Games and Activities

FUSD

Dept. of Climate and Culture

Description and Instructions:

Hand claps are passed around the circle. Begin by having a leader face the person next to them and clap at the same time. The person who clapped with the leader will turn to their neighbor and clap at the same time. One pair at a time will clap until the clap has completed around the entire circle.

Leader can say when beginning:

We're are going to create a chain around the circle with clapping. I will begin with my partner and will clap at the same time as them and my partner will turn next to their neighbor and attempt to clap at the same time. Our goal is to make it completely around the circle without messing up (hand clap not at the same time)

Variations

- If clap is not at the same time, restart from the beginning.
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Description and Instructions:

A ball will be tossed around the circle in a repeating pattern without anyone speaking. The goal is to be able to add multiple balls at the same time. Once you go through a couple practice rounds, add additional balls.

Leader can say when beginning:

Everyone starts by placing your hands up together in a “V”. I am beginning by

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Description and Instructions:

Students must line up according to the order of their birthdays by Month and Day.

Leader can say:

> We are all going to line up according to the month and day that we were born. The trick is that we must do it without speaking a word. So before we begin, think of some ways that you can communicate without making a noise.

Variations:

- Give students a time limit for completing this task.
- Give them 1 minute, check how many are in the correct location, then give them an additional minute to correct their line.

After the activity ask some debriefing questions like: What did you do to make sure that you were in the correct position? What was difficult about this task? What would you do differently next time? What would you keep the same?

Description and Instructions:

Students must organizes/line up according to a certain characteristic.

Leader can say:

We are going to line up according to (height, shoe size, number or siblings etc.) while we are lining up, we cannot talk and only use body language or gestures to determine where you should stand.

Variations:

- Have them line up by height.
- Let students select the category that they will organize themselves by.
- Place a time limit on it.

After the activity ask some debriefing questions like: What did you do to make sure that you were in the correct position? What was difficult about this task? What would you do differently next time? What would you keep the same?

Description and Instructions

Students will cross the line according to a statement that pertains to them. The list can be generated beforehand or on the spot. Once all students have crossed the line, students will all return to the starting position. List of statements can be:

- Cross the line if you have siblings.
- Cross the line if you have a pet.
- Cross the line if you are afraid of spiders.
- Cross the line if you know what you want to be when you grow up.
- Cross the line if you want to move when you graduate.
- Statements can be as superficial or in depth as you feel comfortable.

Leader can say:

Description and Instructions:

Students will be moving seats according to if a statement pertains to them. If a statement pertains to them, they will move to the center of the room and find a chair on the opposite side of the room. Chairs are arranged in a circle. Remove one chair from circle. Any student who is left without a chair is the one "it".

Leader can say:

> I am going to make a statement that sounds like "I am like people who…". If that statement is true to you, you will stand up, walk to the center of the circle and find a completely different seat. You cannot move to the seat next to you and you must move safely to your new seat. The tricky part is that one person will be left without a seat. If you are left without a seat, you will say "I'm like people who…" and complete the phrase and we will repeat the entire process.

Variations:

- Challenge students to talk about home life or just school life.
- Challenge students to talk about future aspirations.

After the activity ask some debriefing questions like: What was challenging during this activity? What did you enjoy doing this activity? What stuck with you after doing this activity? What comments do you have? What do you notice?

Description and Instructions:

This is a very simple game that can include the entire group. Everyone closes their eyes and lowers their heads; the leader calls out 1-2-3-Look! As the leader calls "look," the players look up at one specific person. *Players cannot

Description and Instructions:

All you need is a toilet paper roll or two depending on the size of the group (you can use pennies as another option). Ask everyone to sit around in a circle. Pass around the roll of toilet paper or pennies and tell them to take as much as they think they'll need, without disclosing what the items will be used for. If your students ask further questions, simply answer them with, "take as much as you think you'll need." Once that's done, ask them to count the number of squares they each have. Going around the circle, each person must share a fact

Description and Instructions:

Designate a space for the map to begin. An object such as an X, r chair is placed in the center and serves as a landmark of the community. It serves as a starting point to use in creating a live map. Participants stand in relation to the centered object and from conversing with each other decide where they should place themselves.

Leader can say:

After the activity ask some debriefing questions like: What was challenging during this activity? What did you enjoy doing this activity? What stuck with you after doing this activity? What did you learn about others?

Description and Instructions:

The groups count consecutively from 1 to 10 without knowing who will count next. Game is played without making eye contact.

Leader can say:

We're going to all count from 1 to 10 in order, but none of us will know who will be giving the next number. For this activity we will all have our heads down. I will start by saying 1, and then anyone can say 2. If two people say 2 at the same time, then we must go back to 1. Once we count to 10 without anybody repeating a number, we've completed the game. What number do you think we'll get to without anyone repeating the first round?

Variations:

- Count to 20.
- Set a time limit.
- Have 2 groups going at once (can assign every other to a group) and see who gets to 10 first.

After the activity ask some debriefing questions like: What was challenging during this activity? What did you enjoy doing this activity? How did you feel about this activity? What was your trick to being successful?

Description and Instructions

The facilitator calls out a category question (

Everyone in the group would then start calling out their favorite thing to each other and find the others in the group who have the same favorite as them. When a player finds another player, who has the same answer as them, they then join (linking arms) and continue to go around the group looking for more people with the same answer. After a minute or so,

Description and Instructions:

> Get into a circle. The group is going to count around the circle up to 21. The person who is forced to say 21 is "out." Each person can say one, two, or three numbers in a row. For example, 1st person "1, 2,3"; 2nd person "4, 5, 6; 3rd person, "7", etc. Continue going for as many rounds as you wish.

Leader can say:

> We are going to go around the circle counting to 21. The person who is forced to say 21 is out. Each person can call out 1, 2 or 3 numbers.

Variations:

- Increase the numbers that each student is required to call out…1st person calls out 1 number, 2nd person calls out 2 numbers, 3rd person calls out 3 numbers, etc. until the group reaches the number 21.

After the activity ask some debriefing questions like: What was challenging during this activity? What did you enjoy doing this activity? What stuck with you after doing this activity? What did you learn about others?

Description and Instructions:

The facilitator asks everyone in the group to write ( ) on a piece of scrap paper and crumbles it up into a ball. When finished, everyone throws their paper ball, people pick up the paper balls, uncrumple and reads the information out loud.

Leader can say:

I am going to give you all a piece of paper. When I tell you the topic, you will write your response, crumble up the paper and throw it in the middle of the circle. Everyone will then grab one of the crumbled balls up and we will go around the circle reading the responses.

Variations:

- Only the leader can read a few of the responses.
- Use this as a check for understanding with curriculum.
- Make it a completion, only reading the first 5 snowballs thrown in etc.
- After the activity ask some debriefing questions like: What was challenging during this activity? What did you enjoy doing this activity? What did you learn about others?

Description and Instructions:

You'll need a few blankets or sheets or something similar in size and flexibility. Number people off into groups of four or five. Lay the blankets flat and have each team stand on top of their blanket like it's a tiny island. The goal of this exercise is to figure out how to flip the blanket over without letting anyone on the team touch the floor (pretend the floor is lava). If one person falls off the island, the whole team must restart. The first team to flip their blanket over wins. It's a great problem-solving exercise that typically involves a lot of laughter and rolling around on the floor.

Leader can say:

I am splitting you into groups of 4 or 5. Once I have numbered you, stand on the blanket with your group. The goal is to flip the blanket over without touching the floor. Remember the floor is lava. If one of you fall off the island, the whole team falls off and must restart. The first team to flip the blanket over wins.

Variations:

- None

After the activity ask some debriefing questions like: What was challenging during this activity? What did you enjoy doing this activity? What did you learn about others? What different roles were present when you were doing the activity? How did you decide who would take what role?

Description and Instructions:

Everyone makes a paper airplane and writes their name and two questions to ask someone else. On cue, everyone throws their airplane around the room, picks up others' airplanes, and keeps throwing them. The leader says stop after one or two minutes. Everyone must have one paper airplane. They must find the owner of the airplane they have and answer the questions on the airplane. Each person then introduces the owner of the airplane they have to the group.

Leader can say:

Everyone is going to make a paper airplane. Inside the airplane write your name and two questions. When I say go, everyone will throw their airplane into the center of the room. Once you have thrown yours, pick up one that has landed near you and throw it to the center of the room. Keep this going to until I have said stop. When I say stop, make sure you have an airplane in your hands. You will then find the owner and answer the questions on the airplane.

Variations:

- Have students read the questions on the plane that they finish with out loud in circle and answer them.

After the activity ask some debriefing questions like: What did you enjoy doing this activity? What did you learn about others?

Description and Instructions:

Everyone sits in a circle. One person starts by using an adjective starting with the same letter as their first name, followed by their first name, for example Sweet Silvia, Handsome Hank. The next person repeats the adjective and first name of the first person, and then adds their own. Continue around the circle, with the last person having to repeat all the names in order and adding their own.

Leader can say:

One person is going to start by creating an adjective that starts with the same letter as your first name. For example, Sweet Silvia. The next person will do the same but will add what the person says before them. For example,

Description and Instructions:

People write down something about themselves they think no one knows. The

Have everyone form a circle. Instruct the participants to put one piece of information about themselves on a small slip of paper, fold it, and put it in a balloon then blow it up. Throw the balloons in the middle of the circle and then have people take turns popping a balloon, reading the piece of paper, and guessing to whom the information applies.

Leader can say:

On the slip of paper that I have given you, write information about you, fold it and put it in the balloon. Blow the balloon up and then throw the balloon in the middle of the circle. One at a time I will have you pop a balloon and you will try to guess to whom the information applies.

Variations:

Divide people into four groups: youngest, middle, oldest, and only children. After they have gathered, have each group write down the pros and cons of their birth order. One of the youngest children might say, “I always got stuck with hand-me-down clothes, but I was allowed to get away with more.” This offers people a chance to connect quickly over shared experiences.

Leader can say:

I am dividing you into four groups. In your groups I want you to create a list about the pros and cons of being born in your birth order. One of the youngest children might say, “I always got stuck with hand-me-down clothes, but I was allowed to get away with more.” After a

Everyone stands in a circle. One participant bounces a ball to somebody else after saying the name of a movie. There is a five second limit after the ball is bounced. The ball continues to be bounced to individuals in the group. A person is out of the game if they repeat a movie name or fail to say a name within the five second time limit. Eventually there is a competition between two people for the winner.

Leader can say:

One of us will start by saying the name of a movie and bouncing it to someone else. The person who it is bounced to must also say the name of a movie and bounce it to someone else. The ball will continue to everyone, but the trick is that there is a time limit of 5 seconds and you cannot repeat the name of a movie that has already been said. We will continue until we get a winner.

Variations:

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Use this icebreaker to energize participants. Divide the group into at least two teams. The facilitator suggests a word (like dance, sun, happy, love). Each group alternates turns singing a song that contains that word. The game continues until a team cannot think of any more songs. Songs cannot be repeated.

Leader can say:

I am going to divide you into two groups. I will say a word. I will give your group 30 seconds to come up with a song that has the word and must start singing it. The game continues until a team cannot think of a song or does not make it within the time limit.

Variations:

- Remove the time limit.
- Create more than two groups.

After the activity ask some debriefing questions like: What was challenging during this activity? What did you enjoy doing this activity? How were you able to come up with a song?

Form a seated circle and designate one person to begin by snapping their fingers. One by one, the rest of the circle follows suit. Once you have returned to the original snapper, the original snapper will change the sound to clapping hands. The clapping of hands continues around the group. Next, the leader slaps their legs, with the rest of the circle follows suit. You can add additional motions or continue with this pattern.

Leader can say:

In our circle, we will have one person begin by snapping their fingers. The rest of the circle will follow suit one at a time. When it comes back to the person who started, they will change the sound with a clap and will go all the way around the circle. Once it comes back to the original person, they will change the sound again by slapping their legs and this will repeat again all the way around the circle.

Variations:

- Add additional motions

All you need for this activity is a beach ball that's been divided with random questions written on it. Questions can be simple or more complex, i.e. what's your favorite dessert? What are your weekly goals? Have the participants stand in a circle and begin tossing the ball around. Whoever catches the ball needs to introduce themselves and answer the question closest to their pinky finger.

Leader can say:

Today we are going to toss around a beach ball. When you receive the beach ball, introduce yourself and answer the question closest to your right pinky finger.

Variations:

- Allow people to choose the question that they wish.

After the activity ask some debriefing questions like: What was challenging during this activity? What did you enjoy doing this activity? How did you feel about this activity? What was your trick to being successful?

Description and Instructions:

Students will be locking hands with one another and will attempt to untangle themselves

Have your students stand in a big circle. Place a Hula-Hoop on one student's arm and have them join hands with the student next to them. Ask all the other students to join hands to close the circle. The objective of the game is to pass the Hula-Hoop all the way around the circle without unclasping hands. Students will have to figure out how to maneuver their bodies all the way through the hoop to pass it on.

Leader can say:

We are all going to stand in a circle and join hands. We are going to start with one of the hula hoops on one of our arms. We must try to pass the hula hoop all the way around the circle without letting go. You can maneuver your body however you need but do not let go of your partners hand.

Variations:

- Have two groups race each other.
- Set a time limit.

After the activity ask some debriefing questions like: What was challenging during this activity? What did you enjoy doing this activity? How did you feel about this activity? What was your trick to being successful?

Description and Instructions:

Students will go around by repeating a pattern. Any student who breaks the pattern will be sent to the “puddle”

Leader can say:

While we are Sitting in a circle the first person will say: ONE FROG, the second person says: 2 EYES, the third person says: 4 LEGS, the fourth person says: IN THE PUDDLE, the firth person says: KER-PLOP. We will continue this pattern as fast as we can around the circle. If anyone messes the pattern up, they will be sent to the “puddle”, or the middle of the room. If someone makes a mistake, we all will shout FROG and they are in the puddle until we end up with a winner.

Variations:

- Put a time limit on it.
- Add movements to the pattern.

After the activity ask some debriefing questions like: What was challenging during this activity? What did you enjoy doing this activity? How did you feel about this activity? What was your trick to being successful?