**Energisers**

 Energisers are generally quick activities designed to stimulate thinking, raise flagging energy levels or to spark motivation in an activity. They can be used at the beginning of a group session or class, as well as in the middle or at the end. They are also a wonderful way to build group cohesion and stimulate interaction because they depend on the group's cooperation, participation, and interest to complete the activity.

Please don’t make the mistake of discounting energisers as a waste of time. You will waste far more time by having to deal with students who are bored, listless, lacking in energy and in need of an activity change. Energisers, when used appropriately, can maintain the attention of an otherwise troublesome class.

They also have the added bonus of helping boost memory. Physical activity – even in very short bursts - increases production of the memory fixatives norepinephrine and epinephrine, and triggers the release of glucose (which also supports memory functions) from glycogen stores in the liver.

Where possible, we try to include activities which will suit both a „normal‟ class size (25-40 pupils) as well as smaller nurture/special groups (2-8 pupils).

Questions such as „How did you feel about that? ‟, „Did the activity help you feel more comfortable with the group/relax/warm up/have fun?‟, „What did you get out of that exercise?‟ or did you feel uncomfortable in any way?‟ help participants see the activities as a learning experience as opposed to just „game playing‟ although too much emphasis on these questions can frustrate pupils and make them feel very negative about what they previously felt to be an enjoyable experience. Use with caution and be sensitive to their reactions.

Finally, it may be helpful to bear in mind the following points when selecting an activity:

 Time of day and weather, room restrictions, Health and Safety, the way participants are dressed, mood‟ of the group or individuals within the group, special Educational Needs of pupils.

激励者

 激励者通常是快速活动,旨在激发思维,提高萎靡不振的能量水平,或激发活动的积极性。它们可以在组会话或类的开头以及中间或末尾使用。它们也是建立团队凝聚力和激发互动的绝佳方式,因为它们依赖于团队的合作、参与和兴趣来完成活动。

请不要把激励者打折扣作为浪费时间的错误。你会浪费更多的时间,因为不得不处理那些无聊,无所不说,缺乏精力,需要改变活动的学生。当使用得当时,能量器可以保持一个本来麻烦的类的注意力。

他们还有额外的好处,帮助提高记忆力。身体活动 - 即使在很短的突发 - 增加记忆固定剂去甲肾上腺素和肾上腺素的生产,并触发葡萄糖(也支持记忆功能)从肝脏中的糖原储存释放。

在可能的情况下,我们尽量包括适合"正常"班级规模(25-40名学生)和较小培养/特殊群体(2-8名学生)的活动。

诸如"你对此有何感想?"活动是否有助于您在团队中感觉更舒适/放松/热身/玩得开心?" "您从锻炼中学到了什么?" 还是您以任何方式感到不舒服?虽然过分强调这些问题会使学生感到沮丧,使他们对以前觉得令人愉快的经历感到非常消极。使用时要小心,并敏感地注意他们的反应。

最后,在选择活动时,最好记住以下几点:

• 时间和天气、房间限制、健康和安全、参与者的着装方式、团体或个人的情绪、学生的特殊教育需求