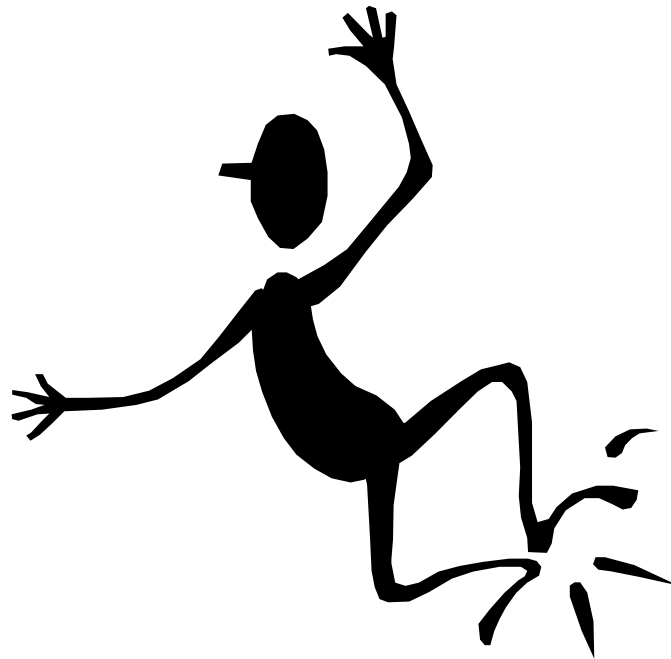


A Little Taste of “Games for Fun, Fitness & Learning”



**Physical, Mental, Life Skill & Educational
Activities for Young People**

Kathi Wyldeck
<http://www.funfitnesslearning.com>

Physical and Mental Games

FAST GAMES

Active games for letting off steam and for physical fitness.

1 Number Relay

Age Range: All age groups

Materials: Chalk

Directions: Mark out lines across the hall floor, as shown below, and include various numbers from 1 to 13, one in each zone:

Start I 2 I 4 I 3 I 5 I 1 I 6 I 12 I Return to Start

Divide the players into equal-sized teams and stand them up at one end of the hall, ready for the relay. In turns, the first players from each team run down the hall and back, placing the required number of body parts in each zone of the floor, according to the number written in that section. For example: Five could equal two feet, two hands and a head touching the floor; twelve could equal two thumbs, eight fingers and two feet! Players must decide for themselves how to arrange their own bodies. When all the players have run, the first group home, and sitting down in a straight line, is the winning team.

14 Crusts & Crumbs

Age Range: 7 to 10 year olds

Materials: Nil

Directions: In the center of the hall, stand two equal teams in parallel rows, about a yard (meter) apart, and facing each other. Name one team the Crusts and the other team the Crumbs. When one team's name is called out, they must chase and try to catch as many players on the other team as they can, while the other team runs for their lives, to the wall behind them. The Leader can add tension to the game by stretching out the middle letters of the team names, calling "Crrrrrruuuuuuuuuuusts" or "Crrrrrrrrrruuuuuuuumb". When players are caught, they are taken hostage and become part of the captors' team. After a suitable time, the team with the most captives wins the game.

QUIET GAMES

Mental challenges and slower games for quietening children down.

46 Half and Half

Age Range: All age groups

Materials: 1 piece of newspaper *per group*; several groups of 3 players.

Directions: Arrange the players into groups of three. Give each group a large piece of newspaper (Broadsheet) On "Go", each group must stand on their piece of paper. Then the Leader calls out "Halve it!" and the groups must fold their sheets in half, along any axis they like, and again stand on their paper, with at least one foot from each player on their page. No player is allowed to put the other foot on the floor, but must keep it raised. Players must hold their position for three seconds. If anyone falls off before this time, their team is out of the game. Again the Leader calls "Halve it!" and the groups must halve their paper again. At some point, this game appears to be impossible to continue, and unless the players can think laterally, they will lose. The secret is to fold the paper lengthways instead of crossways, and the chances of survival will be dramatically improved.

48 Grab Bag

Age Range: All age groups

Materials: Prepare a bag full of items, with 2 hand entry points for feeling objects.

Directions: Choose two players to hold the bag steady. Separate the players into two teams sitting in rows opposite each other, with the bag between them. Pair players off on each team, giving each pair a different number. To start the game, call out one of the numbers. The two players called, go up to the bag, put their hands in, and the Leader requests an item. Without being able to see, the players must feel for the desired item, and the first to pull it out of the bag scores a point for his team. Carry on until everyone has had a go.

52 Paper Fashions

Age Range: All age groups

Materials: Plenty of newspaper, scissors and masking tape. (Camera for photo, if desired)

Directions: Ask the players to design and make their own clothes out of newspaper and masking tape. Clothes can be shorts, shirts, shoes, hats, trousers, skirts, dresses, aprons, or whatever takes the players' fancy. In pairs, players can help each other get dressed. When finished, take a photo of the group in their paper fashions, have a fashion parade and ask the players to choose their favorite designs.

OUTDOOR GAMES

Games for physical activity and to encourage a love of nature.

85 Countries

Age Range: All age groups

Materials: 1 tennis ball

Directions: Each player chooses the name of a different country, and everyone makes sure they know each other's identity. All the players stand in a circle, with the Leader in the middle holding a ball. The Leader then throws the ball up in the air as high as he can, and yells out the name of one of the countries. The player who represents that country tries to catch the ball, on the full if possible. The others run for their lives, as fast as they can. If the ball is caught on the full, the catcher throws it straight up again, yelling out another country, and that player must run back and get it. If the player doesn't catch the ball on the full, as soon as the ball is caught, he screams out "Stop". Everyone must stop where he is. The catcher then looks to see who is closest, and is allowed to take one hop, step and jump towards his "prey". Once this is done, the catcher throws the ball at his victim and tries to touch him. The victim is not allowed to dodge the ball. If the catcher hits his target, his target takes the ball and everyone goes back to the circle to repeat the game. If the catcher misses his target, he throws the ball up and yells out another country and the game continues. Keep playing till everyone has had a turn.

86 Street Monopoly

Age Range: All age groups

Materials: Lists of errands and their prices, (1 list for each team and 1 for each Leader), answers for the Leaders, and plenty of adult supervision, especially across roads.

Directions: In teams, give the players their lists of errands to run. These consist of finding out information around the local area, and each has a price given to it. Each team, with its Leader, must walk quickly around the streets, finding the information in a given time. The Leaders should make sure their teams are going in the right direction, and that they get home in the given time, but mustn't help answer

the questions. The winning team is the one which “earns” the most money by having the most correct answers. Information could include things such as:-

What type of tree is situated outside 42 Lennox St? Value = \$12. What color is the roof at 21 Baldwin St? Value = \$6. Where is the closest payphone to the Hall? Value = \$15. At what intersection is the nearest roundabout? Value = \$18. Does 52 Rosedale Rd. have a double or single garage? Value = \$7. Approximately what decade do you think the house at 15 Edward St. was built? Value = \$25, and so on.

CAMPFIRE GAMES

Quiet games for around the evening campfire, or for rainy days indoors.

104 Do You Want to Come to My Party?

Age Range: All age groups

Materials: Nil

Directions: Ask the players around the campfire if they'd like to come to your party, and then tell them that it all depends on what they bring you! If they bring the right sort of present, they will be invited. The players will need to listen carefully to see what other players bring along, and try to work out a pattern for acceptable gifts. To start off, tell another Leader what the clue is, and ask him first what he is going to bring you. Then let the players join in. Possible clues to use are: *Ask the person's name and the present must start with the same letter as the name *Presents with four letters *Presents that are green *Presents that are made of metal *Presents with four legs, and so on.

105 Ruler & Cellophane Tape Game

Age Range: All age groups

Materials: 1 ruler and 1 large reel of cellophane tape.

Directions: First of all, pass the ruler around the group and ask the players to mime an object that is about the same sort of shape. e.g.) The ruler could represent a conductor's baton, a pencil, a telescope, a harmonica, a moustache or a toothbrush. When all the players have had a go, pass around the cellophane tape, and let the players think of objects that this shape could represent. e.g.) a bangle, a bowl, a Frisbee, a hat, a halo, a doughnut, and so on. The more imaginative the mimes are, the more fun the game will be.

WATER GAMES

Games for cooling off on a hot day without a pool.

113 Slippery Tug of War

Age Range: 7 to 10 year olds

Materials: Long sheet of plastic, hose or water buckets and access to a tap. Detergent optional. 1 long rope with 2 ribbons attached 1 yard (meter) apart at the midpoint. 1 short rope to lay across the midpoint of the plastic sheet.

Directions: Lay the plastic sheet down on some flat, safe ground and wet the sheet thoroughly. Organize two teams to play “Tug of War” as described in Game 134. The challenge of this game is the difficulty involved in trying to pull your opponents across the line on such a slippery surface.

115 The Money Well

Age Range: All age groups

Materials: 1 bucket two thirds filled with water. A dime at the bottom of the water and a nickel to be used by the players.

Directions: Let the players take it in turns to try to get the nickel to land on top of the dime, by very carefully holding the smaller coin at surface level and letting it drop through the water onto the larger one. Every player that succeeds scores a point for his team. This is quite a difficult game, but is great fun.

THEME GAMES

Game “packages” based on various themes for fun and learning.

PIRATE GAMES

This set of Pirate Games can be run over a 1½ to 2 hour period and can be played inside or outdoors. The children can come to this activity dressed as pirates, if they are given notice beforehand. The activities are suitable for 7 to 10 year olds.

135 Crossing the Swamp

Materials: Squares of cardboard for stepping stones, 1 for each player, plus 1 extra for each team. Also 1 rope.

Directions: Split the Pirates into four equal relay teams, standing in line behind their stepping stones, ready to cross the swamp. The Leader lays the stepping stones out in front of each team, making sure there is one more stepping stone than Pirates per team. On "Go", the Pirates move out from each team onto their stepping stones, and the last one in each team collects the empty stone behind him and passes it forward to the front Pirate so the team can move forwards over the swamp. The first team to cross the swamp, (marked by a rope), with stepping stones gathered up in a pile, and sitting down, are the winners.

136 Shipwreck Salvage

Materials: 30 cards with useful salvage items marked on them such as jewels, anchor, compass, sextant, cutlass and blanket, plus useless "duds" including things like fish bones, apple core and rotten egg.

Directions: Place the cards on the finish line, spread out in any order, face up. Split the Pirates into several equal teams, standing in lines, in relay fashion, at the starting point. On "Go", the first Pirates run and collect one salvage item to bring back to their team. The following Pirates collect other items from the shipwreck until all the items are collected. The winning team is not the one with the most items salvaged, but with the most useful items collected for their survival.

Life Skill Games

Games to teach a variety of important life skills.

167 Traffic Light Health Quiz

Age Range: 7 to 10 year olds

Materials: List of health and first aid questions for the Leader.

Directions: The Leader acts as a set of traffic lights up at one end of the hall. All the players stand down at the other end. The Leader calls out "Green" and turns his back on the players, who then proceed to do lollypop steps along the hall towards the Leader. Next the Leader calls out "Orange", and then "Red Lights". The Leader immediately turns around and if he sees anyone still moving, they are asked a

health or first aid question. If the player gets it right, he can stay where he is. If he gets it wrong, he must go back to the start. The game carries on, until a player reaches the Leader without being seen. The game is repeated until all or most of the players have been asked a question. Examples of questions are:-

- *How do you look after your teeth?
- *What do we mean by a balanced diet?
- *What knot do we use to tie a sling? (a reef knot)
- *What should you do after giving assistance to someone who has been badly hurt? (seek adult help)
- *How do you treat a bleeding nose?
- *Name six things that should be in a first aid kit.
- *What can you do to stop spreading your cold to others?
- *Name four important foods or drinks we should have every day.
- *What is the first thing you do if someone has been burnt or scalded?
- *Why do we wash our hands after going to the toilet?
- *What happens to children while they sleep? (they grow)
- *How many hours sleep should children have each night? (10-12)
- *Name three ways in which we can keep our feet in good condition.
- *Why should we take a first aid kit on a hike or to camp?
- *What do we put on a wound, before covering it with a bandage?
- *Name three unhealthy foods we should only eat sometimes?
- *Why do we leave the fingers out of an arm sling? (to check on circulation)
- *Name two things that are so bad for you, that you should never have them. (cigarettes and illegal drugs)
- *How do you treat someone who has been bitten by a poisonous snake or spider?

177 Home Safety Test

Age Range: 7 to 10 year olds

Materials: Set up a kitchen (or other room) with dangers for the players to observe and write down.

1 paper and pencil per player.

Directions: Send the players into the kitchen in teams, one group at a time. Give them one or two minutes to look around, and then call them out to write down the dangers they saw. Send the next team in, while the others are writing down their answers. The team with the most correct answers wins the game.

Dangers to set up could be such things as:-

- * Saucepan handle pointing out from the hotplate.
- * Iron resting face down on the ironing board.
- * Electric heater or toaster near overhanging towels.
- * Electric jug cord hanging over the edge of the bench top for a toddler to pull on.
- * Frayed electric cord on an appliance.
- * Pills open on the bench.
- * Poisons in an open or unlocked cupboard.
- * Matches left to play with.
- * Sharp knives handy to toddlers.
- * Coffeepot on the edge of a table.
- * Too many plugs in a power outlet.
- * Sharp lid from an opened can left on the table.

194 Map Modeling

Age Range: All age groups

Materials: 1 tray of wet sand, plus some pebbles, sticks, leaves, wool, foil, and a simple, hand-drawn, contour map per team...a different map for each team. (See appendix for some hand-drawn maps).

Directions: Split the children into teams and ask the players to construct what is shown on their maps in their trays of sand. They can put in roads, forest, railroad tracks, hills, dales and plains, wherever they are indicated on the maps, using the bits and pieces provided. The Leader should check each scene when finished, to make sure the players really understand what the contours represent. To keep playing, ask the teams to swap maps, so they can construct a new scene from a different map.

195 American Journey

Age Range: 7 to 10 year olds

Materials: 1 pencil and 1 photocopy of a map of North America per player, showing the cities, rivers and mountains. For players in other countries, play this game using your own national map.

Directions: Ask the players to look at their maps, think about the sixteen compass points, including NNE, WSW and similar directions, and imagine that they are going on a journey around North America by light aircraft. The players should have their pencils ready to write down the direction of travel, when the Leader tells the group where they are going. The Leader should say something like this: "We are starting in New York. What direction will we take to reach Toronto? (NW) Now let's go to Detroit. What direction must we take? (SW) Let's head down to New Orleans. In which direction are we going now? (SSW). Keep going till you have traveled all around North America. The children should write down their own bearings on their paper, without calling out or discussing directions with the other players. Collect the sheets at the end of the "journey" and announce the winner when scores have been calculated.

N.B. For variety, you could play the same game by doing a trip around a particular city, state or the whole world, or any country that the players might be studying in history or geography lessons.

207 Make a Mummy

Age Range: 7 to 10 year olds

Materials: A roll of paper towel or toilet paper per team. Camera, if desired.

Directions: This activity could be done in conjunction with an Egyptian theme night or a Ghost Night. In teams, ask the players to wrap one of their team members up in the paper towel or toilet paper, leaving only a space for their eyes, mouth and nose. See which team can make the best-looking mummy. Then line the mummies up for a photo, or take a photo of each team with their own mummy. Think up some funny games to play with the mummies, before unwrapping them.

208 Boot Garden

Age Range: 7 to 10 year olds

Materials: Ask each player to bring an old, unwanted boot or shoe for this activity. Also buy an inexpensive, potted seedling for each player, or have a pile of soil and some seeds for planting. Trowels, fertilizer and watering can, if desired.

Directions: Have the players add soil and seeds or seedlings into their boots. Then fertilize and water well. Ask the players to take their Boot Gardens home and tell them that if the plants are growing from seed, they should be watered each day until the seeds germinate and start to grow strongly. Seedlings don't need to be watered quite so often. Once the plants are fully grown, the players should water their plants only when necessary. After a few weeks, ask the players to bring their plants back to the hall, and

have a flower show to see who has the best Boot Garden. The players could give their flowering boots as a gift to someone, or keep them for their own pleasure.

211 Nature Observation

Age Range: 7 to 10 year olds

Materials: Paper and pencil per player.

Directions: On a summer evening or during the day in the weekend, take the players for a walk into the woods, with pencils and plenty of paper. When you reach a pretty spot, ask the players to lie down and just listen. See how many bird calls the players can hear, and see if they can identify the calls. Ask them to keep listening for other sounds. e.g.) a breeze in the trees, a babble of water in a stream, a plane flying overhead, cars in the distance, a dog barking, and so on.

1) Ask the players to write down the sounds of everything they hear.

2) Have the players find and draw some different leaf shapes, and see if they can identify what plants they are from.

3) Tell the players to hunt for things of different textures and shapes.

e.g.) Something rough, fluffy, smooth, round, jagged, needle-shaped, and so on.

4) Play a nature alphabet hunt, in which the players have to observe and write down things in the woods starting with all the letters from A-Z.

e.g.) A for ant, B for bumblebee, C for caterpillar ...Z for zoological specimen. All the items written down must have been seen. If an object for a particular letter can't be found, let the children use their imaginations and use adjectives to describe what they see or feel, such as "queer-looking insect".

219 Color Your Own Flowers

Age Range: 7 to 10 year olds

Materials: 1 carnation or daisy, 1 container of water with red dye in it, 1 container of water with blue dye in it per team. Leader's knife for cutting stems.

Directions: Put a one inch (2½ cm.) slit in the end of the stem of each flower. Then split the players into teams and give each team a flower. Ask the children to place one side of the stem into the red dye and the other side into the blue. Play other games while the flowers slowly suck up the dye, and after about an hour, look at the flowers again. They will have taken on the colors of the water they have been placed in and will be bi-colored. Maybe the best-behaved player from each team could take his flower home as a present for his mom.

224 Foreign Shop

Age Range: All age groups

Materials: Nil

Directions: Tell the players that they are on a trip overseas, visiting a country whose language they can't speak. They have to take it in turns to go into the shop and act out something they need, without talking. They can make sounds, but the shopkeeper won't understand any words they say. The Leader can start by putting fingers under his arms, flapping them like a bird, and saying "Cluck, cluck". He obviously wants to buy some eggs. Now ask the players to have a go.

Educational Games

Games to consolidate academic learning in a fun, non-threatening way.

MATH GAMES

245 Clocks

Age Range: 7 to 10 year olds

Materials: Chalk

Directions: This game needs thirteen players per clock. Leaders can occupy any empty places on the clock face, if there are not quite enough players. For each clock that is playing, draw a Games Circle on the floor, and place numbers one to twelve as they appear on the clock. Also place a spot in the center of the clock where the hands go. Stand the players on the clock face at each hour, with a Leader or player standing in the center spot. Then the Leader calls out a time. Start with easy times at first, such as 3 o'clock. The players standing on the appropriate numbers must then run to swap places, while the person on the center point must try to grab one of their places before one of the two others gets there. e.g.) For 3 o'clock, the players at number 3 and number 12 must swap places. If they swap without the center person grabbing a place, the game continues with a new time called out, and the same center person must try a second time. If, however, the center person succeeds in grabbing a place on the clock face, the loser takes his place in the central position. As the game progresses, call out half pasts, quarter to's and quarter pasts, and then move on to five, ten, twenty and twenty five minutes to and past. (Many children cannot read an analog clock these days, so it may be a good idea to check first and give a quick revision of time-telling, if some are not sure). Make sure everyone has a go. The younger or less able children should be given easier times than the older or more able children.

12.15 means that players at 12 and 3 must swap places.

5.20 " " " 5 " 4 " "

8.45 " " " 8 " 9 " "

9.55 " " " 9 " 11 " "

246 Know That Word

Age Range: 9 to 13 year olds

Materials: Math operational signs around the hall (+, -, ×, ÷, √, x², ³√, x³, %, 1/x).

Directions: Point out the various signs, stuck on the walls around the hall, and ask the players to run to the correct sign when a Math word is called out which is related to that sign. For example, if the Leader calls out "factor", the players should run to the "×" sign. Other examples are shown below :-

| | |
|-------------|----------------|
| Addend | + |
| Subtrahend | - |
| Multiple | × |
| Quotient | ÷ |
| Product | × |
| Remainder | ÷ |
| Reciprocal | 1/x |
| Squared | x ² |
| Square Root | √ |
| Dividend | ÷ |
| Divisor | ÷ |
| Sum | + |
| Difference | - |

| | |
|----------------|----------------|
| Divided by 100 | % |
| Fraction | 1/x |
| Minuend | — |
| Multiplicand | × |
| Cubed | x ³ |
| Cubed Root | ³ √ |

ENGLISH GAMES

256 Noun Warfare!

Age Range: 8 to 12 year olds

Materials: Leader's list of common and abstract nouns.

Directions: Remind the players of the four different types of nouns: common, proper, collective and abstract. Make sure the children know that a common noun is the name of something that can be seen or touched, whereas an abstract noun is the name of something that is not seen or touched, but is a feeling or idea.

Now split the group into two teams. One team is the Common Nouns and the other is the Abstract Nouns. Stand the teams against the walls at opposite ends of the hall. Tell them that the wall behind them is their Home Base. Explain that when you call out a word, the players must decide whether it is a common noun, an abstract noun, or not a noun at all. If the word is a common noun, then the Common Noun team can take one step forwards. If the word is an abstract noun, the Abstract Nouns can move forwards one step, and if the word is not a noun at all, the players must stay still. If a player moves when he shouldn't have, that player must join the other team. As the game progresses, the Commons and the Abstracts will get closer and closer together. When the teams are only two yards (meters) apart, call out "Attack!" and the Common Nouns must chase the Abstract Nouns and try to catch them before they get back to their Home Base. Any Abstract Nouns that are caught must join the Common Noun team. Repeat the game, but this time, tell the Abstract Nouns that when you call out "Attack!", it will be their turn to chase the Common Nouns back to Home Base. Keep playing the game for as long as the children are enjoying it. Examples of Common Nouns, Abstract Nouns and Non-Nouns could be:-

| <u>Common</u> | <u>Abstract</u> | <u>Non-Noun</u> |
|---------------------|-----------------|------------------|
| apple, chair, jet | beauty, rage | through, she |
| horse, carpet, car | anger, headache | the, speak, to |
| pencil, hospital | fear, kindness | and, because |
| pillow, tomato | education, love | but, under, them |
| dog, girl, ant, bed | government | if, on, at, he |

SCIENCE GAMES

- **Mammals:**

Talk to the players about the differences between vertebrates and invertebrates, and then between mammals and non-mammals. Describe the three types of mammals: the egg-laying monotremes (e.g. platypus, echidna), the pouched marsupials (e.g. kangaroo, koala, wombat), and the navel-bearing placentals (e.g. dog, rat, human). Explain that Australia's monotremes and marsupials evolved early on in mammalian history, and that they are more primitive than the later placentals. Also describe how Australia was isolated, via tectonic plate movement, from the rest of the world, long before placental evolution could allow the spread of placentals back to Australia from other countries, and that this is the reason for Australia's strange and unusual native mammals.

266 Which Mammal?

Age Range: 7 to 14 year olds

Materials: 5 large circles drawn on the floor with chalk, each labeled with one of the following: Monotreme, Marsupial, Placental, All, None. Each circle should be big enough for most of the players to stand in. List of Leader's clues.

Directions: Ask the children to wander around the room, avoiding the circles. While wandering around, they must listen to the Leader's clue being read out. As soon as a player knows the answer to the clue, he must run to the appropriate circle. The last players into the correct circle, or those who can't fit, are out and should stand quietly with the Leader to watch the rest of the game. (To avoid getting players out, the Leader may prefer just to give a point to the first player who reaches the correct circle). Keep playing until a winner is found. Clues could include some of the following:-

I lay eggs. (Monotreme)

I grew up in a pouch. (Marsupial)

I have a tummy hole. (Placental)

I have hair to keep me warm. (All)

I have a bill like a duck. (Monotreme...platypus)

I have no belly button. (Monotreme or Marsupial)

I have feathers. (None)

I drank milk as a baby. (All)

I'm an echidna. (Monotreme)

I have scales. (None)

I'm a kangaroo. (Marsupial)

I'm a bison. (Placental)

I had an umbilical cord when I was born. (Placental)

I have hair and webbed feet. (Monotreme...platypus)

I look like a hedgehog and lay eggs. (Monotreme)

I'm born when I'm still only an embryo. (Marsupial)

I'm born well-developed. (Placental)

I don't have a spine. (None...invertebrates)

I am warm-blooded. (All)

I have a beautiful backbone. (All...all mammals are vertebrates)

I have a black and white coat, a bushy tail and I'll stink you out if you scare me! (Placental...skunk)

I am cold-blooded. (None)

I have an udder, horns, three stomachs, and I eat grass. (Placental...cow)

I have a large brain, a dexterous hand, and a voice box which allows me to speak. (Placental...human)

I have a head, abdomen and thorax. (None...invertebrate, insect)

I'm cute and cuddly, I eat eucalyptus leaves and I never drink. (Marsupial...koala)

HISTORY GAMES

276 Who Done It?

Materials: Leader's list of items related to the different ancient civilizations being studied.

Directions: Divide the players into two equal teams and sit them down on the floor, each team facing the other, with legs out straight touching the opposite players' feet. Give the players on each team an identity, so that children whose feet are touching their opponent's are a pair with the same identity. For example, the first pair of players may be Romans, the second pair Greeks, the third Chinese and the fourth Egyptians. The fifth pair would be Romans, the sixth Greek, and so on. Tell the players that you

are going to call out an item related to one of the ancient civilizations, and when a pair recognizes the item to belong to its culture, that pair must quickly get up, run to the front of the line of players, stepping between the legs, then around behind their own team and back down the other end of the line of players to their place. The first of the pair back to his place and sitting down, wins a point for his team. Remind the players that they must keep their legs flat on the floor and still, or they might be trodden on. Play until everyone has had at least one go and keep score to see which the winning team is. Examples of items and cultures could be something like the following:-

| Item | Culture | Item | Culture |
|---------------------|----------|-----------------------|----------|
| Julius Caesar | Roman | Tutankhamen | Egyptian |
| Acropolis | Greek | The Nile | Egyptian |
| Hieroglyphics | Egyptian | Printing | Chinese |
| Silk | Chinese | Vowels | Greek |
| L = 50 | Roman | The Yellow River | Chinese |
| Afterlife | Egyptian | Romulus and Remus | Roman |
| Terracotta Warriors | Chinese | Public Baths | Roman |
| Parthenon | Greek | Fireworks | Chinese |
| Democracy | Greek | The Scientific Method | Greek |
| Paper Money | Chinese | Aqueduct | Roman |

GEOGRAPHY GAMES

285 **Around the World**

Age Range: All age groups

Materials: 8 to 10 pictures of famous world landmarks and landscapes from magazines, masking tape, 1 compass, 1 pencil and 1 sheet of paper per team.

Directions: Set up a compass trail through the woods or park with pictures of famous landmarks and landscapes attached to trees at various places around the course. At the start of the trail and at each landmark or landscape, leave instructions containing a compass bearing and distance in paces to the next point. Now, divide the players into teams and give each group a pencil, sheet of paper and a compass. If possible, have a Leader with each team for supervision. To play the game, the teams should set off at different intervals to follow the trail, identify the landmarks, or state the countries in which each landscape might be found, and then return home with their lists of answers. Once all the teams are home, see who has identified the most places correctly. They are the winners. Landmarks could be structures such as The Eiffel Tower, Big Ben, The Statue of Liberty, The Taj Mahal, The Golden Gate Bridge and The Great Wall of China, while landscapes could include sand dunes to represent the Sahara Desert, snow to represent Antarctica, Ayres Rock (Uluru) to represent Australia and rainforest to represent the Amazon Jungle.

291 **Crop Harvest**

Materials: 4 buckets or tins, 2 dried peas per player, Leader's whistle

Directions: Make four relay teams and place a bucket in front of each line. Have a pile of dried peas (two per player) at the other end of the hall in line with each team. Tell the players that they are farmers who live on farms just beneath a huge volcano, and that they must harvest their crop before the volcano erupts and sends the lava flowing down towards them! On "Go", the farmers in each team race each other to run and harvest their crops, one pea at a time, and place them in their buckets. When the whole team has run once, they go again to collect their second peas. At any moment, the volcano is likely to

erupt and the farmers have to race before the whistle blows (volcano erupts). Farmers still running at the whistle blow are killed by the lava, and the survivors with the most peas in their buckets win.

LANGUAGES

- **French:**

299 **Quelle heure est-il?**

Age Range: 10 to 14 year olds

Materials: An old clock with movable hands (no battery needed).

Directions: Sit the players on the Games Circle, set a time on the clock and hand it to a player. The player should start passing it around the circle, and when the Leader calls out, "Quelle heure est-il?" (What time is it?), the player holding the clock must give the time, in his best French. If he gets it right, he scores a point. Ask the player to adjust the hands of the clock to a new time before passing it around again. Keep playing until everyone has had at least one go. Depending on the age and ability of the players, times could include:

une heure (one o'clock); quatre heures (four o'clock); midi (noon); minuit (midnight);
trois heures et demie (half past three); sept heures et quart (quarter past seven);
huit heures moins le quart (quarter to eight); neuf heures cinq (five past nine);
six heures moins dix (ten to six).

- **German:**

301 **Die Familie**

Age Range: 10 to 14 year olds

Materials: Leader's list of clues.

Directions: Sort the children into pairs and give each pair the name of a family member. e.g.) Vater (father), Mutter (mother), Grossvater (grandfather), Grossmutter (grandmother), Sohn (son), Tochter (daughter), Tante (aunt), Onkel (uncle), Baby (baby), Vetter, (boy cousin), Kusine (girl cousin), Neffe (nephew), Nichte (niece), Bruder (brother) and Schwester (sister). Also give each member of the family an identity such as a name, an age, hair color, eye color, and so on, depending on the clues thought up by the Leader. Now, ask the players to sit randomly on the Games Circle, so that the members of each pair are separated from each other.

Tell the players that you are going to read out a description of someone in the family, in German, and that the players must work out if the description fits their identity or not. If it does, the pair of players who have been described must get up and race each other around the circle. The first player back to his place wins the round. Continue reading out identity clues until everyone has had at least two goes. Make sure that you have prepared two or three clues per family member. Clues could include some of the following:

Ich bin ein Mädchen. (I am a girl)

Ich bin ein Mann und ich habe graue Haare. (I am a man and I have grey hair)

Ich spiele Fussball. (I play football)

Meine Name ist Inge und ich bin vierzig Jahre alt. (My name is Inge and I am forty years old)

Ich trage einen Anzug. (I wear a suit)

- **Latin:**

305 Picture Grids

Age Range: 12 to 16 year olds

Materials: A large piece of paper (A3 or butcher's paper) and a felt-tipped pen per player. List of Leader's clues (Latin nouns, verbs, conjunctions and prepositions).

Directions: Give each player a sheet of paper and a pen. Ask the children to draw a neat grid of twenty squares, either 2 × 10 or 5 × 4. These are the drawing squares. Tell the players that you are going to call out some Latin words, one at a time. If the word is a noun or verb, the children are to draw a simple picture to illustrate it. If the word is a conjunction or preposition, the players are to write the English translation in the square instead. Carry on for twenty words, making sure that the players draw or write in consecutive squares, so that the words are shown in the order they were called out. Words could include some of the following:

| <u>Noun</u> | <u>Verb</u> | <u>Conjunction</u> | <u>Preposition</u> |
|----------------|---------------------|--------------------|----------------------|
| Casa (house) | ambulat (he walks) | et (and) | in +acc. (into) |
| Fēmina (woman) | laborat (he works) | sed (but) | in + abl. (in, on) |
| Puella (girl) | cēnat (he dines) | nam (for) | cum (with) |
| Cēna (dinner) | iuvat (he helps) | quod (because) | ad (to) |
| Aqua (water) | laudat (he praises) | ubi (when) | per + acc. (through) |
| Fābula (story) | nārrat (he tells) | itaque (and so) | prope + acc. (near) |
| Via (road) | portat (he carries) | dum (while) | ab + abl. (from) |
| Cibus (food) | sedet (he sits) | | |

MUSIC & ART

- **Music:**

310 Instruments of the Orchestra

Age Range: 7 to 12 year olds

Materials: Labeled pictures of the instruments of the orchestra, and a diagram of their locations during a concert. Examples of music played by each instrument to allow children to hear their different sounds and pitches. Sound system. 1 piece of paper and 1 pencil *per player*.

Directions: Talk about the different instruments shown in the pictures, describe what materials they are made of (wood, brass, horse hair, etc.) and talk about their pitch. Then play some short examples of music for each instrument. Now, stick the pictures of the instruments up on the wall and hand out the pencils and paper. Ask the players to write numbers 1 to 16 (or however many examples of instruments or music you wish to play) in the left hand margin of their page. Then play examples of the same music you have already played, but in a different order, and see if the players can identify the instruments by listening to the sound of the music. With practice, they should be able to tell the difference between a flute and an oboe, a violin and a cello, a trumpet and a trombone, a horn and a tuba, and a clarinet and a bassoon.

For more advanced players, use some orchestral scores which show all the staves for the orchestra. While the music is playing, ask the players to follow a particular instrument by looking at the appropriate staff on the musical score. Then repeat the same music, but ask the players to follow a different instrument. By listening to one instrument weaving and flowing in and out between the other instruments, the players can really learn to concentrate on the music in great detail.

- **Art:**

314 You Be the Judge

Age Range: All age groups

Materials: A variety of prints, slides, scans, calendar pictures, photocopies, computer downloads or pictures from art books, showing some of the many different styles of art throughout history. 2 voting slips and a pencil per player, plus 2 boxes, one marked “Best” and the other marked “Worst” into which votes will be posted.

Directions: Talk briefly about the history of art, from prehistoric cave paintings right through to the present. Describe how art has evolved over time, and talk about its main branches. Show as many examples of the different styles of art as you can, pointing out any interesting characteristics. Examples could include: Aboriginal bark paintings, American Indian Totem Poles, Roman Mosaics, Maori Tikis, stained glass windows, Japanese and Chinese art, Indian art, religious paintings from the Middle Ages, Impressionism, Cubism, Surrealism, Abstract, Landscape, Still Life, Naïve, portraiture, graphic art, photography, sculpture and various styles of architecture.

Now, tell the players that they are to be the art critics and judges of an art show, and set the art up around the room, on the walls, on tabletops, or show your selection on the computer, if necessary. Hand each player two voting slips and a pencil, and tell them to have a good, careful look at the art on show, keeping their opinions secret from the others. Let them decide for themselves which their favorite artwork is and which their least favorite is, ask the players to write their choices down on their voting slips and place them in the “Best” and “Worst” boxes. The voting slips should have the name of the painting, the name of the artist, and the reason for choosing it as the “Best” or “Worst”. Check the votes, and see if there is a firm favorite, or if the players have a wide variety of tastes. Also see what the players thought about the “Worst” art. Look at the reasons for the choices made, and see if the players have any reasons in common.

Lastly, ask the players how they would define the concept of “great art”. Why are some paintings chosen as great and others not? What is it about the great ones that makes them so special? Is an ordinary person able to choose a great work of art, or does he have to be well trained and very knowledgeable before he can have the ability, and right, to spot the best? Can an ordinary, untrained person paint a great work of art, or is it something that would take years of practice to achieve? Is an art critic’s opinion more valid than the ordinary person’s? Are there any unbiased, valid answers to these questions, or is it all a matter of opinion? Is “great” art really just the art that you, personally, love the most?

Note from the Author:

If you have enjoyed these games and would like more of them, why not buy the book or download of “*Games for Fun, Fitness and Learning*”. There are over three hundred games to try. The book and download are both available on my site at www.funfitnesslearning.com (and at www.lulu.com, as well).

If you are a teacher or home-schooling parent, you might also like to check out “*Grammar and Vocab Games for Children*”.

My web site, www.funfitnesslearning.com, provides regularly updated ideas on topics for writing practice, a variety of fun and educational games for children, and general knowledge quiz questions. I hope that you and your children will find these activities both enjoyable and educational.

Thank you for your interest in my work.