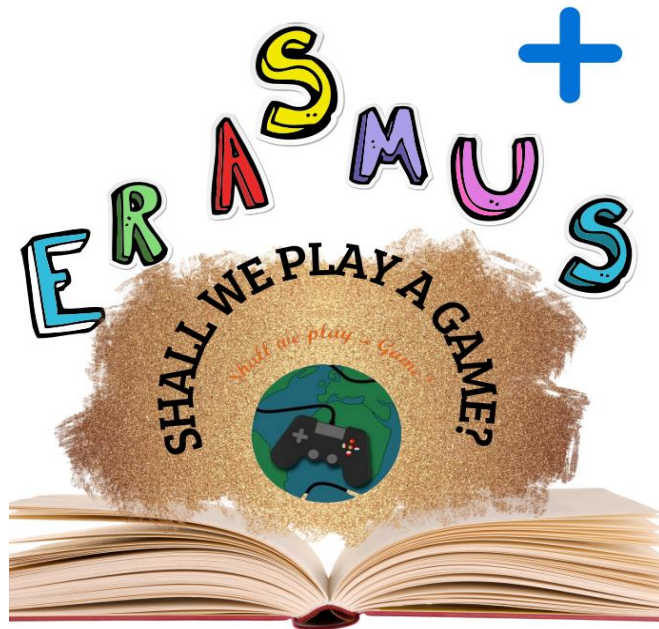


Educational Games Booklet



AGRUPAMENTO DE ESCOLAS DO FORTE DA CASA



A. Breaking the Ice

Purpose: Get to know each other, to help participants learn each other's names, begin conversations, and set everyone in the group at ease.



1. Greetings

- ❖ Participants begin to walk around the room silently. Everyone should focus on walking so that they don't bump into anyone. When they pass around someone they should

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stop, look in the eyes and should add: “Hello, my name is...and I am from...” and move to another participant. Greet as many as you can.

2. The Name Game

- ❖ The group stands in a circle. One person says his/her name and a word that starts with the first letter of their first name or makes a gesture after saying his/her name. For example, “Hello! My name is Virginia victory.” The person after me must repeat what I said before saying theirs. So they would go, “Virginia Victory, my name is Dina Doll.” ...Then this continues until all of the students have gone.



3. My Dream Celebrity Dinner Guest(s)

- ❖ This is the typical “Who’s my dream dinner guest?” game, with a twist!



- ❖ For smaller groups, players can use up to 3 dream celebrity guests, but for bigger groups, we recommend limiting players to one top choice. To add a twist to the game, have each participant explain why they'd like that particular celebrity to come for dinner.
- ❖ If you want to make this game even more fun, use colourful yarn, to pass on to the next person as everyone takes their turn. Make sure each player holds on to their end of the yarn before passing and at the end of the game, you'll have a beautiful (and complex!) pattern created out of the interaction.

4. Minute Mixer

- ❖ No, it's not speed dating. Have each person in the group go up to someone and speak to them for two minutes, before ringing a bell and telling them to introduce themselves to someone different. The only rule is you can't speak to the same person twice!

5. Alphabetical order



Divide the participants in 2 big groups. One of the groups mustn't talk or make any noise. They should respect the orders of the other group. This second group is going to sort the other group by alphabetical order of first name/ surname. They should remember their names and line them up. The other group cannot say anything at all. Once they finish the first group write their names on a piece of paper and show it. They can put them in the right order.

6. Autograph Bingo Game

- ❖ The goal of this icebreaker game is to mingle and obtain the signatures of people who have the facts listed on their bingo card. Just as regular bingo rules once a player successfully obtains a full row (5 in a row) on his or her Bingo sheet he or she shouts "BINGO!"



- ❖ Pass out pens and the bingo cards to each player. Each person may sign the sheet just once (so that people can interact with as many people as possible). When everyone is ready, say “Go!” and begin the game! Once a player shouts “Bingo!” everyone returns to the center and the person must introduce the people who signed his or her sheet. The Autograph Game is a great way to learn humorous or unique facts about people.

B. Pantomime Games – Body language



Purpose: Encourage confidence and awareness of self and of others, physical control, simplicity of thought and movement and stimulates the imagination.



1. Mirroring

- ❖ Students divide into pairs. One student will be a leader and the other will be a follower.
- ❖ The pairs stand facing each other engaging in steady eye contact.
- ❖ The leader slowly moves a body part. The follower mimics the movement as though they are gazing at themselves in the mirror.
- ❖ It is important that the movements stay slow so the follower can stay in tune with the leader.
- ❖ Challenge students by asking them to mirror at varying levels (low to the ground or on the tips of their toes, for example).

2. Chain Mime:

- ❖ Divide the class into 2 or 3 groups. Have at least 6 in each group.
- ❖ Number the students from one to six.
- ❖ One group leaves the room at each time.
- ❖ You give number one an action to mime. You then call number 2 into the room and number one mimes to number 2. They do not talk. Number 2 has to do mime exactly

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what she saw to number 3 and so on. When number 6 comes into the room she has to guess what the original mime was. This is like broken telephone but it is done through mime.

❖ Here are some suggestions for mimes:

- Riding a horse
- Skiing
- Washing dishes
- Eating hot food
- Counting money
- Telling someone you love them
- Eating spaghetti
- Playing a computer game
- Washing the dog
- Ballet dancing
- Moon walk
- Playing basketball
- Singing opera



- Walking in the desert
- Playing tennis
- Making pancakes
- Opening a present that you do not like

3. Competition Charades

- ❖ This is a great activity both for small and large groups and underlines the importance of good communication.
- ❖ Divide participants into groups of 4 or more people. There can be up to 10 people per group. For smaller groups, it's best to have everyone play together.
- ❖ To begin, the groups are set in a queue, each person with their back to the person behind them so that no one is face to face. One player will lead this activity and won't participate. The leader comes up with a phrase, it can be work-related, or something fun! Some examples are Marketing, Books, Annual Reports, etc. The leader then whispers this phrase to the first person in the queue of each group, and with this, the charades start.



- ❖ When the leader says 'Go', the first person in each queue taps the next person on the shoulder, and when they turn around, he/she tries to explain, without speaking, the phrase that the leader gave them.
- ❖ After 30 seconds, the leader shouts "Change!" and the second person turns around, taps the next person on the shoulder, and the activity repeats as they try to explain whatever they understood from the first person. Be sure that players are not speaking throughout the entire activity.
- ❖ The game continues until the last person in each queue has participated. Each player has 30 seconds to try to understand the expression and 30 seconds to pass on the information. Once the game is complete, the last person verbalizes in front of the whole group what they think the phrase is. The results are usually very funny.

4. Group Mime:

- ❖ Divide the class into groups and give each group one of the following outlines for a group mime. Allow the class 10 to 15 minutes to prepare. Suggestions:



✓ The Concert

- Audience arrive for outdoor concert
- Band enters with different instruments
- Audience is very enthusiastic, claps, jumps up and down and waves hands in the air.
- One person faints
- Security arrives and removes him and her

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- No one takes any notice
- Band plays on
- Girl gets up on the stage and tries to touch members of the group
- Security removes them
- It starts to rain and after a while everyone goes away disappointed

✓ **Hijack**

- Passengers board the plane
- Welcomed by the air hostess
- The plane takes off
- One hijacker takes over the plane and another one holds up the passengers
- One passenger faints
- This distracts the hijacker for a second
- Pilot overcomes him
- Airhostess holds him and the handcuff are put on him
- Pilot overcomes hijacker 2 and handcuffs him to hijacker

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- All the passengers have a strong drink and cheer the pilot as he brings the plane to land.

- ✓ **The Bank Robbery**

 - Cashiers arrive bored and yawning they open up their desks and talk to each other
 - People come in and walk up to the cashiers and put in and withdraw money
 - Suddenly two robbers come in wearing masks
 - They make everyone lie on the floor and they hold up the bank clerks and make them hand over the money
 - Little old lady trips up robber and he falls and spills the money
 - Security guard then holds up robbers and takes off their masks.
 - Other ideas/themes for group mimes: Camping, The Circus, Christmas morning, The big mistake.



C. Brain training games – “The Story of Yes and No” (adapted)

Purpose: practice specific cognitive skills like memory, attention, logic, and quick thinking.

- ❖ Students should move themselves whenever they listen to the following words:

Yes – a step forward

No- a step backwards

Okay- Spin once

Maybe- arms up

Story to be read to the students:

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- ❖ Before words were words, a boy named Yes lived in a small village in a small kingdom. Yes was good at everything. He was the best, the smartest and the most liked person in his village. Yes had a brother, and his name was No. No was not much good at anything himself, which made him jealous of his brother. Whenever the villagers asked No for help, he refused because he didn't like people very much. Whenever someone asked Yes for a favor, he would help and he secretly didn't mind the fact that it irritated No when he did. One day Okay, yes and No's father, went on a long journey with his wife, Maybe and they left his two sons in charge of all the animals. Yes took good care of the animals. No didn't want to be bothered with the boring tasks. So instead of helping his brother, No went down to the lake and threw rocks into the water. Maybe had serious doubts about her sons' responsibility but Okay thought that was their great chance to prove they could trust both Yes and No. Maybe left with her heart broken but Okay said everything was okay. Maybe and Okay said goodbye to No and Yes. A few days after Maybe and Okay left, Yes asked his brother to watch the animals while he went to find some food to eat. Instead of doing what Yes had asked, No laid down and fell asleep. When Maybe and Okay came back, there were no animals at all. Yes was always honest, so he told Okay the entire story. Maybe thought for a moment, and then she came up with an idea: Yes and No were to work in the castle as the King's personal

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assistants. The brothers' most important task was to help pick the food for a party that the King was throwing later that night. Cooks from all over the kingdom lined up at the castle's gate to offer the King their food for the party. Of course, the King could not go and grab the food himself, so he asked Yes and No to do it for him. If the king liked a dish, he would yell "Yes!" and it would be included in the night's feast. If he did not, everyone would hear a loud "NO!" and the dish

D. Communication games – words, words, words



Purpose: Fun, release emotions, dramatic expression, development of communication skills: nonverbal and verbal communication.

1. Sticky Notes

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- ❖ Students walk around and read the sticky note on the others students' back and says/does/ answers something without saying what is written.
- ❖ Walk around every student so that all of them guess what had been written on his/her back.

Suggestions:

- Sing me a song;
- How do I cook spaghetti?
- Winkle your eye;
- How are you today?
- What's the weather like today?
- Give me a smile.
- Tell me your phone number;
- Help me to find the door;
- How do you spell your name?
- Where do you live?
- Dance with me.
- What is your favourite subject?
- Say something nice to me;

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- What's your name?
- What's your favourite food?
- Clap your hands;
- Jump 3 times;
- Describe your teacher;
- How many pets do you have?
- Sit me down;
- Say welcome to me in your language.
- Touch my elbow to comfort me;
- Do some physical exercise;
- Whisper something in my ear:

2. The battle of words

- ❖ In pairs or groups of 4 and in front of the audience each pair/ group should communicate using just one word each while they are watching something.



Suggestions:

- ✓ Famous painting – Yes/ No
- ✓ Football match – Red/ green
- ✓ Movie – pizza/ Hamburger
- ✓ Concert – banana/ kiwi
- ✓ Mobile phone – train / plane
- ✓ A window shopping – delicious / disgusting
- ✓ The sky – pencil/ pen

3. Chinese Whispers:

- ❖ Divide the students in two big groups in a row.
- ❖ Give a tongue twister in an envelope to the first student of each row.
- ❖ On “go” they should whisper it to their neighbour to send it down the row.
- ❖ Both ends of the row should repeat what they heard.
- ❖ If there are approximately the same number of people in the rows, make it competitive by seeing who gets their correct tongue twister to the facilitator first.

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Suggestions:

- ✓ I scream, you scream, we all scream for ice cream!

- ✓ black back bat
- ✓ I wish to wash my Irish wristwatch.
- ✓ He threw three balls.
- ✓ Fresh French fried fly fritters
- ✓ She said she should sit.
- ✓ She sees cheese.
- ✓ Flies fly but a fly flies.
- ✓ I saw Susie sitting in a shoe shine shop.
- ✓ I wish you were a fish in my dish
- ✓ Two tiny tigers take two taxis to town.

4. Tone of Voice game

- ❖ Give each student a different sentence for them to think about the tone of voice they should use while saying it.

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- ❖ Let them move around practising it and saying it to the others. Lots of noise? Don't worry!
 - Ice cream is my favorite.
 - I'm going to P.E. class
 - Oh, come on!
 - Let me drive the bus.
 - When can I go outside?
 - It's time to go.
 - Did you see that?
 - You are the best sister ever.
 - This is nice.
 - I love swimming.
 - Let's play chess.
 - Tidy your room.
 - Stay calm.
 - You are an idiot.
 - So I was right.
 - Ask mum. Dad is working.



- I offer you this gift.
- If you like it, it's ok.
- Sure. No problem.
- Do you think I am stupid?
- Nonsense.
- Wow, you look gorgeous.
- This is really scary.
- What do you want me to do?
- Really! I don't think so.
- Be positive.
- Thanks. I owe you one.
- Is this what you think about me?
- Go home!
- Oh, man! It is raining.
- Great. I'm in.
- What? This is not true.
- Her story is just too crazy. I don't buy it!"
- Don't waste time.

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- I love the English lessons. Sure, I do.
- What a small world!
- Whatever.

5. Nonsense dialogue

- ❖ Divide the class in groups of 6/8 and make them reorder their previous sentences and make a dialogue which should make some sense.
- ❖ Give them 15/20 minutes to think about the situation and rehearse it. Then they should perform it in front of the other groups.

6. The Translator

- ❖ Three students from different countries come to the stage and one of them talks about a given subject in her/his language and the other two try to translate to English.



Suggestions:

- ✓ What did you do yesterday?
- ✓ What do you do during New year's Eve?
- ✓ Tell me about the first day you travel by plane.
- ✓ The first time you asked your mum to go out at night.
- ✓ What do you do during Christmas' Eve?
- ✓ Where did you spend your last holidays?
- ✓ Something strange that happened to you or a person you know.
- ✓ Describe the place where you live.
- ✓ Tell me the story of a movie you have recently watched.



7. Jumbled poems

- ❖ Reorder the words in order to make sense and create a rhythm to say it.... Singing...and the other elements of the group make sounds with their body.

✓ [This Is Just To Say](#) (elementary level)
[William Carlos Williams](#), 1883 – 1963

I have eaten
the plums
that were in
the icebox

and which
you were probably
saving
for breakfast

Forgive me
they were delicious

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so sweet
and so cold

- ❖ Reorder the verses of the two first stanzas in order to make sense and create a rhythm to read it using different tone of voice: angry, sad, tired, screaming, happy, praying, fearful, stuttering, whispering, singing...

✓ **Annabel Lee** (intermediate level)

BY [EDGAR ALLAN POE](#)

It was many and many a year ago,
In a kingdom by the sea,
That a maiden there lived whom you may know
By the name of Annabel Lee;
And this maiden she lived with no other thought
Than to love and be loved by me.

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I was a child and she was a child,
In this kingdom by the sea,
But we loved with a love that was more than love—
I and my Annabel Lee—
With a love that the winged seraphs of Heaven
Coveted her and me.

And this was the reason that, long ago,
In this kingdom by the sea,
A wind blew out of a cloud, chilling
My beautiful Annabel Lee;
So that her highborn kinsmen came
And bore her away from me,
To shut her up in a sepulchre
In this kingdom by the sea.

8. 100 stories - “ From the dice to the device”

- ❖ Select five groups of five people. Each group should roll the dice and get some clues for their story.

- A beginning of the
- An object;
- A character;
- A place;
- A feeling;



story;

- ❖ Now they have 5 words and they need to write a story to read later on. It is up to you the Way you want to show your story...video, play, story-telling....



How to use

Role-Play

in the classroom

to teach

communication skills

It is not difficult to set up and run a role-playing session. It will help to follow the steps below.

Step 1: Identify the Situation

First introduce the situation (general topic), and encourage students to talk about the relevant issues. This will help them to start thinking about the problem before the role-play begins.

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If you're in a group and people are unfamiliar with each other, consider doing some [icebreaker](#) exercises beforehand.

Step 2: Add Details – Situation

Next, set up a scenario in enough detail to feel "real" and give them some space for their creativity. Make sure that everyone is clear about the situation that you're trying to work through, and that they know what you want to achieve by the end of the session.

Step 3: Assign Roles- Characters

Once you've set the scene, students should think about the possible fictional characters involved in the scenario.

Once you've identified these roles, allocate them to the people involved in your exercise; they should use their imagination to put themselves inside the minds of the people that they're representing. This involves trying to.



Step 4: Act Out the Scenario- Writing the dialogue

In group, students should write the dialogue they will roleplay to the other students While assuming the role of their character.

Each person can then assume their role, and act out the situation, trying different approaches where necessary.

It can be useful if they create their own scenarios with the objects/furniture they have in the classroom and bring some props to make the situation more “real”.

Step 5: Out of the stage – rehearsing the dialogue

Once they have finished their written dialogue, the teacher must read it and give some clues. Then they rehearse it till they know almost everything by heart. This can be outside the classroom.

Step 6: “On stage”



You must set a date for them to role-play it in the classroom. That day is the day. They prepare the room in advance and “break a leg”- the stage is all yours.

Step 7: Discuss What You Have Learned –

After each role-play, discuss what you've learned, so that you or the people involved can learn from the experience.

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BINGO

Find out someone who:

<p>Likes Hip Hop</p> <p>Name: _____</p>	<p>Writes Poems</p> <p>Name: _____</p>	<p>Speaks German</p> <p>Name: _____</p>	<p>Loves Football</p> <p>Name: _____</p>
<p>Is learning French</p> <p>Name: _____</p>	<p>Practises Mixed Martial Arts</p> <p>Name: _____</p>	<p>Attends a theater school</p> <p>Name: _____</p>	<p>Plays the guitar</p> <p>Name: _____</p>
<p>Has Gallo as his/her surname</p> <p>Name: _____</p>	<p>Hates cheese</p> <p>Name: _____</p>	<p>Has a father / mother whose first name starts With L</p> <p>Name: _____</p>	<p>Loves Harry Potter</p> <p>Name: _____</p>
<p>Likes reading</p> <p>Name: _____</p>	<p>Has no pets</p> <p>Name: _____</p>	<p>Loves Maths</p> <p>Name: _____</p>	<p>Has no Siblings</p> <p>Name: _____</p>

THE story of Yes and No

YES- a step forward **No** – a step backwards

Okay – Spin once **Maybe**- clap hands

Before words were words, a boy named **Yes** lived in a small village in a small kingdom.

Yes was good at everything. He was the best, the smartest and the most liked person in his village. **Yes** had a brother, and his name was **No**. **No** was not much good at anything himself, which made him jealous of his brother.

Whenever the villagers asked **No** for help, he refused because he didn't like people very much. Whenever someone asked **Yes** for a favor, he would help and he secretly didn't mind the fact that it irritated **No** when he did.

One day **Okay**, yes and No's father, went on a long journey with his wife, **Maybe** and they left his two sons in charge of all the animals. **Yes** took good care of the animals.

No didn't want to be bothered with the boring tasks. So instead of helping his brother, **No** went down to the lake and threw rocks into the water.

Maybe had serious doubts about her sons' responsibility but **Okay** thought that was their great chance to prove they could trust both **Yes** and **No**.

Maybe left with her heart broken but **Okay** said everything was **okay**. **Maybe** and **Okay** said goodbye to **No** and **Yes**.

A few days after **Maybe** and **Okay** left, **Yes** asked his brother to watch the animals while he went to find some food to eat. Instead of doing what **Yes** had asked, **No** laid down and fell asleep.

When **Maybe** and **Okay** came back, there were no animals at all. **Yes** was always honest, so he told **Okay** the entire story. **Maybe** thought for a moment, and then she came up with an idea: **Yes** and **No** were to work in the castle as the King's personal assistants.

The brothers' most important task was to help pick the food for a party that the King was throwing later that night. Cooks from all over the kingdom lined up at the castle's gate to offer the King their food for the party. Of course, the King could not go and grab the food himself, so he asked **Yes** and **No** to do it for him.

If the king liked a dish, he would yell "**Yes!**" and it would be included in the night's feast. If he did not, everyone would hear a loud "**NO!**" and the dish would be destroyed moments later by a servant with a very bad attitude.

And ever since that day in a small village in a small kingdom, **Yes** has meant **yes**, and **No** has meant **no**.

This small kingdom also happened to be the birthplace of **Yes** and **No**'s cousins, Please and Thanks, but that is another story for another time...

**Reorder the words in order to make sense
and create a rhythm to say it...**

**so sweet
and so cold
that were in
you were probably
for breakfast
I have eaten
Forgive me
the plums
and which
saving
the icebox
they were delicious**

✓ [This Is Just To Say](#)

[William Carlos Williams](#), 1883 – 1963

**I have eaten
the plums
that were in
the icebox**

**and which
you were probably
saving
for breakfast**

**Forgive me
they were delicious
so sweet
and so cold**