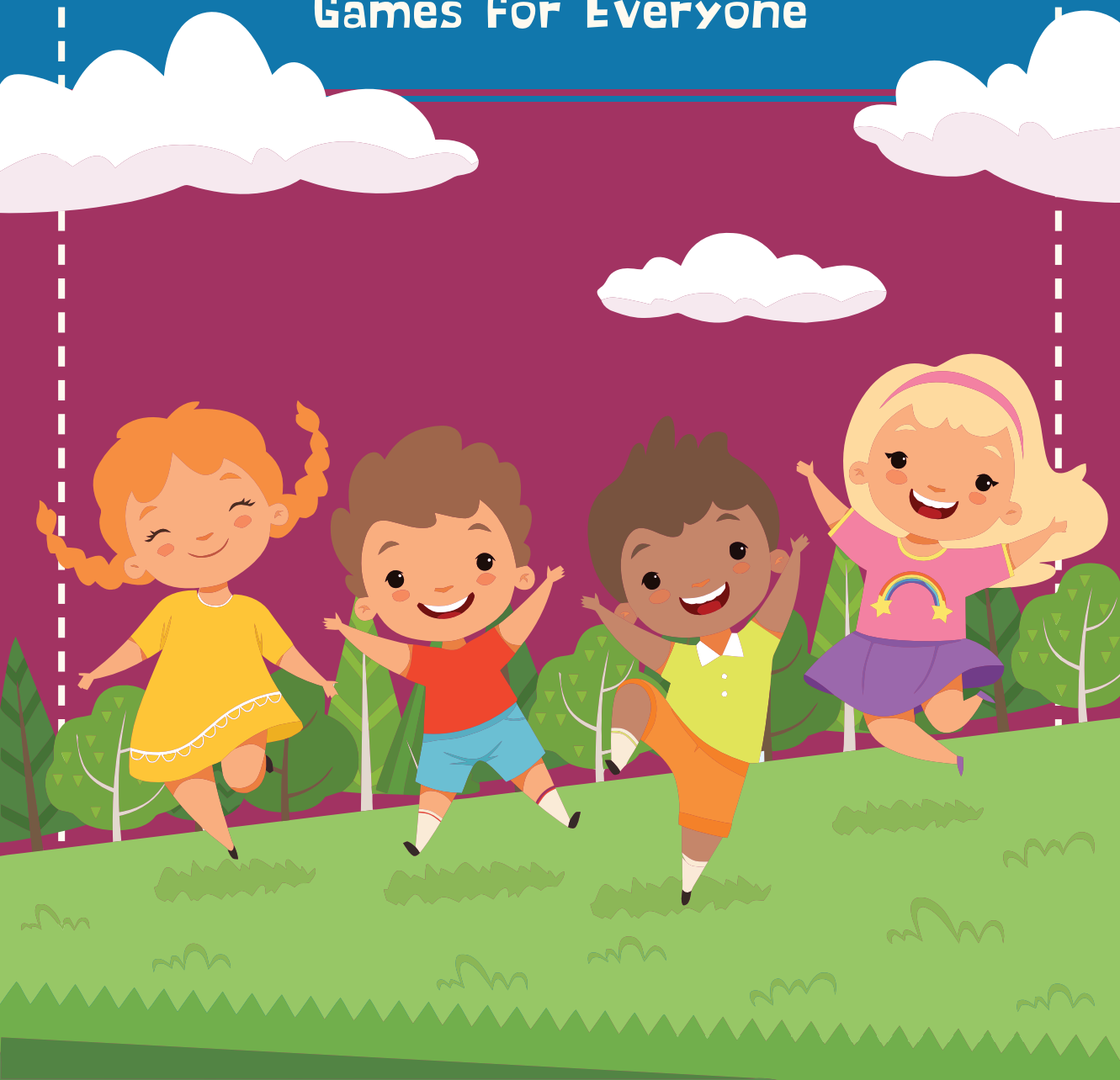


Nansen Dialogue Centre Skopje

101 Games

Easy, Interesting and Entertaining
Games for Everyone



Sonaj Bilal • Biljana Krsteska Papic • Osman Emin

101 Games

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Skopje, 2022

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INTRODUCTION

„I am certain that play is the essence of overall creativity, not only of the literary, but also artistic and scientific“

Lj. Rshumoviq

The basic postulates of intercultural education: empathy, solidarity, help, respect, support and exchange can be more easily promoted directly and continuously through a variety of games situations.

Play is one of the key tools for intercultural educational interventions, regardless of the age of the students. It promotes spontaneous development of mutual communication; making joint decisions; overcoming certain challenges; exchange of ideas, proposals, props; mutual assistance and support in the realization of the elements of the game; awareness for the needs, feelings, expectations of co-players; adherence to group rules, tasks and roles.

Games are an inexhaustible source of a large number of opportunities for the inclusion of diverse didactic elements, making it easy to integrate them into a variety of educational content. In this way, games become an important booster of the educational process, bringing interaction, motivation, happiness and positive humor among all its participants.

For the purpose of supporting a variety of initiatives and play activities, a selection of 101 games has been made. We believe that they can easily adapt to the school environment as well as the family environment, and this is the exact reason why this treasure of games has been created for all educators, teachers, professional assistants, but also parents, students as well as all other curious individuals.

The games offered are not limited according to classifications in different categories, such as, relaxing games, games that strengthen cooperation, focusing games, etc. since through various modifications, they can go from a certain category to another type of game activity.

We believe that these 101 games are going to be promoters of endless playing activities, in different environments, but always with a positive and joyful sign.

Education Team at NDC Skopje

1. SECRET BASKET

This game requires children to be standing or sitting in a circle. They will need a covered basket that contains one or more things that are related to the current topic. Children need to carry the basket from hand to hand while the music plays in the background. When the music stops, the basket must also stop moving. At the moment when the music stops, the child that is holding the basket has to put his/her hand inside it and through touching to guess what it is.

Recommendations:

Make sure that the game is fast and dynamic.

Do not put a lot of things inside it and stop the music more often.

The game can be played using a box, a sack, etc. as well.



2. MEMORY

Prepare pairs of cards that have a symbol or a drawing on the inside, and a number or another symbol on the outer part. With the cards, make sure to cover the big drawing that is related to the topic of the day. The student chooses two cards. If the cards are the same, i.e. with the same drawing or symbol in the inner part, then they are removed, whereas if the cards are not the same, they are returned back in place as they were. The game ends when all pairs of cards have been removed and the big drawing is revealed. Or when students guess what the drawing is about from the half revealed drawing, without removing all the pairs of cards.

Recommendations:

Make sure that the symbols and drawings in the outer and inner part of the cards to be age appropriate for the students. They must have the appropriate dimensions so as to be visible to all.

The number of the pairs of cards depends on the size of the drawing that is covered.



3. PUZZLE

This game requires to arrange more cut pieces in order to create a complete illustration/drawing/picture related to the topic of the day.

Recommendations:

The game can be organized in several smaller groups with 4-5 members, or a bigger group, but in that case a bigger puzzle will be prepared and will have more pieces to put together. The pieces should preferably be from a thicker paper or cardboard.

The size and the number of the pieces that will be used for the puzzle should be age appropriate for the students (e.g. for smaller children, the puzzle should be consisted of a smaller number of pieces).



4. THE MAGIC BOX

The game “The Magic Box” is a simple introductory game but effective for getting to know each other, appropriate both for small and bigger groups.

Students have to stand in a circle. The teacher has to pass by every student with a box containing flashcards with different questions inside. Each student has to draw a card. After each student has drawn a card with a question, they can go on and answer them.

The questions can be diverse, for example:

- What kind of music do you listen to?
- What is your favorite food?
- Which football team are you a fan of?
- What's your favorite sound?
- How do you relax?
- What's the best decision you've ever made?
- Which personality trait do you value in others?
- Who is your favorite writer?
- What's your favorite colour?
- Do you prefer daytime or nighttime? Why?
- What's the best advice you've received?
- What can't you live without?
- ... etc.



Recommendation:

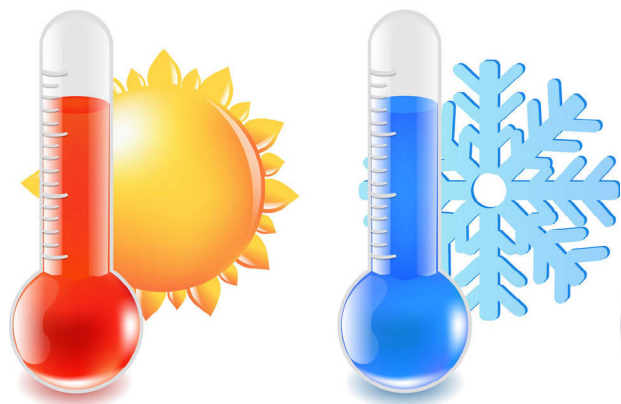
If working with a larger group, you can play the game with two subgroups simultaneously. Each student shares their answer in their own subgroup. Lastly, after all the students in the subgroups have answered, split the subgroups into two, swap one half of one subgroup for the other and continue with another round of questions.

Make sure the questions are prepared in advance and are suitable for the age and interests of the students.

5. HOT AND COLD

For the purpose of this game, one or two students should get out of the classroom. The other ones, together with the teacher, hide something in the classroom which has to do with the topic of the day. When students enter the classroom from outside, the other students, through instructions of *hot-cold* direct them towards the hidden object.

When students are next to the hidden object, the others shout loudly *hot*, whereas when they are farther from the object the others will shout *cold*.



6. EVERYONE IN HIS PLACE

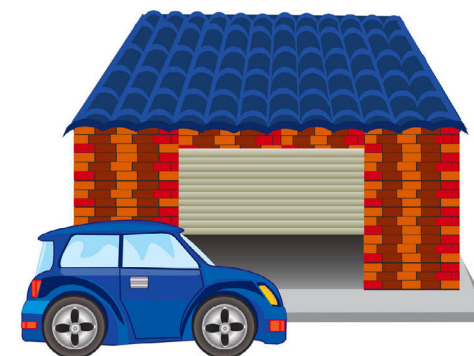
Prepare badges with different colours that are going to present different transport means, such as cars, trucks, buses, trains etc. Depending on the number of students in class, each car and colour has to be represented 4 or 5 times (for example: 4 red badges with a car, 4 yellow badges with a bus, 4 green badges with a train etc.) Split the badges to the students randomly.

After the teacher gives a sign, the children start moving freely in the room and imitate the sounds of the vehicles. At the stop sign, each student has to find his/her garage according to the badge colour. The garages are the big coloured papers placed on the ground. After each round, the teacher changes the place of the papers on the ground so that student need to find their garage all over again.

The game can have several variations. The students can draw butterfly badges in different colours. As the music plays, the students move freely around the classroom mimicking the flight of butterflies. When the music stops, each student should stand at the flower in the colour of the butterfly that he/she is carrying. And after each subsequent round, the teacher changes the place of the flowers on the ground.

The same can be done with the ladybug badges, in that the students have to stand on the ladybug that has the same number of dots as the ladybug they are holding.

The game can be played with badges with bunnies, birds, frogs, etc. by adjusting the movements and the music.



7. RECOGNIZE BY...

Depending on the goal we want to achieve, the game “Recognize by...” can be carried out in several ways.

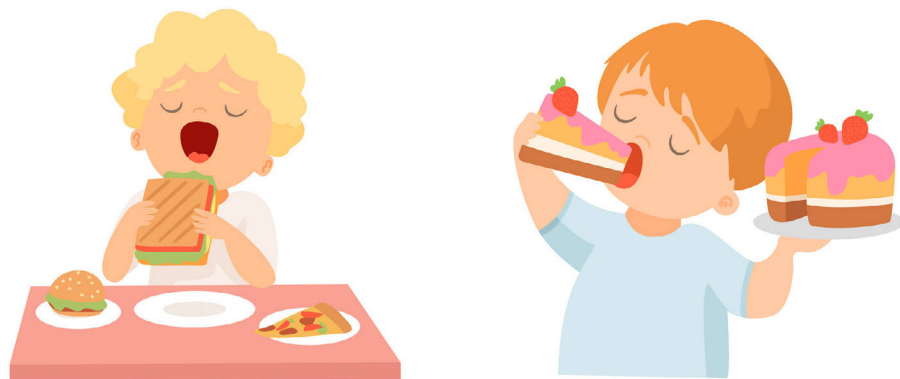
For this game students can stand or sit in a circle or be organized into several smaller groups.

Students may have the task of recognizing certain sounds, such as: music, musical instrument, language, a car sound, device, means of transport, animal, etc., depending on the topic being addressed.

In terms of distinguishing taste, students can try to distinguish different flavors with their eyes closed (sweet, salty, bitter, sour) by tasting different food items or guessing which food item it is. (e.g. chocolate, oranges, Turkish delight, etc.)

In the same way, recognizing odor can be carried out, through which students would recognize certain odors such as that of flowers, fruits, spices or certain food items with a stronger smell (e.g. vinegar, chips, etc.).

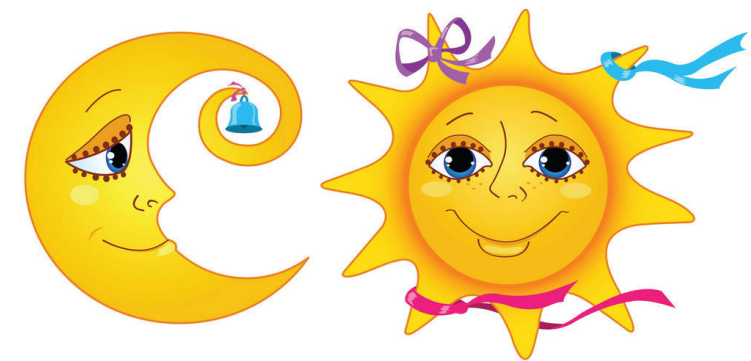
Recognizing through touch can be carried out in the same manner as the game “A Secret Basket”, where students can recognize different items by touching them, types of paper, textile, etc. depending on the topic of the day.



8. DAY-NIGHT

In order to play this game, students need to follow the teacher’s instructions. The teacher decides how and according to which instructions will the game be played. For example, if the teacher says *day*, the students have to stand up, whereas if he/she says *night*, they have to sit down. Or, with a slight variation, at the word *day*, they can straighten their bodies while sitting, while after the word *night*, they can lean on the bench.

The instructions can be adapted according to the topic that is being discussed in a way that instead of the instructions *day-night*, one can use instructions such as: *up-down*. *left-right*. *in-out*. *fast-slow*. etc.



9. OVERCOME THE OBSTACLES

This game requires students to be organized in smaller groups.

Each of the students from the group has to overcome some obstacles in order to reach the set goal in the classroom. The teacher can put different objects as an obstacle, such as toys, chairs, a desk, hula hoop etc. By doing so, he/she has to explain to the students how to overcome each obstacle; for example, some obstacles have to be overcome by jumping over them, others by running, others by passing through them, etc.

Depending on the topic that is being treated, the students can be tasked to carry different objects across the obstacles. For example, they can be in the role of a postman and to carry a letter or a package along the obstacles to reach the post office, i.e. the final goal, or can be in the role of an animal that needs to come home or to its family that is in the other side of the obstacles, etc.

Notice:

The game can be played outside the school premises as well.

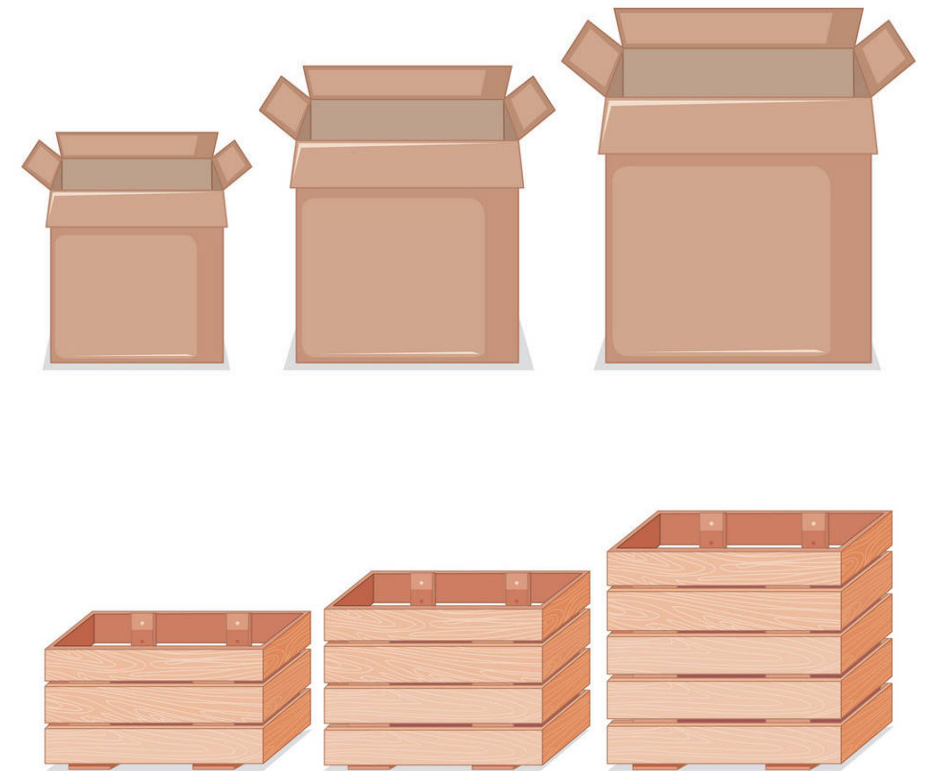


10. SMALL-MEDIUM-BIG

The students are seated in a circle and while the music plays in the background they carry a box filled with different sized items from one to the other. When the music stops, the student that has the box has to remove one item from the box and according to its size put it in one of the three categories or groups: the group with small items, medium ones or big ones. The game continues until all of the items have been removed from the box.

Recommendation:

The teacher has to give clear instructions and to give the first example as to how the task should be completed by putting a small, medium or big item in the appropriate category.



11. FIND THE IMPOSTOR

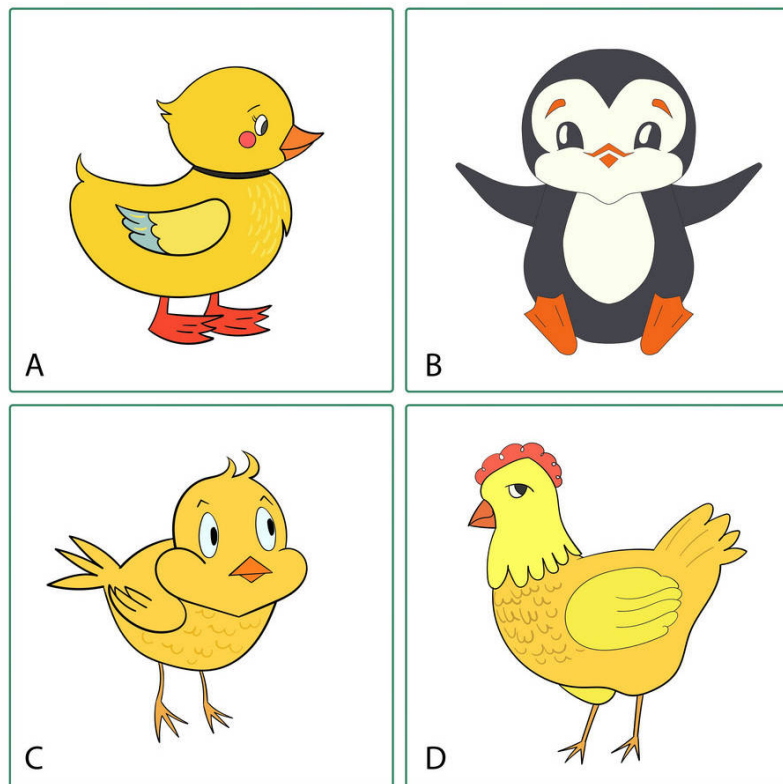
Students are given the task of discovering which drawing, item, etc., is different from others representing a group or a category.

The teacher can prepare several piles of items in the same category and ask the students to remove the item that does not belong to the group.

The same can be done in the form of a worksheet where students will circle a drawing/picture that does not belong to the group or category.

Recommendation:

The objects and the drawings used for this game have to be age appropriate.



12. MUSICAL CHAIRS

In the beginning of this game there needs to be a chair for each student in the group. The chairs are arranged in a circle in a way that the sitting part of the chair is positioned towards the outer part of the circle. Students move and play/dance around the chairs to music. When the music stops, students have to sit as fast as possible on a chair. In every round of the game, with the music stopping, a chair is removed. The students that are not able to sit on a chair leave the game. The game ends when two players remain.

Variations:

A possible variant of the game is to encourage the students that have remained without a chair to quickly find a chair and to share it with another classmate, i.e. having 2-3 students to sit together.

The purpose is that at the end all students should find a possibility to sit together in a small number of chairs.



Recommendations:

This game requires enough space in order for the chairs to be arranged in a circle and for the students to move around them (from the outer part). It is also recommended to use rhythmic music to make the game more dynamic and to create a positive and entertaining atmosphere.

If the student's group is larger, with every music stop 2-3 chairs can be removed at once, in a way that the game is not too long and to maintain its dynamics.

13. SPOT THE DIFFERENCE

Show students a series of illustrations related to the topic of the day. If for example, you have a series of five illustrations, let one of them be distinguished in some details, as is the object's position, its colour, size etc. Encourage students to identify the differences and to argue their answers.



14. MUSICAL STATUES/FREEZE DANCE

The students move according to the rhythm of the music they hear. When the music stops, the students have to make a funny pose and stand that way until music starts again. The teachers can make some photos from the funniest poses.



15. HA-HA-HA...

The students position themselves in a circle in a way that they can see each other (they can be standing or sitting). The first student that starts the game has to say HA once, the second continues the game by saying the same thing twice: HA-HA, the third one by saying it three times: HA-HA-HA

..., the fourth one four times, the fifth one five times, etc. until the last student. As an instruction, the students can be told to count precisely and to try not to laugh. Of course this will be very difficult as the game will make them laugh, and when this happens it is important to allow it and support it since the main goal of this game is to create a positive atmosphere in the group.

Variation:

Instead of HA-HA-HA....other sounds can be used, such as: BRM- BRM-BRM... etc.



16. THE LITTLE RED RIDING HOOD AND THE WOLF

One of the students plays the role of the wolf, while the other students play the role of the Little Red Riding Hood and imitate her by moving, jumping, gathering flowers, running etc. After the given sign by the teacher (hand clap, etc.), the student in the role of the wolf, who was previously sitting in the corner of the room, starts to run and tries to catch one of the students that play the Little Red Riding Hood. The student that gets caught will take over the role of the wolf. The game is repeated in several rounds.



17. HANSEL AND GRETEL

One student plays the role of the witch who is sitting in a chair in a corner of the classroom, while the other students play the roles of Hansel and Gretel. For this purpose, the students that are in the roles of Hansel and Gretel are separated in pairs, holding hands and moving freely around the classroom, jumping, running lightly, etc. After a sign from the teacher, the student in the role of the witch stands up from his/her chair and tries to catch a child as fast as he/she can. The first child that gets caught takes over the role of the witch.



18. WHAT DO YOU REMEMBER FROM THE PICTURE?

The students are shown a certain illustration or a photo that is related to the topic of the day. It is shown for 10-15 seconds. The students are encouraged to remember as much faces and details from what they are looking at. Later, the illustration or photo is covered and the students are asked to give as much information and data regarding what they saw before.

Finally, the illustration or photo is shown again in a way that students can evaluate independently how many correct answers they have given.



19. THE PILOT AND THE FLIGHT (AIR TRAFFIC) CONTROLLER

For the purposes of the “Pilot and Flight Controller” game, the location of the runway for airplanes must be marked with paper tape on the floor of the classroom or in the space where the game will take place. The runway has to be long enough and wide enough so that students can move freely. Different obstacles, such as toys, balls, etc. have to be put on the runway that in fact represent other airplanes.

The children are divided into pairs. A member of the pair is in the role of the pilot, while the other one is the flight controller that gives instructions. The student that is in the role of the flight controller has to help the student in the role of the pilot, with his instructions, with open arms and closed eyes, to cross the runway and reach the target without hitting other planes, i.e. obstructions. The flight controller has to stand behind the pilot or next to him/her in order to give instructions such as left, one step to the right, forward etc. (but must not touch him/her).

Recommendation:

Make sure the game is carried out safely.



20. CHINESE WHISPER/BROKEN TELEPHONE

The students are seated in a circle and whispering ear to ear, have to transmit a word that has to do with the topic of the day. When the word reaches the last child who is sitting at the end of the circle, that child has to say the word that he/she has heard loudly.

At the end of the game, the first and the last word are compared.



21. FINISH THE STORY

The children are seated in a circle. The teacher starts to tell a new story. After the story's introduction, the students are motivated to continue the story. Each student has to continue the story with a new sentence. The teacher can record the story, which they can all listen to at the end.



22. WORD CHAIN

Students line up in a circle (they can be standing or sitting). When their turn comes, each student says a word that starts with the letter the last one ended in. For example, if the first student says the word *book*, the second has to say a word beginning with *k*, like: *key*, the third student has to say a word beginning with *y* and so on.

Notice: When playing the game it's better to choose a category of words such as: a food category (*grapes - sausage - egg - ...*; animals (*doe - eagle - emu - ...*)

The time one gets to say the word should be limited (for example, five seconds), and caution must be taken so that no words are repeated.



23. BALLOONS GAMES

The children are divided into pairs. Each pair has a balloon that they place between their stomachs or foreheads. The pairs then dance to the rhythm of the music, making sure the balloon doesn't hit the ground.

After each round, new pairs can be formed.

Make sure the tracks have different rhythm and speeds.

Variation:

The pairs line up and compete to get the balloon to a certain point. They do this holding the balloon between their foreheads.



24. NET

The game 'Net' is a get-to-know-me game. To play, you need a ball of wool, twine or rope.

The students form a circle. The student who starts the game holds the ball of wool, twine or rope, says their name out loud, and throws it to a classmate of their choosing. When they throw the ball, they call out the name of the classmate they are throwing it to. The student holding the ball now does the same, meaning they say their name and throw the ball to a classmate, holding a piece of wool, twine or rope for themselves and says the name of the classmate. Every student does this, resulting finally in a net woven around them.

Recommendations:

Make sure the wool, twine or rope you are using is long enough for all of the students.

In the end, the students can rewind the thread of wool, twine or rope the same way: by throwing it back to each other while repeating the names.

Variation:

Other than getting to know one another, the game 'Net' can be adapted for other purposes, such as repeating words, concepts, formulas etc.



25. HULA-HOOP

The game 'Hula-hoop' intends to create a positive atmosphere in the group as well as encourage cooperation, help and support. To play you will need a hula-hoop.

The students form a circle and hold hands. The idea is to pass around the hula-hoop as fast as possible while holding hands. Time the game. You can play multiple rounds..



Recommendations:

Make sure the hula-hoop you are using is large enough to allow each student to pass through it.

Encourage the students to set a time limit for themselves and see if they can reach it or if they can go even faster. You can try multiple times if you don't reach the time limit and want to try again.

Support and encourage students to come up with strategies to help each other pass the hoop.

After you finish the game you can do a kind of an overall assessment using questions like: What was your strategy during the game? How did the other player's actions affect you during the game? How can you connect this activity with cooperating and setting goals as a group?

Variation:

While playing the game you can use two hoops which will move in opposite directions.

26. IMPULSE

The students stand in a circle and hold hands. The game is to pass around a set impulse or signal from one player to the other as fast as possible. The impulse can be one or more hand squeezes.

The students need to concentrate and feel the signal, without looking at their hands.

Time the game. You can play many times to pass around the signal as fast as you can.



27. MIRROR

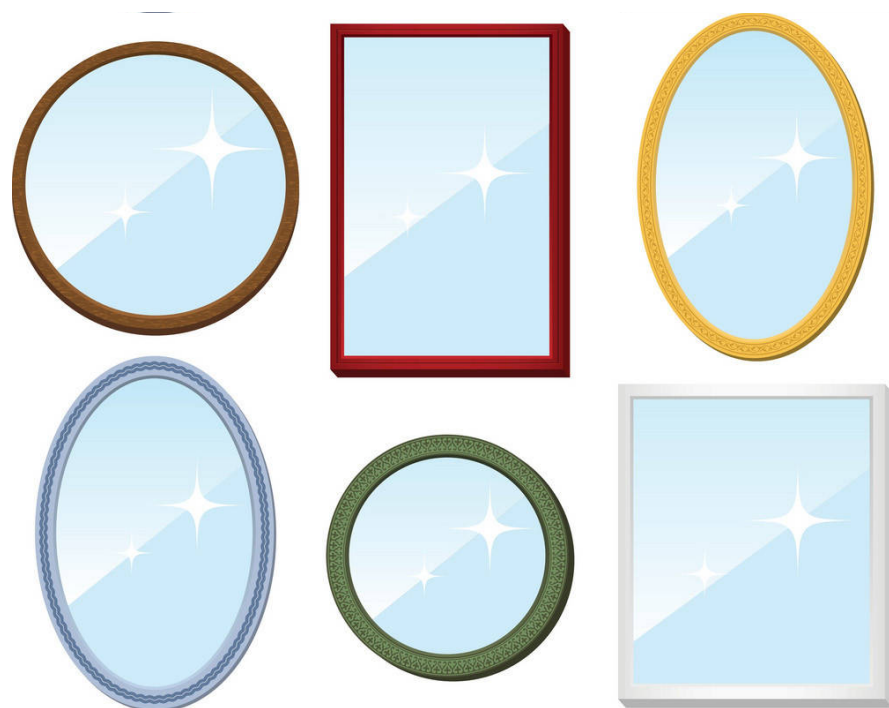
The game 'Mirror' encourages non-verbal, communication, concentration and the ability to focus.

Divide the students into pairs and place them opposite one another. The first member of the pair makes certain movements that the other member must follow as if they're a mirror (if the first member raises their right hand the other must raise their left). They do this for one to two minutes, then switch roles.

In the end both members may move and attempt to follow each other.

Recommendation:

For a more successful game the pairs need to be focused and the movements slow.



28. BACK TO BACK

The game 'Back to back' encourages verbal communication as well as active listening. Firstly, divide the students into random pairs. The pairs have to sit on chairs with their backs turned to one another. Give one member of the pair a picture with a shape or a figure, and give the other a piece of paper and a pencil or a pen. The student with the picture has to give verbal instructions to their partner on how to draw the shape or figure in the picture, without directly saying what it is, only describing it. For example, they shouldn't say, "Draw a triangle," rather they should say: "Draw three lines, one horizontal and two diagonals above it...", and so on.

Limit the time to five minutes. In the end the pairs should compare the drawings with the original picture.

Recommendations:

The pictures must be prepared beforehand.

At the end of the game the flow of communication during the game can be briefly discussed, the difficulties the couples faced and how they overcame those difficulties, etc.

Variation:

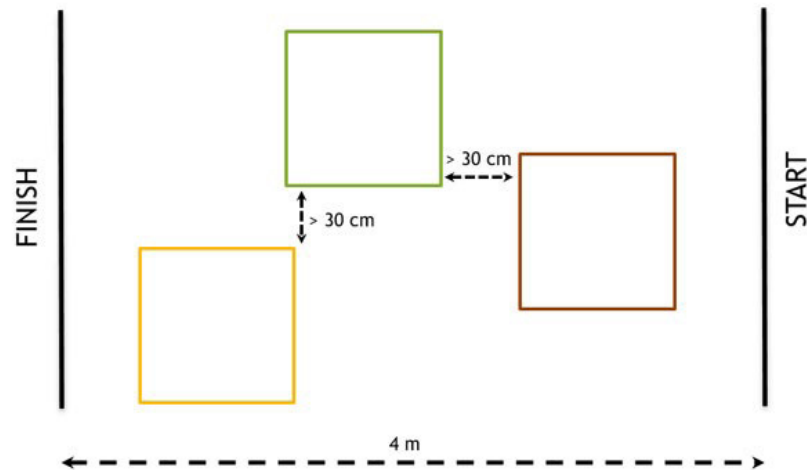
The game can be carried out in the same manner, even though it can have a limit in the number of questions that can be asked by the member of the pair that has to draw (for example: can ask only three questions or cannot ask any questions, etc.).



29. CATERPILLAR

The game “Caterpillar” is a game that encourages cooperation, communication, planning, creative and strategic thinking as well as a positive atmosphere in the group.

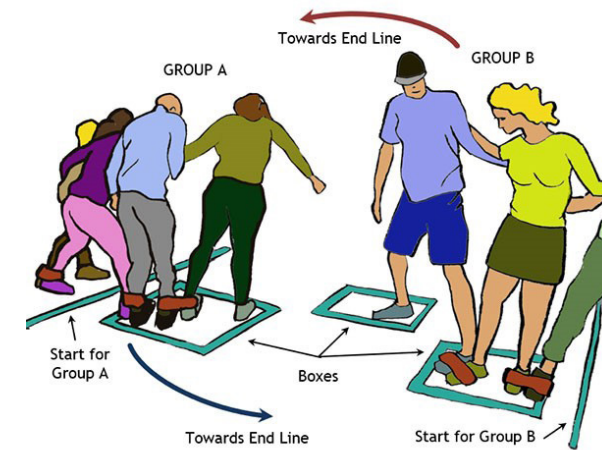
For the purposes of the game, you will need paper sealing tape and some long ties. On the classroom floor or the room where the game is going to be carried out, make three squares with a sealing tape and two lines (as illustrated below). The line on the right has to be the starting point, the place where the game begins, whereas the line on the left has to be the place which the students have to reach, i.e. The place where the game ends. The distance between the squares, as well as the distance between the lines, is preferred to be around 30 cm.



For this game, students need to be separated in two or more groups, depending on their total number.

The students from each group separately, have to form a line, they have to tie their feet, one with the other (either at the ankles or at the feet), as illustrated in the photo below. The goal of the group is for everyone to cross from one side of the line (start) to the other side of the line (finish), passing through the squares, but making sure that they do not step on the lines of the squares or outside the squares, as well as over the side lines.

The task is completed successfully when the whole group reaches the other side of the finish line.



Recommendations:

In the beginning of the game, the teacher has to explain the rules of the game and the students start with their movements only after the teacher gives the sign.

Be careful with the ties or the material you will use to tie the feet (so you don't damage the clothes).

The students that might have any physical difficulties or have problems with their balance should not participate in this game.

The students have to move slowly to make sure the game is carried out safely.

Finally, the game can be concluded with a short summary, using questions such as: How did you manage to accomplish the task? How was the communication between the team members? Did you choose a team leader? etc.

Variations:

The game can involve two groups at the same time, thus making the game competitive. Both groups should start moving at the same time. One group can start from the right line and the other from the left one. Measure the time to see which group will be faster.

Play loud music that will make verbal communication difficult and see how the team reaches the goal. Music can be played continuously or occasionally, at intervals of about 30 seconds.

If you want to make the task more difficult, increase the number of squares on the floor or use other shapes as well.

30. PEOPLE TO PEOPLE

In the “People to People” game, students have to be divided into pairs. Students are instructed to follow the instructions given by the teacher and act according to them. The instructions deal with different combinations of body parts, which means that couples should be positioned according to the given combination. If, for example, the teacher instructs: “back to back”, the couples will have to stay that way, and if he/she instructs: “hand to hand”, they have to join hands, etc. When the teacher gives the instruction “man to man”, then each student has to find a new pair.

The game is repeated for several times.

Examples of possible instructions:

Hand to hand;

Back to back;

Elbow to elbow;

Finger to finger;

Foot to foot;

knee to knee;

Finger to knee;

Head to head;

The palm of the hand with the forehead;

Finger with the nose;

...etc..



31. THE WIND BLOWS FOR...

The students are seated in a circle. One student sits at the center. The student at the center has to make a statement, such as: “The wind blows for everyone who wears sneakers”; “The wind blows for all those who love ice cream”; “The wind blows for everyone that has long hair “ etc. All students for whom the statement applies should change places as soon as possible. For example, if the student in the middle says: “The wind blows for everyone wearing jeans”, then all the students that are wearing jeans have to change places as fast as possible. The student in the middle has to use that moment and to grab an empty chair. Then, another student that has remained without a chair sits in the middle and continues with another statement.

The game can be repeated for several times or until all student pass through.



32. LINE UP

The game “Line Up” is a game that is good for group movement as well as for mixing the group of students.

For this game, students have to line up according to the instructions from the teacher.

During the game, students are allowed to use only nonverbal communication, i.e. to negotiate and communicate according to gestures and imitations, but not verbally. For example, if the teacher says: “Line up by month of birth”, students can use their fingers to indicate the number of the month in which they were born and thus be ranked non-verbally.

Examples of possible instructions:

“Line up by height”;

“Line up by month of birth”;

“Line up by the shoe size”;

“Line up by age”;

“Line up by the heat on your palms”;

...etc.

Recommendation:

Be careful the criteria you use to be appropriate for the group you are working with.



33. BUS

On the classroom floor, or in the room where the game is played, draw a big rectangle by using a sticky tape. This rectangle is a bus where all the students will get on as passengers. The bus needs to be big enough to carry all the passengers. On the teachers sign, all passengers have to climb on the bus at the same time and to be careful not to step on the lines of the sticky tape. No passenger should remain outside.

After the teacher makes sure that all passengers have boarded the bus, he/she tells everyone to get off the bus and later, by moving the sticky tape, to make the rectangle smaller. The passengers board the bus again and make sure that nobody remains outside and they do not step on the tape. After each climbing and getting off the bus, the teacher moves the tape, making the bus smaller each time. While the bus becomes smaller, the students will have to find strategies and new creative ways to gather everyone on the bus (for example: by standing in the bus on one foot, while holding on a classmate’s shoulder, etc.)

Recommendation:

Depending on the size of the group, you have to evaluate on how many times can the bus get smaller.

Make sure that the bus is not very small so that one feels uncomfortable in it.



34. FOLLOW THE LEADER

The students are lined up in a circle. A volunteer student has to go out of the classroom or the room where the game is played. The students inside choose a leader to guide them through the game. The leader makes different movements with his/her arms, legs, head, etc. which the other students repeat at the same time with the leader and without stopping.

The leader and the group of students have to begin with a certain movement, before the student that is outside enters the room, and then to continue with changing the movements according to the leader. The student that is outside, after entering and positioning himself/herself in the middle of the circle, has to guess the leader of the group. After the leader is identified, he/she goes outside and the group chooses a new leader.

The game can be repeated for several times.

Recommendations:

The students have to follow the movements of the leader in a discrete manner, because if they look at him directly and continuously, the discovery will be very easy.

The leader has to be careful and change the movements when the student in the middle has turned his/her back to him/her or when he/she is not looking at the leader.



35. ORCHESTRA

The “Orchestra” is a rhythmical game that encourages focus and cooperation in the group.

At the beginning, students are divided into three groups. Each of the groups has to keep a certain rhythm, but in a different way.

- *The first group has to keep the rhythm by repeating continuously: Tap-Tap-Tap-Tap-Tap...*
- *The second group will say “tap” and then clap their hands. It will do this for the whole time: Tap –clap hands -Tap-clap hands -Tap-clap hands.....*
- *The third group has to clap their hands three times and say “tap” once: Clap hands - Clap hands - Clap hands-Tap*

The first group begins to maintain the tempo and the rhythm, after a few seconds the second group joins in, and finally, after several seconds the third group joins in as well. The three groups repeat their task without stopping. The game is repeated several times until the groups reach a certain harmony.



Recommendation:

Once you have given the instructions, and before you start carrying out the game, allow each group to practice its part for a few seconds, and then continue carrying it out.

Variation:

The game can be implemented with even more groups, but in that case, you will need more syllables or ways to keep the tempo and rhythm.

36. TRAFFIC SIGNS

The game “Traffic Signs” is created for students of a younger age.

For this game, divide students in pairs. One student is in the role of the driver or the pedestrian, while the other student from the pair is in the role of the traffic police officer. The student in the role of the traffic police officer has to show certain traffic signs, according to which the other student has to move, the one who has the role of the driver or the pedestrian.

Recommendation:

Use traffic signs known to students for this game.

Variation:

The game can be implemented by dividing students in the roles below: traffic light and driver or pedestrian. The student in the role of the traffic light has three colours (red, yellow and green - which have been prepared beforehand) and by showing them he/she regulates the student’s movement in the role of the driver or the pedestrian.



37. FARM

The game “Farm” can be used to form pairs or groups randomly.

The students stand in a circle. Each student has to draw a card and not show it to anyone. Each card has to have a photo of an animal. After the teacher gives the sign, each student has to imitate the sound of the animal he/she has in the card and to try to find his/her pair based on the sound. All students start imitating at the same time and continue to repeat the sound of the animal that they have on the card until they find their pair or group.

Recommendations:

The cards with the pictures of animals must be prepared in advance and be with the correct number. For example, if we have a group of 20 students and we want to form 4 groups of 5 members, then we choose 4 animals and prepare 5 cards for each animal: 5 cards with a picture of a dog, 5 with a picture of a cat, 5 with a picture of a cow and 5 with a picture of a lamb.

Make sure the animals you select are familiar to students and easy to imitate.



38. BODY PARTS

The game “Body Parts” is suitable for moving and warming up the group before a certain activity.

The students move freely around the class. As an instruction, the teacher says a number and one part of the body, for example: 5-Hand, meaning the students need to organize in groups of 5 members and to touch their hands, or 3 - knees, meaning the students have to form groups of 3 members and to touch their knees, etc.

The game can be repeated for several times.



39. THE STORY BEHIND MY NAME

The game “The Story Behind my Name”, is mostly used as an introductory game or a get-to-know-me game.

The students are arranged in a circle (standing or sitting). Each student has to present himself/herself by firstly saying his/her name loudly and then share the history around his/her name.

At the beginning, when the instructions are given, the teacher can make the following questions in order to encourage the students to think and share with the others:

- Who gave you your name?
- Were you named after someone?
- What does your name mean?
- Are you satisfied with your name? Why yes, or why not?
- Do you wish you had another name? If yes, which one and why?
- Do you have a nickname?



40. NAME AND MOVEMENT

The game “Name and Movement” is often used as an introductory game or a get-to-know-me game.

Students have to stand in a circle. Each student has to say his/her name out loud and to make a certain movement. The other students have to repeat the name of their classmate in unison, as well as his/her movement.

The movements can be different, such as jumping, hand clapping, bowing, spinning, shaking etc.

Recommendation:

After the instructions have been given, give the students a few seconds to think about the movement they will make and then continue with the game.

Allow the students to be creative.



41. NAME AND CHEER

The game “Name and Cheer” is most often used as an introductory game or a get-to-know-me game. Students have to stand in a circle. Each student has to say his/her name out loud. The other students have to repeat the name in unison and to clap their hands three times, similarly to cheering in a stadium. The cheering has to be three times for each student.



42. FAST-SLOW-QUIET-LOUD

The game “Fast-Slow-Quiet-Loud” is usually used as an introductory game or a get-to-know-me game.

Students have to stand in a circle. In the first round of the game, each student has to say his/her name in a simple, normal and clear way.

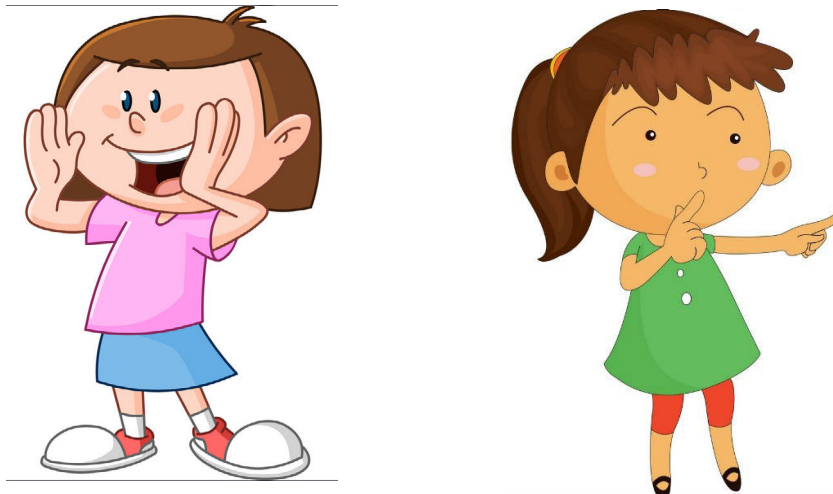
In the second round, each student has to say his/her name as fast as possible.

In the third round, each student has to say his/her name as slow as possible.

In the fourth round, each student has to say his/her name as loud as possible, and in the final round, each student has to say his/her name as quiet as possible.

Variation:

The game can have another additional round where each student will say his/her name by singing.



43. JUMP IN-JUMP OUT

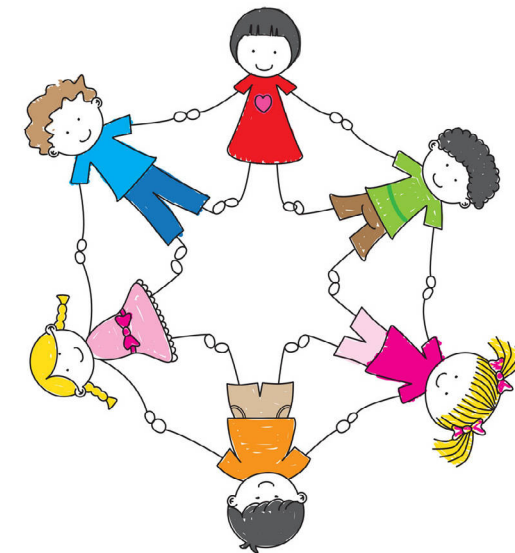
Organize the students in a circle, holding each other's hands.

Explain and demonstrate the instructions which are developed in 3 phases:

1. Say What I Say & Do What I Say -If you say jump in, the students, together as a group, have to jump one step forward and to say the word: jump in, loudly. The same goes for the three other directions: jump out/left/right, i.e. what you give as a task, what they hear they implement it, by jumping one step in/out/left/right. At the same time, they say each given direction loudly.

2. Say What I Say & Do The Opposite Of What I Say -In the second round of the game, the students will have to repeat the given instructions in a loud voice, for example say: jump in, but have to do the opposite, i.e. to jump out. The same goes for the three other instructions, i.e. to repeat the word jump out (while they jump in), repeat jump left (but instead jump right), or if they repeat jump right, they will all together jump to the left.

3. Say The Opposite Of What I Say & Do What I Say In the third round the students have to move by jumping according to the instructions you have given, e.g. jump in - they jump in, jump left - they jump left, etc., but they will have to say aloud together the opposite spatial direction (e.g. if you say jump right, they will have to say jump left, but will jump right).



Recommendations:

Adjust the instructions according to the age of the students. For very young students, give instructions slowly, but keep in mind that spatial relations may not be fully mastered by all children.

For older students, you can give instructions faster, thus maintaining the essential game dynamics.

Insist on a joint implementation of the game. Maintain a continuous positive climate in the group, regardless if some students make mistakes in implementing some of the instructions.

44. DRAWING A PORTRAIT

The game enables all students to participate in the mutual drawing of portraits through stages, multiple tasks.

Each student has to take a sheet of paper and a felt-tip pen (coloured pencil). The sheets have to be placed vertically and the students have to sign them at the bottom of the sheet, each their own sheet of paper.

While the music is playing the students have to move freely, and when you say STOP they have to stand in pairs, with those students, classmates which are closest to them. While being in pairs they exchange the sheets of paper.

After they have done so, the students receive instructions that within 30 seconds they should draw the eyes and eyelashes of the student that is their pair on the sheet. After 30 seconds, each student has to take their paper and to start moving in the classroom again.

After giving the STOP sign, the students have to stop in pairs again, next to the one standing closest to them. In the second round, after they exchange the sheets of paper, the students will have to draw the eyebrows of their pair in the sheet of paper (for 30 seconds).

In the third round, after everyone has found a pair randomly, the students have to draw the nose of the student that is their pair.

In the fourth round of the game, each pair will draw the mouth as an element of the portrait.

Drawing the face contours (face shape) is going to be the task for the fifth round of the game.

In the sixth round of the game, after exchanging the sheets of paper with their pair, the students have to draw the hair of the child that is their pair.

The final round of the game is used to draw details that can be seen in the upper part of the body (such as: a scarf, eyeglasses, necklace, shawl, hairpin, etc.).

After all the portraits have been drawn, each student presents his/her portrait in a table or on a board.

Recommendations:

Each student has to draw with the same pen (with the same colour) during the entire game.

Give students pens of different colours, which will affect the variety of portraits, i.e., different parts of the portraits will be painted in different colours.

In each part of the game, the students have to remain in pairs with another student. The composition of the pairs should not be repeated.

Be careful not to make fun of any student for the way in which they are drawn when showing the portraits. Emphasize the value of each portrait, since they are the product of a joint cooperation. Emphasize the uniqueness of each portrait for the fact that each of them was done by 6 classmates.



45. ELEPHANT

The game “Elephant” is carried out in a circle where the students are lined one behind the other, in a way that each student can touch the back of the student in front of them with their hands.

The students have to follow your instructions and with their hands, in the form of a soft massage, they will have to pass on the movements on the backs of the students in front of them, but at the same time one of the classmates will do the same thing on their backs.

Start the story:

Once there was an elephant (imitate the footsteps of the elephant by touching the back of the person in front of you with your fists) in a big forest with pine trees (with both hands make movements in the shape of the letter A on the backs).

The elephant walked, walked (imitating again the walking with the fists), and then he sat to rest on a tree trunk (draw small round shapes with your forefingers on the back).



At that moment the guards took hold of him (hold strongly both shoulders of the person in front of you with both hands) and sent him to prison (draw lines on his back from top to bottom, like prison bars).

The elephant was crying (with your fingertips hit the back of the other person as if they were shaking from crying).

He decided to write a letter to his mother (draw a big rectangular shape on their backs with your fingers, as an A4 sized letter, and imitate with your fingers typing on a typewriter or a keyboard):

Dear mother,

I was at the big pine forest (make movements on the back in the shape of the letter A). I walked and I walked (imitate walking with your fists), but they imprisoned me (draw the prison bars with your hands).

The elephant wrote and he wrote (move your fingers as if you are typing on a typewriter), then he folded the letter and put it on an envelope (draw an envelope with your fingers on the back).

Then he affixed a postage stamp (press the shoulders with the thumb) and put a seal (punch in the back).

The elephant just wanted to go (imitate the movement with your fists) home (draw a house with your fingers - a square for a house and a rectangle for a roof).

Recommendations:

The game “Elephant” is a relaxing and unwinding game, make sure that all the students make hand movements, with a suitable and appropriate strength.

Tell the story slowly, in a way that students have time to do all the hand movements correctly.

The content of the story can be adapted, changed, other characters can be added, for example: the bear, the snake, etc. and create the correct movements with the fingers and hands.

46. COUNT TO 10

Students have to stand in a circle. The goal of the game is for students to succeed together as a group, and without verbal or nonverbal agreement, to count from 1 to 10.

After a random selection, one of the students in the circle has to loudly say: one. Any other student can continue to take the turn by saying: two. The students must not discuss with one another about who is going to take the turn (neither verbally nor with a nonverbal sign, such as a sign with the hand, the head, the eyes, etc.)

The game continues in a way that one of the students has to say the number: three and so on up to ten. If two or more students say the same number at the same time, this means that the game has to start from the beginning with the number 1.

Recommendations:

Encourage students to be persistent during the implementation of this game.

Give them the time they need, it is best for the game to be carried out without any haste and quietly in order to maintain the high level of focus.



47. BUM-BAM

Students have to stand in a circle. In the halves of the circle, identify two students (from each opposite side) from where the game has to start. One of the selected students will have to say/pass the word BUM to the left - as soon as he/she says the word BUM, the same word should immediately be said aloud by the student on the left, and then it continues from the students who are in that part of the circle.

In parallel, the other student does the same thing, saying/passing the word BAM to the right. Each following student on his/her right has to continue saying the word BAM, one by one.

It is expected that in one part of the circle, both words, during their passing to the right and to the left, will collide in one of the students, meaning that that member of the group will have to say both words at the same time (BUM-BAM) so that both words are continuously present in the circle.

The game has to be repeated for several times, so that both words are passed as much as possible in the two directions.

Recommendations:

The game is excellent for maintaining focus, but also for maintaining a positive atmosphere in the group as well.

In order to set the needed rhythm of the game, help the students in implementing the first round.



48. LISTEN CAREFULLY

The students are seated in chairs arranged in a circle. They are warned that they will hear various instructions that they must follow if they apply to them. In case the instructions read do not apply to them, students should continue to actively listen to the instruction that follows.

The instructions can be for example:

- All students wearing sneakers, stand up and jump once.
- All students with long hair, clap your hands once.
- All students wearing glasses, wink at someone.
- All students that love chocolate ice cream, hold both your ears.
- All students wearing jeans, itch your backs.
- Anyone that has watched a good movie, let him/her say HOORAY.
- All those who like football, let them turn around themselves.
- All of you who have a pet, make a sound like the pet you have.
- All of you who want to eat fish, raise your left leg.
- All born in April, raise your right hand.
- All of you who have something in your pocket, cover your eyes with your hands.
- Anyone who has been to someone's birthday this month should stamp their feet on the floor.
- All those who had fun during this activity let them applaud.

Recommendations:

The instructions given can vary, broaden up or adapt to the specifics of the group you are working with.



49. SCULPTURE

Divide students into several groups of 4-5 members (randomly). Each group has to pull an envelope that contains an illustration of a certain household appliance (for e.g. a fridge, a stove, vacuum cleaner, TV, computer, etc.).

Students at each group level should develop a common strategy on how to present the device with their bodies. Students can also emit a certain sound which is characteristic of the appliance.

Each group, one by one, introduces their device, and the other groups should discover and identify what it is about as soon as possible.

Recommendations:

Make sure to involve all students in creating the human sculpture.

Select known household appliances, in particular for students of the youngest age.



50. HANDSHAKE



Students have to stand in a circle. The game is performed non-verbally.

The purpose of the game is for everyone in the group to shake hands with each other. Since the game is performed non-verbally, while shaking hands, everyone should show and express (through facial expressions) their satisfaction that they are greeting as many friends from the group as possible. During the greeting, students can move freely around the classroom to make the game as dynamic as possible.

Let the game last for a certain time, for example 3 or 5 minutes.

Recommendations:

Encourage students to greet as many students as possible.

51. THE AUTOGRAPH

Each student has to take a sheet of paper and a pen or a coloured pencil. The paper, for example, has to be divided in 12 categories/fields.

Each category on the paper will have a specific criterion, according to which each student will have to try to find his/her classmates, who will sign on the field, if they are identified according to the given criteria.

Criteria example:

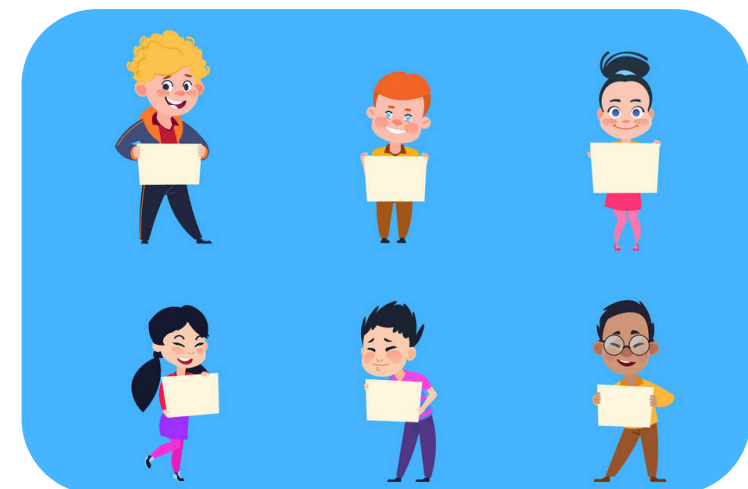
- 2 Students who play football,
- 3 Students who have read a book last month,
- a student who has a pet,
- Students who love popcorn,
- 2 students who don't like the rain,
- 1 student who sings while showering,
- 3 students who play a musical instrument,
- 2 students who don't like strawberry ice cream,
- 2 students who know a joke,
- 1 student who is a fan of Real Madrid,
- 3 students that know a poem by heart,
- 4 students that like "smoki" (chips), etc.

The game can last for about 5 minutes. Students have to be able to move freely in the classroom in order to communicate freely with one another, so that they can find as many friends as possible that would sign in the different categories given.

Recommendations:

Instruct students to try and collect as many signatures as possible from different students, in different categories. The purpose of the game is not to have 1-2 students register in different categories, but by the end to have as many signatures as possible from as many classmates as possible.

The signature categories can be freely adapted to the age of the students and their characteristics.



52. WALK LIKE...

Students stand freely in different parts of the classroom. They need to actively follow your instructions and respect them by manifesting different types of body movements.

The instructions can be as follows - Walk like:

you are on hot sand,
you have stepped on a banana peel,
you have tight shoes,
you have big boots,
you have stepped on honey,
you have high heels,
you have stepped on glass,
you are moving on ice,
you are in deep mud, you are walking on feathers, etc.

During the game, students can use both the upper and lower limbs to mimic various movements.

Recommendations:

You can freely adapt the instructions for movement, to change them in order to be more interesting for your group of students.



53. WHO AM I?

Prepare some sheets of paper with names of famous people and characters, like for example: Messi, Mister Bean, Tarzan, Madonna, Snoopy, etc.

A student is selected randomly, and a paper with a certain figure or character is attached to his/her back.

The student has to show the group what it is about (by showing the paper he/she has on his/her back), and the group must not give any type of suggestion or instruction.

The selected student has to try and discover who it is by questions asked to the group.

The questions have to be formulated in such a way that the group can answer with YES or NO, for example:

Do I have a tail?
Am I a girl?
Am I famous?
Do I sing?
Am I a sportsman/sportswoman? etc.

Recommendations:

When selecting characters or figures, make sure they are familiar to students according to their age and level of prior knowledge.



54. MY ISLAND

At the beginning of the game, each student receives a sheet of paper, which he/she places on the floor and that will be his/her island.

As the music plays, students move from one island to another (switching from one sheet to another), and when the music stops, remove a sheet quickly. A student who is left without a sheet of paper should quickly find a place on the island with a classmate.

After each round of the game, with the music stopping, the number of islands decreases for one.

The goal is for all students to finally find a way how to stay together on a small number of remaining islands.

Recommendations:

Because some groups of students are larger, after each stopping of the game (music) you can remove 2-3 sheets, so that the game does not last for too long (when the islands would be reduced by 1 in each round), which would negatively affect its dynamics.



55. A NAME WITH A SYLLABLE

The students have to sit in a circle.

Each student says his/her name by adding to each syllable a: MI (for example: Maria –MaMI, riMI, aMI).

In the second round of the game, names can change by adding a new syllable: PI. The game can continue with other syllables, such as: RA, PA, TA, SA, etc.

Recommendations:

The game can seem more complicated for students of a younger age, i.e. some students might need your help and encouragement.



56. TOWER

Divide students into several groups of 4-5 members.

Provide each group with a set of materials that they can manipulate and create while performing the common task of building a tower (for e.g. sheets, cardboard, nylon, straw, glue, old newspapers, etc.).

Students should be encouraged to strive to build a tower as high and stable as possible, without any verbal communication, combining the working materials offered in different ways.

The game should be limited in duration, for 5 minutes, for example.

Recommendations:

Remind students the rules of the game, respectively the of the non-verbal communication.



57. DISCOVER THE FEELING

The children are divided into pairs. Prepare worksheets with different feelings written in them (a feeling in each sheet, for e.g. love, jealousy, anger, fear, happiness, sadness, annoyance). Each pair should draw one sheet.

Within each pair, determine which student shall draw the sheet and will have the opportunity to read and know it, while the other member of the pair will have to discover, recognize it.

The member of the pair that has to show, express the feeling, will be allowed to use only non-verbal communication and signs, to help the other member of the pair discover the feeling expressed.

In the next round, roles can be switched.

Recommendations:

Select those feelings that you see present in the groups of students you work with.



58. INVISIBLE FRIEND

Each student takes a sheet of paper, that is stuck to their backs and a pen (or coloured pencil).

The purpose of this game is for each member of the group to write different messages in the sheets of their classmates. The messages are written anonymously, i.e. the students do not sign them.

At the same time, as students leave/write messages on their classmates' sheets, and on their sheets (on their backs), their friends write beautiful, positive thoughts for them.

Students move freely around the class during the game.

In the end, everyone will have a big number of positive messages directed anonymously from many friends in the group.

Recommendations:

Stress the importance of formulating positive messages.

The messages can also be related to certain positive characteristics, traits, interests and talents of students, such as: Go on singing, you have a beautiful voice!

You are always honest!

I love your jokes! etc.

While the game is played, you can play pleasant instrumental music.

The time can be limited to around ten minutes, so as everyone has sufficient time to leave a message for the others.



59. KNOT

Divide students into groups with an even number of members (6 or 8). They need to form a circle, as a group.

Students should close their eyes and, at random, grab two more students in the circle with both hands. Once the hands are intertwined like a knot, the students open their eyes and, if they notice that they are holding the same student with both their hands, then simply they should pass one hand to another child.

The purpose of this game is to untangle the knot, but without letting anyone out of the circle. Solutions are allowed through traversing, or crouching, etc., but without allowing any group member to drop or move their hands.

Recommendations:

In students of a younger school age, the game can start with a smaller number of students, e.g. 4 and an example on how to untangle the knot in front of the entire group, through a practical simulation with a smaller group.



60. PRESENTATION IN PAIRS

The students are divided into pairs randomly. As a pair, they have 5 minutes at their disposal to exchange information for their traits: interests, hobbies, personal traits etc.

The other phase of the game is the mutual presentation of students who were in pairs, putting an emphasis to the positive approach during the exchange of the presented information.

Recommendations:

With younger students, several categories can be given, according to which they would present each other (in order to facilitate), such as: preferred food, colour, season, song, book, sport; if he/she has a preferred pet, etc.



61. ATOM

Students have to stand in a big circle.

The purpose of the game is to form different groups, in numerous times, i.e. atoms (both based on the number of students and the composition), in accordance with the instructions given by the teacher.

If an instruction is given, e.g. atom 3 - this means that more groups of 3 members will have to be formed; if the instruction atom 5 is given - students should be divided into more groups of 5 members, etc.

Instructions should change as soon as possible, in order for the game to maintain its proper dynamics (e.g. atom 2, atom 8, atom 4, atom 3, atom 6, etc.).

Recommendations:

Encourage students to group with as many different friends as possible, in order for them not to remain with an identical structure.



62. FIND YOUR FAMILY

Prepare sheets of paper with different surnames, such as CHING, CHANG, CHENG and CHUNG. Each sheet is prepared in a few copies, so as more students can draw a sheet with the same surname.

Each student reads his/her surname, and does not show it to anyone else. Each student has to keep in mind the written surname.

Students should stand freely in the classroom, and at the teacher's mark to begin the game, each student should pronounce aloud and repeat the surname written on the piece of paper and try to find out which other students are pronouncing the same surname. In this way, there have to be 4 families formed, i.e. 4 groups.

The game will cause a laughter and a joyful atmosphere since many similar surnames will be pronounced and repeated at the same time: Ching, Cheng, Chang, Chung and for certain, at certain moments there will be confusion. If students confuse their place, i.e. 'Family', they have to go on repeating the surname.

Recommendations:

Instruct students not to stop saying the surname of the family until they find the right group.



63. COPY THE DRAWING

The students are divided into two groups, that are organized as two rows (with 10-15 students in each row). The rows should be far apart.

The last student in the row takes a piece of paper with a geometric shape (e.g. a particular geometric shape - house, a robot etc.) The first student in the row takes a clean sheet of paper and a coloured pencil.

The student that is in the last position in the row, has to transfer what he/she sees in the sheet of paper, drawing with his/her finger, on the back of the student in front of him.

The same is then transferred in turn on to the back of each student in the row.

The last member of the group in the row has to pass (transfer) what has been drawn on his/her back on the board, (paper, poster, etc.) through drawing.

Recommendations:

Younger students can receive simpler figures to draw, namely figures with less elements.

With this category of students, follow the transference of the drawing from back to back, giving extra help if you see fit.



64. DON'T LET IT DROP

The students have to stand in a circle. A randomly selected student has to stand in the middle of the circle.

The student in the middle of the circle takes a small piece of aluminum foil, which he has to throw from the highest possible position (the student is allowed to stand on his/her toes and raise the hand up in which he/she holds the aluminum foil)

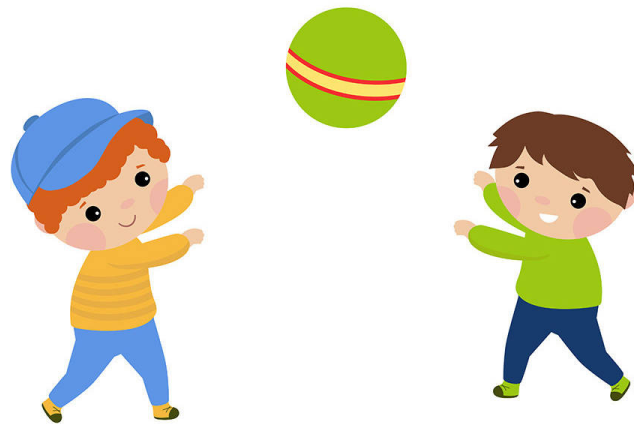
In the moment when he/she throws the piece of foil, he/she has to say the name of any classmate. The name that will be called has to run as fast as possible to the center of the circle and catch the thrown aluminum foil. The goal is for the aluminum foil to never fall to the ground. In case it is not caught on time, then a corner must be torn off, making the piece smaller. The same is repeated whenever the piece of aluminum foil falls down.

The game continues until all of the students have had their turn.

Recommendations:

Apart from the aluminum foil sheet, you may also use a feather or another type of material that falls lightly to the ground, so that the game is as interesting and as fast as possible.

It is expected for the sheet of aluminum foil to fall lightly and that many students will be unable to catch it. In the beginning use a piece of an optimal size, so that it is easier to make the paper smaller whenever it falls to the ground.



65. MY STAR

Every student takes a piece of paper with a big star drawn on it. Meanwhile, they will also need writing equipment.

Every student writes inside each wing of their star, one of the following:

1. Favorite sport;
2. Favorite food;
3. Favorite animal;
4. Favorite colour;
5. Favorite season;

The students pin their drawings to a cork board or Styrofoam board (using pins, clips). The goal is to later, with a string, connect the angles of the stars in which students have written identical answers (using string tied around the clips (pins)).

Recommendations:

It is expected for a large number of answers to be identical for many students, so encourage them to distinguish/recognize all of the possible combinations of mutual interconnection between the angles of the stars that hold the same answer.

In the end, it is expected to create a net of interconnecting threads/ribbons in many directions.



66. BALL GAMES

Organize the students in a circle. The game can be played in a few different ways, with one or more balls:

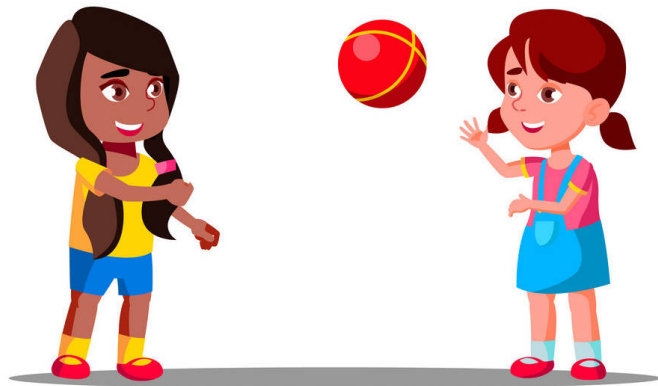
The students throw the ball randomly, saying the name of the student they are throwing the ball to. Taking care to include all of the students who are in the circle. The same game may be played with two balls, so that the balls are passed/thrown around the circle by two students at the same time;

The ball may be quickly transferred from one student to another, as a baton (a relay race), so that it moves from the first student to the last one in a circle, as fast as possible. The game can be modified and enriched by using two balls simultaneously, i.e. The first student in the circle shall pass the first ball as a baton, and after a short period of time the teacher shall throw the second ball as well, which will contribute to a greater dynamics of the game, since there are going to be two balls circulating within the circle.

Recommendations:

With preschool children, it would be good to start with one ball in order to master the game, and then gradually begin with two balls.

Students with a more developed and improved coordination, can add a third ball in the relay game.



67. SHIP AND ROCKS

The students are divided into two groups randomly (they can draw cards/badges, where one half of the group would get the photo of a ship and the other of rocks).

The students that will have the role of the ship will have their eyes covered with a scarf.

The students that will have the role of the rocks will position themselves in the classroom, in several places, in the shape of rocks.

The students that are the ships, have to be easily turned around from the teacher and left to move freely in the classroom. At the moment when they come near the rocks, the students that have the rocks role have to make a sound such as: schhhhhhhh (with different strength depending on how close or far from the rocks the ships are), and based on this, students-ships have to redirect themselves and change course so as not to hit the rocks.

If there is a collision with the rocks, then those two students switch roles.

Recommendations:

Instructions for the students-ships can be given in the form of: left/right/forward/backward etc. if all students have spatial orientation.



68. INNOVATORS

Students are randomly divided into several groups of 4-5 members each.

Each group picks an envelope that contains the name of a device or an object that is used regularly.

Each group has to invent a name and a logo, a completely new sign for the notion/word given (according to its specifics, features, way of use, etc.) The name has to be inventive, original, but impressive as well (for e.g. telephone: Fast sound/News/Tit-Tit, etc., for the refrigerator: Penguin, etc.; for the vacuum cleaner: Stardust; for the bed: Long break; for the spoon: Eat and grow, Nyam, nyam, etc.) At the same time, the group drafts and draws the logo.

As soon as all the groups have finished the task, they should present their logo and the invented name, one by one, while the others will have to discover as soon as possible the given concepts in the beginning, respectively for which object or device they are talking about.

Recommendations:

Since each group will have 4-5 members, it can give more suggestions for the name as well as for the logo, but encourage them this to be a result of an agreement in the group. It would be useful to give students more time to think about possible solutions for the name and logo.



69. BIG-SMALL

Students have to sit in a circle. During the game they have to use two key words continuously: BIG and SMALL.

The game begins when a student has to formulate the first sentence, for example: "There is a small flower in the big meadow." The other student has to continue the sentence from the last part (where the word BIG is mentioned) and to add a new part that relates to the word SMALL, for example: "There is a big butterfly on the small flower".

The game continues in this order until all students are included.

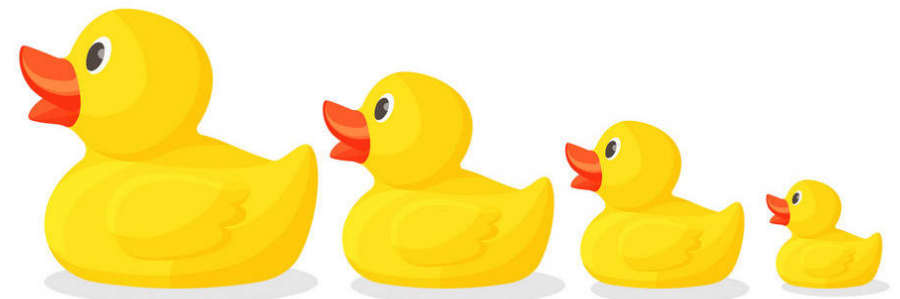
Recommendations:

The game can be modified, adapted in several ways:

- The words BIG and SMALL can be associated with a colour, such as: "The big blue ant loved the small purple ladybug";

- The words BIG and SMALL can be replaced with DRY-MOIST or STRAIGHT-CROOKED, etc.

Sentences can be related logically but one can create completely illogical sentences as well, with funny content.



70. MOVEMENT

Students have to stand in a circle. One of them has to come up with a certain movement by using every part of their body, and the others in the circle have to repeat the same thing and greet him/her in that way.

The game can be changed or enriched through some different instructions:

- In the first round of the game students have to make small movements,
- In the second one they can be bigger movements and then turn into fast, slow movements etc.

Recommendations:

The game can be modified as well, for e.g. the group can do the opposite of what the selected student does, that is, if he or she makes slow movements, the group can do the same thing quickly and then vice versa.



71. TOUCH SOMETHING...

During this game, music is played, and while the music is playing, students dance and move freely through space.

Once the music stops, the teacher should give certain instructions whereas the students will have to find and touch something quickly, for example: touch something blue.

With each subsequent music stop, students are given new directions and instructions, such as:

- touch something smooth,
- touch something woolly,
- touch something strong,
- touch something small,
- touch something metallic,
- touch something beautiful,
- touch something green, etc.



The instructions have to be given fast, in order for the game to have the required dynamics.

Recommendations:

The game can be modified with the instruction that when the music stops they have to touch one of their classmates, for example:

- touch somebody's head,
- touch somebody's finger,
- touch somebody's hair, etc.

The same can be achieved by using colours that need to be distinguished, recognized, and touched in space, etc.

72. SNAKE

Students line up one after the other in a row and grab each other by the shoulders. The first student will have the role of the snake's head, while the last student will be the tail from which the movement instructions will come.

The movement instructions are given by the last student in the row, so that he/she will touch the shoulders of the student in front of him/her as follows:

A touch on the shoulder to move straight,

Two taps on the shoulder to walk on the right side, Three taps on the shoulder to move to the left side.

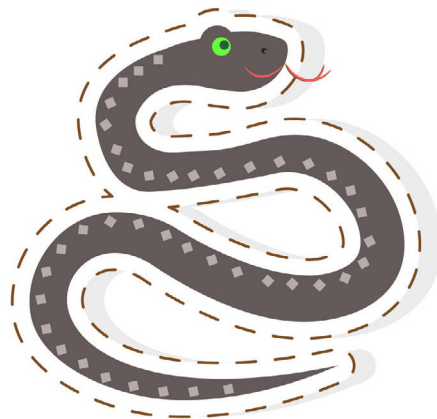
As soon as the last student in the row gives the signal (by touching the shoulder), it should be passed quickly from one student to another, up to the first one, so that everyone can move in sync.

As soon as any of the students in the row receive a signal over the shoulder, he/she should immediately adjust the movement. There is no need to wait for the signal to reach the first in line, and only then to start moving in the given direction.

The student who is the last one in the row should give a new signal as soon as he notices that the signal has been transmitted up to half of the row, so that there is no stopping during the movement of the snake.

Recommendations:

In the beginning, it is better for the students to be divided into groups of up to 15 members, to practice and coordinate the movement with the given signals.



73. INSPIRING POSTER

Students have to be divided into groups of 5-6 members each. Each group takes a big sheet of paper and stands around a table.

Each student takes a coloured pencil. Groups are given a topic on which they have to draw a poster. It is helpful if the topic for the drawing emerges from the actual learning content on which you are currently focused.

When fun, fast, and dynamic music is played, students will need to start drawing individually (in any part of the paper where they are standing). They do not have to verbally agree about who has chosen to draw what.

Once the music stops, students will need to stop drawing and make a step to the right.

When the music is played again, everyone continues to draw the drawing that was interrupted, that is, they will have to draw from where someone before him/her had previously started drawing.

At each subsequent music stop, students move one step to the right and continue to draw on a big piece of paper.



The game will end the moment each student returns to his or her first, starting position, and will have the opportunity to see and complete his/her drawing.

Recommendations:

To maintain the dynamics of the game, it would be useful the drawing accompanied by music to last about 30 seconds each time.

When the inspirational posters are created, give students time to review them; to see how their initial drawing ideas were transformed; how many elements the posters have; how many colours they have, etc.

It would be useful for the groups to present the created drawings in a reciprocal way, i.e. to explain the elements presented.

74. FIND YOUR SHOES

Students form a circle. Each participant in the game must take off a shoe and place it in the middle of the circle.

Shoes should be mixed.

The game starts the moment the joyful, fast music starts, and the students dance to its rhythm.

Once the music stops, students stop and grab the first shoe they have closest to their hand.

Students are encouraged to discover whose shoes are they, i.e. to indicate orally to whom they belong to.

If by chance several tandems of students are formed that will be able to exchange shoes with each other in order to reach their own pair, they are encouraged to do so and earn an extra point as a pair.

Once it is discovered who pulled whose shoes, the shoes are returned to the pile and mixed by the teacher.

When music is played again, the students are encouraged to make new dancing moves, until the music stops again and they start to pull shoes again from the pile randomly.

Organize this game in rounds, or repeat it several times.

Recommendations:

Apart from shoes, other props can be used in the game such as socks or some other personal items of the participants (but it should be easy to distinguish to whom they belong to exactly).

During the musical part of the game, it is helpful to encourage participants to make organized group movements, around the pile of shoes, doing various motor movements according to your instructions (for example: tiptoeing, walking on heels, jumping on one foot, walking 2 steps forward and 1 step back, etc. You can also encourage them to imitate animal movements, such as jumping as a rabbit or a kangaroo; the flying of a butterfly; the walk of a bear or an elephant, etc.)



75. FIND OUT WHO I AM?

Each participant in the game anonymously writes three features he/she has in a piece of paper.

The papers are folded and mixed in a big container, from which everyone draws one. If someone happens to draw their own piece of paper, they have to return it to the container and draw again.

Each student is given the task to loudly read the three written features, and based on them, guess which member of the group they belong to.

Recommendations:

The three features can be three personal traits or things which distinguish the students, such as: hobbies, favorite sports, food, books, music, toys, colours, seasons of the year, etc.

It is best not to suggest the categories above to students, so that they can independently identify three personal traits that they will remember first.

It is important to ensure a positive and safe environment when reading the written features in order to prevent any eventual inappropriate comment on some of the mentioned things (which may be presented by more students).



76. CANDY BASKET

Prepare a basket with different types of candies.

The basket is passed from hand to hand, where each student takes as many candies as he/she wants from the basket.

Once each student receives the desired number of candies, each is encouraged to say as many things as the number of candies he or she has received.

To stimulate discussion, different group topics can be identified, such as:

- say nice messages to the group;
- show your positive features;
- what are your expectations from today;
- how do you feel now in the group, etc.

Recommendations:

The game should be stimulating, so that all students are encouraged to engage in expressions according to the required criteria. It is advisable to leave candies for the participants once the game is over.

If you are not able to provide sweets, you can also use other props, such as pencils, decorative stickers, beads, etc.

If a student gets a lot of props provided, help them say a few words for each candy through which more related sentences would be formulated in order to complete the task.



77. CHARADES

The game can be organized in groups or pairs.

A member of the group/pair should draw a sheet on which different categories are assigned, for example different professions, movies, animals, plants, famous cartoon characters, movies, athletes, etc.

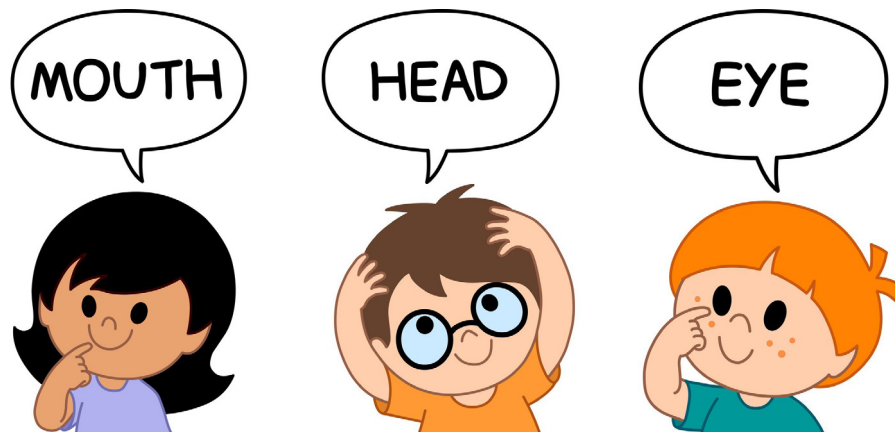
The goal is to give an explanation for them within your group or pair only through pantomime.

In order for the game to have more dynamics, you can also measure the time it would take each group or pair to discover the given term. Therefore, it would be reasonable for groups or pairs (if playing in parallel) to discover the same terms.

Recommendations:

Student's age and prior knowledge should be one of the criteria when selecting terms in different categories.

The selection of categories, especially for students of the youngest age, would be useful if done according to the level of development of their nonverbal communication.



78. SUPERMARKET

The students are seated in a circle. The task is for each student, one after the other in the circle (from left to right or vice versa), to name a product that is bought in the supermarket, but to repeat first all the words that have been said before in the circle.

To facilitate counting, each student says a product in the corresponding letter of the alphabet, maintaining the order of the letters from A to Z (e.g. A-apple; B-banana, but before saying banana, first the word apple should be repeated; C: apple, banana, CANDY; D: apple, banana, candy, DONUT; E: apple, banana, candy, donut, EGGPLANT; etc.)

The game will end when we reach the product with the letter Z (for example: zucchini etc.).

Recommendations:

Students of a younger age can be assisted to repeat the aforementioned products. Also, to speed up the memory for certain items, you can prepare pictures with the most popular items (as reminders of different letters), as an additional help for the participants in the circle.

With older students, you can limit the time given to remember the product (for example, to 30 seconds) in a way that maintains the dynamics of the game. If the student cannot remember, the first participant in the game, who will have an idea and a specific answer, can help.



79. A PRAISE FOR...

Students have to sit in a circle. The student that will start the game is randomly selected (e.g. he or she that has a red post-it under his/her chair.)

The first participant in the game has to publicly praise the person sitting in his/her right, for example: I praise you because you always listen to me with patience. /I praise you because you never lie. /I praise you because you always help others, etc.

The last student praises the first student in the circle.

Recommendations:

The main precondition for implementing this game successfully, is the exchange of positive mutual impressions for each other.

In order for all participants in the game to more easily identify the good distinguishable features, traits of the person sitting to their right, students can be given 1-2 minutes to think about their classmate before the start of the game.

It is very important that all the praises are heard with equal attention by everyone participating in the game.



80. BINGO

Every student takes a worksheet where several categories are given. Each student has to sign their own worksheet.

They are given 10 minutes of time to move around the classroom to find among classmates the ones that would want to sign under the different categories.

Bingo is won when students collect five consecutive signatures vertically, horizontally, or diagonally.

The goal of the game is for as many people as possible to win bingo on their worksheets, and possibly even win more bingos on the same worksheet.

Possible categories for the worksheets:

I have sense of humor	I want to socialize			
I am happy by nature	I write beautifully			
I care for the environment	I am very fast			
I know how to cook				
I have many friends				

Recommendations:

During the selection of the categories for the worksheet, be careful to have age appropriate categories for the students, their interest and group characteristics, etc.



81. DISCOVER THE MESSAGE

The students are divided into groups of 4-5 members.

Each group receives the task to prepare an envelope. Each envelope has letters, words, photos, punctuation marks, numbers, etc.

The purpose of the game is for the group to try and formulate a certain message, using and arranging the given letters, numbers and punctuation marks.

The messages can be universal, such as: All for one, one for all; drop by drop is the water pot filled; brick by brick a wall, etc.

Recommendations:

To make secret messages easier to discover, it is a good idea to include pictures in the envelope, in addition to mixed letters and characters.

It would also be easier if the structure of the requested message was presented, respectively how many words it consists of.

Another way of making it easier could be placing some letters or words within the given sentence or sentences.



82. IT'S ME

Each student receives a worksheet with an outline of a child's figure displayed on it.

They work individually and anonymously on their worksheet writing the five following information:

- the current thought which is noted in the part of the head;
- the predominant feeling which is noted in the part of the heart;
- the present need which is noted in the abdomen;
- preferred activity is noted on the hands;
- the greatest wish is noted at the feet.

Students are divided into pairs, and at the tandem level, exchange their worksheets. They are given the task, without negotiating with one another to write about their pairs: a thought, a feeling, a need, an activity and a wish. The written information and everything they know about their friends will serve them as help and guidance in the process.

After they finish this part of the task, they exchange the papers and as a pair make a mutual summary about the answers given, namely, how accurate their assumptions are.

Recommendations:

The game is recommended for those groups of students who know each other well, so that they can write the five requests more easily.

The division into pairs is more convenient to be done randomly, for example, according to the sitting place in the classroom; the first letter of the name or surname; the sign that is placed and glued under their chair, etc.



83. GAMES FOR RELAXATION

All physical relaxation games help mental relaxation as well. There are a variety of games, and three games will be offered here, which are performed individually.

BUTTERFLY:

Children place their hands behind their backs, placing their fingers under their shoulder blades. This will enable them to simulate the flight of the butterfly by moving their elbows.

TORTOISE:

The head has to move towards the shoulders, encouraging children to raise their shoulders as high as possible towards their ears. In the other phase of the game, it will be necessary to make the opposite movement, lowering the arms as low as possible, while the shoulders will be pulled back.

THE MAGICIAN'S HAT:

Students have to imagine themselves as magicians with magical hats. When you give instructions that the hats have started to grow, the children have to slowly raise their hands as high as possible to be able to hold their hats. Afterwards, opposite movements are done, i.e. saying that the hats are getting smaller, and accordingly the hands are lowered.

Recommendations:

Support the games with short stories about a butterfly trying to fly for the first time; for the frightened tortoise that crawled into its home out of fear, and had later seen something, and curiously put its head out; for the magician who had mispronounced some magic words, so that his hat had begun to change sizes, sometimes enlarging, and sometimes shrinking.



84. GREETINGS FROM DIFFERENT CULTURES

Each student receives a letter explaining how he/she greets as many group mates in the game as possible. Greetings should be unusual, with a dose of humor, and cause a positive mood in the group. For example:

- Grab someone by the nose and say: peep-peep,
- Grab your left ear and say: ho-ho,
- Walk on your heels and open and close your eyes fast,
- Jump on one foot and clap your hands three times,
- Lower your head and shake your left hand.

The game starts after you give the start signal, where students have to move freely around the room, and as soon as they stop next to someone, they will have to greet that person, but also respect the greeting of their classmate.

The game should last 5 minutes, and the goal is to give as many greetings as possible from each participant in the game.

Recommendations:

The game develops a sensitivity for a number of cultural characteristics present around the world, thus serving as an excellent introduction in the content of the social sciences area.

Care should be taken to ensure that all greetings have a humorous dimension, in order to avoid possible ridicule of certain members of the group because of the way they greeted them as an instruction.



85. GREETINGS IN A CIRCLE

Students have to stand in a circle. Each student drafts his/her own way of a nonverbal greeting.

The one that starts the greeting game can be randomly selected. The greeting of the first participant in the game is directed to the closest student on his/her left/right side.

The greeting is repeated from the second student in the circle, and later he/she presents his/her own greeting.

The third student in the circle has to repeat the first two greetings and then present his/her greeting. In this way, the game continues until the last student, who has to repeat all the greetings said before him and at the end say his/her own greeting.

Recommendations:

It is interesting if students use their hands, feet and fingers, in the game, using different movements accompanied by certain facial expressions, gestures, etc.

The game can be enriched with certain sounds which are also used as elements of greetings (e.g. hand or foot clapping, whistling, etc.)



86. THE RABBIT AND THE TURTLE

Students are divided in two groups - the “rabbit” group and the “turtle” group.

The RABBIT group has the task to think of as many activities that all rabbits can perform fast (for e.g. running, jumping, etc.).

The TURTLE group has the task to think of as many activities that turtles make slowly and successfully (for example: climbing the stairs, walking carefully in risky situations, etc.)

Each group has to act out what they thought of, and the winner will be the group that has invented as many activities as possible.

Recommendations:

To accurately determine the number of actions devised, it would be practical for the groups to register them.

The game will gain in dynamics if the groups would guess what the activities are based on the acting performed.

Similar activities for games can be devised by changing the pair of animals, but it is important to maintain the large difference between them (e.g. elephant and mouse, deer and wolf, lion and gazelle, etc.).



87. A WALK

Students have to move freely around the classroom while blissful music is playing in the background. When moving according to the rhythm of the music one must be careful as to who is near them, i.e.: left-right-front-back-near.

Once the music stops, they have to stop where they are and close their eyes. By random selection 2-3 students are assigned, to try and count who is around them with their eyes closed, based on memory.

Once the names are told, students can open their eyes and check their given answers.

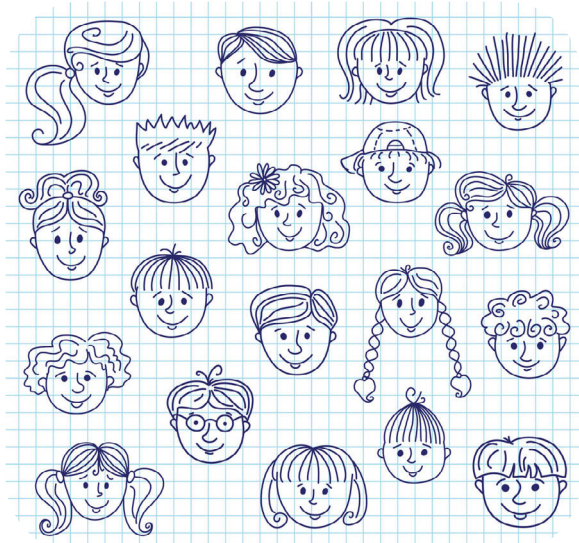
The game is repeated several times, accompanied by dynamic music.

Recommendations:

The game is recommended for those groups of students who know each other well, so that they can more easily point out the names of their classmates.

It can be modified for groups that do not yet know each other well, but it would be done without closing ones' eyes, and an additional prop should be the use of name tags.

This way the game can help mutual recognition and faster learning of each other's personal names.



88. TRAFFIC LIGHT

A child is randomly selected to play the role of the traffic light. He/she turns towards the wall in the classroom/room corner, turning his/her back to the rest of the group.

Other students remain in the other part of the room. When the child-traffic light says GREEN, the other children walk towards him/her, making 2 allowed steps.

As soon as the child-traffic light say the word RED (after repeating the word GREEN for several times), he/she has the right to turn towards the group and the ones he/she will notice moving shall return them to the beginning (start).

The student to be the first to reach the child-traffic light will take that role in the game.

Recommendations:

The game can be more complicated if with each GREEN instruction the number of steps allowed forward would change, which the student-traffic light would show on the cards where the numbers 1, 2, 3, 4 and 5 would be marked.



89. SATELLITES AROUND PLANETS

Students are divided into two groups and organized in 2 circles.

One player from each circle, takes a ball and holding it in his/her hands, must pass the circle as fast as possible, return to his seat and pass the ball to the other player. In this way, the game is played until the ball reaches the last member of the group in the circle, who will run the last cycle.

The winner is the group in which the participants will complete the task in the shortest period of time.

Recommendations:

Younger children are advised to have a smaller ball so that it is easier for them to hold it in their hands, without falling to the ground as they run and pass the ball to each other.

With older students, the game can be made more complex by changing the running direction alternately to the left or right while running in the circle.



90. PETER PAN

Each participant in the game takes a card with the name or an illustration of a character from the Peter Pan story. Only one child can take the role of Captain Hook, while the other roles, as Wendy, Tinker Bell, Michael, George, the Indians etc. can be repeated several times.

Children move in different directions while music plays in the background (while tiptoeing, dancing, dancing on one foot etc.) when the child that plays the role of the pirate shouts in a loud voice: Captain Hook.

At that moment, everyone stops and holds hands as quickly as possible. The member of the group that will eventually remain alone will take the role of the pirate.

Recommendations:

The game has a positive effect on strengthening the groups' cohesion.

Care should be taken not to allow the same students to constantly play the role of the pirate, especially those students who are most often isolated from the group.



91. FOREFINGER AND NOSE

Students are divided in pairs randomly. Each pair stands separated from other tandems formed in the group level.

A member from each pair has the task to imagine that there is a magic thread on his/her forefinger with the help of which, without any physical contact, he/she will be able to determine the direction of movement of the other member of the pair (e.g. up, down, left, right, forward, backward, etc.).

The second member of the pair will have to follow the forefinger's movement of the first student, imagining that the magical thread is stuck on the tip of his/her nose. According to the movement of the forefinger, he/she will have to make the appropriate body movements, but mainly with the head, neck, shoulders, but of course helping oneself with the lower and upper limbs as well.

Recommendations:

The roles of the two members of the pairs change alternately, and the game can be improved further by changing the pairs after a fixed sign, making a spatial movement to the left or the right.



92. TIP-TOP

Participants in the game form a circle, standing with their backs turned towards the middle of the circle, in order to reduce the possibility of eye contact with each other.

Based on a random selection, a student is chosen to be the first to begin the game by pronouncing the number one. The other student in the circle should say: two, and later comes number: three, then four, etc.

The fifth member in the circle has to be well focused, because instead of the number five, he/she has to say: TIP.

After he/she has said TIP, the participants in the circle continue to say the numbers: six, seven, eight and nine.

Instead of the number ten, he/she will have to say: TOP, and then the game should continue again counting: 1, 2, 3, 4, TIP, 6, 7, 8, 9, TOP. The game continues for several times in a row.

Recommendations:

The game has a positive effect on raising the concentration level, so it is especially suitable as an introductory part for a large number of activities where a clearer focus is required for certain problems.



93. 1, 2, 3

Students have to form a circle. According to random selection a student is selected to start the game, whereas the game will have different criteria in each round.

The criteria for each new round of the game are:

First round: player 1 has to say: one, player 2, says: two, while player 3 says: three and so on until they reach the first player.

Second round: number 1 has to be replaced with a hand clap, whereas numbers 2 and 3 have to be pronounced, as in the previous round of the game.

Round 3: number 1 remains replaced with a hand clap, whereas number 2 is replaced further with stomping feet on the floor, and number 3 remains to be pronounced.

Round 4: in this final round, number three has to be replaced with snapping fingers, keeping the exact previous sounds for the numbers one and two.

Recommendations:

This activity-game is an excellent concentration exercise, but also for mutual cooperation at the group level.

With older students, numbers and requests can be added up to 5 to keep their focus for a longer time.



94. BATON (RELAY RACE)

The purpose of this game is to carry the ball as fast as possible (or another item) within the circle. Measure the time you need to transfer the baton in each round.

In the next phase (after a quick relay transfer), the game can be complicated by using two or three balls simultaneously. For example, after the first ball reaches 4-5 players, the second ball is added to the game, so two balls will be present in the circle. In the same way, the third ball is added to the game.

Recommendations:

In order to make the game more dynamic and interesting, props of different sizes and weights can be used, for example: soccer ball, balloon, tennis ball, table tennis ball, beach ball, etc.



95. ON EARTH

Arrange a large number of chairs in a certain shape, and the task of the students is to go through them (without getting down to the ground) and go from the initial position to the final position. While one player is walking, the others are waiting.

With older students, the group can be divided into two. Both subgroups have to be in different sides of the classroom, one in the beginning and the other in its center. When the initial sign is given, one member has to start from the starting point and the other player from the final point. They will meet at a certain point in the row of chairs and will have to draft a strategy on how to go to the opposite side, without needing to get down from the chairs.

Recommendations:

It is recommended that the chairs are not very high. Cover them with old paper or nylon complying with hygiene standards.

Make sure to be careful that participants in the game do not rush while walking, in order to prevent possible falls from the chairs.



96. TYPEWRITER

The letters of the alphabet (marked, written on 26 cards or separate pieces of paper) are put in a box, and each member of the group draws a card. The cards have to be divided according to the members of the group, i.e. if there are 20 participants in the group, it means 3 of them will have 2 cards/letters.

The words are given one by one. In accordance to the sounds in the given words, the participants that have the corresponding letters should be joined, i.e. one by one replace each letter with a clap of hands (similar to the sound of a typewriter).

If two or more participants in the game clap their hands at the same time, they must start “typing” from the beginning.

Recommendations:

Start the game with short sentences, where there is repetition of the syllables, for example: mama, papa, nanny, daddy, etc.

Then make it more complicated with medium length sentences (for e.g.: grandma, hotel, physics, sister, green, etc.), then with words that contain a bigger number of syllables (for e.g.: mathematics, touristic, biology, pharmacy, encyclopedia, etc.).

But for younger aged students, you can write sentences on the board to make it easier to identify all the syllables/letters.

Once you have made the word selection, it is necessary to give words that are familiar to the participants.



97. A TRAVELING SMILE

Students stand in a circle and are tasked with conveying a certain way of laughter (either nonverbally or by keeping the given sound).

The first player has to convey a non-verbal smile through mimicry to his/her friend on his/her left or right. In this way the same smile is passed on through the entire circle, from one player to the other, until it returns to the first player.

In the second round of the game, besides passing the mimics on, sounds can be used as well, like for example: hi-hi, ha-ha, he-he, hi-he, ha-hi, hi-hi-ha-ha, etc.

Recommendations:

The game positively affects the reinforcement of the positive mood of the group. Of course the smiles, from the first round, will turn into a chain of shared laughter, which should definitely be supported.



98. THE APRON WITH A STORY

An apron is prepared with a pocket in front, where you put as many pieces of paper with written words in it, to match the number of participants in the game.

Each student has to form a sentence that contains the specific word. Preferably sentences should be logically connected, so as to create a complete story in which each member of the group will participate with one sentence.

Recommendations:

It is preferred for the word selection to be broad and colourful, i.e. to have names, adjectives, verbs, etc.

It will also be useful to include words that are not semantically closely related to each other, as this would encourage students' creativity in using them in sentences (e.g. umbrella, ballerina, sandwich, market, spin, high, etc.).



99. THE MOON'S CRATER

Put two big cardboard boxes covered with aluminum foil. Make several openings on them in the shape of a crater. Place very small candies wrapped in aluminum foil in two baskets also wrapped in aluminum, in order to obtain the appearance of space pebbles.

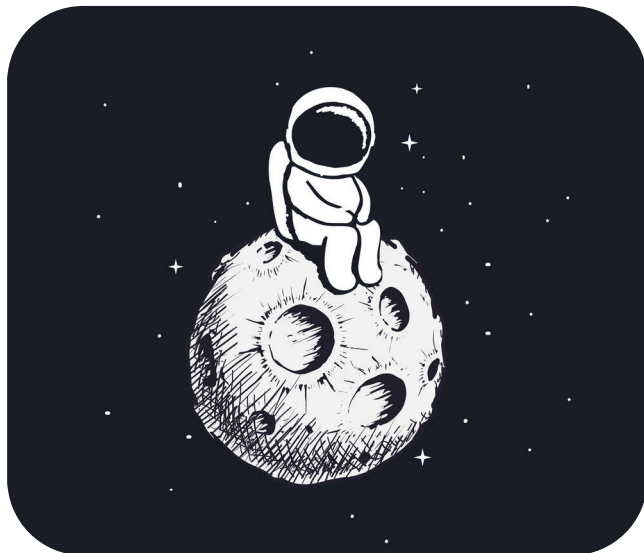
Divide students in two groups that will be organized in two rows. The boxes will be placed opposite the two rows, and the students' task will be to throw as many pebbles (candies) as possible into the holes (craters).

In the first part of the game the small pebbles have to be thrown from a distance of two meters, and in the second phase of the game they can be thrown with their backs turned towards the holes (craters), to make the game more complicated.

Recommendations:

In the game, besides candies, you can use other props such as table tennis balls, small plastic cubes, etc. (but, nevertheless wrapped in aluminum foil).

Make sure to have an equal amount of pebbles for both groups. Follow both players throwing from both rows simultaneously.



100. A LOOK THROUGH...

Students are divided into pairs and stand back to back.

After the given signal, at the same time, each member of the pair should lean forward, spread his/her legs slightly, and look through so that he/she meets the gaze of the other member of the pair.

Encourage participants to show what they see while they are in that position, or let them describe the funny details they will encounter (loose hair, eyebrow, mouth shape, etc.)

In the following phase of the game pairs change, so that everyone gets to play with another group member.

Recommendations:

The game has a positive effect in strengthening the positive atmosphere in the group.

While saying what they see downwards, both members of the same pair must be included.



101. THREAD AFTER THREAD – WOOL YARN

Students are divided into several groups. Distribute a large number of multicoloured wool threads throughout the class, for example: red, yellow, green, blue, white, etc., the number of groups should correspond to the number of colours.

According to the colour of the card they draw (in the beginning of the game) each group will receive instructions on what threads they need to look for and find around the classroom. As soon as they find wool threads of the same colour, they will have to tie them together in order for them to see which group has the longest wool thread.

The game has to last for about 5 minutes.

Recommendations:

The game has a positive effect in strengthening cohesion and cooperation in the group.

It is recommended that you give a hint to students before they start looking for the scattered wool threads, to agree within their groups on who will have which task during the game, so as to get the best possible joint score (for example: students who will look for the scattered pieces; a student who will quickly transfer them to those students who will tie them one with the other; a student who will wrap the wool threads into a wool yarn in the shape of a ball as soon as possible, etc.).

The scattered wool threads have to be equal in length and hidden in places that are difficult to reach/find.



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