

# Games Teachers Play

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# Preliminaries

## SAFETY

Safety is the rule of the day. Your goal is to look out for the safety of your group. Remind yourself of that. Remind the group. Go over the general rules of safety at the beginning. Go over any additional rules of safety at the beginning of each activity.

## FUN

Fun is the second rule of the day. Everyone is going to have a great time (but never at the expense of safety).

## ENCOURAGEMENT

Your third job is to encourage each member of the group. A child may not want to play the game. Depending on age, you may want to find another way for them to be active in the game without playing it. (i.e. cheering on others, helping you monitor the game, etc...) You should lovingly encourage everyone to participate.



## Warm Up Games

### MRS. O'GRADY

This is a great warm up exercise. Gather the group in a circle. Turn to the person to your right and begin the following conversation:

You: Hi (name of person to your right), how you doing?

POR (Person On Right): I'm fine, how about you?

You: I'm fine thanks.

You: (dramatic pause)

You: So, have you heard about Mrs. O'Grady?

POR: No I haven't.

You: (You'll probably have to encourage the POR to ask you about Mrs. O'Grady)

POR: So what's going on with Mrs. O'Grady?

You: She died.

POR: Oh that's sad.

You: (You'll probably have to encourage the POR to ask how she died.)

POR: So how did she die?

You: Well, she died doing this.

You: (Begin doing some stretching exercise)

Make the rest of the group do the same exercise. After a few seconds, encourage the POR to strike up the same conversation with the person on their right. The POR should get the idea to come up with a different exercise that Mrs. O'Grady died of, but if not, you can help out. The stretching exercises will continue until the conversation of Mrs. O'Grady's demise has gone completely around the circle.

### HUSTLE BUSTLE

Have everyone circle up. The idea is to go around the circle, with each person saying their first name only, as fast as possible. Time the group and encourage them to try for a faster time. After several times, reverse directions. I call the first time "team A" and when we reverse, "team B". For some reason, even though its the same people, "team B" never seems to do quite as well.

### ELEPHANT, PALM TREE, GIRAFFE

One person is in the middle, with all the rest in a circle around him/her. The person in the middle points at one person in the circle and calls out elephant, palm tree, or giraffe. The person pointed at is the center person in the formation. The people on either side are the support. The person who pointed counts to five, that's how long the three get to form up. If

they don't make it, the last person to take position goes to the middle of the circle and starts over.

## WHO AM I?

Using note post-its, write the name of famous person or occupation on the back of each participant. Each participant will not know what is written on their back, so they will have talk to other kids in the group and ask them questions in an effort to find out who they are. The idea is for everyone to be doing this all at once. **Be sure to keep the names you use relevant to your age group of kids!** Some examples of people/characters are:

Big Bird	Fire Fighter	_____
Barney	President	_____
Elmo	Nurse	_____
Bugs Bunny	Teacher	_____
Pikachu	Construction Worker	_____
Scooby Doo	Bus Driver	_____
Little Red Riding Hood	Astronaut	_____

## STUCK ON YOU

Bring a collection of stickers, perhaps of insects, farm animals, sea creatures, etc..

Put a sticker or a picture on each child's back. Have each child in the class try to guess what the picture is by asking questions that can be answered with only "yes" or "no." For example, "Do I have legs?," "Can I fly?" and "Am I Green?"

## COPY CAT

Circle up. Have each person, without saying who, pick someone that they are going to follow. Then everyone closes their eyes and poses. When they open their eyes, they need to copy the person they picked to follow, assuming whatever pose their leader was in. Because everyone is following someone, the poses should continue to change, not just once but several times. When everyone is in the same pose, have them choose new leaders and try again. Some interesting results come out of this game.

## TOSS A NAME GAME

Have everyone circle up. The leader starts with a tennis ball (or other throwing device) and throws it someone across the circle, saying the name of the person they're throwing to before throwing. Continue around until everyone in the circle has caught and thrown the ball—once each—and the ball is back with the leader. Try timing this and repeating for increased speed.

An option for spicing things up after they get used to the rhythm is to have them now throw the ball to the person who was throwing it to them, reversing the order.

## **HOWS YOURS?**

One person is picked to leave the room/area. While they're out, the others pick an object to talk about. For an example, let's use socks as the object. The person who left returns and asks one of the others "how's yours?" That person might say: white, or dirty, or torn, or something else that describes their socks. The person who doesn't know what the object is can ask up to five people, and then if they haven't figured out what it is, tell them and pick a new person to leave, and a new object to talk about.

## **CLOTHESPIN WADDLE DROP RELAY**

Divide your group into smaller groups with the same amount of people in each one. (It doesn't really matter how many are in each group, it's a relay team.) The first person from each group plants a clothespin between their knees and holds it there by squeezing their knees together. They run (waddle) to the next person on their team and pass the clothespin on, without using their hands. This continues until the last person who, at the end of their leg of the race, has to drop the clothespin into a 2 liter bottle, again without hands. If they miss the bottle, they can try again, to drop the pin from between their knees.

## **PEEK-A-WHO**

Split the team into two groups. The teachers hold a blanket or tarp up between the two groups and each group picks one person to go forward. When both teams are ready, the teachers drop the blanket and the two who came forward try to be the first to call out the other's name. The person whose name is called first goes to the other team. Continue until all but one are on the same side of the blanket. This is great for groups that are just getting to know each other, but hilarious for groups who've known each other for a while and still can't spit the name out.

## **GROUP CHARADES**

One teacher gathers the kids around and gives them a topic to act out. Depending on the age of the kids, you may want them to act the topic out silently. The other teacher tries to guess what the topic the kids are acting out. Here are some example topics:

Mowing the lawn  
A washing machine  
Cooking in the kitchen  
Watching a 3-D movie  
Driving a car

Chopping down a tree  
Walking the dog  
A busy airport  
Eating at McDonalds  
Amusement Park

Getting ready for bed  
Taking a bath  
Having a picnic  
Watching a parade  
A football game

## ALASKAN BASEBALL

You are the manager of the Alaskan National Baseball Team. There's a shortage of players this year and you are looking for new recruits.

To play this game you will need a rubber chicken and a large playing field (i.e. outside)

Divide the group up in half forming two teams. Explain the each team will take a turn "*hitting*" while the other team acts as "*fielders*" during each inning.

"*Hitting*" requires having one team member of the "Hitting" team hurl a rubber chicken in any direction they choose.

After the "*Hitting*" team has thrown the chicken, they will then huddle together and have one team "*Hitter*" run around the huddle to score points. It helps if the whole team yells out their run total each time the "*Hitter*" completes a run.

As the hitter is running around their huddled teammates, the "*fielders*" quickly hustle over to where the rubber chicken is laying. To "*field*" the chicken, the fielding time must form a line behind the chicken. The person at the head of the line will then pass the chicken over their shoulders to the person behind them. That person must then pass the chicken through their legs to the person behind them. That person will then pass the chicken over their shoulders. The next person will then pass the chicken through their legs and so on till the chicken reaches the end of the line. To complete the fielding, the "*fielding*" team must yell "CHICKEN!"

Once "*fielded*," then the teams switch and the "*fielders*" become "*hitters*" and the "*hitters*" become "*fielders*."

Teams are responsible for keeping track of their score. It's not surprising if they start forgetting who scored what. You might want to just try playing for a tie or to the point where both sides are winded.

## **GOTCHA!**

With the participants standing in a circle, instruct them to put their left hands out with their palms facing up. This hand should be placed about waist high and to their sides, more or less in front of his/her left-hand neighbor. Ask them to point the first fingers of their right hands up into the air, over their heads. Next, ask the participants to put their right pointer fingers down in to the open palms of their right-hand neighbors.

In other words, all participants will have their left hands out with the pointer fingers of their left-hand neighbors in them. And all participants will have their right pointer fingers tip down in to the palms of their right-hand neighbors.

On the facilitator's count of "1, 2, 3, Gotcha!" the participants will try to do two things at the same time:

- (1) their left hands will be attempting to grab the pointer fingers of their neighbors' right hands while
- (2) their right fingers will be attempting to escape the clutches of their neighbors' left hands.

## **WOBBLE, WOBBLE**

Briefly review the rules of Rock, Paper, Scissors.

Everyone in the group begins in a crouched "egg position." The sound that eggs make is a high-pitched "wobble, wobble, wobble." The eggs wobble around and find another egg to compete in Rock, Paper, Scissors. The winner of the shoot-out becomes a chicken; the loser stays an egg. Chickens stand up, flap their wings, and make chicken sounds. Chickens compete with other chickens in the shoot-out. The winner of the chicken shoot-out becomes a dinosaur; the loser goes back to being an egg. The dinosaurs walk around growling with their arms over their heads and compete in the shoot-out with other dinosaurs. The winner of the dinosaur shoot-out becomes any animal they choose and moves to the sidelines and cheer on the other competitors; the loser goes back to the chicken stage.

The shoot-outs continue, eggs with eggs, chickens with chickens, and so on; winners advancing, losers regressing until all that are left are one egg, one chicken, one dinosaur, and many miscellaneous animals.

## A WHAT?

Choose from things such as puppets, stuffed animals, rubber squeaky toys, or other objects that allow clever, tongue-twister names. Choose names with the same beginning sounds so that participants have a chance to laugh.

Ask the group to form a circle. Explain that you are going to pass two objects around the circle, and that as the objects are passed, you will tell the group what they are.

Turn to the person to your left and tell him/her what the object is: “Cindy, this is a brown bucktooth beaver.”

Have Cindy ask you, “A what?” Then repeat the name of the object for her, “A brown bucktooth beaver.”

Hand the object to Cindy and ask her to begin the process with the person to her left.

Cindy then turns to Mike and says, “Mike, this is a brown bucktooth beaver.”

Mike asks Cindy, “A what?” She then turns back to you and asks, “A what?”

You reply, “A brown bucktooth beaver.” She turns to Mike and says, “A brown bucktooth beaver,” and hands the object to Mike.

Explain that they will continue to pass the object left until it returns to you and that the “a what?” question and the answer returned to the passer must travel back to you each time before they may pass the object.

Take the object back and demonstrate with the second object, only this time passing it to the person to your right.

After you feel the entire group understands the sequence, begin by passing the first object to the left and the second object to the right. Your task is to remain a part of the circle and announce the objects’ names each time the “a what?” question comes back to you.

## **GONE FISHING**

You will need a helper for this children's activity. Tie a string across the room and lay a sheet over it so no one can see what is on the other side. Use an old fishing pole, or tie a string around a stick or broom handle. Tie a clothespin on the end of the fishing pole's string. Let each child take a turn "casting" their line over the sheet. Have your helper stand on the other side and attach small gifts, favors, or treats to the clothespin. When they're done, the helper gives a slight tug on the line. When the kids "reel" in their lines, they'll be delighted to see what they've caught!

A variation on this game is to replace the treats with items related to your lesson. Have each child fish and catch something. Then have everyone gather around the items they caught and discuss what they think the collection of stuff could be for. This will then be a good transition into your lesson.

## **BALLOON STUFF GAME**

Teams are made by dividing up the class into two groups. More than two teams will work if you have enough supplies. Each team is handed a bag that contains a large shirt and pair of pants. Several bags of inflated balloons are strewn over the floor.

Each team chooses a person in their group to put on the clothes, the rest of the team will be tasked with stuffing the oversized clothes with balloons. The designated child pulls on the large clothes. When the teacher says "GO !" each team begins to stuff the inflated balloons in the shirt and pants as fast as they can. (Some balloons will pop.) After a predetermined period of time has expired, everyone must stop stuffing balloons in the shirt and pants.

The winning team is the one that has the most balloons stuffed into their "volunteer's" clothing.

## **WONDER BALL**

Have the children form a circle and start passing a nerf or tennis ball around the circle. At some point the teacher chants (or sings) the following rhyme:

The wonder ball goes round and round  
To pass it quickly you are bound  
If you're the one to hold it last  
The game is past  
and your are out!

At the point where "out" is called, the child holding the ball is out. Each person that is "out" joins up to say the rhyme along with the teacher. Keep playing until only one child is left.

## **FOUR CORNERS**

Assign each corner of the room a number (1-4) or just designate four different locations. Have the kids scatter to the four different locations, letting each child choose any of the four locations that they want. The “number caller” (typically a teacher to start with) uses a number generator like a 4 sided die or a spinner to call numbers out. If you have neither of these things, have the “number caller” just close their eyes or turn their back and make up numbers.

When a number is called, those kids at that number must sit down. The remaining kids can then choose another corner (or the same one) to go to. Again a number is called and more kids sit down. Once you get down to eight kids or so, add a rule for only 2 kids in each corner. Then when your down to four or less, make it 1 kid for each corner. You should then end up with just one person left at the end. Make this child your new number caller and start again.

## **HEADS UP SEVEN UP**

Have all but seven of the kids sit down on the floor with their eyes closed. The seven remaining children go around the room and touch someone sitting. When someone is touched, they are to stick their hand in the air. Once each of the seven has touched one person, they return to the front of the room and say “heads up seven up!” Each of the touched students gets one chance to guess who touched them. If they guess correctly, they change places with the person at the front. Once all the guesses have been made, the children on floor close their eyes again and games starts again.

# MID LEVEL INTERACTION GAMES

## BLIND COUNTING

Take a rope of reasonable thickness and lay it down on the ground to make a large circle with the rope. Next have the groups stand within the circle. Everyone then puts on a blindfold and does the following:

- Players are to cross their arms over chest
- They must only take baby steps and wander within the rope circle
- There is to be no pushing or shoving
- You can only speak to yell out a number. Players are not allowed to talk to each other.
- Group must count from 1 to N (with N being the total number of the group)
- Each person has to say a number
- No number can be repeated twice
- If two or more people yells out a number at the same time, the group must starting counting all over again starting at 1.

Another variation of a counting game is to have everyone line up. The facilitator gives each person a number and has the people line in ascending order up without words.

Ideas; give numbers like 1,2,33,42,-29, 12322, etc.

## CIRCLE TO CIRCLE

The purpose of this game is to break down physical boundaries and observe how group works together. The goal of the group is to pass the ring completely around the circle. You will need a ring (may be a hula hope, rubber bike tire or rope)

Safety Tip: If using a bike tire, remove the valve ahead of time or tie knot over air valve to prevent it from scratching the participants.

Rules:

- 1) Have everyone form a circle and hold hands
- 2) Place the ring over the clasped hands of 2 people
- 3) Must pass the ring completely around the circle while observing the above rules

Variations:

- 1) If bike tire tube is used, tie knots to make tube smaller depending on size of participants and to increase difficulty.
- 2) If Hula Hoops are used, can use 2 hoops at the same time and have hoops going in opposite directions around circle.

## AH-SO-KOO

Group sits in a circle with everyone facing inward. The leader describes the following guidelines to the group:

There are three words that can be said in this game. AH, SO, and KOO. Each word has a hand gesture that goes along with it.

**AH** - player holds either right or left hand over forehead, pointing to a person adjacent to them, and says "AH."

**SO** - player holds either right or left hand over chest, pointing to a person adjacent to them, and says "SO."

**KOO** - player points with right or left hand in and outwardly direction towards someone in the group, and says "KOO."

Player can only say one word

Words must be said in the order of AH, SO, KOO.

Player that is being pointed at by the person saying the "word" is next

Player is OUT if word is said out of sequence.

Player is out if hand gesture doesn't match the word

Player is notified by group that they are out by the group saying "You'rrrrreeeee out of here!"

Once players are out of the circle, they must try to distract the other players as long as they don't:

- talk to the other players
- touch the other players
- block a players view.

## ANTS ON A LOG

Have everyone line up on a "log". Have them rearrange themselves on the log, without stepping off, according to their birthday. Or, assign them numbers individually and have them get in order from least to greatest. If you assign numbers, and the participants are older, toss in a negative number or a couple fractions, or give two people the same number. Oh yeah, they're not aloud to talk or use any verbal communications at all. If someone steps off the log, or talks, have them start over. (They don't need to know that you can't remember where they were, just tell them to go back and they'll listen)

## **GROUP JUGGLING**

Gather the group into a large circle and tell them that you are going to teach them how to juggle as a group.

### **STEP 1**

Take 1 tennis ball and have the group pass it around with the following guidelines.

- player can't throw to person next to them
- can't throw to the same person twice
- facilitator receives the ball last
- players are to remember who they received the ball from and who they threw the ball to

If a guideline is broken, the group will have to start all over again.

### **STEP 2**

Once the group has successfully passed the ball around the group, you must now test the group to see if they remember the throwing order. Pass the ball around the group again, following the same order of people as was thrown before. If the group cannot remember the order, go back to STEP 1.

### **STEP 3**

Take out two more tennis balls and give the players the following guidelines:

- balls will be thrown according to previous passing order
- facilitator will begin throwing the balls one at a time
- if a ball is dropped, the group will start over
- a player cannot have more than one ball at any one time
- success is attained once all three balls are returned to the facilitator

Once a group has been successful juggling all three balls, congratulate the group on their success. They are now jugglers!

### **STEP 4**

Now ask the group if they would like to try juggling more than three. If so, have the group set a goal. At this point you will switch from tennis balls to a collection of oddly shaped balls.

Have the group follow the following guidelines:

- balls will be thrown according to original passing order
- facilitator will begin throwing the balls one at a time
- facilitator will stop throwing in new balls once the first ball comes back
- if a ball is dropped, the group will start over
- a player cannot have more than one ball at any one time
- success is attained once all the balls (set by the group goal) are returned to the facilitator

## **WIZARDS AND FAIRIES**

You have a group of woodland fairies that are being terrorized by an evil wizard who is attempting to use his magical powers to freeze the entire group. Luckily when two fairies circle around a frozen comrade and chant their magical spell, the fairy will become unfrozen.

Outline some boundaries for this game to be played in. Choose one person to be the “Wizard” and arm that person with a “magic wand.” (This can be a paper towel cardboard tube, or towel or something else soft). Everyone else is a fairy. Any fairy the wizard touches with the “magic wand” will be frozen in place. Although they can’t move the fairy can still speak and must start chanting in a squeaky fairy voice “Help me I’m frozen!” (A hand gesture can also be added like waving of hands or rocks-paper-scissors) To unfreeze a frozen comrade, 2 unfrozen fairies must join hands to encircle the frozen fairy. They must then chant the magic words “Silly rabbit, Trix are for kids!” 3 times.

The game ends if everyone is frozen or whenever you feel they’ve had enough. Be sure to rotate “Wizards” and you can always appoint additional “Wizards” if the group is too quick for just one.

## **MOONBALL**

Fill a garbage bag with balloons and tie it closed. Start your group in a circle and have them hit the bag, keeping it off the ground for as long as possible. The same person can’t hit it twice in a row and play stops when the bag hits the floor. Count the number of hits to keep score.

## **BALLOON FRANTIC**

This is good for burning off some extra energy. You need 8-9 inch balloons, at least 2 for each participant to keep it challenging, I recommend you blow them up beforehand, and a whistle or some other distinctive noisemaker. The idea is for them to keep the balloons moving at all times. When a balloon stops moving, you’ll blow the whistle and point at the stationary balloon. You can see how long they can go before they get 10 whistles, or just let them go for about 5 minutes.

## **BOOP**

This is best within groups of 6-8, but works with a couple more or less.

You need a balloon for each group. Have them circle up and hold hands.

They have to keep the balloon in the air, using any body part, but without breaking the circle. If the balloon hits the ground, penalize them by restricting what parts they can use, no hands, no feet, etc.

## **FLIP THE BIRD (OR CHICKEN TAG)**

Three rubber chickens are needed for this game

Basically, this is a game of freeze tag. Someone is "it" and tries to tag everyone else. When they get tagged, the others are supposed to freeze in place. The chickens are a redemptive feature of this game, and someone who is not frozen can throw a chicken to someone who is to return them to life and the game. If "it" intercepts a thrown chicken, it is no longer usable for unfreezing people. If "it" tags someone who is holding a chicken, that chicken is no longer usable. Continue until everyone is frozen.

## **HOG CALL**

Have the group pair up. Each pair picks two words that go together, like PEANUT and BUTTER, and each of them takes one of those words for their name in this game. Have each of the pairs say their words so that you can check for doubles. Now blindfold (or with a trust in keeping eyes closed) have them wander around quietly for about 30 seconds so that they no longer know where their partner is. When they're mixed up, have them yell out their partner's names, eyes still closed, and find each other in the crowd. This is better with more people.

**!!!! IMPORTANT !!!!**

When blindfolded, everyone needs to have their "bumpers up", which means hands raised in front of them, chest height, elbows bent, so that when they walk into someone else, it will be hands that collide and not noses. Generally, I have people yell as loud as they can, its quite fun and chaotic with everyone yelling, but for the kids it might be more challenging to have them whisper.

## **MICE AND OWL**

The owl is in the center of the mice with their eyes blindfolded, with the same number of items around them (# object = # in group) the mice try to take an object, the owl tries to stop them by stating "freeze" and pointing to where they think the thief is. The facilitator determines if the owl caught a mouse.

## **BUZZ BANG**

Everyone sits in a circle and someone starts counting. Each person sequentially says a number in a clockwise or counterclockwise direction until the number 7 is reached and instead of saying 7, that person says BUZZ. The counting direction then reverses until the next number that has a 7 in it or is a multiple of 7 is reached; that person also says BUZZ. The direction again reverses and the sequence continues until someone makes a mistake like not saying BUZZ or saying BUZZ at the wrong time. A mistake means that the group must begin again from one.

To make the game more difficult, you can add the word BANG for 5's multiples of 5.

## **MINEFIELD**

You will need 1 blindfold per each pair of people in your group. You will also need rope or Velcro to mark the boundary of the minefield and paper plates for land mines

Set up a mine field that is about 30 feet by 20 feet. You may wish to make the minefield larger if your group size is larger than 10 people. Scatter objects (land mines) all throughout the boundary area.

Have each participant find a partner. One person should choose to be blindfolded first (they may close their eyes if they are not comfortable being blindfolded).

Explain to the group that the sighted partners are responsible for verbally guiding their non-sighted partners safely through the minefield.

Once you have explained the objective, encourage participants to discuss a method of communication to use with their partners. Have partners establish a goal for the maximum number of land mines they will hit as they cross the minefield and a consequence if they hit more. After they have finished, send the sighted partners to the other end of the minefield.

All participants must begin the activity at the same time.

After all blindfolded participants have successfully crossed the minefield, have each pair switch roles and repeat the activity.

## **GIANTS, ELVES AND WIZARDS**

Two teams, home base line, Shift line, home base line. Make up a stance to take when leader yells shift. Elves duck wizards, Giant step on elves, wizards zap giants. In a huddle decide what your group will be. Go to the shift line and at wait for the leader to yell shift. If you are the stronger shape, chase the weaker ones back to their home base line trying to tag the weaker shape. Tagged one go to the tagger's team.

Repeat...

## **TRIANGLE TAG**

This requires groups of four. 3 people join hands and form a human triangle. The 4<sup>th</sup> person is "IT". The triangle then decides what member of the 3 they are going to protect. It is the job of "IT" to get past the two defenders and tag the person that is being protected. The members of the triangle can not let go of their hands. The person that is "IT" can not go through the triangle. Allow each group to do this for a minute and then switch so that someone else is "IT". This is a deceptively tiring game. Don't let it go on too long, unless you want to tire out your group.

## **CATCH THE DRAGON**

The purpose of this game is to experience the difference between the various parts of the dragon (i.e. roles in the group) The goal of the group is for the "head" of the dragon will catch the "tail" of the dragon. You will need one strip of cloth (or bandana) for the tail

Activity:

- 1) Have the group line up facing forward, placing their hands on the shoulders of the person in front of them.
- 2) Instruct them to the goal (see above)
- 3) Have the last person in the line tuck the "tail" in to their waist band in back
- 4) They must stay connected (hands on shoulders). The "head" cannot grab the clothing of "tail".
- 5) When the "tail" has been caught, have the participants switch roles (front people move to middle, rear people move up, etc.)

## HAVE YOU EVER?

One person in the middle of a circle asks the other participants a question in the form of "Have you ever . . .?" If the question applies to a participant, he/she should move to a new spot on the circle.

Ask the participants to form a circle. The facilitator is to stand in the center. Give each participant something to mark their spot like a paper plate, an index card or even a chair. The facilitator explains that they will be asking a question that is true for the them(the facilitator) in the form of "Have you ever . . . ?" If this question applies to someone in the circle, that person must find a new unoccupied spot to stand.

The facilitator should initiate three or four "Have you ever . . . ?" questions. When the group has a good idea of how the game is played, the facilitator can find a place to stand in the circle. This will result in a participant being stuck in the middle. This participant must then ask a "Have you ever . . .?" question. Remind them that the question must be true for the person asking the question.

Good starter questions (assuming they are true for you):

Have you ever had a pet?

Have you ever climbed a tree?

Have you ever slept in a tent?

Have you ever had a watch?

Have you ever stayed up till midnight?

## MORE TAG GAMES

**Everybody's it** - Within a large playing field with boundaries. Each person is it. at the leaders direction or weird word (e.g.. fisheyes) each person turns to tag there neighbor. The aggressor is the victor. Last standing is winner.

**Four Point Tag** - just like "Everybody's it' - Within a large playing field with boundaries. Each person is it. at the leaders direction or weird word (e.g.. fisheyes) each person turns to tag there neighbor. The person can be tagged on either leg or arm. Ties have both victims loose an appendage. If you get tagged in the foot, you must hop. Last with any appendages is winner.

**Blob Tag** - Within a large playing field with boundaries. One person is it at the start. He/she chase down a person and tags the person. The tagged person joins the blob . . . continues till all caught. (choose someone who can run fast for the first blob {may have to run a while}).  
Variation - Blob can split as long as there are at least 2 in the blob. Blob can rejoin.

**Octopus Tag** - Within a large playing field with boundaries. One person is it, the Octopus. All "fishies" line up on one end of the playing field. The Octopus says "Little Fishies, little fishies come out to the ocean and play". When tagged, the little fishies are magically transformed and be come stationary Octopus (facing & feet planted as tagged).

**Monarch Tag** - Within a large playing field with boundaries. One person is it. With a soft ball, the true Monarch (butterfly or royalty, the choice is theirs) throws the ball to tag someone. The tagged person is now a monarch.  
Monarchs now must wave a hand fast for fluttering butterflies and slowly for the royalty. Extra rule, the monarchs can not move or shift their feet after touching the ball.

**Bull in the Ring** - In a circle the "it" is in the middle. People on the outside must bounce tag the ball below the waist. Success means you go be it.

**Singing tag** - one it, chases the others, to be safe, two people must link arms and sing a verse of a song. The it can't hover but the two can only be safe as long as the song lasts. Tagged people join the "it".

**Clothespin tag** - Divide the group into 2 teams. Each team is armed with clothespins. The goal of each team is to clip as of their clothespins onto the clothing of the opposing team. Set a time limit and at the end, tally up which team is wearing the most clothes pins.

# **Velcro Games**

## **FROM THE BEGINNING**

We had been having problems with some of the kids straying too close to the door during check-in. I wanted to emphasize to the 4 year old kids that once their parents dropped them off, there was a limit to how close to the open door they were to get. Having Velcro handy, I quickly Velcroed off a line across the floor in front of the door. Immediately a little boy asked what the line was for. I replied that children were not to cross this line. As soon as I said it, I could see the little boy's feet being attracted to the side of the line that was off limits.

Short of a neon sign, I realized that I had just created a magnetic Velcro version of the law. I could see the game "crossing the line" about to be developed, with children endeavoring to be on the side of the line I didn't want them to be on.

In an epiphany of redirection, I started laying more Velcro down. I laid down a Velcro line that went into the big open expanse of the room. I continued placing Velcro in different patterns. When the children inquired to what I was doing, I explained that they need only walk the line. I found that I soon had a line of children following me around as I kept increasing the maze like tracings of Velcro. It was kind of being like the pied piper of Velcro. I had taken a room of undirected children looking for things to do and placed them into an entertaining game that basically walked them around in circles.

As the year continued, there turned out to be other games that could be made from Velcro.

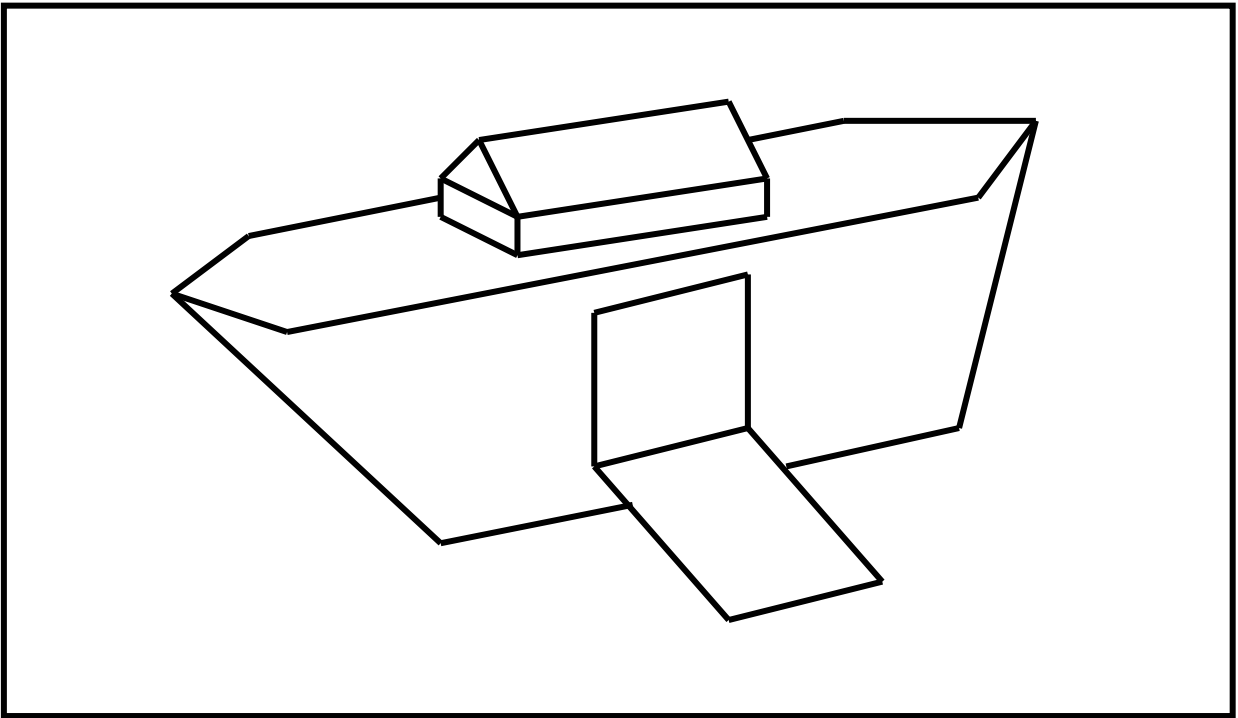
The Velcro outlines also became an invaluable lesson tool. We had the children line up two by two and take a ride on Noah's ark. On Palm Sunday, we all gathered in the streets of Jerusalem to welcome Jesus as he rode into town. During our exploration of the meaning of Missions, we literally walked around the world and visited other countries.

These Velcro games are easy to make and easy to clean up. In fact, the kids typically enjoy pulling up the Velcro almost as much as playing on it. So be sure to include them in on the fun of clean-up.

The following is a description of some games and lesson enhancements that you can use to spice up your class throughout the year. This is not the end-all-be-all authority on Velcro games, in fact it's just the beginning. Once you start, I'm sure you'll start to think of improvements to the games listed here as well as brand new exciting Velcro games of your own. Just have fun!



## NOAH'S ARK



If your lesson is about Noah and the flood, you can build an ark out of Velcro. Here are the Biblical instructions for making an ark (you may not want to be this exact):

*“Make for yourself an ark of gopher wood; you shall make the ark with rooms, and shall cover it inside and out with pitch. “This is how you shall make it: the length of the ark three hundred cubits, its breadth fifty cubits, and its height thirty cubits. “You shall make a window for the ark, and finish it to a cubit from the top; and set the door of the ark in the side of it; you shall make it with lower, second, and third decks.*

Once your ark is created, here are some things you can do:

- Bring animal cards that have matching sets of animals. Give out a card to each child and instruct them to find their matching animal and then get onto the ark.
- Have the children line up and assign them an animal sound. Make sure you give the same sound to 2 children. Have each child make their animal sound, match up with the child making the same sound and get onto the ark.

Animal sounds:

-- Snake – Ssssssss

-- Dog – Bow wow

-- Cat – Meow

-- Crow – Caw Caw Caw

-- Rooster – Cockadoodle doo

-- Lion – Roar

-- Monkey – oo oo ekk ekk

-- Pig – Oink

-- Duck – Qwack Qwack

-- Cow – Moo

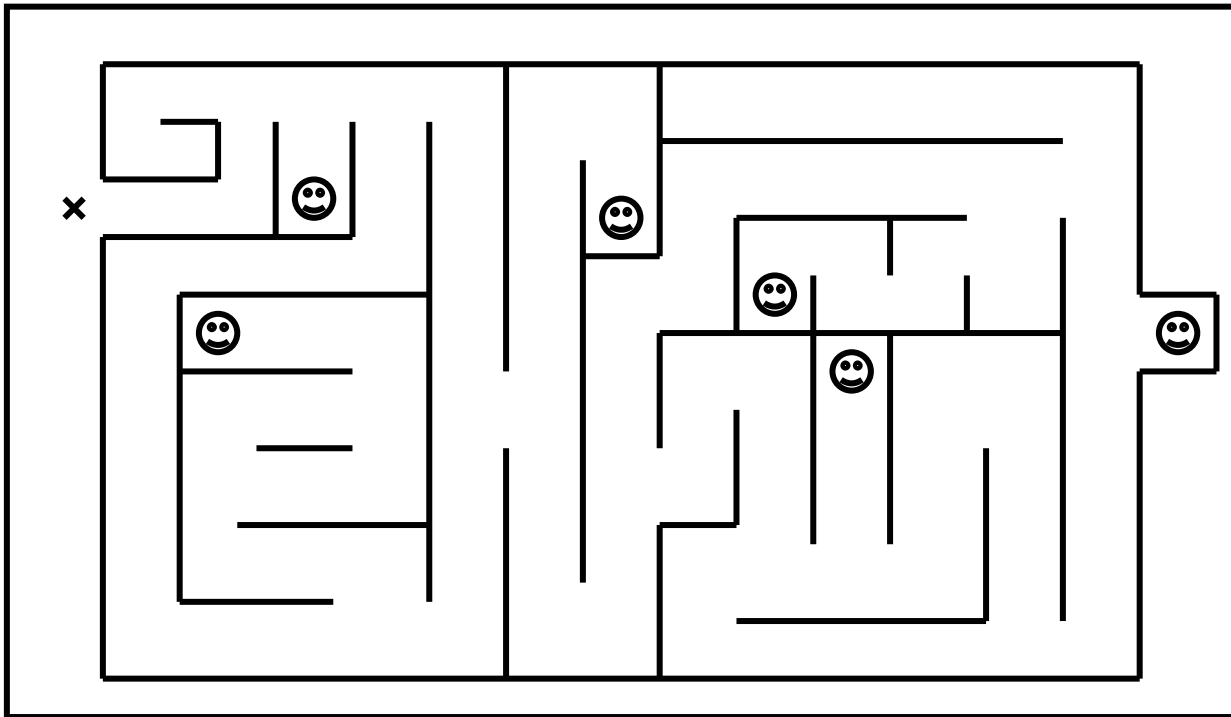
-- Sheep - Baaaa

-- Turkey – gobble

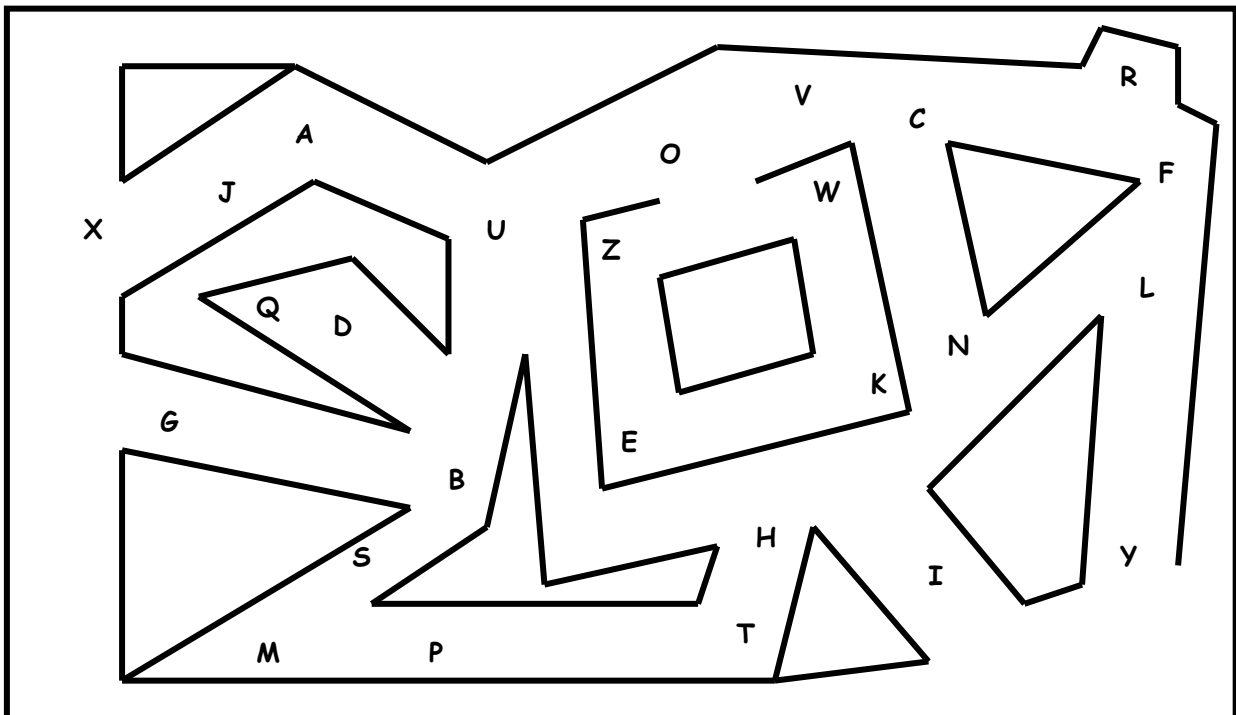
-- Owl – Who

-- Frog – Ribbit

# MAZE

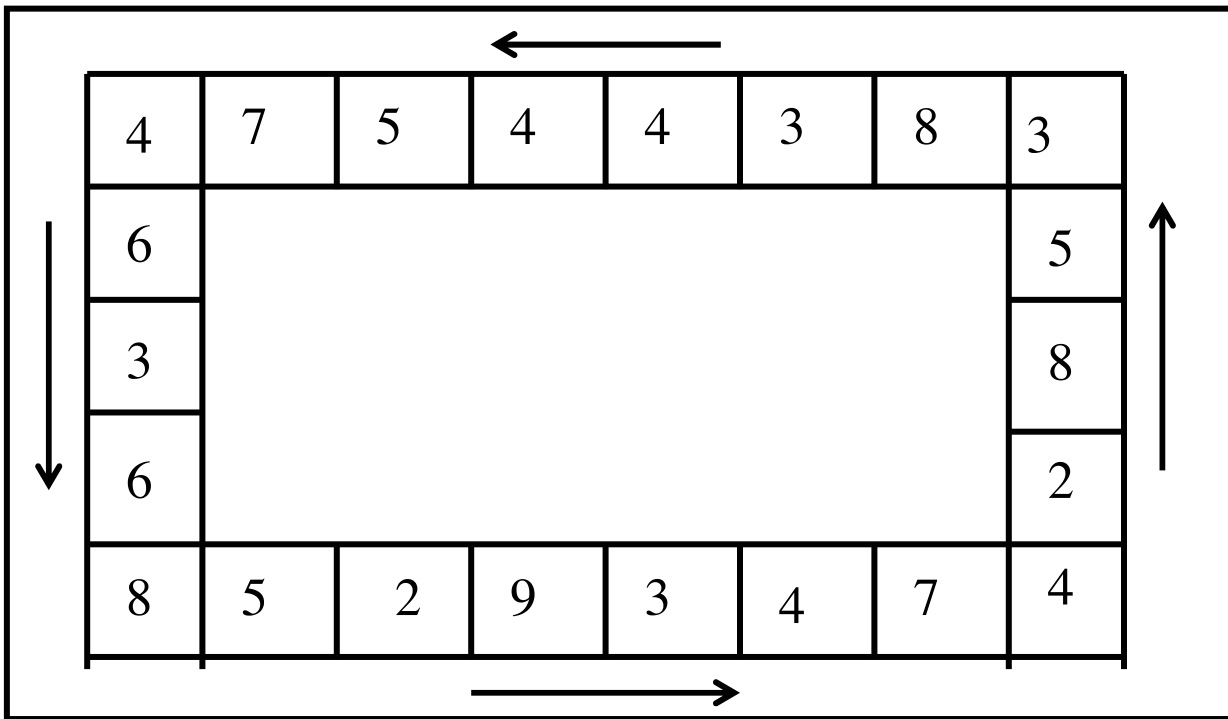


This is another game good for discussions on right and wrong. This game requires children to NOT step on the Velcro or walk across it. Children are to navigate their way through the maze finding the different treasure points along the way. The smiley faces on the maze above indicate treasure points. This can be a picture from a magazine or your own Velcro picture. You can even take carpet squares to cover over the treasure points. You can offer to lead the kids through the maze. Have the children line up behind you and follow you through the maze. This may complement a teaching on Jesus when he told the disciples to "follow me." You can make the maze as complicated or as easy as you like. You can also add letter at any time (see the game Alphabet soup for more ideas).





## THE GIANT BOARD GAME



The Giant board game outlined above is very simple. A child picks a starting point and then walks on the number of squares indicated by the number. When they arrive at their destination square, they then walk the number of squares indicated by the number they just landed on. The child continues to do this as they travel around the board.

You will find (I'm not sure that the kids will) that the numbers are laid out so that they have to travel the board about 4 times before stepping on a square that they have been on before.

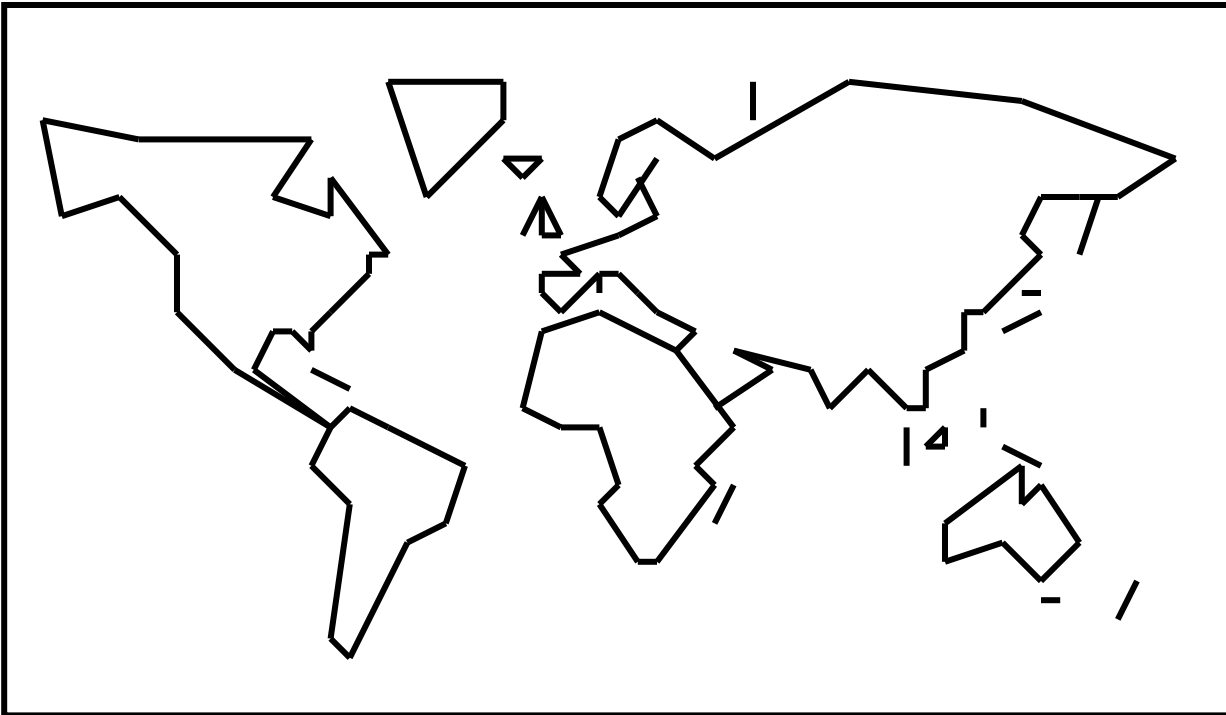
Ideas you may want to use to enhance the game:

- Don't allow children to pass other children.
- Add different patterns to make some (if not all) the squares interesting.
- Pick a spot (square) and call it GO. Give each kid 200 hundred pretend dollars when they pass by.

This is just one of many board games you can create. Other suggestions are:

- Replace the numbers with repeating symbols. Tell children they must walk around the board and stop at a particular symbol.
- Leave the squares blank and give the kids giant foam dice for moving around the board

## OUTLINE OF THE WORLD



Throughout the year, there will be times where the lesson might require a picture of the world. To better emphasize how big the world is, you might try using a map the size of your carpet.

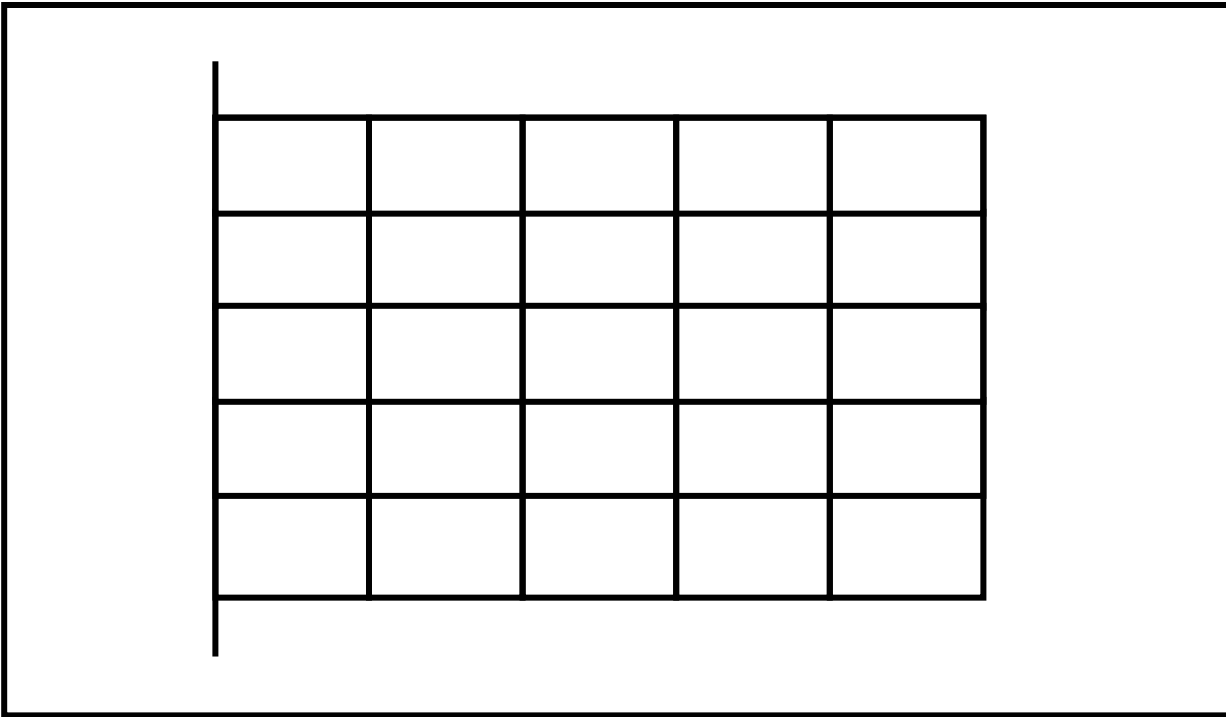
Things you can do:

- Put an Velcro x to mark where we live.
- Point out other places in the world where missionaries live.
- Show the children where Israel is on the map. Mark it off with an Velcro x.

Other fun things to do:

- Have the children pretend they are giants and have them only walk on dry land as they cross the earth.
- Have a swimming competition. Ask the children to swim around the world.
- If a child has been on a recent vacation, ask them to stand at the spot they traveled to and tell you about their trip.
- Ask the children what country they would like to visit. Have them go there and pretend to take a vacation and rent a car and drive around and sightsee.

## MYSTERY MAZE



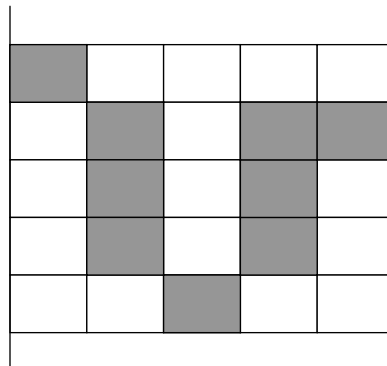
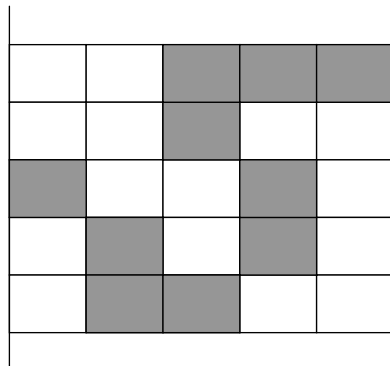
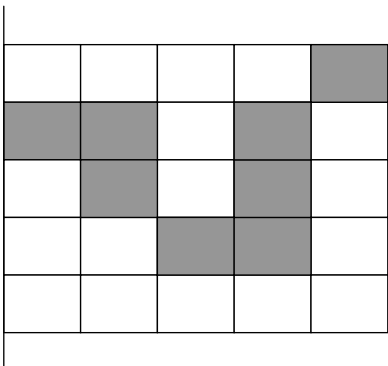
Only one person can move at a time. Those who have moved incorrectly may not attempt the maze again until everyone else in the group has had a turn. As individuals are moving through the maze, they must step on the correct spot each time. If they step on an incorrect spot, you could make a buzzing sound as an indicator, and the individual must start again.

Correct moves include only those that are immediately adjacent to the spot that an individual is standing on. This includes moves that are backwards, forwards, sideways, and diagonal.

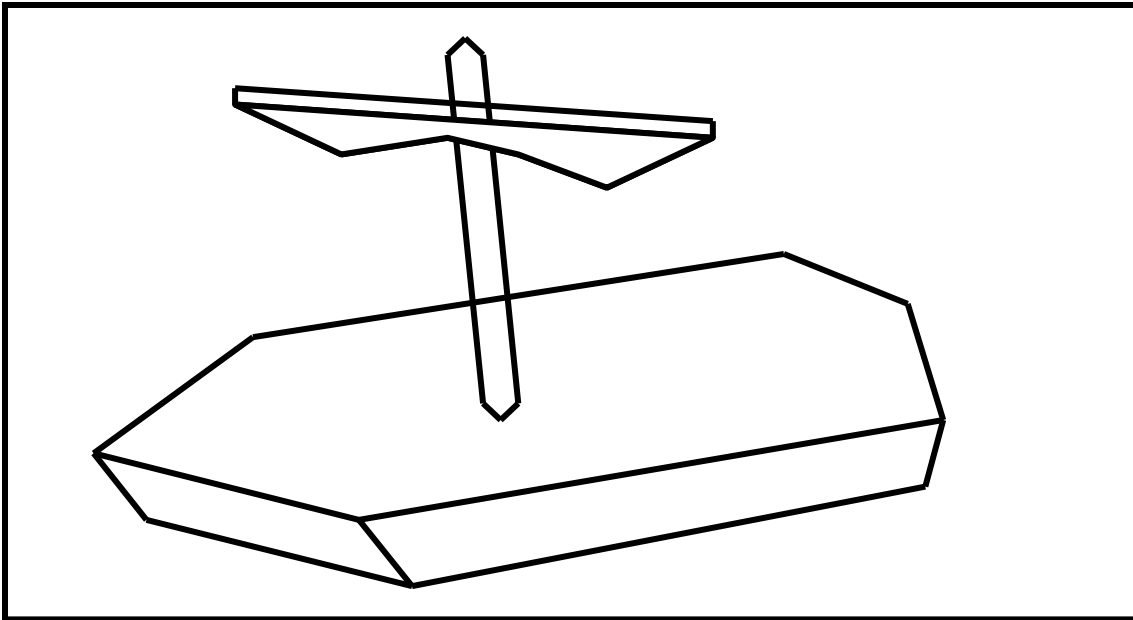
Once participants have successfully reached the other side, they can do anything that encourages the other participants to reach the other side.

One option would be that once you explain the maze, give the group members 5 minutes to come up with a plan for completing the task. After 5 minutes they can no longer talk to one another. (This is not necessary for younger kids).

### Maze examples:

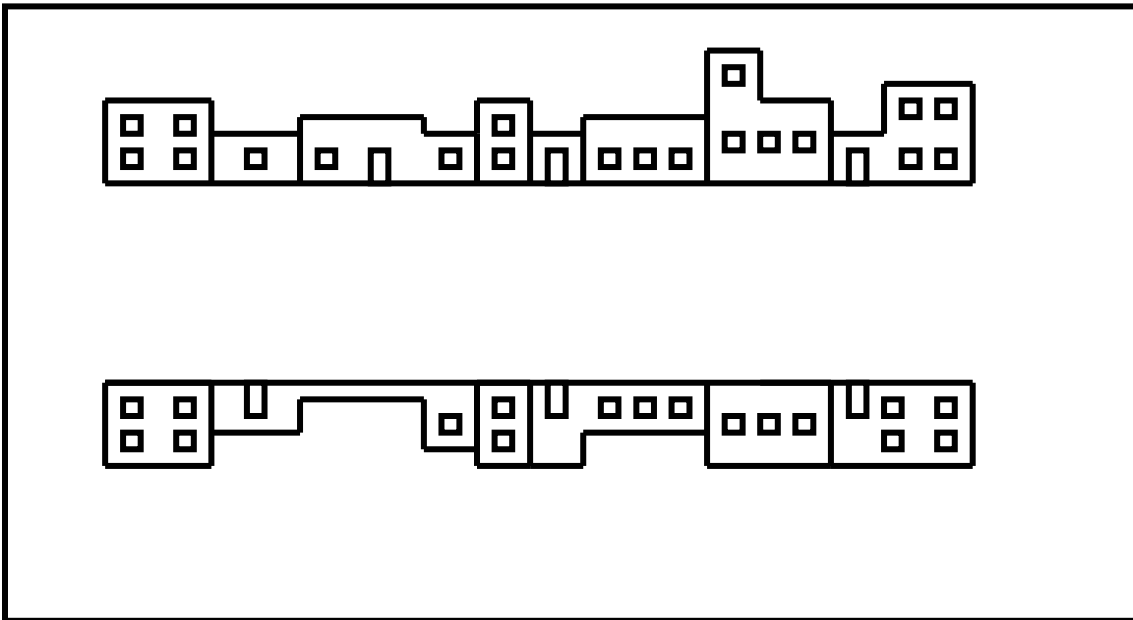


## FISHING BOAT



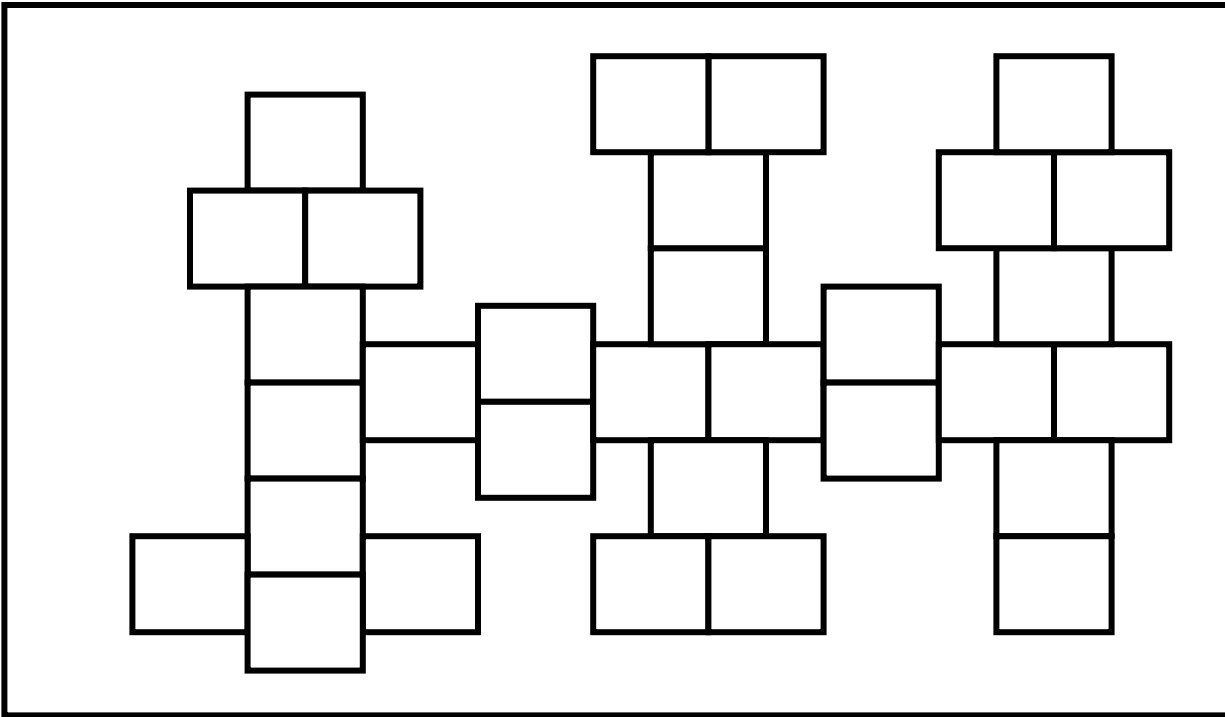
Jesus and his disciples were fishers of men. There are several Biblical stories that take place on a boat. Here is an example of a boat you can make with Velcro for just such a story.

## STREET ON PALM SUNDAY



Whether it's just two Velcro lines or you add buildings as well, you can have the children line up in the streets of Jerusalem to welcome Jesus on Palm Sunday.

## SUPER HOP SCOTCH



Your kids may or may not know the rules of true hopscotch, but with your own home made super hop scotch board, you make the rules. The board above outlines a possible pattern you can use, but feel free to enhance the hopscotch board however you see fit.

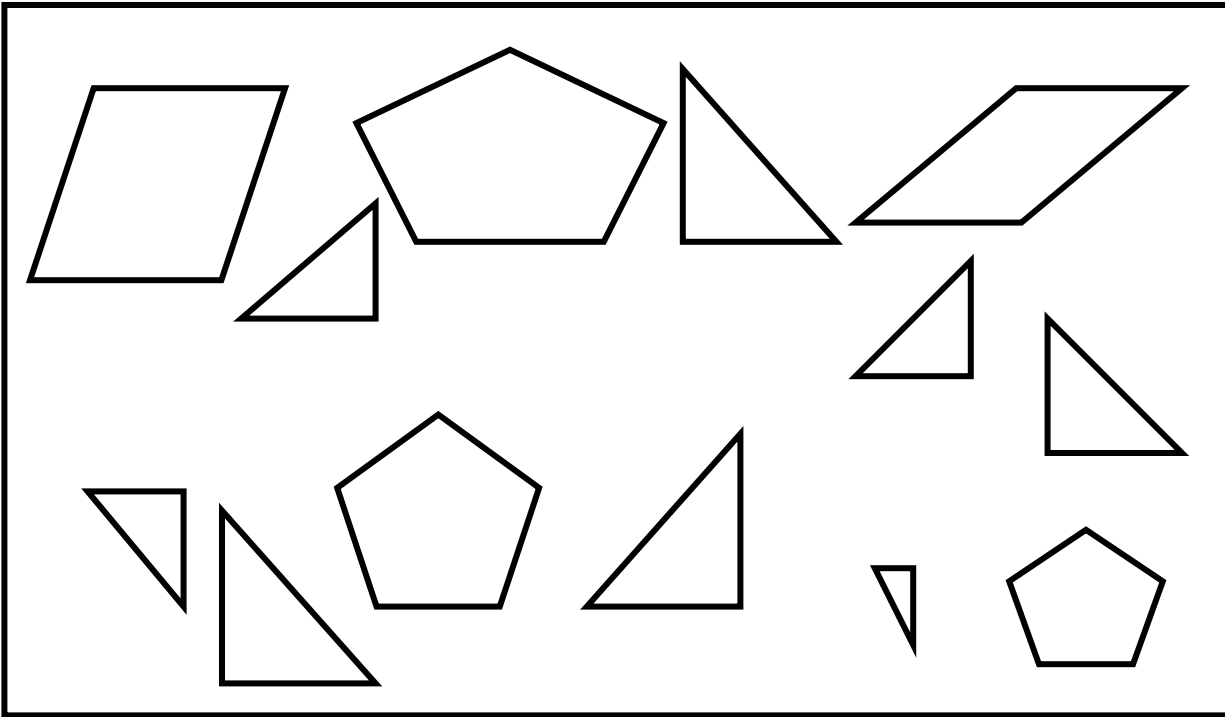
Here are some possible rules you can use once you have Velcroed out your hop scotch area:

1. Find something each child can use to safely toss as a marker. (a plastic checker, penny, or wadded up piece of paper)
2. The kids need to throw a marker onto a square and then hop over it.
3. Continue hopping onto the rest of the squares and then turn around and come back whilst hopping.
4. Pick up your marker without putting your foot on the floor and hop over to your starting point again.

Other suggestions:

- If the younger kids can't hop let them jump onto the squares instead.
- Add numbers to the board if you like

## ISLAND HOPPING



Use Velcro to mark out many interesting shapes on the carpet. It's your choice how many and how intricate a design you wish to make.

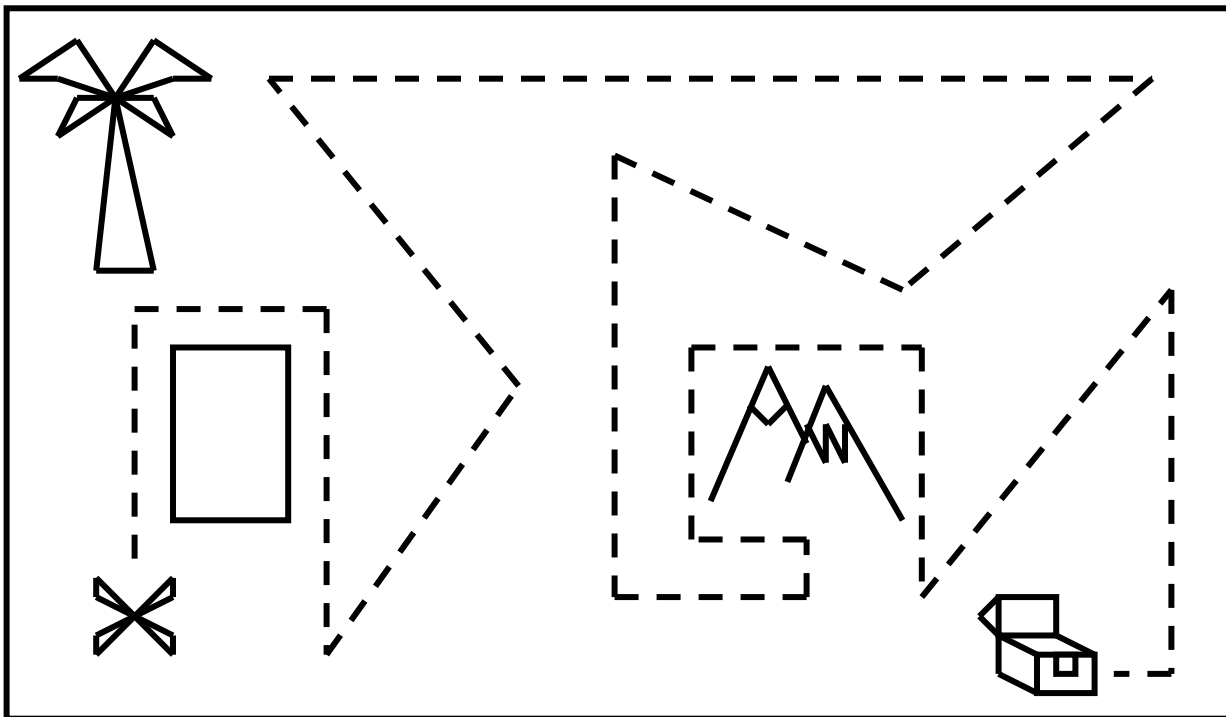
Game play:

Instruct the children that each shape is an island. No one wants to be in the middle of the ocean so each child is to pick an island to stand on. The children are then to walk(or jump) from island to island saying "hello" (perhaps even shaking hands) of each new islander they meet.

Variations:

- Make things a little tougher by telling the children they can only walk on a particular type of island (square, triangle, etc) or color (if you have colored Velcro) as they travel.
- Allow the children to walk(swim) around in the "ocean" but when you say STOP, they must have both feet standing in dry land. Do this a couple of times, and then take an island away. Continue this process until there are only a few islands remaining.

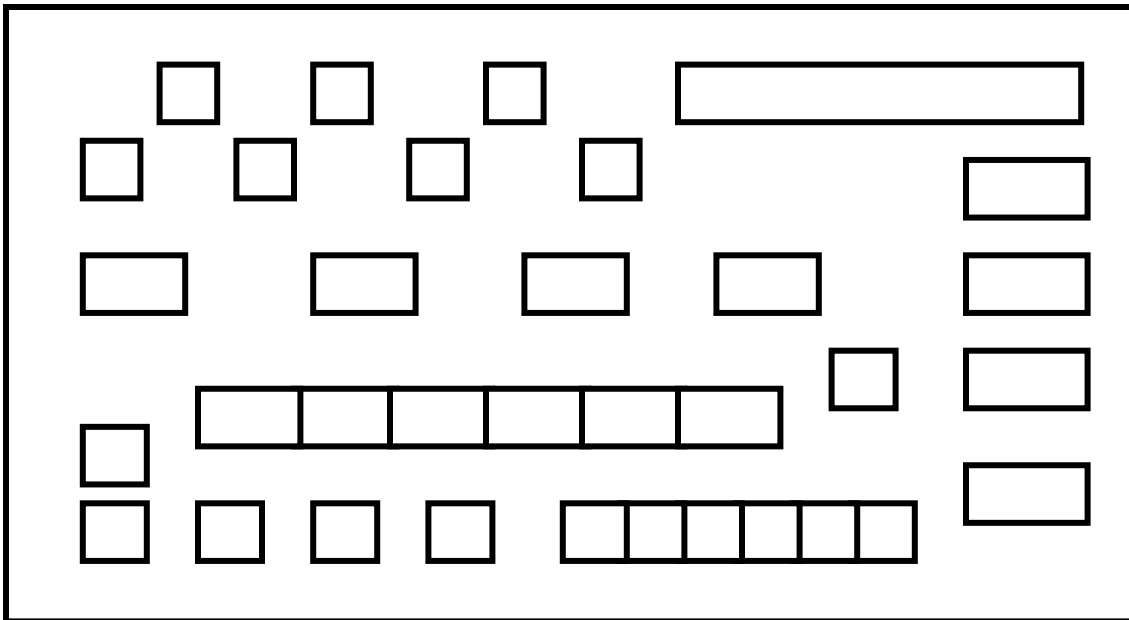
## TREASURE MAP



There may be a lesson where you are discussing the meaning of treasure. Perhaps a Velcro treasure map on the floor will help enhance this discussion. Use Velcro to mark out a series of dotted lines that finally lead to a treasure chest. Use Velcro to mark out hazards (mountain, swamp, quicksand, forest). Use toys if you like to add real obstacles as well.

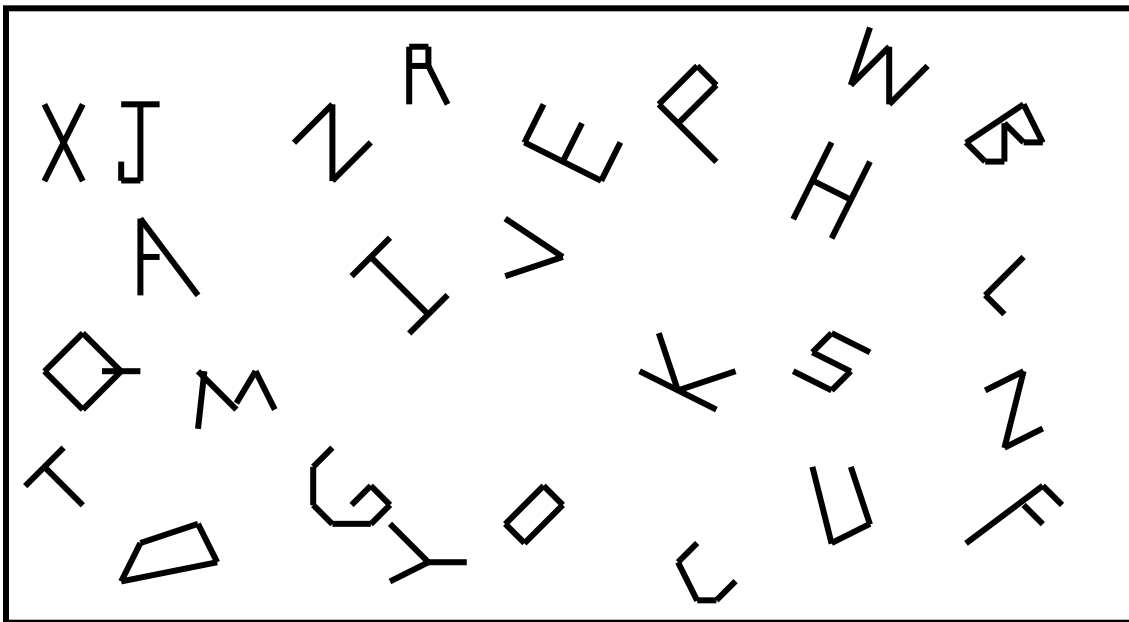
Have each child start out at the X. Let them walk the map on their own or give them instructions on how they are to navigate the map (i.e. baby steps, giant steps, crawling, skipping, backwards, etc).

## OBSTACLE COURSE



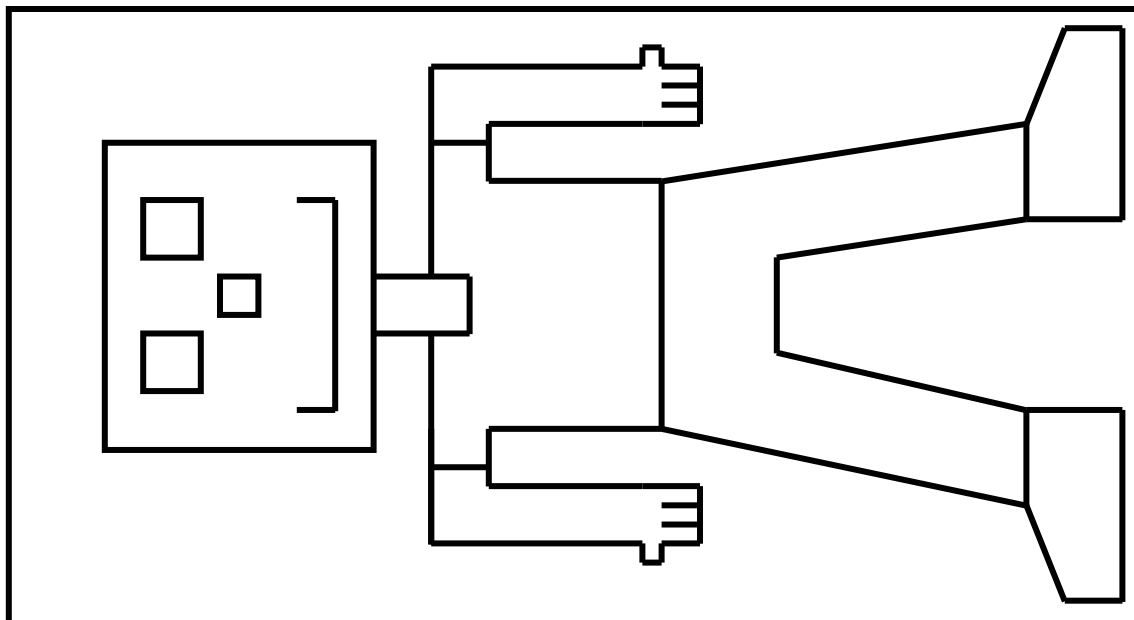
Create a series of rectangles. You can have the children pretend that they are tires, logs and rocks. Children can only move around the course by stepping inside of a rectangle.

## ALPHABET SOUP



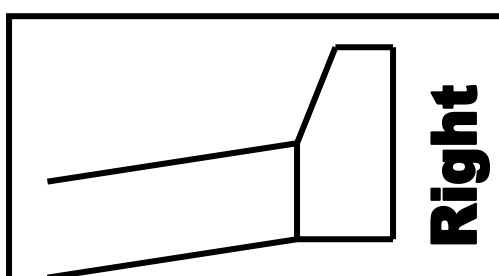
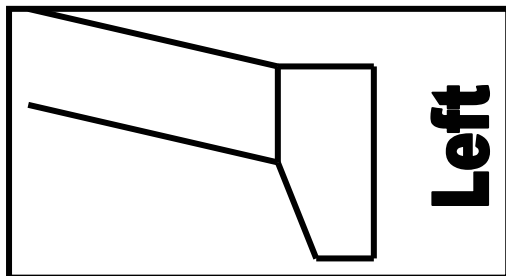
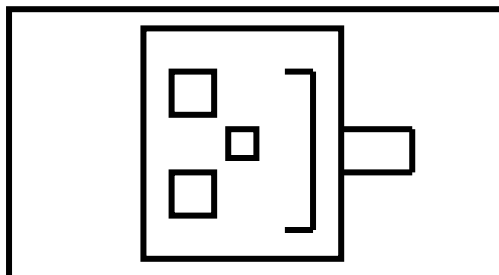
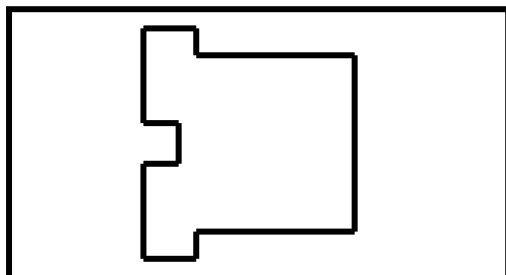
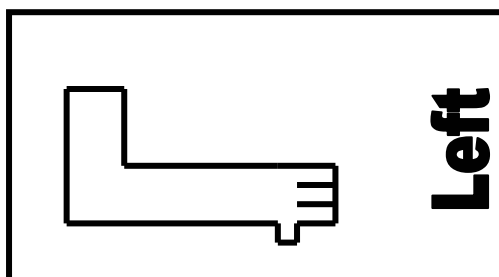
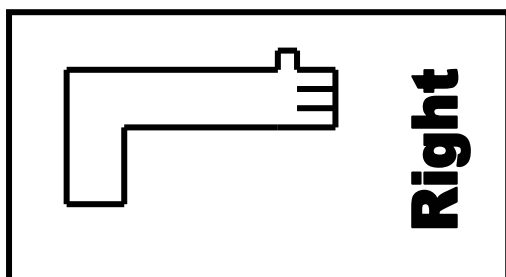
Just start walking around the room taping down letters. If children ask what you're doing, you can either explain or ask them to guess. When you have placed the letters randomly around the room in (the example above is just to give you the idea, your placement of letters will be in a completely different arrangement.) Once the letters are in place, ask the children to spell their name by stepping on the appropriate letters. You can ask them to spell other words or step on the alphabet from A to Z. If you do this in conjunction with a Velcro maze, there is even more of a challenge.

## BODY LIFE GAME



Make the a giant Velcro person and enough copies of the cards below(so you will have at least 1 card per child) Shuffle the cards and then hand one out to each child. The child is then to stand on body part they have a card for. Once everyone is where they are suppose to be, collect the cards to play again. Play a few times where kids can be diferent parts.

You can also play 'head', 'shoulders', 'knees' and 'toes' by having the group of children stand on the appropriate body part when you yell it out.



## Resources

### GAME SUPPLIES

For ordering bandanas, balls, rubber chickens and a variety of other odd and interesting things, check out the following companies online:

Kipp Brothers – [www.kipptoys.com](http://www.kipptoys.com)

Oriental Trading Company – [www.orientaltrading.com](http://www.orientaltrading.com)

Sherman Specialty Company – [www.shermanspecialty.com](http://www.shermanspecialty.com)

M&N International – [www.mninternational.com](http://www.mninternational.com)

### GAME SITES

If you still haven't found the game that fits your needs, try searching the internet. Here are a few sites that seem to have some interesting games:

[www.partygameideas.com](http://www.partygameideas.com) - offering game ideas for kids and adults for birthday parties, baby showers, family gatherings, wedding showers, Halloween, and more.

[www.party411.com/gameguide.html](http://www.party411.com/gameguide.html) - themed games for showers, kids, adults, sleepovers, New Year's, and fun.

[party-games-etc.com](http://party-games-etc.com) - games for birthdays, showers, and holidays.

[www.partydirectory.com/games](http://www.partydirectory.com/games) - offers a directory of games for all types of parties.





