

Horizon Building Visit – Activities Bank

According to the number of volunteers taking part, this might involve working with smaller groups of young people or one member of the team overseeing the whole group working in their own teams. It is essential that volunteers take active part in this section. Make sure volunteers:

- Spread out in groups as appropriate
- Facilitate conversations – for example bringing the attention back to the main activity if the group gets distracted, prompting intervention if some young people are quieter than others, recapping main points.

Choose a total of **1.30 h of activities** below (or invent/modify your own and run it by us!). When choosing, consider the Industry Suggestion tab; if you cannot find any activity that suits your context/industry, our team would love to help you to build a series of bespoke activities which align with your sector, so please do get in touch at susanna.allegretti@reachoutuk.org.

Single Activities

These are activities you can carry out with the whole group – they might be good for smaller groups or groups who work well as a team.

The Trading Game			
Time	45 minutes		
Industry Suggestion	Investment, Finance, Consulting	REACH OUT	Adaptations and Tips
Skills utilised by young people	Teamwork, Problem Solving, Initiative, Empathy		<ul style="list-style-type: none"> o For an active group, divide the group in 4/6 groups,

<p>Rules and Set Up</p>	<p>This activity introduces young people to the basics of investment decision-making, teamwork, and presentation skills. They will learn how to weigh options, make group decisions, and justify their thinking.</p> <p>Setup:</p> <ul style="list-style-type: none"> • Groups of 3–4 young people each • Prepare slides, handouts and market simulations if necessary <p>The game:</p> <ol style="list-style-type: none"> 1. Explain that each group will act as investors with £10,000 to invest and that they can split the money across companies however they choose. 2. Groups discuss the companies and decide how to divide their £10,000, they then record their portfolio and write a short explanation of their choices. 3. Each group briefly presents: <ul style="list-style-type: none"> ○ How they invested their money ○ The reasons behind their decisions 4. Optional: Simulation <ul style="list-style-type: none"> ○ Run through a few trading days using pre-prepared market updates. ○ After each “day,” update the value of each group’s portfolio. ○ Keep the maths simple – just apply increases/decreases to show gains or losses. 	<p>each with a “volunteer” team captain.</p> <ul style="list-style-type: none"> ○ For a Y8/9 group, add elimination rounds halfway through the statements. <p>Tips:</p> <ul style="list-style-type: none"> - After having explained the rules, <i>ask one of the young people to repeat the rules</i> to make sure they’ve all understood - <i>Break down jargon</i> by explaining key words in simple terms, and checking understanding.
<p>Reflection</p>	<p>Prompt the young people to reflect on what they've just done. For example, ask:</p> <ul style="list-style-type: none"> • What influenced your decisions? • Did anything surprise you about the outcomes? • What skills did your group use to make decisions? 	<ul style="list-style-type: none"> ○

<p>Role Progression Lineup</p>		
<p>Time</p>	<p>15 - 45 minutes</p>	
<p>Industry Suggestion</p>	<p>Any</p>	<p>Adaptations and Tips</p>

Skills utilised by young people		<h1>REACH OUT</h1>	
Rules and Set Up	<p>The aim of this activity is to get young people to understand what paths they might be able to take in the future, and what some potential ways to get there are.</p> <p>Version 1: This version includes 1-3 brief 5/10 minutes talks from corporate volunteers about their role, and how they got there. For some guidance, please look at the slides here.</p> <p>Version 2: This version goes straight into the line-up activity.</p> <p>The aim of this activity is to get the young people to line up in order of progression (ie. Intern, associate, lead, director, ceo, ..). This is a fun way to introduce the idea of career progression and different paths to get to a position in your company.</p> <ol style="list-style-type: none"> 1. Give each young person and volunteer mentor a "job title", to form progressions for 2/3 different roles. 2. Ask them to line up in order of progression, from start to finish. They'll have 10 minutes to do so. 3. Go through each "line" and confirm the correct order, explaining if there's any mistake in order. Make sure you get everyone's attention when confirming the "line" order. 		<ul style="list-style-type: none"> o For an active group, divide the group in 4/6 groups, each with a "volunteer" team captain. o For a Y8/9 group, make the roles really specific, or provide different routes possible. o If opting for Version 1, include some of the roles presented in the exercise. <p>Tips:</p> <ul style="list-style-type: none"> - After having explained the rules, <i>ask one of the young people to repeat the rules</i> to make sure they've all understood - <i>Break down jargon</i> by explaining key words in simple terms, and checking understanding.

The Monopoly Game			
Time	30 minutes		
Industry Suggestion	Finance, Consulting, Investment	<h1>REACH OUT</h1>	Adaptations and Tips
Skills utilised by young people	Problem Solving and Initiative		<ul style="list-style-type: none"> o For an active group, divide the group in 4/6 groups, each with a "volunteer" team captain.
Rules and Set Up	<p>The aim of this activity is to work in teams to invest Monopoli money across 3 different categories, and react to events which change the percentage of investment. The winning team is the one whose portfolio ends up with the best value.</p>		

	<ol style="list-style-type: none"> 1. Split the group in 3-4 smaller groups. Each group is given a sum of "fake/monopoly money" ie.£100. 2. Each group decides collectively how much to initially invest in each category and why (10 mins discussion). Example categories : cupcake shop, smoothie stand or fast food chain. 3. The lead volunteer reads out loud an event (either good/bad for one or more of the categories). For example: "a customer posts a negative review of your cupcake shop" 4. Each group needs to decide whether to change the money split, or for it to remain the same. 5. The groups which have taken money away/ added money to the right categories receive an extra sum to invest (ie. £10). 6. This is repeated for a number of events. At the end, the group with most total amount of £ wins. 	<ul style="list-style-type: none"> o For a Y8/9 group, add elimination rounds halfway through the statements. <p>Tips:</p> <ul style="list-style-type: none"> - After having explained the rules, <i>ask one of the young people to repeat the rules</i> to make sure they've all understood - <i>Break down jargon</i> by explaining key words in simple terms, and checking understanding.
Reflection	<p>Prompt the young people to reflect on what they've just done. For example, ask:</p> <ul style="list-style-type: none"> • What influenced your decisions? • Did anything surprise you about the outcomes? • What skills did your group use to make decisions? 	<ul style="list-style-type: none"> o

Carousel Activities

These are a series of activities which can be happening in the same/ parallel spaces at the same time. After 30 minutes, the young people rotate to experience a different activity. This kind of setup is really beneficial for high energy groups.

Carousel 1 – Bank/Insurance	
Time	1.30 hours

Industry Suggestion	Bank, Insurance, Finance	<h1>REACH OUT</h1>		Adaptations and Tips
Skills utilised by young people	Varied			
<h3>Financial Jenga 30 mins</h3>	<p>The aim of this activity is to learn about financial decision-making through a fun, physical game.</p> <ol style="list-style-type: none"> 1. Split into 2 groups, with an equal number of volunteers on each side. Each group has a Jenga tower. 2. The Lead Volunteer reads facts which could influence someone's financial situation positively or negatively. I.e. "getting married", "going to university", "not having a job", "saving money" 3. For each fact, the group needs to decide whether it has a positive or negative influence financially, as a group in a discussion. 5 mins each fact. The group then either pulls out the jenga piece (if negative) or does not (if positive). 4. After every fact, the Lead volunteer asks for feedback from both groups 3 mins. 5. This is repeated until all facts are done, or until the 30 minutes is up. The group which has the right amount of logs pulled out wins! 		<p>Adaptations and Tips</p> <ul style="list-style-type: none"> ○ For an active group, divide the group in 4/6 groups, each with a "volunteer" team captain. ○ For a Y8/9 group, add elimination rounds halfway through the statements. <p>Tips:</p> <ul style="list-style-type: none"> - Check understanding of the rules before the game starts. - <i>Break down jargon</i> by explaining key words in simple terms, and checking understanding. - Brief volunteers to prompt young people into reflection. I.e "that's interesting, why do you think that?" Or "have you considered x?" 	
<h3>Break 10 mins</h3>			-	
<h3>Dragons Den 40 minutes</h3>	<p>The aim of this game is to get the group to invest into your groups' business idea.</p> <ol style="list-style-type: none"> 1. Split the group in groups of 4/5 young people + at least one volunteer per group 2. Explain that they'll be working together to create and pitch (present) a product which solves a "problem/ challenge" they see in their life. 3. They get 15 minutes to create a moc product/solution 4. Then 10 minutes to present their ideas to the group 5. Finally, 10 minutes to vote. They can only vote for a pitch which isn't their own. 		<ul style="list-style-type: none"> - It can be useful to give young people prompts during their ideation. This can be done on a screen or printed paper. - The volunteer's role is to facilitate the conversation in the group. 	

Tour of the office 10 mins	This can be a great way to round off their experience – do make sure it is safe. When in doubt, check with our team!	-
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Carousel 2 – Private Equity/Consulting

Time	1.30 hours		
Industry Suggestion	Private Equity, Consulting	REACH OUT	Adaptations and Tips
Skills utilised by young people	Varied		<ul style="list-style-type: none"> o For an active group, divide the group in 4/6 groups, each with a “volunteer” team captain. o For a Y8/9 group, add elimination rounds halfway through the statements. <p>Tips:</p> <ul style="list-style-type: none"> - After having explained the Icebreaker, <i>ask one of the young people to repeat the rules</i> to make sure they've all understood - <i>Break down jargon</i> by explaining key words in simple terms, and checking understanding.
Build your Own Firm 30 mins	<p>The aim of this activity is to work together to design your own Private Equity/ Consulting Firm.</p> <ol style="list-style-type: none"> 1. Split into groups with at least one volunteer per group. 2. Based on the introduction given at the start of the visit, choose what kind of firm you want to create. 3. Decide the name of your firm, and design a logo for it. 4. Present your new firm to the rest of the group. 		
Invest/Buy companies/ advise client 30 mins	<p>Now, practice your decision-making by managing the companies you'd like to work/invest in.</p> <ol style="list-style-type: none"> 1. The Lead volunteer presents a number of well-known companies, including facts about their revenue/ latest ventures and any other relevant fact. 2. Each “Firm” now has the chance to discuss which firm they'd like to work with/invest in and why. They should also think about what them working together could look like in practice to make their case stronger. 		-

	3. Then each group will feedback which company they've invested/partnered with and why.	
Break 10 mins		-
Guided profit analysis 20 mins	The lead volunteer will now go over some "predicted" trends for each of the proposed companies, and explain which one could have been the best choice and why. Then take some questions from the young people or if none, prompt them to think about what skills they've used today and which skills they think they'd need to do your job/ work at your company.	-

Carousel 3 – Project Lifecycle

Time	1.5 hours	
Industry Suggestion	Any! Suits best to describe different departments/ areas of your business. The below is an example from a Construction and Cost Management firm.	REACH OUT
Skills utilised by young people	Dependent on activities.	
Activity 1 example: Build it or not? 30 mins	<p>The Aim is to help young people understand how companies decide whether to take on a project, by weighing up costs, benefits, and risks in a fun, interactive way.</p> <ol style="list-style-type: none"> 1. Each group gets 2–3 project options with costs, benefits, and risks. 2. Discuss and decide: <i>take the project or pass?</i> 3. Share decisions with the group. Facilitator reveals "hidden twists" (extra costs or surprise benefits). 4. Reflect on how maths and judgement both matter in real projects. 	<p>Adaptations and Tips</p> <ul style="list-style-type: none"> o For an active group, divide the group in 4/6 groups, each with a "volunteer" team captain. o For a Y8/9 group, add elimination rounds halfway through the statements. <p>Tips:</p> <ul style="list-style-type: none"> - After having explained the activity, <i>ask one of the young people to repeat the rules</i> to make sure they've all understood

		- Break down jargon by explaining key words in simple terms, and checking understanding.
<p>Activity 2 example: Quality vs. Cost – Building Challenge. 30 mins</p>	<p>The aim is to explore how cost and quality affect decision-making in construction.</p> <ol style="list-style-type: none"> 1. Each group gets a budget and a list of "ingredients" (materials with different costs/qualities, ie. Spaghetti tower). 2. Decide whether to build the cheapest building or the highest quality one. 3. Optional: Build your design (using paper, blocks, or provided materials). 4. Present your building and explain your choices as the "Quality/Cost Controllers." 	
<p>Break 10 mins</p>		-
<p>Activity 3 example: Project Planner – School Design Challenge 20 mins</p>	<p>The aim is to learn the basics of project management by planning a new school room or building.</p> <ol style="list-style-type: none"> 1. Each group gets paper and pens to draw up a plan for a school room or small school building. 2. Decide on the key features: layout, size, budget, and priorities. 3. Assign roles (e.g., project manager, designer, cost controller). 4. Present your plan and explain how you managed the project as a team. 	-