 2009 at the GSP NHQ Social Hall.

The orientation was divided into three modules. National Secretary and National Training Committee Chairman, Atty. Susan N. De los Reyes handled Module 1 which focused on GSP Today, Personal Vision of Central Board Officers/Members and Leadership vis-à-vis Commitment to Girl Scouting.

Module 2 dealt with Volunteer-Staff Partnership and was handled by Southern Luzon Regional Chairman and National Training Committee Member, Mrs. Norma R. Valencia.

The last module on GSP Organizational Structure, Principles and Board & Committee Work was handled by National Executive Director, Mrs. Ma. Dolores T. Santiago.

The orientation was the first training activity to usher in the new triennium.

More action pictures



The Girl Representatives of the six regions



The Senior Staff of the National Headquarters

With International Commissioner, Dr. Amelita Dayrit-Go during the icebreaker and workshop



(L-R) Dr. Amelou B. Reyes, Dr. Paz H. Diaz & Mrs. Teresita B. Choa



(L-R) Mrs. Esperanza A. Benin, Dr. Paz C. Radaza & Dr. Martha A. Mogol

Some of the CB members during one of the workshops



National President Dr. Salud A. Bagalso celebrates her birthday with the NHQ Staff

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20 Ways to Energise Groups:

Games to use in training sessions, workshops and meetings.

Why use energizers?

Facilitators/Trainers use games for variety of reasons, including helping people to get to know each other, increasing energy or enthusiasm levels, encouraging team building or making people think about a specific issue. Games that help people to get to know each other and to relax are called ice breakers. When people look sleepy or tired, energizers can be used to get people moving and to give them more enthusiasm. Other games can be used to help people think through issues and can help to address problems that people may encounter when they are working together. Games can also help people to think creatively and laterally.

This material includes all these different types of games - in no particular order - and facilitators/trainers can pick and choose those that are most appropriate for their specific purpose and context.

Things to consider when using energizers

- ✓ Use energisers frequently during training sessions, workshop or meeting, whenever people look sleepy or tired or to create a natural break between activities.
- ✓ Choose games that are appropriate for the topic/session/local context.
- ✓ Select games in which everyone can participate and be sensitive to the needs and circumstances of the group.
- ✓ Use games that encourage team building.
- ✓ Keep energizers short and move on to the next activity when everyone has had a chance to move about and wake up!

Girl Scouts of the Philippines

1. **JUGGLING BALL GAME** National Headquarters, 901 Padre Faura Street, 9800 Ermita, Manila, Philippines

Everyone stands in a close circle (if the group is very large, it may be necessary to split the group into two circles.) The facilitator starts by throwing the ball to someone in the circle saying their name as they throw it. Continue catching and throwing the ball establishing a pattern

for the group. (Each person must remember who they receive the ball from and who they have thrown it to.) Once everyone has received the ball and a pattern is established, introduce one or two more balls. So that there are always several balls being thrown at the same time, following the set pattern.

2. NAMES AND ADJECTIVES

Participants think of an adjective to describe how they are feeling or how they are. The adjective must start with the same letter as their name, for instance, "I'm Leonor and I'm lovable". Or "I'm Akhar and I'm amiable" or "I'm Rcel and I'm resourceful". As they say this, they can also mime an action that describes the adjective.



3. WHO IS THE LEADER?

Participants sit in a circle. One person volunteers to leave the room. After they leave, the rest of the group chooses a 'leader'. The leader must perform a series of actions, such as clapping, tapping a foot, etc, that are copied by the whole group. The volunteer comes back into the room, stands in the middle and tries to guess who is leading the actions. The group protects the leader by not looking at him/her. The leader must change the actions at regular intervals, without getting caught. When the volunteer spots the leader, they join the circle, and the person who was the leader leaves the room to allow the group to choose a new leader.



4. COCONUT

The facilitator shows the group how to spell out C-O-C-O-N-U-T by using full movements of the arms and the body. All participants then try this together.



5. KILLER WINK

Before the games starts, ask someone to be the 'the killer' and ask them to keep their identity a secret. Explain that one person among the group is the killer and they can kill people by winking at them.



Everyone then walks around the room in different directions, keeping eye contact with everyone they pass. If the killer winks at you, you have to play dead. Everyone has to try and guess who the killer is.

6. BODY WRITING

Ask participants to write their name in the air with a part of their body. They may choose to use an elbow, for example, or a leg. Continue in this way, until everyone has written his or her name with several body parts.



7. NAMES IN THE AIR

Ask participants to write their name in the air first with their right then their left hand. Finally, ask them to write their name in the air with both hands at the same time.



8. FAMILY MEMBERS

Prepare cards with family names. You can use different types of professions, such as Mother Farmer, Father Farmer, Sister Farmer and Brother Farmer. Or you could use names of different animals or fruits. Each family should have four or five in it. Give each person one of the cards and ask everyone to walk around the room. Explain that when you call out, "family reunion" everyone should try to form a 'family group' as quickly as possible.



9. FRUIT SALAD

The facilitator divides the participants into an equal number of three to four fruits, such as oranges and bananas. Participants then sit on chairs in a circle. One person must stand in the centre of the circle of chairs. The facilitator shouts out the name of the fruits, such as 'oranges', and all the oranges must change places with one another. The person who is standing in the middle tries to take one of their places as they move,



leaving another person in the middle without a chair. The new person in the middle shouts another fruit and the game continues. A call of 'fruit salad' means that everyone has to change seats.

10. PRRR” and “PUKUTU”



Ask everyone to imagine two birds. One calls 'prrr' and the other calls 'pukutu'. If you call out 'prrr', all the

participants need to stand on their toes and move their elbows out sideways, as if they were a bird ruffling its wings. If you call out 'pukutu', everyone has to stay still and not move a feather.



11. I LIKE YOU BECAUSE ...

Ask participants to sit in a circle and say what they like about the person on their right. Give them time to think about it first!



12. KNOTS

Participants stand in a circle and join hands. Keeping their hands joined, they move in any way that they want, twisting and turning and creating a 'knot'. They must then unravel this knot, without letting go of one another's hands.



13. LEADING AND GUIDING

Participants split into pairs. One participant puts on a blindfold. Their partner then leads them carefully around the area making sure they don't trip or bump into anything. After sometime, the facilitator asks the pairs to swap roles. At the end, participants discuss how they felt when they had to trust someone else to keep them safe.



14. DANCING ON PAPER

Facilitators prepare equal sized sheets of newspaper or cloth. Participants split into pairs. Each pair is given either a piece of newspaper or cloth. They dance while the facilitator plays music or claps.

When the music or clapping stops, each pair must stand on their sheet of newspaper or cloth. The next time the music or clapping stops, the pairs has to fold their paper or cloth in half before standing on it. After several rounds, the paper becomes very



Small by being folded again. It is increasingly difficult for two people to stand on. Pairs

that have any part of their boy on the floor are 'out' of the game. The game continues until there is a winning pair.

15. THE “E” GAME

Write a large, curvy letter E on a piece of flipchart paper and place it in the centre of the circle. Ask participants to describe exactly what they see on the piece of paper, from where they are standing/sitting. Depending on where they are in the circle, they will either see an 'm', a 'w', a '3' or an 'E'. Participant can then move places so that they see the letter from a different perspective. This is a useful activity to highlight the fact that people see things very differently, according to their own specific perspective. Alternatively, put a person in the centre of the circle and ask those around to describe exactly what they see from their perspective.



16. SHOPPING LIST

The group forms a circle. One person starts by saying “am going to the market to buy fish.” The next person says, “I am going to the market to buy fish and potatoes.” Each person repeats the list, and then adds an item. The aim is to be able to remember all of the items that all of the people before you have listed.



17. SAGIDI SAGIDI SAPOPO

The group forms a circle or a line. The facilitator teaches everyone the simple chant “Sagidi sagidi sapopo”.



Every time the group chants “Sagidi sagidi sapopo” the facilitator makes a different action, such as clicking fingers or clapping, to the rhythm of the chant. With each new repetition of the chant, each person copies the actions of the person to their left so that everyone is always one move behind the person to their left.

18. WRITING ON BACKS

At the end of a workshop, ask participants to stick a piece of paper on their backs. Each participant then writes something they like, admire or appreciate about that person on the paper on their backs. When they have all finished, participants can take their papers home with them as reminder.



19. PRESENTING GIFTS

This can be used at the end of the workshop. Put participants' names in a box or bag. Pass the box or bag around and ask each person to pick a name. If they get their own name they have to put it back and choose another. Give the group a few minutes to think of an imaginary gift they would present to the person whose name they have drawn. Ask them also to think how they would present it. Go around the group asking each person to present their imaginary gift.



20. REFLECTING ON THE DAY

To help people to reflect on the activities of the day, make a ball out of paper and ask the group to throw the ball to each other in turn. When they have the ball, participants can say one thing they thought about the day.



Reference:

100 Ways to energise groups: Games to use in workshops, meetings and the community by International ALLIANCE.

Training Ways

Make your training more interesting and varied by introducing different training ways. The following training methods are defined or explained, their uses, advantages, and limitations are discussed and hints are given for carrying them out.

COMPUTER-BASED TRAINING OR E-LEARNING - Training using a computer to support and enhance skill learning. Electronic learning uses multi-media programmes through the internet or by using a computer loaded with a CD or DVD.

USES

- ❖ Ideal for widely dispersed learners.
- ❖ To standardize training and feedback.
- ❖ Trainees can learn at their own pace and in their own time.
- ❖ For 'just in time' learning when it is needed.
- ❖ Good for practising skills until proficient.
- ❖ Can design a course to the capability of each learner.

ADVANTAGES

- ❖ Can reduce the cost of training by reducing the expense of travel and the cost of accommodation.
- ❖ Can reduce the time away from work.
- ❖ Can reinforce and increase the effectiveness of training if used as a part of a blended approach with other programmes.
- ❖ Can be used to give training at a time it is needed.
- ❖ Training can be at any time, day or night.
- ❖ Can reduce the amount of equipment needed for training.
- ❖ Often a better trainee-to-instructor ration than other methods.
- ❖ Good for self-testing programmes.

LIMITATIONS

- ❖ Requires self-discipline on the part of the trainee.
- ❖ Expensive to develop. Small companies can rarely afford the costs and bought packages are often not suitable to the trainee's needs.
- ❖ Trainees need to be computer-literate.
- ❖ Lack of group contact with other trainees.
- ❖ Often the trainee cannot ask a tutor for help when it is needed.
- ❖ Lack of international standards with variability of quality programmes.

REQUIREMENTS

- ❖ A quiet place for the trainee to study.
- ❖ A reliable computer with a modem and access to an internet link and a CD reader.
- ❖ Experience in using a computer.
- ❖ Trainers need to be skilled in programme design with the ability to test and evaluate e-learning.

PROCEDURE

- ❖ Read the written instructions.
- ❖ Load the disc or call up the programme using the modem.
- ❖ Read the computer instructions and look quickly through the programme to get the idea of what is required.
- ❖ Work through the first module. Keep repeating until you have mastered the skills.
- ❖ Move on to the next module.
- ❖ Discuss your difficulties and experiences with your tutor or a group of other learners.
- ❖ Best results are attained when a regular time can be set aside for training.

HINTS

- ❖ Best used as a training tool with other programmes.
- ❖ Best when the trainer and the trainees can get together before and during training.
- ❖ If necessary upgrade the trainee's computer skills before starting training.
- ❖ Arrange for the trainee to set aside a specific time on a regular basis for study and keep to the routine.
- ❖ Choose a quiet time when the trainee is mentally active - not after a heavy meal!

CONVENTION - An assembly of representatives of the regional groups of a parent organization.

USES

- ❖ To plan policies, objectives, and strengthen strategies.
- ❖ To elect officers or candidates and grant awards.
- ❖ To seek publicity for the organization.
- ❖ To educate with guest speakers, forums, workshops etc.
- ❖ As a training ground for updating professionals or members of an organization and for selecting future office-bearers.

ADVANTAGES

- ❖ An educational and learning experience for individuals from a wide geographic area.
- ❖ Can produce a consensus from the many local groups that make up an organization.
- ❖ Provides the individual with a chance to get to know the organization and to see it in action.
- ❖ Helps to share experiences and to make contacts.
- ❖ Helps to guide and train new appointees to local positions.

LIMITATIONS

- ❖ Considerable work on advance planning and promotion is required.
- ❖ Can be costly.
- ❖ Needs an environment that is ideal for large numbers.
- ❖ The individual can be made to feel insignificant.
- ❖ A group whose ideas or remits are rejected may be resentful.

REQUIREMENTS

- ❖ A large auditorium in which everyone can see and hear in comfort.
- ❖ A number of small meeting rooms.
- ❖ Support services - production, computer booking and financial recording and audio-visual.
- ❖ Accommodation usually for a large number of people.
- ❖ Transport for speakers and attendees.

PROCEDURE

- ❖ Plan on a national or international scale.
- ❖ Set up sufficient local working parties.
- ❖ Carefully plan arrangements for adequate facilities.
- ❖ Set up a theme, objectives and goals.
- ❖ Contact key speakers.
- ❖ Draw up and publish programme details as soon as possible.
- ❖ Advertise in a wide variety of media.
- ❖ Appoint and brief chairpersons.
- ❖ Opening session with a 'keynote address'.
- ❖ Organise concurrent educational sessions and business sessions.
- ❖ Arrange social activities such as 'cocktail' sessions.
- ❖ A formal dinner with an 'after-dinner' speaker.
- ❖ A final summary session with awards, if appropriate.
- ❖ Prepare evaluations and record recommendations for further conventions.

HINTS

- ❖ The organizer must co-ordinate the planning and see that it is implemented on time (check and double check this) - NOT to do the actual work.
- ❖ Local working parties must be set up at an early stage in the planning.
- ❖ The organizer should delegate areas of responsibility to reliable people, who should be given the power to co-opt their own working parties.
- ❖ Good communications are necessary from the start of the planning. If working parties have been given authority to make decisions the organizer must be kept informed of progress.
- ❖ Guest speakers must be contacted and briefed early both verbally and in writing.

WORKSHOP - A group that has been brought together to improve their work performances, to extend their knowledge or to plan changes. Often workshops are held to plan strategies or to help solve work-related problems by sharing experiences, knowledge and ideas. They are usually held in seclusion, away from their workplaces. A **clinic** is a specialized workshop set up to examine case studies, observe demonstrations, hear lectures or share real life experiences.

USES

- ❖ To identify, explore, and seek solutions to work-related.
- ❖ To study a problem or situation in depth.
- ❖ To plan for future activities.
- ❖ To build up a text or produce proceedings for a training manual or handbook.
- ❖ To develop a working philosophy.
- ❖ To help build a team.
- ❖ As part of convention or conference to study related problems.

ADVANTAGES

- ❖ Can assemble and take advantage of a great deal of experience.
- ❖ Designed for a high degree of participation.
- ❖ Allows for group-determined goals, plans and recommendations.
- ❖ Competition for solutions can motivate 'rival' groups.
- ❖ A well-run workshop maintains the interest and enthusiasm of its members.
- ❖ It generates more ideas than any individual would produce alone and promotes confidence in agreed-upon solutions.

LIMITATIONS

- ❖ Its organization and running are time-consuming.
- ❖ Requires more space and equipment than normally needed for a lecture series.
- ❖ Its members must be willing and able to work independently and yet co-operate closely.

REQUIREMENTS

- ❖ A common meeting place with additional rooms for syndicates (small groups set up for detailed discussions). (It is possible to run a workshop in one large room if there is sufficient space for groups to work away from each other).
- ❖ Seats should be arranged in a semicircle. Avoid theatre type seating.
- ❖ An adequate library and other resources such as access to the Internet may be required for research.
- ❖ Audio-visual materials should be available for all workshop participants for recording ideas and reporting back to all members.

PROCEDURE

- ❖ Set clear objectives and goals. (What do we hope to achieve?)
- ❖ Plan carefully. How many will be present? When will the workshop be held? Where? How long will it last? How much will it cost?
- ❖ Work out a budget.

- ❖ Members should be selected for their potential to contribute and their experience rather than for prestige or seniority.
- ❖ Should the information generated be recorded and published?
Who would do the work? How and when would it be done?
- ❖ Check the physical facilities and materials required well in advance.
- ❖ Check transport and travel arrangements.
- ❖ Arrange for carefully chosen resource persons to be on call when required. (Guest visitors can be scheduled into the programme to stimulate ideas or to hear reports.
- ❖ Draft the detailed timetable.
- ❖ Prepare a detailed information handout for participants.
- ❖ Make sure someone is present to welcome each new arrival, to help anyone with problems and to answer queries.
- ❖ At the end of the workshop hold a final evaluation session to find ways to improve the next workshop.
- ❖ If recommendations are made at the workshop, reports should be presented to the appropriate person (usually a senior official or manager) and commented upon.

HINTS

- ❖ Invite an opening speaker to stress the importance of the workshop. This should be a motivational speech.
- ❖ At the start prepare a 'working contract' with the participants. "What time shall we start and finish each day?" "How long do you want for lunch?" "Do you want a social committee?"
- ❖ Precise goals and objectives should be approved and adopted at the beginning, or early in the workshop.
- ❖ Foster competition between groups but make sure it is fun rather than serious.
- ❖ The more people are involved in their training the more they learn. If their ideas are listened to they will be encouraged to share other ideas and experiences.
- ❖ Start with a discussion in pairs, but get groups working as soon as possible after the briefing.
- ❖ Printed workshop proceedings are worth the effort it takes to produce them. Proceedings reinforce learning and provide a useful reference for trainees. (If the facilities are available, brief summaries of work and copies of the trainer's computer graphics can be printed to make a record for participants to take home.)
- ❖ Although any programme needs to be flexible, its timing must be carefully planned. (If there isn't enough time for every group to report ask the non-reporting groups for any ideas that have not already been covered.) Appoint a timekeeper to make sure time is rationed evenly.

Note: More Training Ways next issue...

We cannot live for ourselves alone. Our lives are connected by a thousand invisible threads, and along these sympathetic fibers, our actions run as causes and return to us as results.

By: Herman Melville

WELLNESS CORNER

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SHIATSU SELF MASSAGE

The coloured dots indicate the approximate positions of specific pressure points. Each colour refers to the following meridians:
 ● Bladder Meridian ● Heart Governor ● Liver Meridian ● Lung Meridian ● S. Intestine M. ● Spleen M.
 ● Kidney Meridian ● Triple Heater ● Gall Bladder M. ● Large Intestine M. ● Stomach M. ● Heart M.

CONCENTRATION 1. Push gently inward. 2. Hold for a 3 count. 3. Push downward. 4. Repeat x 3. clear thinking, intellectual focus	DECISION MAKING 1. 4 fingers on temple. 2. Thumb to side of jaw. 3. Gentle pressure to temple areas. Repeat x 5. clarity, resolve, action	CLEAR THINKING 1. Use thumb & index fingers. 2. Push bridge of nose. 3. Hold, in go, repeat x 3. concentration, creative ideas, intellectual focus
DISCRIMINATION 1. Massage sides of nose with index fingers. 2. Increase pressure. Slowly, repeat x 34. balance, clarity, focus	CREATIVE THINKING 1. Press with both hands against cheekbones. 2. Increase pressure. Hold, in go, repeat. intellectual focus, deep mind	TOLERANCE 1. Use thumb & index fingers of both hands. 2. Slide up & down. Use even pressure. patience, relationships, feeling
FRESH ENERGY 1. Use of fingers. 2. Thumb behind ears. 3. Slide outward. Use light pressure. stress pain, headaches, fresh energy	HEADACHES 1. Hold sides of head in palms. 2. Push in. 3. Shift fingers across skull. Press, repeat. stress pain, headaches, fresh energy	FRIENDSHIP 1. Place ear between index & middle finger. 2. Press against head. Tap up and down. emotional freedom, tolerance
MEMORY 1. Use fingers to press against shoulder blade. 2. Push elbow into palm of first hand. focus attention, helps blood circulation	METABOLISM 1. Hold arm between thumb and fingers. 2. Apply pressure. Flow up & down. balance of metabolism, awareness	VITALITY 1. Hold arm between thumb and fingers. 2. Apply pressure. Flow up & down. rejuvenation of entire body
VITALITY 1. Hold hand between thumb and fingers. 2. Apply pressure. Hold and shift. distribution of energy through body	CIRCULATION 1. Interlock fingers. 2. Push inward, hold. 3. Pull outward, hold. 4. Hold outward. energetic release, power	CREATIVITY 1. Hold finger between index and middle finger. 2. Pull outward, hold. 3. Pull outward, hold. 4. Apply pressure. mental energy, balance, focus
CONCENTRATION 1. Push elbow gently against upper leg. 2. Shift position up & down. Repeat. strengthens thoughts & focus	MEMORY 1. Hold nose between hands. 2. Push thumbs down. Apply pressure. Flow up & down. stressless resolve & memory	ENERGY FLOW 1. Hold leg between fingers & thumb. 2. Apply pressure. Flow up & down. helps energy to flow from head to feet

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Health & Fitness Tips



A garlic a day: Garlic is the mother of all cures. Researchers in Liverpool have found that 5ml of garlic extract lower levels of a disease-causing chemical by up to 48 per cent.



Eat wholegrain foods: Make sure you have whole-grain bread, rice or pasta at least four times a week and you will reduce the chance of having cancer by 40 per cent.



Take care of your skin: Always wear sun-screen lotion during summers. It is advisable to use winter care creams to overcome the harsh and cold winds. The best cure is to smile through and your skin will shine with an extra dash. It's no big secret!



Eat plenty of fish: Fish is the recommended diet for a longer healthier life. Studies have found that those who regularly ate fish were up to one-third less likely to get heart disease than those who ate it less than once a month.



Try Tea: Tea is always good. Being a heavy tea-drinker can never have negative effects. The protective effects of tea increase with the amount drunk, and people who are regular tea drinkers are the least likely to die of a heart attack.



Walk for Health: There is nothing better than walking. Walking a mile everyday, or taking reasonable exercise three times a week, promises to reduce the risk of heart disease, as well as strengthens bones and keeps them strong.



Never sleep over a backache: It is never advisable to sleep over a backache. Research shows that people who take to their beds with backache take the longest time to recover. Those who avoid bed-rest and continue normal activities as much as possible have less pain.



Eat right for better teeth: Your pearly whites can gleam. Eat apples, oranges, celery, carrots and high fiber green.



Spouse can matter: A man in poor health in his 50s is six times more likely to be affected if married to a woman who is also in poor health.



Aspirin is a wonder drug: Aspirin can actually do wonders. It helps to reduce the risk of conditions such as heart disease and cancers, including of the colon, esophagus, stomach, rectum, prostate. cent.

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