

Games and Activities

FUSD

Dept. of Climate and Culture



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Activities

Chain Clap:

Description and Instructions:

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

Leader can say when beginning:

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

Variations

- If clap is not at the same time, restart from the beginning.
- One leader faces the circle and the entire circle tries to clap at the same time.

After the activity as some debriefing questions like: what worked well for us? what did not work well? How did you and your partner figure out how to clap at the same time?

Ball Toss:

Description and Instructions:

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

Leader can say when beginning:

Everyone starts by placing your hands up together in a "V". I am beginning by tossing this ball to someone who has their hands in a "V". Once that person receives it, they will place toss it to someone who still has their hands in a "V". Once you receive the ball, keep your hand up until someone has received the ball. Once everyone has gone and it is sent back to me, we will try it again one time through without talking. The key is to pay attention to who you are receiving it from and who you are sending it to.

Variations:

- Set goals like can we do it this time with 3 balls or how many balls can we add this time?

After the activity as some debriefing questions like: What worked well for us? What did we notice from this activity? What was challenging from this activity?

Ball Juggle

Description and Instructions:

Everyone will join hands and will work on keeping a beach ball in the air without allowing it to touch the ground. Everyone will use only their hands to keep the ball in the air.

Leader can say:

We are all going to join hands. Once we have joined hands, I am going to toss this ball in the air and we are going to juggle it to keep it from touching the ground. The only part of your body you can use is your hands.

Variations:

- You can do a round using only feet.
- You can do a round using only your head.
- Goal set, how many hits can we get before it hits the ground?

After the activity ask some debriefing questions like: What worked well for us? What did we notice from this activity? What was challenging from this activity?

Zip-Zap-Zop

Description and Instructions:

One person sends out a signal to any person they select in the group. The pattern of the game is by saying "Zip, Zap, Zop". Someone will start by saying zip and send it someone else. The person who is was sent to will send a zap to someone else and that receiver will send a zop to someone else. Pace will increase as activity progresses.

Leader can say when beginning:

We're going to be passing energy from one person to the next. A person will send out energy with a hand clap to any person in the group by saying Zip. The person they pointed to with their hand clap will receive their energy and pass it someone else by saying Zap. That person will receive it and send it to another person by saying Zop. This pattern will repeat until the leader feels the activity has come to an end.

Variations:

- Elimination rounds can occur, if someone wasn't paying attention or say the wrong thing they become eliminated.

After the activity as some debriefing questions like: What worked well for us? What did we notice from this activity? What was challenging from this activity?

Birthday Line-UP

Description and Instructions:

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

Leader can say:

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

Variations:

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

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

Silent Line-Up

Description and Instructions:

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

Leader can say:

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

Variations:

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

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

Cross the Line

Description and Instructions

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

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

Leader can say:

I am going to read a sentence. If that sentence pertains to you, cross the line. If that sentence does not pertain to you, stay where you are. Before you move back, look around and see where everyone is standing. This is a good opportunity to see who has things in common with you.

Variations:

- Have students create the list of statements.

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

The Wind Blows

Description and Instructions:

Students will be moving seats according to if a statement pertains to them. If a statement pertains to them, they will move to the center of the room and find a chair on the opposite side of the room. Chairs are arranged in a circle. Sample statements are:

- The wind blows if you ate breakfast.
- The wind blows if you have visited another country.
- The wind blows if you enjoy math.
- The wind blows if you play a sport after school etc.

Leader can say:

I am going to make a statement. If that statement is true to you, you will stand up, walk to the center of the circle and find a completely different seat.

Variations:

- Have a student lead this activity by prepping them with a list of statements beforehand.
- Ask statements that are only school related.
- Ask statements that are only future/goals related.

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

I'm like people who...

Description and Instructions:

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

Leader can say:

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

Variations:

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

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

Name Wave

Description and Instructions:

Everyone forms a big circle. Then explain that you're going to do a "wave" like you do at sports games. Select one person to start the circle. They will say their name and throw their hands in the air and the person to their left says their name and throws their hands in the air. Each person continues to do the same thing until everyone has gone.

Leader can say:

We are going to do an activity that is like the wave that you see at many sporting events. One person will start by saying their name and throwing their hands in the air. The person to the left will continue by saying their name and throwing their arms in the air until we have gone all the way around the circle.

Variations:

- Set a timed goal after the first time all the way around.
- Have the beginning person start the circle by saying the name of the participant to the left of them and continue that all the way around the circle.
- Ask a one-word response question, for example, what is your favorite color? They can shout out their answer while throwing their hands in the air.

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

Animal Alphabet

Description and Instructions

The leader starts with the name of an animal that starts with the letter "A". From there, the next person comes up with an animal that starts with the letter "B". Have each person say the name of the animal each beginning with the next letter in the alphabet.

Leader can say:

Today we're are going to go around the circle and be extra creative while thinking about animals. The leader is going to start by thinking of an animal that begins with the letter "A". The person next to them is going to say the name of animal that begins with "B". We will go around the circle until we finish the alphabet.

Variations:

- Each student thinks of an activity for every letter of the alphabet.
- Create a list of 3 topics that students can discuss while using the alphabet as a guide (ex. food, drink and places)

After the activity ask some debriefing questions like: What was challenging during this activity? What did you enjoy doing this activity? What stuck with you after doing this activity? What other topics could we have selected using the alphabet?

1-2-3 Look

Description and Instructions:

This is a very simple game that can include the entire group. Everyone closes their eyes and lowers their heads; the leader calls out 1-2-3-Look! As the leader calls "look," the players look up at one specific person. *Players cannot change who they are looking at during each round. If that person is looking back at him/her, both players are out. If that person is looking at a different person, the players put their heads back down and wait for the next call of "1-2-3 Look." Continue the game rapidly to close the circle and eventually you'll be left with two people and the game is over.

Leader can say:

Today we are going to play an activity that requires us not to lock eyes with someone. Everyone is going to close their eyes. I will call out 1-2-3 look! When I say look, you open your eyes and look at one specific person. You are not allowed to change who you are looking at during each round. If the person that you were looking at is looking back at you, you are both out. If the person that you are looking at is looking at is looking at a different person, put your head back down and wait for he next "1-2-3". We will continue the game rapidly until there is only two people left.

Variations:

- None

After the activity ask some debriefing questions like: What did you enjoy doing this activity? What special tricks did you have to stay in the game longer?

Animal Guessing Game:

Description and Instructions:

Send one player outside the group and explain to him/her that they are going to act like an animal when they return to the group and that they aim of the game is for everyone else to guess the animal. Then tell them to be a dog. While the player is away from the group the rest of the group is told that they must not guess that the player is a dog when he returns. They can guess any other animals but not dog. After 5 mins tell the person in the middle acting like a dog to pick a new animal and then while they are acting as this animal, keep guessing that they are a dog.

Leader can say:

This activity is called the Animal Guessing Game. I will give directions to the group and to the person who is outside at different times. (Tell the person outside that they must act like an animal and the group must guess the animal. Tell them to be a dog. Return to the group and tell them that they cannot guess that the player is a dog when the student returns but can name any other animal. Tell them that after a couple minutes you will prompt the person in the middle to switch animals and then the group will keep guessing that they are a dog.)

Variations:

- None

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

Take What You Need

Description and Instructions:

All you need is a toilet paper roll or two depending on the size of the group (you can use pennies as another option). Ask everyone to sit around in a circle. Pass around the roll of toilet paper or pennies and tell them to take as much as they think they'll need, without disclosing what the items will be used for. If your students ask further questions, simply answer them with, "take as much as you think you'll need." Once that's done, ask them to count the number of squares they each have. Going around the circle, each person must share a fact about themselves for every square of toilet paper or penny they took. So, if someone takes 10 squares, they need to share 10 facts about themselves.

Leader can say:

I am going to pass the toilet paper roll around. Take as much as you think you will need. If you have any questions, I will only answer with take as much as you think you will need. (After everyone has taken what they need)
Depending on how many square you took, you must share that many facts about yourself.

Variations:

- Create a topic instead of just facts about themselves: favorites, fears, dreams, family, stuff they find interesting etc.

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

Cultural Map

Description and Instructions:

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

Leader can say:

We're going to make a map in this space. I'm going to put this chair here, and it is going to represent our school. I'm going to give a prompt and we are to create a map of this space using our bodies in relation to this chair representing our school and to where each of us will be standing. We'll have to talk to each other and decide how much distance there should be from each other. (Remember North, South, East, and West)

Prompt #1: "Let's make a map of where we live. The chair represents our school, now show us where you live in relation to the chair. Decide who lives furthest away and who lives closest." Debrief Questions: What do we see/hear or notice? What have we learned about each other?

Prompt #2: "Still using the chair to represent our school, let's now make a map of where you were born." Once everyone has chosen locations, ask "Are we all where we feel is the correct spot for us on the map? We are going to go around and share out where we are on the map." Debrief Questions: What do we see/hear or notice? What have we learned about each other?

Prompt #3: "Let's make a map of where you would like to live. Would we like to chair to represent the school or the city our school is in?" once participants have chosen locations, "Are we all where we feel is the correct spot for us on our map? Let's share out now." Debrief Questions: What do we see/hear or notice? What have we learned about each other? Would anyone like to share why they chose where that are on the map?

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

Number Game

Description and Instructions:

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

Leader can say:

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

Variations:

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

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

Mingle...Mingle...Mingle

Description and Instructions

The facilitator calls out a category question (**favorite color, favorite pizza topping, favorite ice cream flavor, favorite coffee drink from Starbucks, favorite TV show, favorite movie, favorite cartoon character, favorite super hero, favorite vacation spot, favorite state, favorite restaurant, favorite number 1 through 10, favorite way to eat eggs, etc.**) Everyone in the group would then start calling out their favorite thing to each other and find the others in the group who have the same favorite as them. When a player finds another player, who has the same answer as them, they then join (linking arms) and continue to go around the group looking for more people with the same answer. After a minute or so, the facilitator can call STOP. Each group then shares their answer out loud. The object is to make sure you have connected everyone to your group with the same answer as you.

Leader can say:

I am going to call out a category. You will yell out your favorite thing from that category. When someone calls out the same thing as you, you will link arms with them and go around finding someone who has the same answer as you, eventually making a chain. After a little time, I will call STOP and every group is going to share their answers out loud. We will repeat this a few times. The goal is to connect to everyone who has the same answer as you.

Variations:

- Have the students remain linked between rounds and if anyone matches any students linked together, they will join that link until the entire group is linked as one.

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

Avoiding 21

Description and Instructions:

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

Leader can say:

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

Variations:

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

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

Snowball Fight

Description and Instructions:

The facilitator asks everyone in the group to write (**give a topic such as goal for the year, word that describes them best, etc.**) on a piece of scrap paper and crumbles it up into a ball. When finished, everyone throws their paper ball, people pick up the paper balls, uncrumple and reads the information out loud.

Leader can say:

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

Variations:

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

10 Things in Common

Description and Instructions:

Everyone will be split into pairs and hand each pair a piece of paper. Each pair is responsible for finding 10 things they have in common with one another. Remember to tell everyone easy cop-outs aren't allowed, like "we both have hands". Once they find 10 things they have in common, they share their discoveries with the group. The point of this icebreaker is to help direct conversations and to find some similarities between you and your partner. You can repeat this a few times to have people chat with someone new.

Leader can say:

Each of you in a pair will find 10 things in common and write them down. Responses like "we both have hands" aren't acceptable. Look for things of substance like, we both enjoy time in nature. After a while, you each will share out the most interesting fact that you both had in common.

Variations:

- Select topics ahead of time: Goals in Life, Place to travel, Favorite foods etc.

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

Two Truths, One Lie

Description and Instructions:

Two truths, one lie is one of our personal favorites in small group settings. Standing in a circle, each person lists off two truths about themselves and one lie. The truths and lies can be anything or be restricted to a theme, the choice is yours. One after another, the group will decide what the two truths are, and which one is a lie. It's great fun, especially if participants include something funny that has happened to them in the past.

Leader can say:

We are going to go around the circle with each person sharing three things about your life. The trick is that two of the facts that you share will be true, while one will be a lie. After you have shared, we are going to try and guess which one was a lie.

Variations:

- Two lies and a truth, guess the truth.

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

Turning Over A New Leaf

Description and Instructions:

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

Leader can say:

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

Variations:

- None

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

Name Aerobics

Description and Instructions:

The group stands in a circle facing each other. Choose a person to start by introducing themselves by doing an action for each syllable of their name. The entire group repeats the name and motions. This continues until everyone has introduced themselves.

Leader can say:

Everyone is going to introduce themselves by creating an action for each syllable of their name. For example, if my name is Mary, I will create 2 actions since there are 2 syllables in my name. The entire will class will repeat my name and the motions, and we will continue around the circle until everyone has gone.

Variations:

- Require the motion to be related to an animal.

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

Paper Airplane

Description and Instructions:

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

Leader can say:

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

Variations:

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

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

Name Game

Description and Instructions:

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

Leader can say:

One person is going to start by creating an adjective that starts with the same letter as your first name. For example, Sweet Silvia. The next person will do the same but will add what the person says before them. For example, this is Sweet Silvia and I am Handsome Hank. We will go all the way around the circle until the last person says what everyone in front of them has said.

Variations:

- If this seems too difficult for students, only require them to repeat what the person in front of them has said.

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

Who is it?

Description and Instructions:

People write down something about themselves they think no one knows. The leader reads the slips of paper and others guess whom the person is. It is amazing to see the things some people reveal about themselves.

Leader can say:

On your sticky note, write down something about yourself that no one knows. Once everyone has completed it, I will read it out loud and we will all guess whom the person is.

Variations:

- None

After the activity, ask some debriefing questions like: What was this activity like for you? How were you able to figure out who the statement was about? What did you learn about others?

Balloon Pop

Description and Instructions:

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

Leader can say:

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

Variations:

- The entire class can guess to whom the information applies to.

After the activity, ask some debriefing questions like: What was this activity like for you? How were you able to figure out who the statement was about? What did you learn about others?

Birthright

Description and Instructions:

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

Leader can say:

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

Variations:

- Create groups by mixing all four roles: youngest, middle, oldest and only.

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

Movie Ball

Description and Instructions:

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

Leader can say:

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

Variations:

- Shorten the time limit.
- Switch categories: Food, Music, Items, Places etc.

After the activity ask some debriefing questions like: What was challenging during this activity? What did you enjoy doing this activity?

Words and Songs

Description and Instructions:

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

Leader can say:

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

Variations:

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

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

Snap, Clap and Slap

Description and Instructions:

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

Leader can say:

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

Variations:

- Add additional motions

After the activity ask some debriefing questions like: What was challenging during this activity? What did you enjoy doing this activity?

Beach Ball Toss

Description and Instructions:

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

Leader can say:

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

Variations:

- Allow people to choose the question that they wish.

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

Human Knot

Description and Instructions:

Students will be locking hands with one another and will attempt to untangle themselves. If the break hands, they must reform the knot and start over. The team that finishes first wins. Teams are recommended to be in no more than 8.

Leader can say:

Everyone needs to stand shoulder to shoulder. Put your right hand in the air and grab the hand of someone standing across the circle from them. Now, put your left hand in the air and grab the hand of a different person. I am going to check that everyone is holding the hands of two different people and that no one is holding the hand of someone who's standing directly next to them. The objective of the game is to untangle everyone without breaking the circle. If the chain is broken, participants will have to start over.

Variations:

- None

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

Hula Hoop Pass

Description and Instructions:

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

Leader can say:

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

Variations:

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

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

Frog Puddle

Description and Instructions:

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

Leader can say:

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

Variations:

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

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