

“Play to learn, learn to play”

2018-1-LT01-KA229-047004



Funded by the
Erasmus+ Programme
of the European Union

Games: ideas for your classes





We run this project because we believe in the power of the games. In this presentation we share a few games for the lessons and classes. The ideas for those games came from our teaching practices, were found out through various seminars and conferences, or found online and adapted for the specific topics.

We believe teachers should incorporate games and change their curricula to facilitate usage of games. This will inspire us to become increasingly more productive in helping our students to become effective change agents in there is a vast potential for games and simulations in our classrooms.

Silutes r. Katyciu pagrindine mokykla
Scola Gimnaziala Decebal Cricau
Primary School of Gen. Joseph Bem

2nd Junior High School of Rethymno
Istituto Comprensivo " Autonomia 82 "Baronissi - Salerno
Atatürk Anadolu Lisesi-Samsun-Türkiye

“Games are the most ancient and time-honored vehicle for education.” Tasnim (2012)

Sometimes the traditional ways of teaching and learning don't work at our classes because of the different learning styles of our students, their learning difficulties or lack of motivation to learn. Therefore we, the educators, need to find the innovative methods to engage our students in learning. A combination of “hands-on and heads-on learning works best. Games are an effective way to provide this combination”. Board games, in particular, can replace the traditional lectures with the method that reaches all students. Using games the teacher guides the learning process through the use of role play, simulation, brainstorming, team tasks, and interactive discussions.

Traditional View

1. Students receive information in the form of a book or lecture.
2. Students assimilate and understand this information.
3. They infer particular applications of what is learned to general principles.
4. They learn to use the general principles to act in some way.

Experiential Model

1. Students act in a particular instance of application.
2. They attempt to understand the effects of their behavior.
3. They seek to understand the general principles.
4. They apply the general principle to a new circumstance so that learning is valuable in their future behavior.

Game based learning (GBL)

Game based learning (GBL) involves actual games in the classroom to enhance teaching and learning experiences. GBL provides an environment where game content and game play enhance knowledge and skills acquisition, and where game activities involve problem solving spaces and challenges that provide players/learners with a sense of achievement. (Qian and Clark ,2016)

Educational game - “a specific learning tool which requires learners to engage in some form of competitive activity undertaken within a set of predefined rules.” Allery (2014)

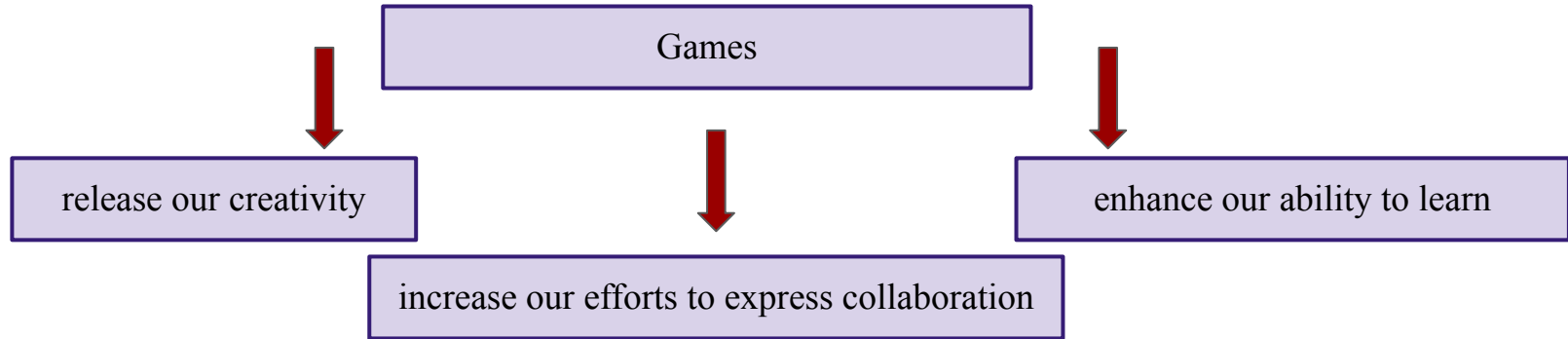
Such game provides a mechanism for connecting experience and understanding to allow students a better grasp of the world.

“Serious” game

Some games can be defined as ”serious games“ because they are designed to teach a specific lesson by solving a problem simulating real world things and situations with no primary purpose of entertainment, enjoyment or fun. Such games combine education, communication, with the play of a game.

Game based learning (GBL)

Playing games is not the waste of time. According the various authors and researchers, the truth is opposite: we do not play enough games.



Although students do not always reach a game's intended goals, this is not an obstacle to learning as repeated attempts at something provide their own lessons. There is a huge list of the skills the students acquire from the game playing.

Game based learning (GBL)

building social skills

self-esteem

overcoming shyness

developing language skills

learning to understand game rules, competition, fair play, and values

awareness

understanding

exploring attitudes and values,

systems thinking

information processing

decision making

problem solving

negotiation

collaborative working and communication skills

Game based learning (GBL)

Board games designed for education have the power to facilitate rapid learning and retention. Such games provide an authentic experience that is “entertaining, engaging, and exciting,” in addition to teaching skills and transforming thoughts.

Board games require that players interact with each other and increase the development of skills such as speaking and interpersonal skills, critical and strategic thinking, and the ability to negotiate. In cooperative games, players have to come together to solve or prevent a problem by putting their brains together, interacting and negotiating through teamwork.

Board games increase participation of all the players while breaking down barriers of communication. They allow the practice and development of mediation and negotiation skills.

Game based learning (GBL)

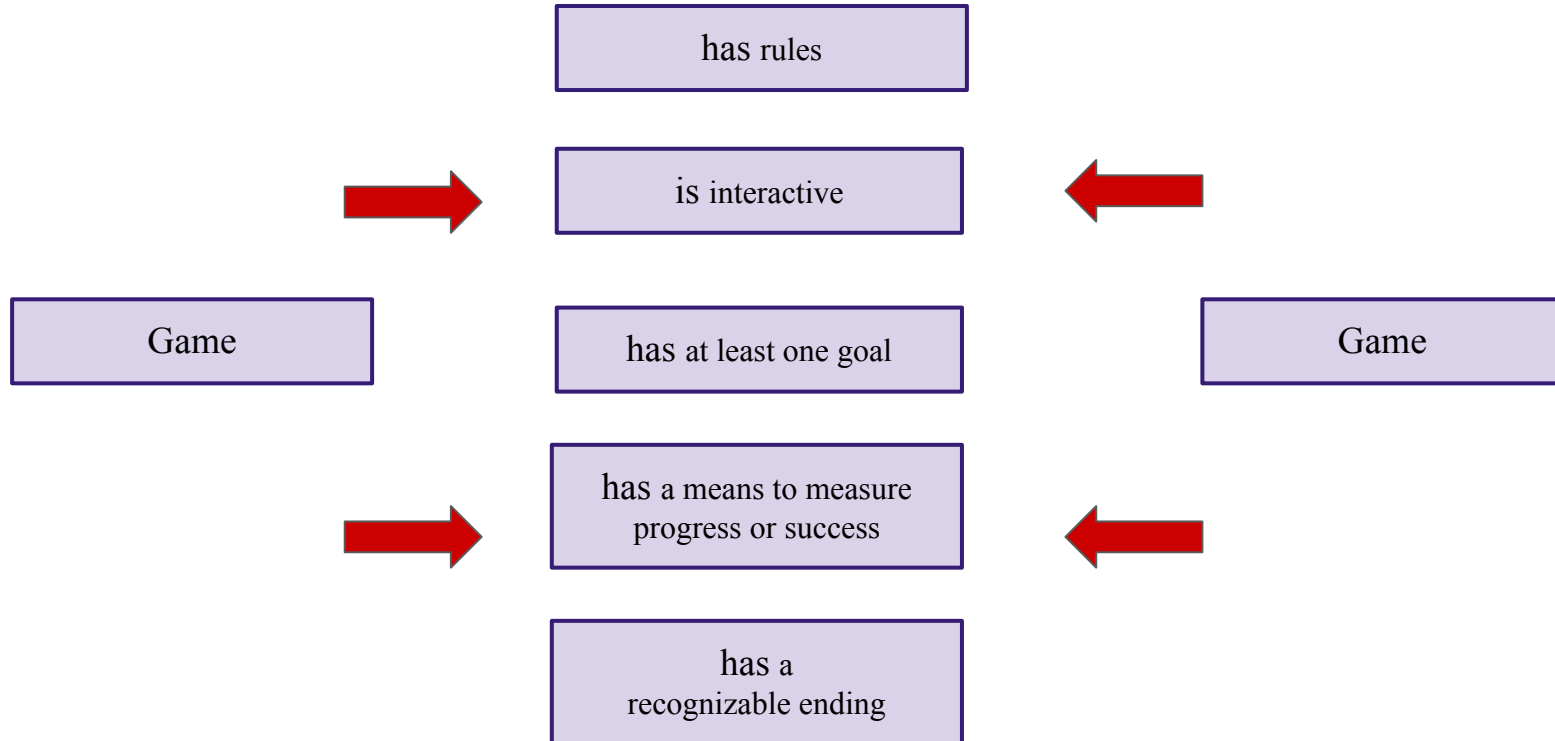
The games designed for the specific purpose help us to understand patterns of conflict and have the potential to highlight effective management solutions.

Role-play and Simulation games as including the imitation of real-life scenarios and, by playing different stakeholders, each is encouraged to discuss their varying positions and come up with a mutually agreed upon solution. In making decisions about a shared resource, the scope of their understanding broadens, enhancing negotiation skills between stakeholders.

Such games provide the framework necessary to analyze conflicts and can clarify the key elements of a conflict. They illuminate the beliefs and behaviors of the participants and result in productive discussion between the various stakeholders.

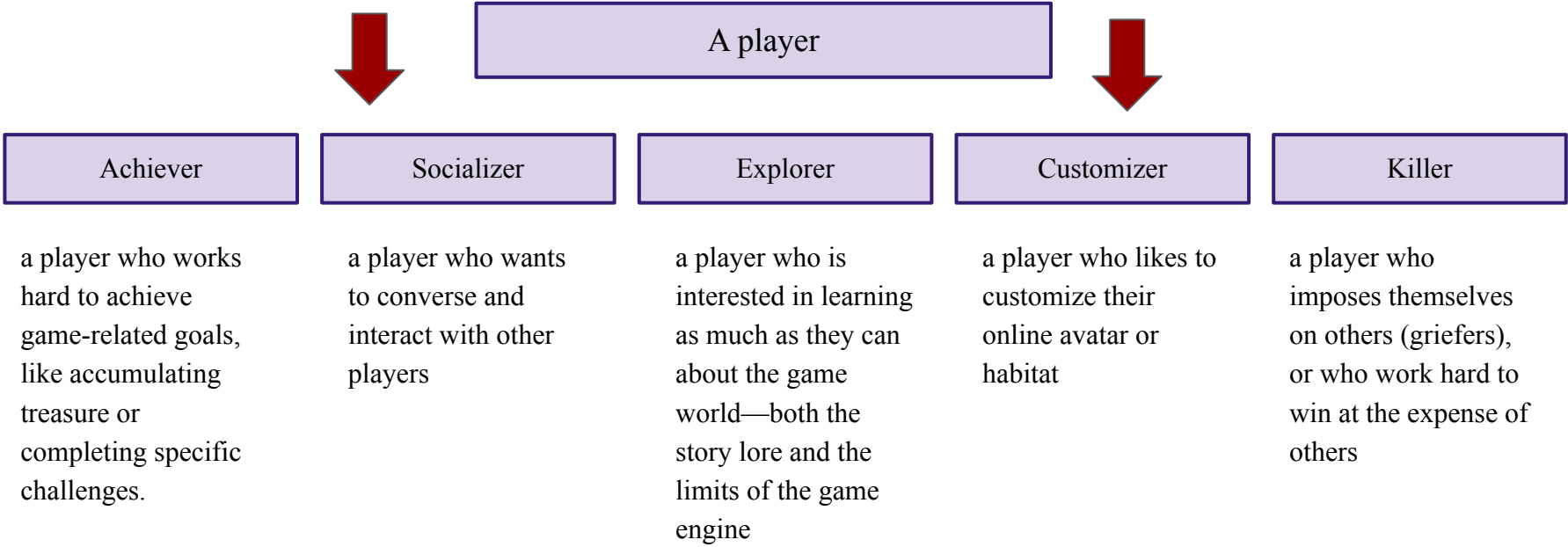
Game based learning (GBL)

The games may be either competitive or cooperative in nature, with points being frequently awarded as one possible outcome.



Game based learning (GBL)

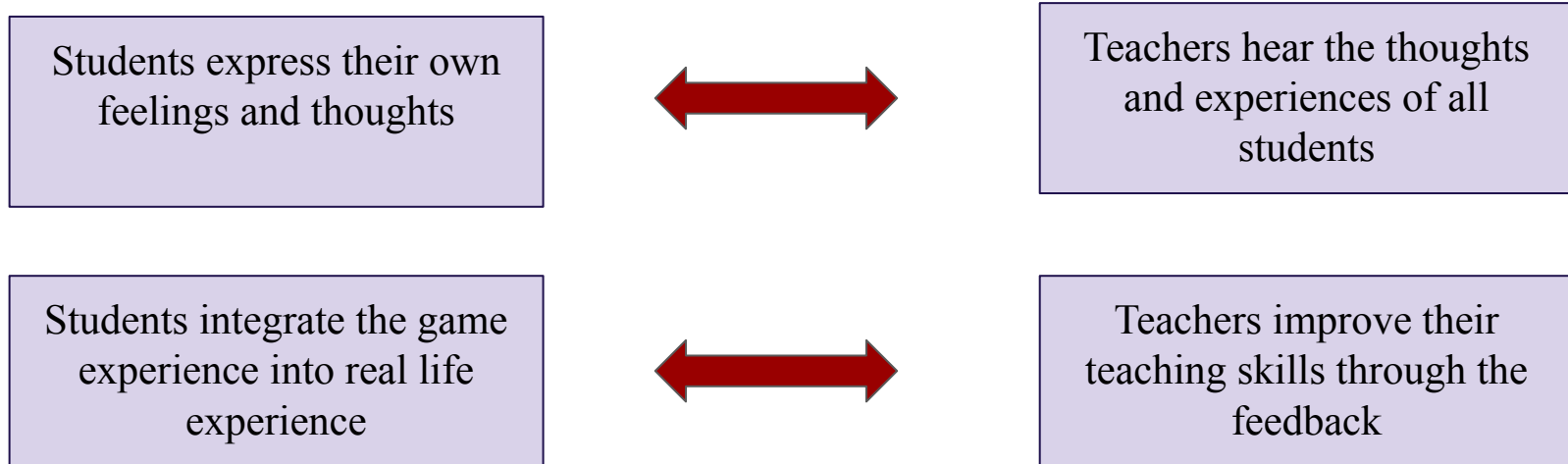
A well-designed game addresses the different types of learners as well as the needs of the different types of game players



Game based learning (GBL)

The teachers face the challenges as they attempt to incorporate games into their curriculum. Games can be difficult to grade and assess, and they can be difficult to fit into schedules. But the students learn from games in ways that traditional forms of teaching cannot offer. Such way of learning also helps them to realize that multiple attempts are sometimes necessary as a part of learning and success.

It is very important to make a reflection after playing a game. Through it students have possibility to organize their thoughts and teachers get information for further elaboration of the game.



Game based learning (GBL)

Reflection allows us to find out if the learning objectives had been met, if students understood the purpose of the game, and if they had fun (did they want to play the game again?).

Was the aim of the game clear?

What did I learn about different forms of communication?

Was it easy to learn the rules?

What was new to me?

What did I learn about myself, my behavior, and my eagerness to win, while participating in this game?

What did I know but do not do?

What did I learn about the others, their behavior and attitudes?

What did I learn concerning the topic of my study or class and how can I use this in the future?

Classic Sumoku

The object is to get the highest score. Players collect points by arranging tiles in rows and columns which add up to multiples of the key number.

Objectives:

To practice math skills,

To develop critical thinking and problem solving,

To enhance visual and spatial perception.

Number of players: 1 - 8

Materials: 96 tiles and a die. A sheet of paper to write the points.

- There are only 6 colors.
- A color cannot repeat in the same row or column.
- A row or column must be a combination of 2 to 6 tiles in the same unbroken line.
- The "6" tile can be used as a "6" or a "9".
- The die is rolled only once for an entire game.



Classic Sumoku: The rules

Rules:

1. Each player draws eight tiles from the bag and places them face up in front of themselves.
2. The players add up the total of all of their tiles. The player whose tiles add up to the lowest total will roll the die. The number rolled on the die is the “key number” which will be used for the entire game.
3. The player who rolled the die will begin the game.
4. The player who rolled the die will begin the game by placing some of their tiles in a row/column in the center of the table. The tiles he chooses to play must add up to a multiple of the key number.
5. When choosing which tiles they will play they cannot play two tiles of the same color in a row/column.
6. The player will score points equal to the numerical value of the tiles they played.
7. The player will then draw tiles from the bag to replenish their total to eight.
8. Play will then pass to the next player.
9. On every turn except for the first the players will have to place tiles that connect to the tiles that have already been played.

Classic Sumoku: The rules

10. Tiles can be played in one of three ways:

Tiles can be added to a row or column that has already been played. The player will score points based on the numerical value of all of the tiles in the row/column that the tiles were played to.

A group of tiles can be played that connects to one tile from another row or column that was already played. The player will score points based on the numerical value all of the tiles in the new row/column (including the tile that was already played).

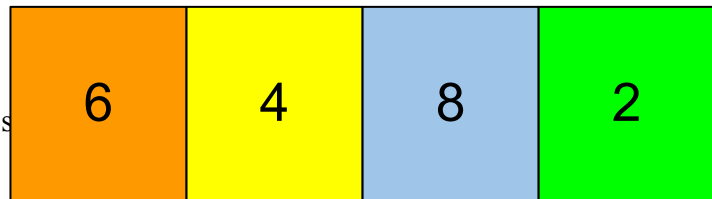
11. When placing a tile if you complete a row/column that features all six colors, you will get to take another turn. You will not get to draw new tiles for this extra turn but will score the points earned for both turns.

12. Once all of the tiles have been drawn from the draw pile, the players will keep taking turns until none of the players have tiles left that they can play. Players will then count up the values of the tiles still in front of them and subtract this from their total points. The player who scores the most points wins the game.

Classic Sumoku: an example

For example:

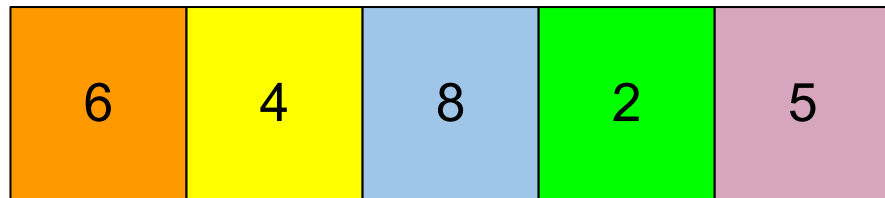
1. The player has rolled a five on the die. This makes five the key number for the game.
2. With a key number of five the first player has played these four tiles.



The tiles add up to a total of twenty with one tile of each color.

As the tiles add up to twenty the player will

3. On every turn except for the first the players will have to place tiles that connect to the tiles that have already been played.
 - 3.1. Tiles can be added to a row or column that has already been played. The player will score points based on the numerical value of all of the tiles in the row/column that the tiles were played to.

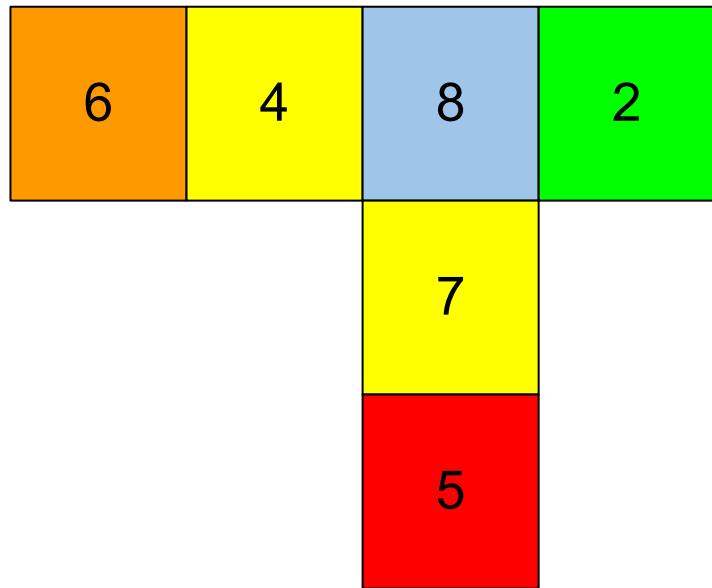


This player has decided to add a yellow five onto this row.
As the row now totals 25, the player will score 25 points.

Classic Sumoku: an example

For example:

3.2. A group of tiles can be played that connects to one tile from another row or column that was already played. The player will score points based on the numerical value all of the tiles in the new row/column (including the tile that was already played).



This player has decided to add the vertical column beneath the blue eight. As the column totals 20 the player will score 20 points.

Classic Sumoku: an example

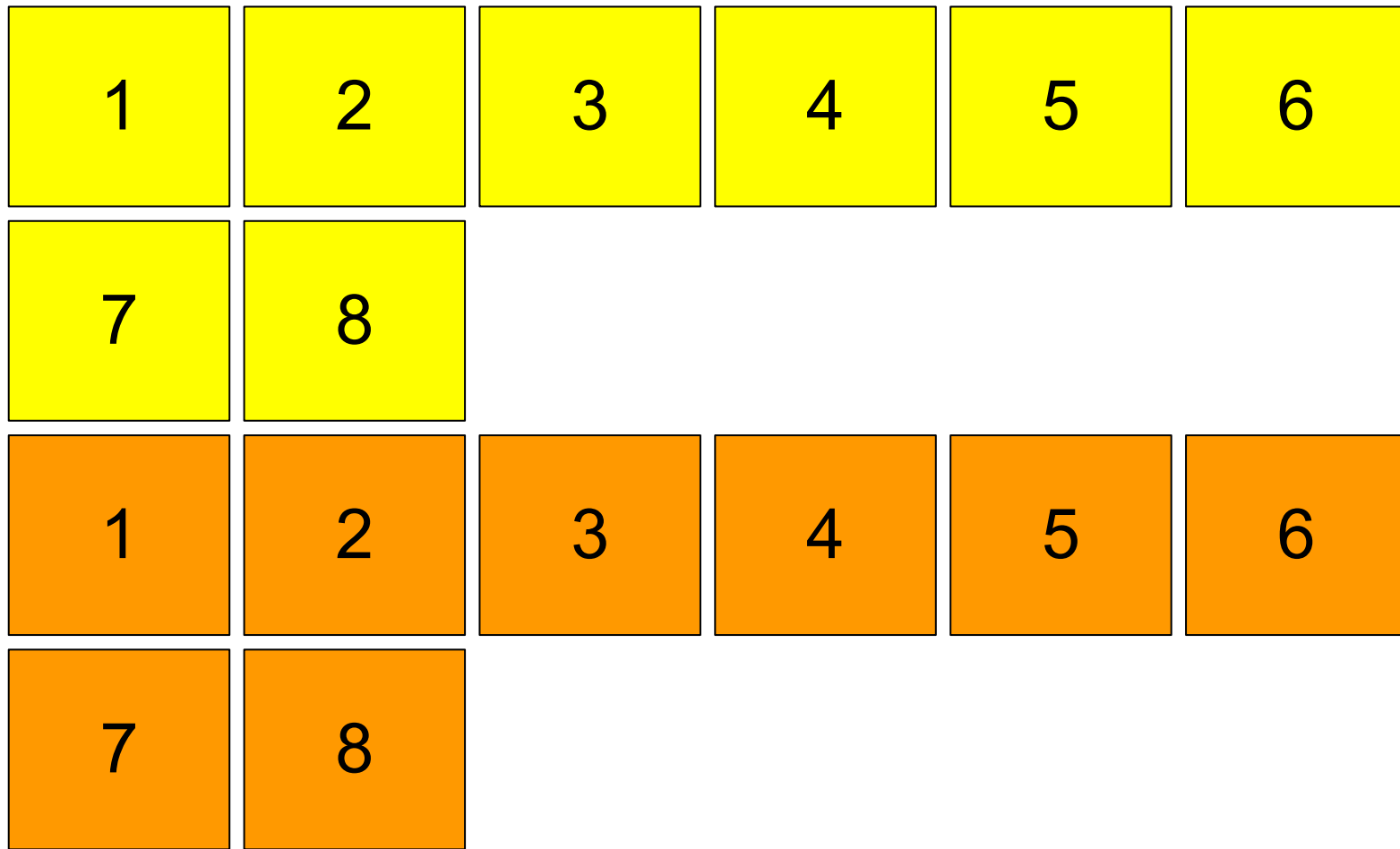
For example:

3.3.A new group of tiles can be played that extends a row/column that has already been played while also creating a new row/column. In this situation you will score points from both groups of tiles.

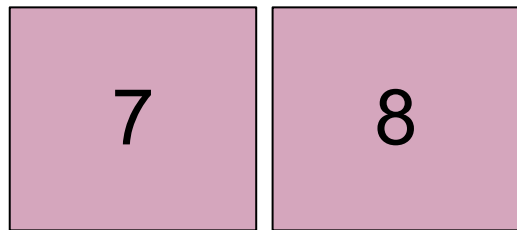
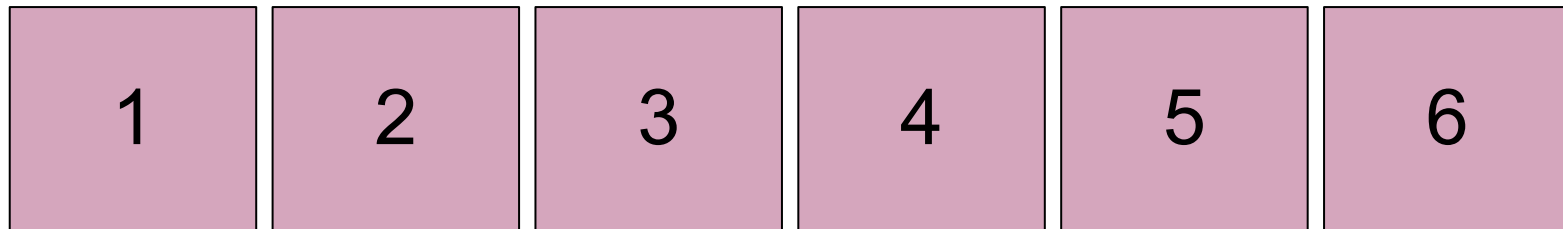
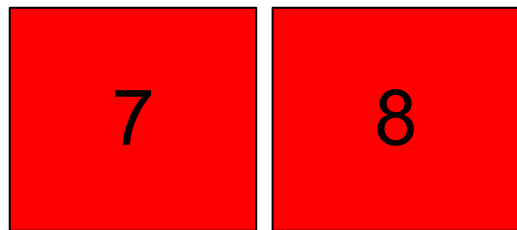
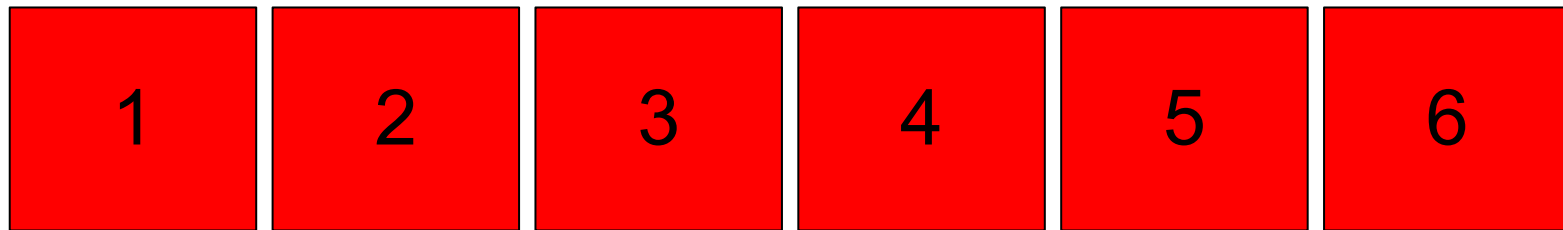
6	4	8	2	5
				8
				2

This player has decided to play the vertical column along the right side of the picture. As the tiles add to the row while creating a column the player will score points from both. The player will score 25 points for the horizontal row. The player will score an additional 15 points for the vertical column. For this play the player will score 40 points.

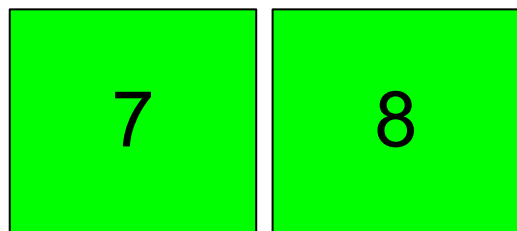
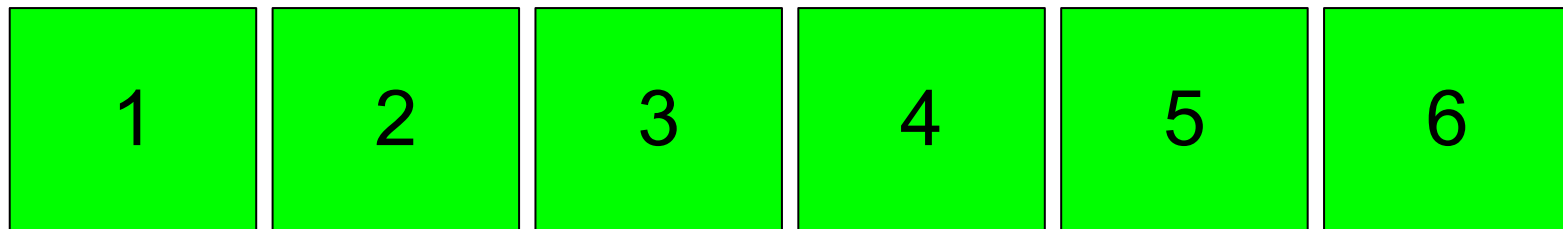
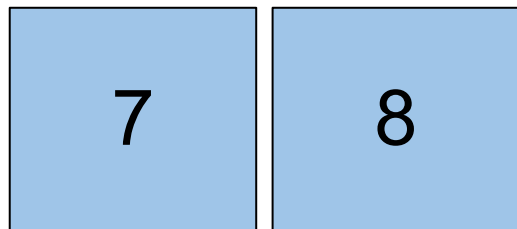
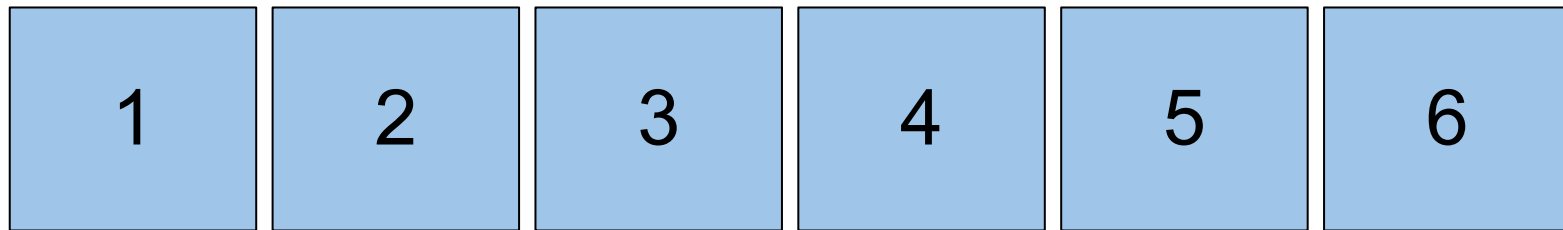
Classic Sumoku: the tiles (you need 2 sets of each colour)



Classic Sumoku: the tiles (you need 2 sets of each colour)



Classic Sumoku: the tiles (you need 2 sets of each colour)



Multiplication Squares Game

Aim: to be the player who captures the most squares.

Objectives: to practice multiplication skills, to raise spatial awareness, to develop problem solving skills.

Number of the players: 2-4 players.

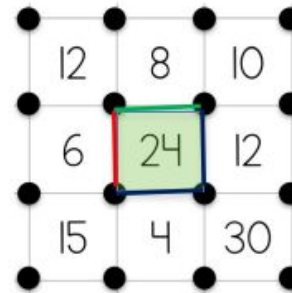
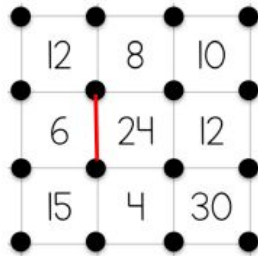
Materials: the Multiplication Squares Board, 2 dices and the different coloured markers for each player.

Rules:

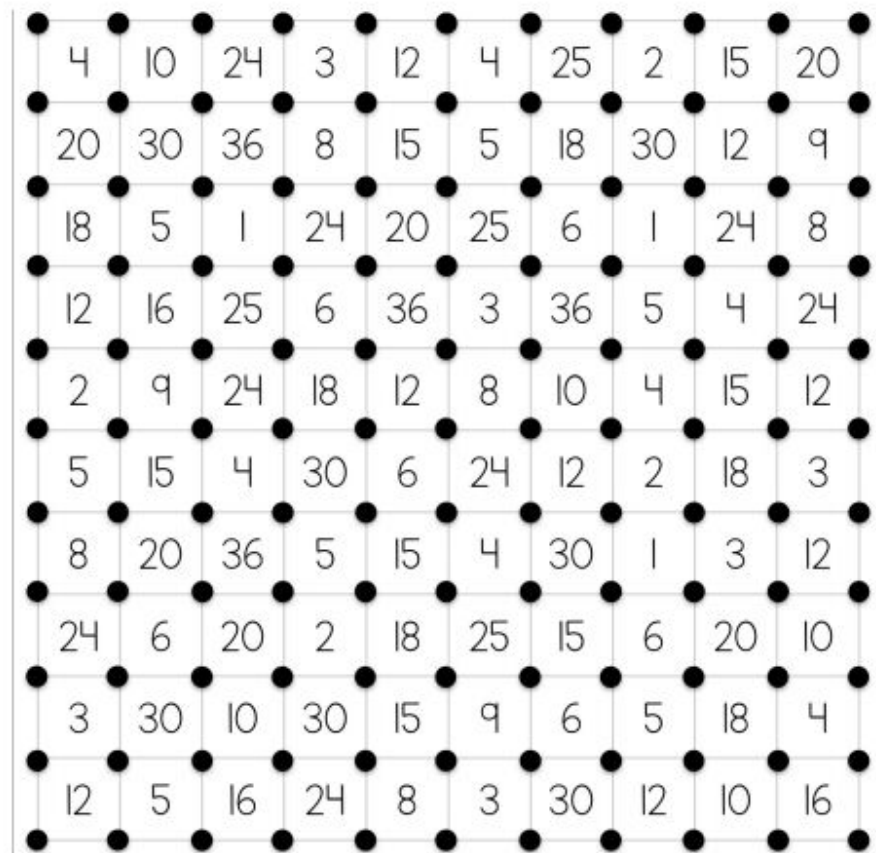
1. The first player rolls both of the dices and multiplies the two numbers together. E.g. If the player rolls 6 and 4, these numbers are multiplied to get 24.
2. The player looks for the product on the board and draws ONE line by connecting any 2 dots that are surrounding that number.
3. After the player draws the line his turn is over. the next player's turn begins.
4. When one player draws a line that completes a square this player colours in the square with his marker.

Multiplication Squares Game

5. The player who completes a square gets to take another turn with the dice.
6. If a player rolls a product that has no more available lines left on the board, the player's turn is over and the game continues with the next player.
7. The game is over when all the dots on the board are connected or when the teacher calls the time.
8. The player with the most captured squares is the winner.



Multiplication Squares Game



4	10	24	3	12	4	25	2	15	20
20	30	36	8	15	5	18	30	12	9
18	5	1	24	20	25	6	1	24	8
12	16	25	6	36	3	36	5	4	24
2	9	24	18	12	8	10	4	15	12
5	15	4	30	6	24	12	2	18	3
8	20	36	5	15	4	30	1	3	12
24	6	20	2	18	25	15	6	20	10
3	30	10	30	15	9	6	5	18	4
12	5	16	24	8	3	30	12	10	16

Multiplication/Addition Rectangles Game

Aim: to be the player who captures the most of the territory.

Objectives: to practice multiplication/addition skills, to raise spatial awareness, to develop problem solving skills.

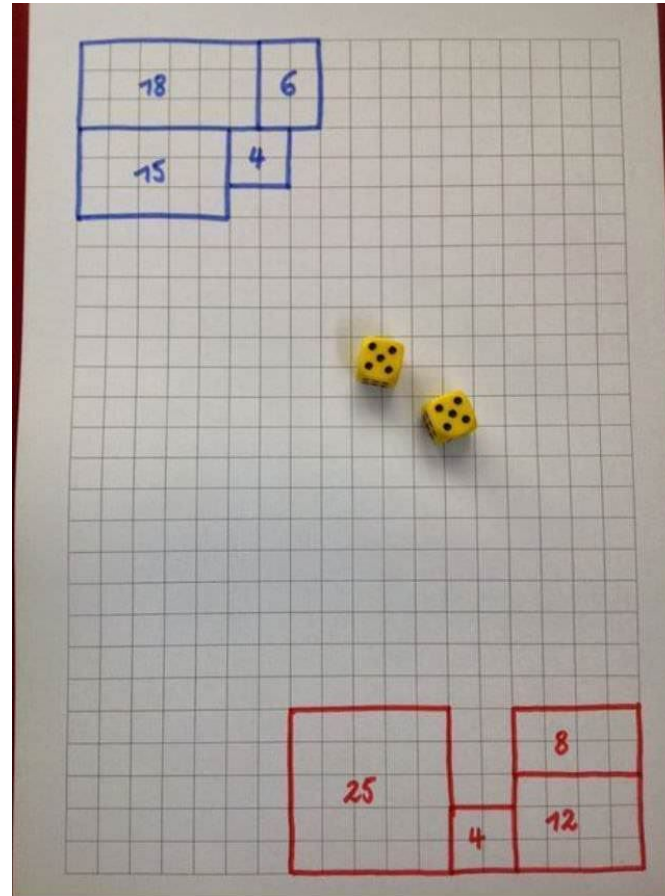
Number of the players: 2 players.

Materials: a sheet of squared paper, 2 dices and the different coloured markers for each player.

Rules:

1. The first player rolls both of the dices and multiples (or adds) the two numbers together.
2. The player make a rectangle containing as many squares as the product number.
3. The first player's rectangle is placed in a corner. The second player's first rectangle is placed in the opposite corner.
4. The next rectangles must be connected with the existing ones.
5. If a player can't make a rectangle he skips his turn.
6. When all the space is filled the game is over.
7. The player who captures the most of the territory is the winner.

Multiplication/Addition Rectangles Game



Math Tic Tac Toe

Objectives:

to practice mental Math skills,
to develop basic strategy skills.

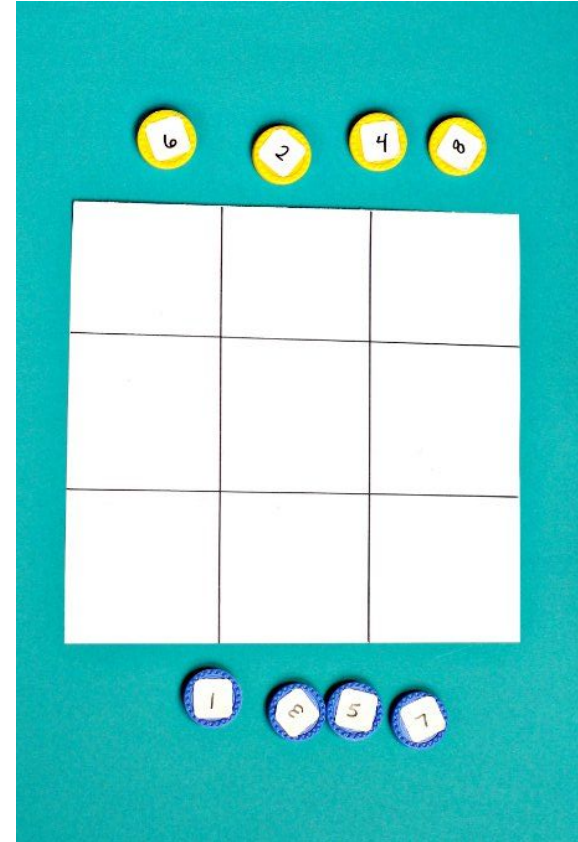
Number of players: 2

Materials:

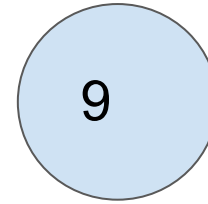
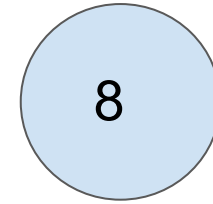
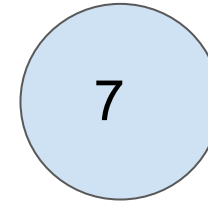
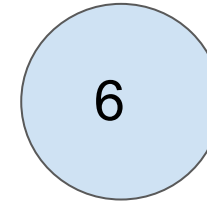
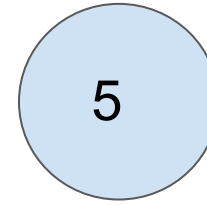
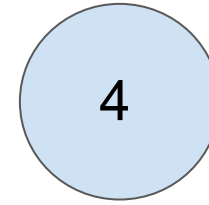
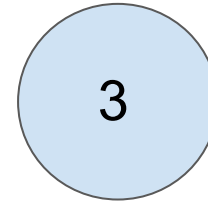
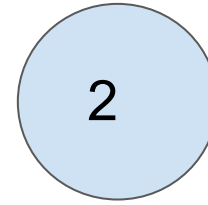
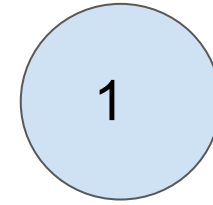
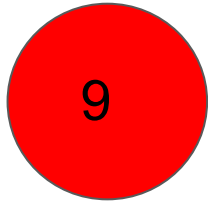
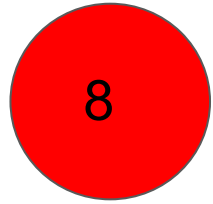
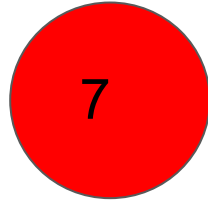
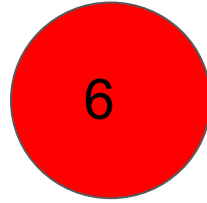
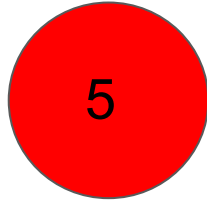
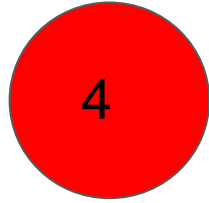
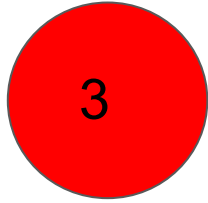
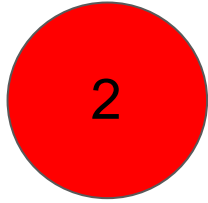
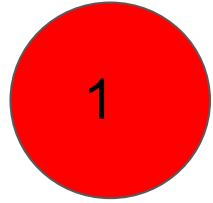
one playing board with a 3 by 3 grid.
9 tokens, numbered 1 - 9, preferably in 2 different colors.

Rules:

Players take turns placing tokens on a single square in an attempt to create a row in which the numbers on the tokens adds up to 15. If you are the first to complete a row, even if it contains two different colors, you win!



Math Tic Tac Toe



Lu lu Dice Game

Objective: to be the first player to reach 100.

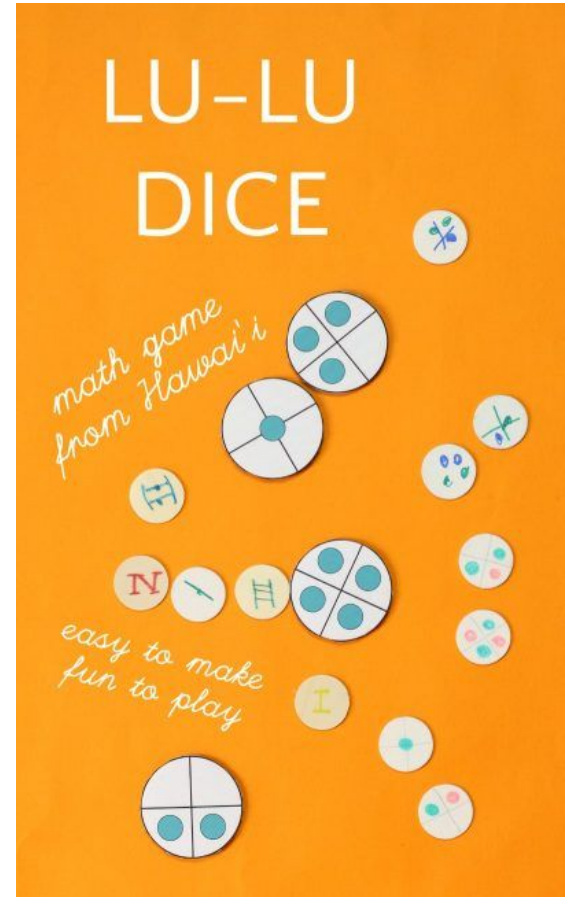
Number of the players: 2 players or more.

Materials:

Four "dice" for each player. Each dice has a quantity from 1-4 showing on one side only. The opposite side is blank.

A pen and paper for each player

A small cup (optional)



Lu lu Dice Game

Rules:

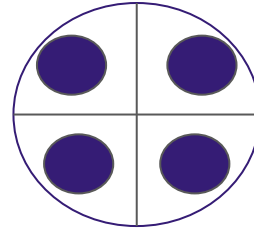
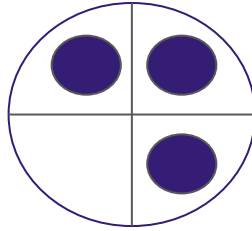
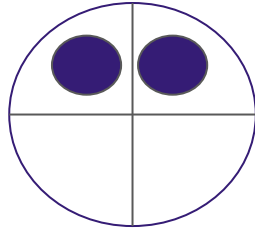
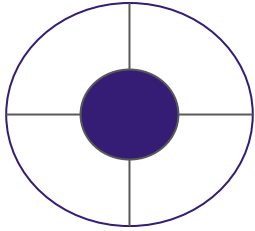
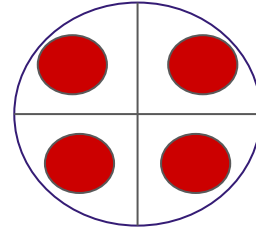
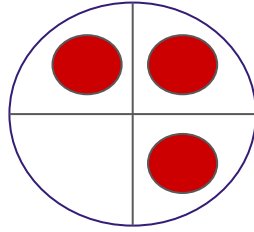
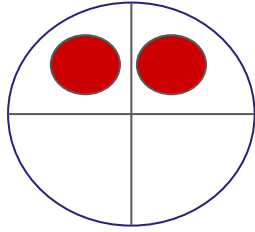
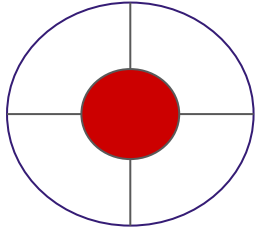
1. Each player gets two tosses per turn.
2. The first player tosses his four dice down on the table. Optional: shake dice in small cup before throwing them down.
3. He picks up any dice which landed face down (no points showing) and tosses them again.
4. If all the dice land face up, he is allowed to pick all the dice up for his second throw. Thus, the maximum score for one turn is 20 (two perfect throws).
5. Count the total points showing and record on score sheet. Play then continues clockwise until one player reaches 100.

Lu lu Dice Game

Extension:

- 1.What are all the possible scores a player can get in one turn?
- 2.How many different ways can each score be obtained?
- 3.How many turns would a player need to reach 100 if he got the maximum number of points per turn?
- 4.How many points the players still need to reach the goal at the end of each turn.

Lu lu Dice Game



RAS Game (Roll-Add-Solve)

Aim: To have the most squares covered by the end of the game.

Objectives: to practice math skills (addition, subtraction, multiplication and division)

Number of the players: 2 players

Materials: two dices, 32 counter of 2 different colours (16 counter for each player), a game board.

Rules:

1. Roll a pair of dice, and determine the sum of the numbers rolled.
2. Find the number that matches the sum of the numbers you rolled.
3. Answer or solve the task.
4. Find the answer or solution in one of the squares.
5. Place your marker on the square.
6. If another player rolls the same sum as the first player he/she gets one more turn.

There are simple tasks in the example below. You can make your own tasks depending on the topic of the lesson and students' level. There are eleven questions but sixteen squares. Some of the questions (the sums rolled most often by the two dice) have more than one answer the students can choose to put their counter on.

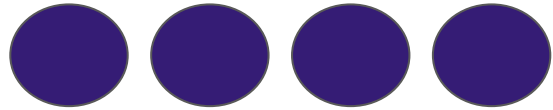
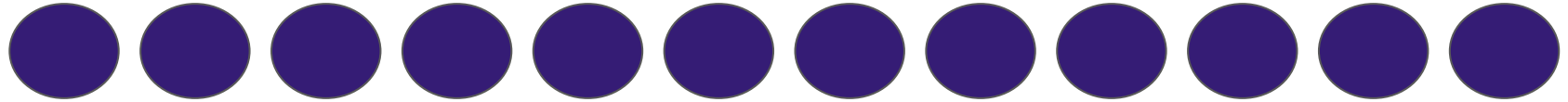
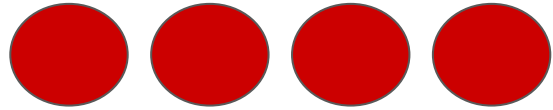
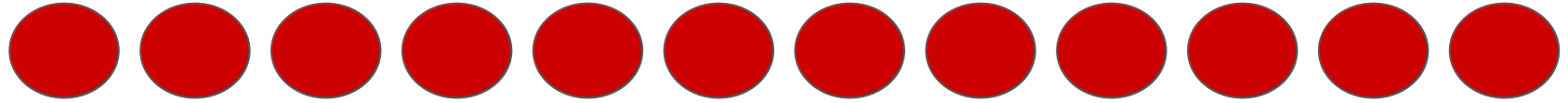
RAS Game (Roll-Add-Solve)

Multiplication 5 and 7

2	5×9
3	7×8
4	5×6
5	7×9
6	7×4
7	5×8
8	5×7
9	7×2
10	5×3
11	7×3
12	5×4

45	35	30	20
56	40	14	63
28	14	15	40
21	63	35	28

RAS Game (Roll-Add-Solve)



RS Game (Roll-Solve)

Aim: To be the first who will cover one row and one column.

Objectives: to practice math skills (addition, subtraction, multiplication and division)

Number of the players: 2 players



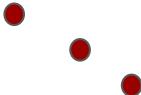

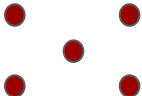
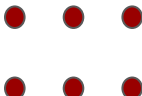
Materials: a dice, 60 counter of 2 different colours (30 counters for each player), a game board.

Rules:

1. Roll a dice, and choose a task in the row that matches the number on the die.
2. Solve the task.
3. Place your marker on the square.
4. The first player to complete all of the tasks in a row and column wins.
5. If you roll a number for a row that has been completed, then you lose a turn.

There are simple tasks in the example below. You can make your own tasks depending on the topic of the lesson and students' level.

RS Game (Roll-Solve)

	21:3	9 x 4	5 x 5	64 : 8	8 x 3
	7 x4	32 : 8	6 x 3	3 x 9	72 : 8
	5 x9	6 x 6	24 : 6	35: 5	6 x 7
	42 : 6	7 x 7	20 : 4	6 x 8	9 x 9
	49 : 7	54 : 6	35 : 7	7 x 8	45 : 5
	8 x 5	81 : 9	6 x 7	14 : 2	3 x 7

Memory game

Aim: to take the most matches

Objectives: to practice mental math skills

Number of the players: 2 - 4 players

Materials: The cards with the arithmetic facts and products. (the number of the cards as well as the arithmetic facts are up to you).

Rules:

- 1.Shuffle all the memory cards together.
- 2.Deal all the memory cards face down on a flat surface.
- 3.The first player will flip over 2 cards. If the cards match (the arithmetic fact and the product), the player takes the cards and keeps them. And the player gets to take another turn.
- 4.If the cards don't match the player turns them over again. The player's turn is over.
5. The game continues until all the cards are taken by the players. The winner is the player who takes the most matches.

Memory game: an example

$72 : 9$

$63 : 7$

$25 : 5$

$48 : 6$

$28 : 7$

$45 : 9$

$42 : 6$

8

9

5

8

4

5

7

Mosaic

Aim: To create a symmetrical design.

Objectives: to practice math skills, to develop critical thinking and problem solving skills.

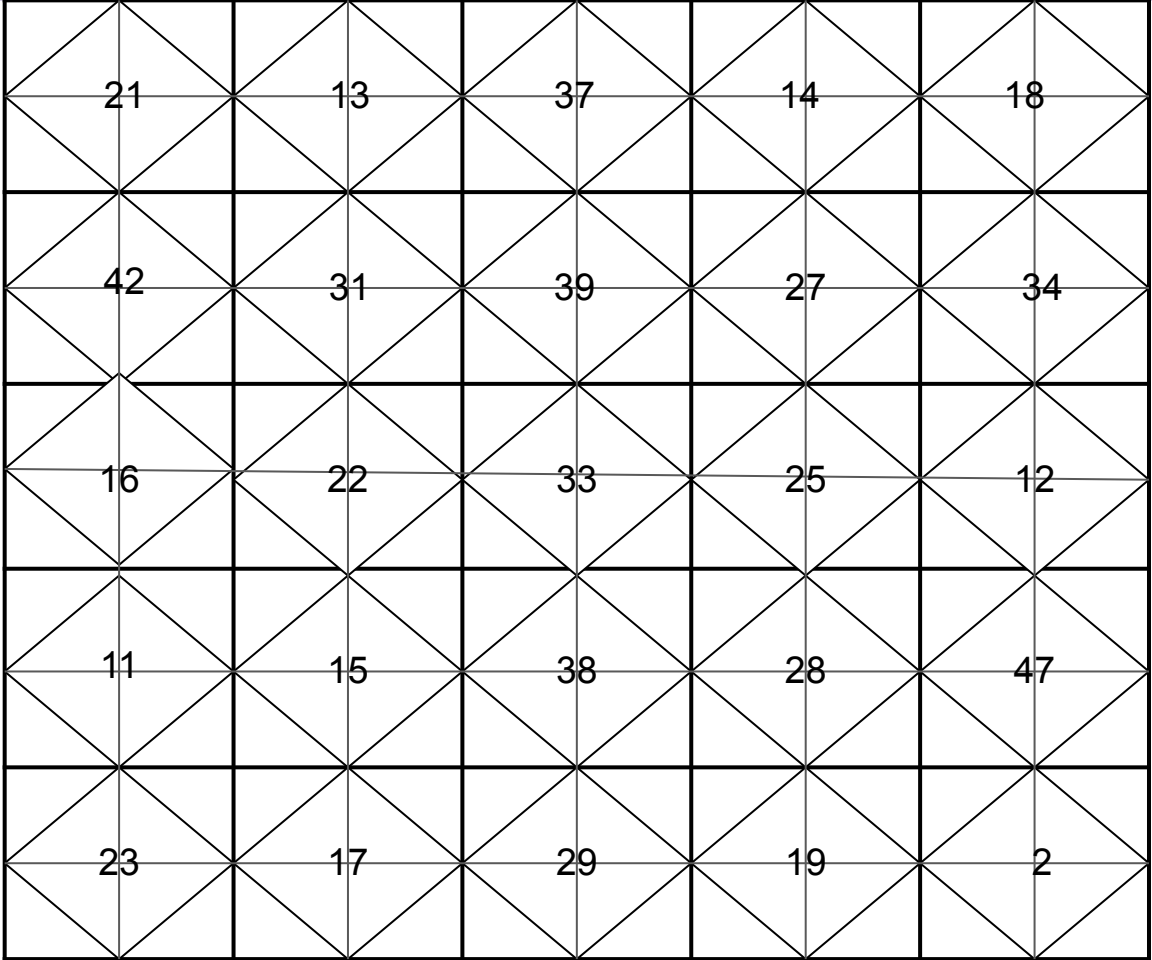
Number of the players: unlimited (each player design his own mosaic)

Materials: a template with the tasks

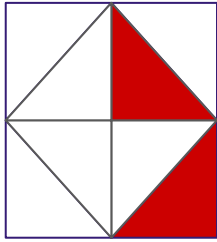
Instructions:

1. Solve a problem, find the matching answer and colour it as it is shown.
2. If you solve the problems correctly a symmetrical design will be created.
3. Cut out the designs of all the students and quilt them together to make a great art piece.

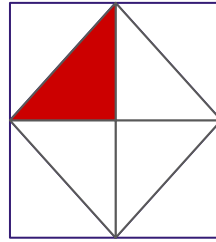
Mosaic



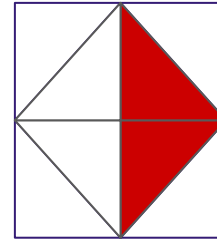
Mosaic



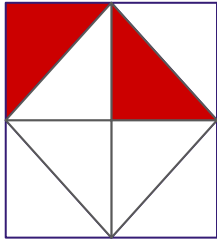
84 : 2



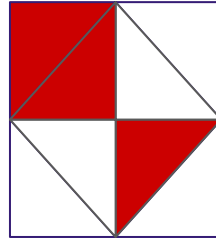
96 : 4



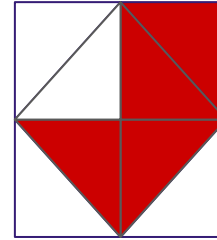
84 : 7



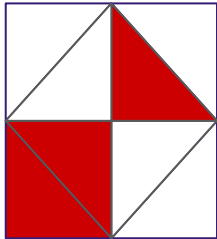
95 : 5



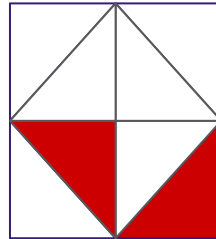
99 : 9



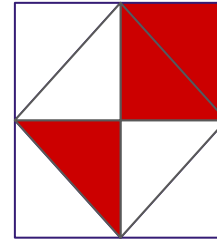
45 : 3



81 : 3

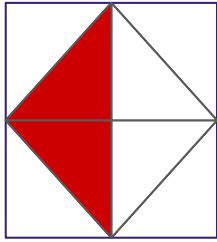


78 : 6

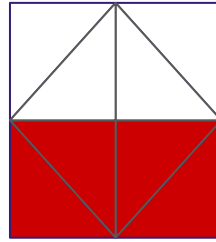


94 : 2

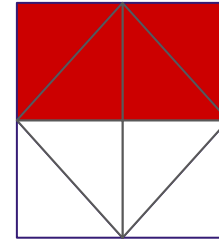
Mosaic



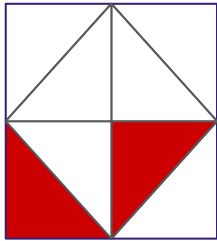
60 : 5



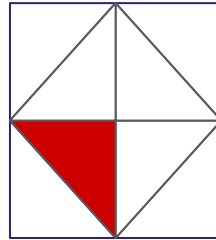
78 : 2



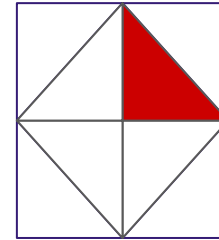
76 : 2



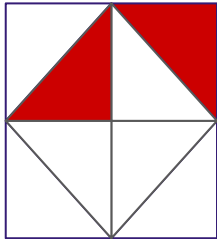
84 : 6



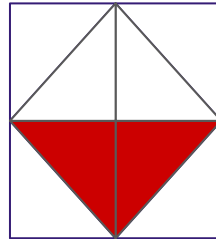
90 : 5



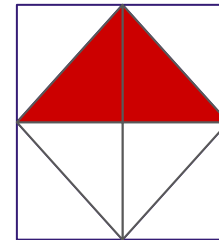
92 : 4



68 : 4

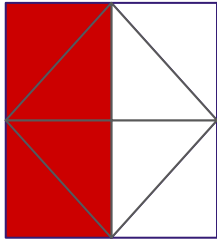


87 : 3

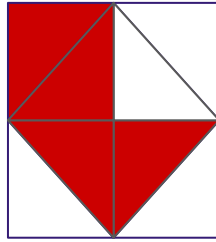


74 : 2

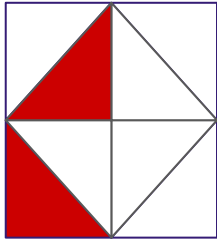
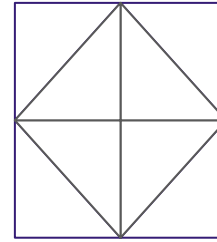
Mosaic



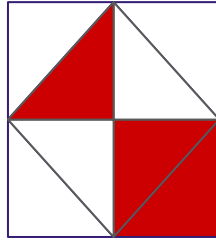
75 : 3



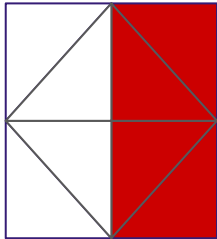
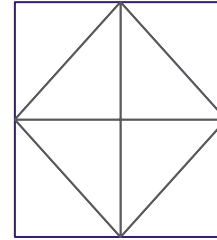
84 : 3



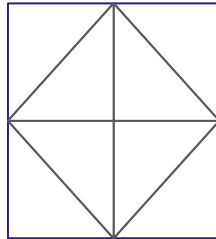
68 : 2



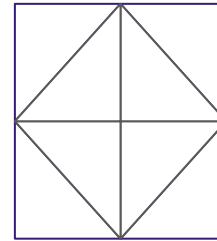
62 : 2



88 : 4



99 : 3



Math for Fun: Magic Triangle

Aim: To be the first who will solve the puzzle.

Objectives: to practice mental math skills, to develop problem solving skills.

Number of the players: 1 player or 2 players

Materials: a game board, counters with the numbers

Rules:

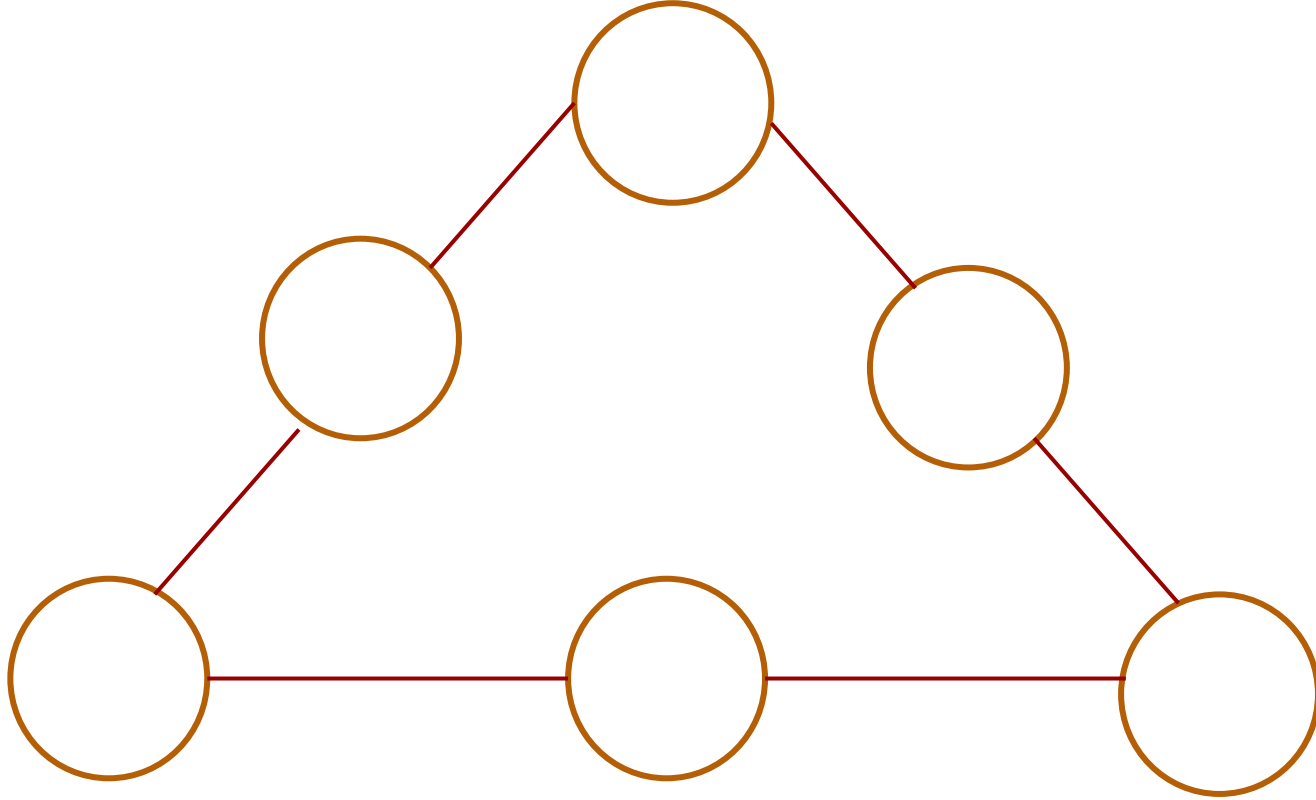
Arrange the numbers for each triangle (*1-6 for the $3 \times 3 \times 3$ triangle; 1-9 for the $4 \times 4 \times 4$ triangle*) so that the sum of numbers on each side is equal to the sum of numbers on every other side.

For the small triangle, arrange the numbers so that the sum of each side equals 9. There are also solutions for 10, 11 and 12.

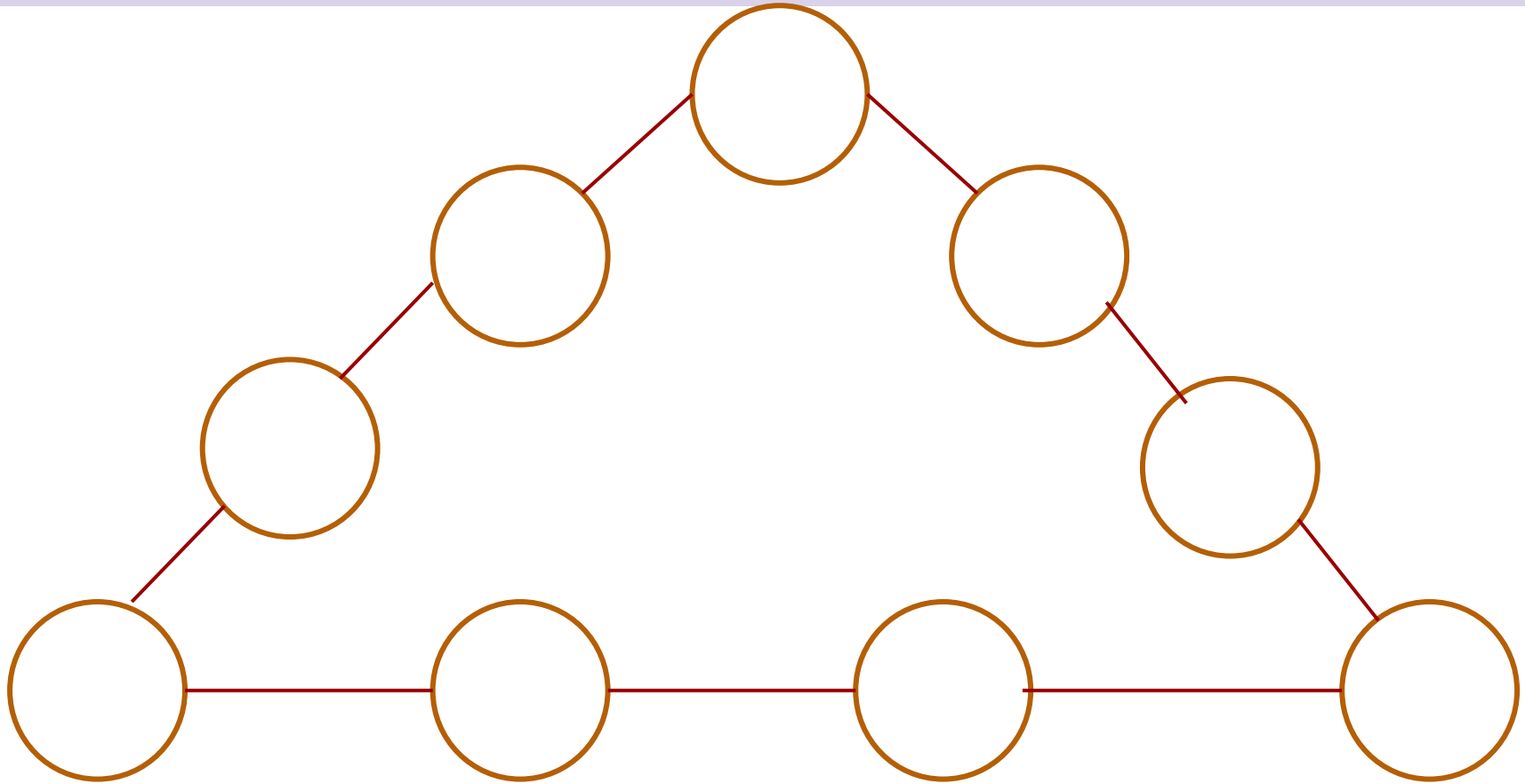
For the large triangle arrange the numbers so that the sum of each side equals 17. You can also find solutions for 19, 20, 21, and 23.

This puzzle can be done with even larger triangles -- with 5 numbers, or 6 numbers on each side.

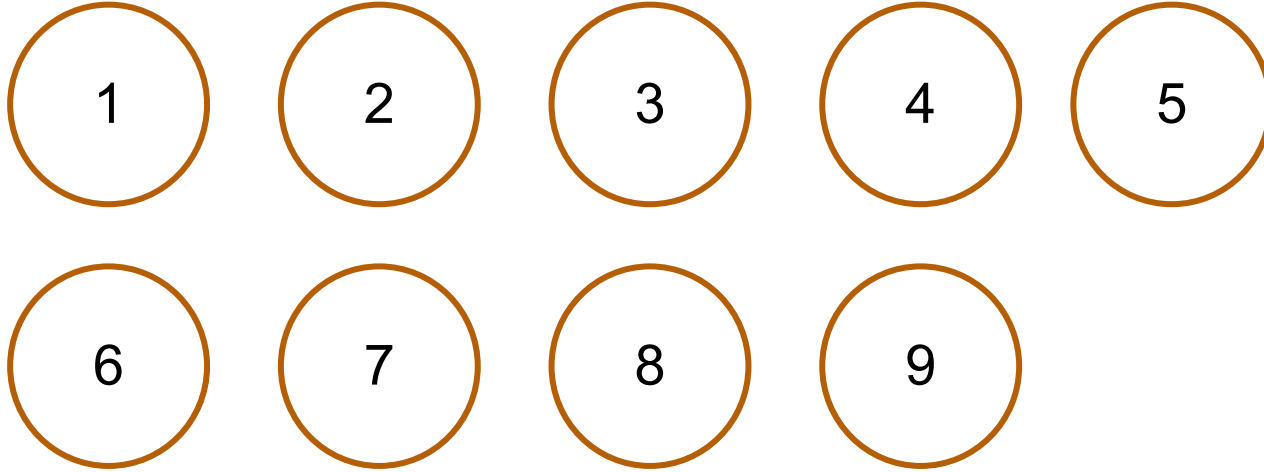
Math for Fun: Magic Triangle



Math for Fun: Magic Triangle



Math for Fun: Magic Triangle



Math Brain Teaser: Math Cube Riddle

Aim: To be the first who will solve the puzzle - make a tower of the cubes..

Objectives: to develop executive function skills, to raise a spatial awareness, to improve problem solving skills.

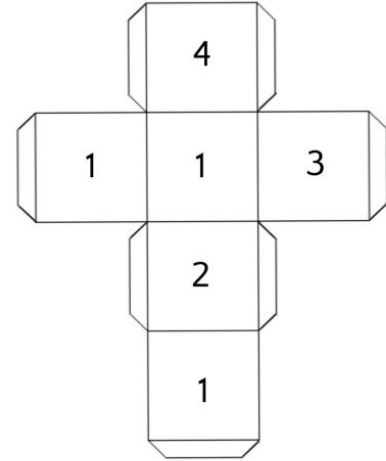
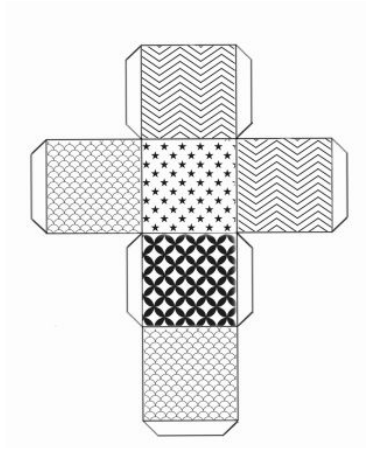
Number of the players: 1 - 2 players

Materials: cubes with patterns or numbers. Each player needs 4 cubes.

Rules:

1. To stack the cubes so that no one number, or pattern (*depending on which set you are using*) shows more than once on each side.
2. Each side of the tower should display 1, 2, 3 and 4, or the four different patterns -- in any order. to stack the cubes so that no one number, or pattern (*depending on which set you are using*) shows more than once on each side.
3. Each side of the tower should display 1, 2, 3 and 4, or the four different patterns -- in any order.

Math Brain Teaser: Math Cube Riddle



Snakes and Ladders: general rules

Aim: to be the first player to reach the finish.

Number of the players: 2 - 4 players

Materials: A game board, a dice and the counters.

To explore the particular topic a set of the tasks' cards can be used. Or you can design the specific game board with the tasks on it.

Rules:

1. The players take their turns one after the other.
2. The first player rolls a dice and moves to the square according to the rolled number.
3. The player has to complete the task of that square.
4. If the player does not complete the task he/she moves back as many squares as the rolled number.
5. Then it is a turn for the next player.
6. Once a player lands on a space at the bottom of a ladder, he/she will climb the ladder, which brings him to a space higher on the board.
7. Once a player lands on a space that is at the tail end of a snake, they must slide down to the head of it, landing on a space closer to the beginning.

Snakes and Ladders

31	32	33	34	35	36	37	FINISH
30	29	28	27	26	25	24	
16	17	18	19	20	21	22	23
15	14	13	12	11	10	9	8
START	1	2	3	4	5	6	7

Snakes and Ladders: Addition.

1. How much do I need to add to 15 to make 21?	2. How much do I need to add to 9 to make 18?	3. How much do I need to add to 23 to make 27?	4. How much do I need to add to 11 to make 17	5. How much do I need to add to 25 to make 33?
6. How much do I need to add to 19 to make 21?	7. How much do I need to add to 29 to make 30?	8. How much do I need to add to 30 to make 37?	9. How much do I need to add to 14 to make 19?	10. How much do I need to add to 25 to make 28?
11. How much do I need to add to 12 to make 21?	12. How much do I need to add to 26 to make 33?	13. How much do I need to add to 25 to make 30?	14. How much do I need to add to 34 to make 35?	15. How much do I need to add to 17 to make 21?
16. How much do I need to add to 45 to make 53?	17. How much do I need to add to 41 to make 44?	18. How much do I need to add to 38 to make 40?	19. How much do I need to add to 42 to make 50?	20. How much do I need to add to 34 to make 38?

Snakes and Ladders: Addition

21. How much do I need to add to 46 to make 49?	22. How much do I need to add to 44 to make 45?	23. How much do I need to add to 46 to make 52?	24. How much do I need to add to 28 to make 37?	25. How much do I need to add to 47 to make 54?
27. How much do I need to add to 37 to make 42?	28. How much do I need to add to 49 to make 51?	29. How much do I need to add to 43 to make 51?	30. How much do I need to add to 29 to make 31?	31. How much do I need to add to 19 to make 27?
32. How much do I need to add to 33 to make 41?	33. How much do I need to add to 16 to make 25?	34. How much do I need to add to 11 to make 17?	35. How much do I need to add to 23 to make 31?	36. How much do I need to add to 27 to make 35?

Snakes and Ladders: Make a sentence using proper verb tense (Present Simple or Present Continuous)

1. Play a game now	2. Sleep 8 hours each night	3. Go dancing on Fridays	4. Listen to music at the moment	5. work every weekend
6. Learn English now	7. Like to dance	8. go to bed late seldom	9. be late never	10. play at home now
11. wear new shirt	12. drink coffee often	13. run in the park usually	14. eat pizza never	15. write an email at the moment
16. cook rice every day	17. live in a house	18. play football right now	19. be late often	20. read a book at the moment
21. eat dinner now	22. watch TV right now	23. wear black shoes	24. eat breakfast every day	25. listen to the radio often

Snakes and Ladders: Make a sentence using proper verb tense (Present Simple or Present Continuous)

26. go to the cinema often	27. like bananas	28. love to play games	29. hide behind a tree now	30. study hard always
31. listen to the teacher now	32. eat slowly usually	33. like to wear sandals	34. drink coffee now	35. sleep late usually
36. play basketball every Sunday	37. like to cook			

Snakes and Ladders: Make a sentence - What would you do if ...

1. You (win) a lottery	2. Someone (steal) your wallet	3. You (have) only one day to live	4. You (be) stranded on a deserted island	5. Your friend (forget) your birthday
6. A friend (ask) you to copy your homework	7. Your classmate (cheat) on you	8. An alien spaceship (land) at your garden	9. A meteor (be) about to hit the Earth	10. Your dog (eat) your homework
11. You (fail) on the test	12. You (be) bullied	13. You (be) stuck in a lift	14. You (get) lost in the desert	15. You (find) a wallet with money in the street
16. You (can) travel in time	17. You (be) the leader of your country for a month	18. You (can) get away with anything	19. An earthquake (destroy) your house	20. The police (arrest) you for the crime you didn't commit

Snakes and Ladders: Make a sentence - What would you do if ...

21. You (have) one wish	22. You (can) get any job you wanted	23. You (see) a snake in your bathroom	24. You (be) invisible for a day	25. You (see) your friend cheating on your classmate
27. You (lose) your dog while walking in the park	28. Aliens (abduct) your friend	29. you (witness) a serious car crash	30. There(be) no water for one week	31. You (get) lot in an unknown place
32. Someone (steal) your mobile phone	33. You (see) your friend stealing something from the shop	34. take one more turn	35. skip one turn	36. take one more turn

Roll a story

Aim: to create a story.

Objectives: to improve literacy skills, to develop creativity, to improve teamwork skills.

Number of the players: 2 - 4







Materials: Roll a story starter board, a dice.

Rules:







1. The players get a Starter board.
2. Working in pairs or groups they create a framework for the story by rolling a dice:
The first player rolls a dice to choose a character, then he rolls a dice to choose a setting and so on.
When the first player passes all the categories it is the turn of the second player.
Or the first player rolls a dice to choose a character and the second player rolls a dice to choose a setting. The players continue creating a story taking their turns in such a way.
3. The players expand the story and present it.

Depending on the level of the students and objectives of the lesson you can choose the topic of the story and adapt the starter by adding or removing the categories.

Roll a story

	Character	Setting	Problem
	A two headed monster	In a hidden cave	Found an unlucky penny
	A fire breathing dragon	At a farm	was chased by tornado
	A beautiful princess	By a lake	got lost in space
	An ugly toad	At amagical castle	got separated form the friends
	A not so brave knight	In adark forest	ate a poisoned berry
	A grumpy bear	In a hot desert	lost his/her memory

Roll a story

	Character	Setting	Problem
	a wise doctor	school	can't find his bag
	a brave hairdressor	ancient pyramid	chased by a mysterious creature
	a serious mathematician	library	loses the wallet
	a rich artist	casino	loses the treasure map
	a fearless soldier	old cabin	hasn't eat for 3 days
	a brave police officer	shopping mall	arms suddenly turn into wings

Hangman game

Aim: to guess a word

Objectives: to improve literacy skills, to develop creativity, to improve teamwork skills.

Number of the players: 2.

Materials: a sheet of paper or hangman's template and a pen.

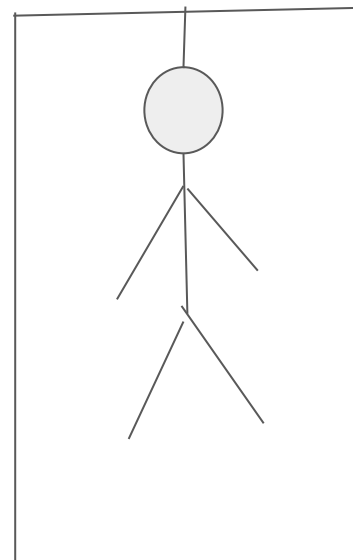
Rules:

1. One player chooses a word and draws a blank line for each letter in the word. He/she inserts the first and the last letters of the word.
2. The player says the category of the chosen word (e.g. tree, bird, etc)
3. The other player has to name a word guessing it letter by letter.
4. When a player guesses a letter the first player writes it into the blank where it occurs. If a player guesses a letter which repeats all the letters are written in.
5. When a player guesses wrong a part of hangman is drawn.

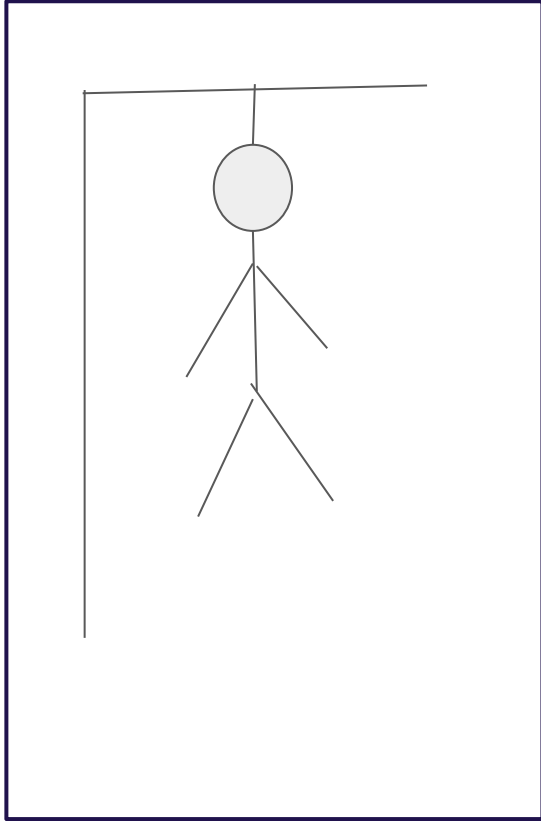
Hangman game

The **classic** order of drawing is:

- *First wrong answer:* Draw an upside-down "L." This is the post the man hangs from.
- *Second:* Draw a small circle for the "head" underneath the horizontal line of the "L."
- *Third:* Draw a line down from the bottom of the head for the "body."
- *Fourth:* Draw one arm out from the middle of his body for the "arm."
- *Fifth:* Draw the other arm.
- *Sixth:* Draw one diagonal line from the bottom of the body for the first "leg."
- *Seventh:* Draw the other leg.
- *Eighth:* Connect the head to the post with a "noose." Once you draw the noose the players have lost the game.



Hangman game



Word (e.g. Pencil)

P - - - - l

Guessed letters

Vocabulary Game: Guess my word

Aim: to guess a word correctly

Objectives: to improve literacy skills, to develop creativity.

Number of the players: 2 or more players (or teams)

Materials: A word wall.

Rules:

1. One player (team) chooses on word from a word wall. They prepare a few clues for the players (teams) who have to guess the word..
2. The players/teams have to guess the word. They can look at the word wall.
3. The player or team who guesses the most words (phrases) is the winner.

Vocabulary Game: Guess my word

Peak Think Go
Gasp Thrive Leap
Flap Edit Chew
Thought Third

Clues for the word “Think”

1. The word starts with a digraph
2. The word starts with the letter “T”
3. It has one vowel and four consonants.

Vocabulary game: Roll a dice

Aim: to score the most points.

Objectives: to improve literacy skills, to develop creativity.

Number of the players: 2 and more







Materials: Roll a dice board, a dice and the cards of words.

Rules:

1. The words' cards are faced down. The first player chooses one card and rolls a dice. He/she performs a task. If he/she succeeds he/she gets the points.
2. Then there is a turn for the next player.
3. A game continues until all the cards are opened.
4. The player who scores the most points is the winner.

Depending on the level of the students and objectives of the lesson you can choose the the list of the words and adapt the board by adding or removing the categories.

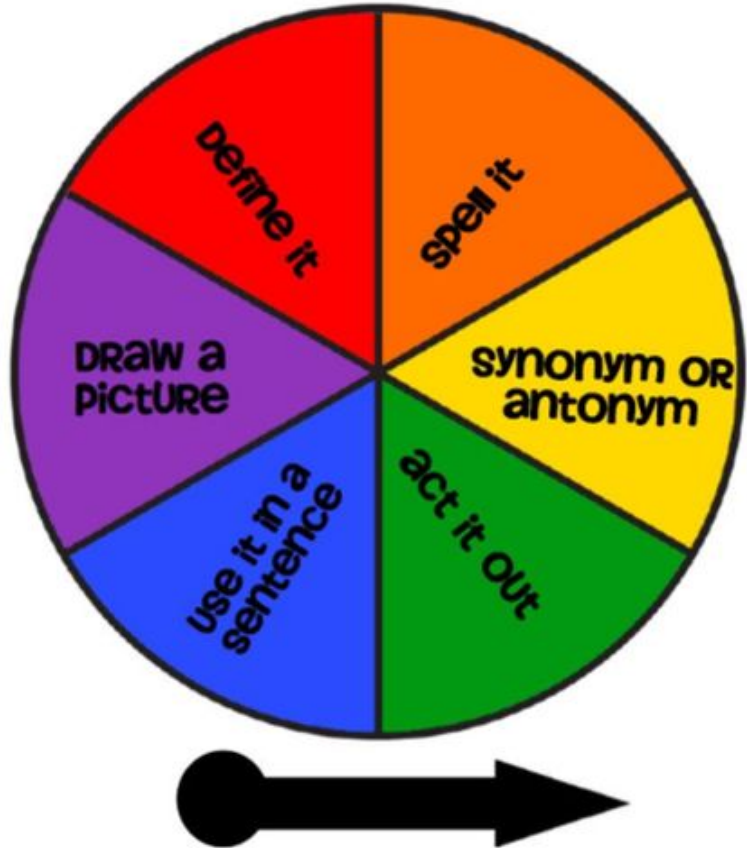
Vocabulary game: Roll a dice

	Use it in a sentence
	Draw it
	Define it
	Give it an antonym
	Give it a synonym
	Act it out

Herd	Effect
Net	Insect
Past	Ocean
Soil	Stack
Team	Skill
Yard	Tower
Beach	Leader

Vocabulary game: Word Spinner

Instead of a dice you can use a spinner.



Jeopardy Vocabulary game

Aim: to score the most points.

Objectives: to improve literacy skills, to develop creativity to improve teamwork skills.

Number of the players: 2 and more players (or teams)

Materials: Jeopardy game board, and the cards of words.

Rules:

1. The words' cards are faced down on the Jeopardy game board. The first player (or team) chooses the category and level - a point amount (one, two or three points).
2. The chosen card is flipped over and a team or a player has time to answer (10 seconds, 30 seconds, etc. - it is up to your agreement).
3. A game continues until all the cards are opened.
4. The player (team) who scores the most points is the winner.

Depending on the level of the students and objectives of the lesson you can choose the the list of the words and adapt the board by adding or removing the categories and points.

Jeopardy Vocabulary game

	Define	Give a Synonym	Give an Antonym	Make a Sentence
One point				
Two points				
Three points				

Jeopardy Vocabulary game

	Define	Give a Synonym	Give an Antonym	Make a Sentence
One point	Bare	Damp	Calm	Chew
Two points	Tremble	Worry	Difference	Frighten
Three points	Notice	Universe	Whisper	Reflect

Vocabulary Bingo

Aim: to be the first to complete a row or a column in the board.

Objectives: to improve literacy skills,

Number of the players: 2 or more players

Materials: a bingo board for each student, a list of the words

Rules:

1. Each student gets a bingo board.

These boards can be empty and students write in the words from the list. They decide which words and what order to write them in so that every board is a little different.

Or a teacher can prepare the bingo boards with the words for the particular topic.

2. A teacher gives students a definition (or names synonym/antonym of the word from the list).

3. Students determine the word. If they have that word on their board, they can cover it or color it.

4. The first person to complete a row or a column is the winner.

Vocabulary Bingo

		Free space		

Vocabulary Bingo Board: an example

Wit	Rare	Talent	Privilege	Risk
Imitate	Sensitive	Elegant	Value	Custom
Symbol	Grace	Free space	Habit	Suitable
Intelligent	Wisdom	Individual	Attitude	Respect
Responsible	Fortunate	Signal	Theory	Rely

Vocabulary Bingo Cards: an example

Wit Mental sharpness and inventiveness; keen intelligence.†	Wisdom accumulated knowledge or erudition or enlightenment	Value the quality that renders something desirable	Theory a belief that can guide behavior	Talent natural abilities or qualities
Symbol something visible that represents something invisible	Suitable meant or adapted for an occasion or use	Signal any action or gesture that encodes a message	Sensitive responsive to physical stimuli	Risk a source of danger
Responsible worthy of or requiring trust; held accountable	Respect regard highly; think much of	Privilege a special advantage or benefit not enjoyed by all	Rely have confidence or faith in	Rare especially good, remarkable, or superlative

Vocabulary Bingo Cards: an example

Intelligent having the capacity for thought and reason to a high degree	Individual being or characteristic of a single thing or person	Imitate reproduce someone's behavior or looks	Habit an established custom	Grace elegance and beauty of movement or expression
Fortunate having unexpected good luck	Elegant refined and tasteful in appearance, behavior, or style	Custom accepted or habitual practice	Attitude a complex mental state involving beliefs and feelings	

Vocabulary Memory Game

Aim: to take the most matches

Objectives: to improve literacy skills,

Number of the players: 2- 4players

Materials: A set of the cards (there are a various options - a word and its definition; a word and its picture, a word and its synonym or antonym)

Rules:

- 1.Shuffle all the memory cards together.
- 2.Deal all the memory cards face down on a flat surface.
- 3.The first player will flip over 2 cards. If the cards match (a word and its picture, definition, etc.), the player takes the cards and keeps them. And the player gets to take another turn.
- 4.If the cards don't match the player turn them over again. The player's turn is over.
5. The game continues until all the cards are taken by the players. The winner is the player who takes the most matches.

Vocabulary Memory Game Cards: an example

Bare	not covered or clothed	Flap	moving wings or arms as if preparing to fly
Calm	feeling at peace, not nervous	Leap	to spring or jump in the air
Damp	something that is slightly wet	Peak	reaching the highest point or greatest potential
Deep	extending far down from the surface	Safe	to be protected from dangers

Vocabulary Game: Headband

Aim: to guess a word correctly

Objectives: to improve literacy skills, to develop creativity.

Number of the players: 2 or more players

Materials: A set of the words' cards. a headband (optional)

Rules:

1. The words' cards are faced down.
2. A player chooses one card. He/she can't see a word but other players can.
3. A player asks "Yes" and "No" questions to guess the word. E.g. Is my verb a noun? Is it name of a tree?
4. You can make an agreement on how much time a player has to guess the word.
5. When a player guesses the word (or loses) it is a turn for another player.

Vocabulary Game: Words' Ladders

Aim: to make as many words as possible.

Objectives: to improve literacy skills, to develop creativity.

Number of the players: 2 or more players (or teams)

Materials: sheets of paper and pens.

Rules:

1. Choose a word.
2. Each player (team) write down that word.
3. The players/teams write the words beginning with the second letter (it is up to your agreement) of the previous word.
4. A time frame is set.
5. Each correct word means one point.
6. The player/team who scores the most points is the winner.

Vocabulary Game: Words' Ladders

AMERICA

MIND

INDIVIDUAL

NAME

APPLE

PORK

ORNAMENT

Vocabulary Game: Alphabet Race

Aim: to make as many words as possible.

Objectives: to improve literacy skills, to develop creativity.

Number of the players: 2 or more players (or teams)

Materials: sheets of paper with the alphabet and pens.

Rules:

1. Choose a category (nouns, verbs, adjectives or plants, animals, professions, etc.)
2. Each player (team) write down the word starting with each letter of the alphabet)
3. A time frame is set.
4. Each correct word means one point.
5. The player/team who scores the most points is the winner.

Vocabulary Game: Grouping Race

Aim: to group the words

Objectives: to improve literacy skills, to develop creativity, to improve teamwork skills.

Number of the players: 2 or more players (or teams)

Materials: a word wall, grouping boards.

Rules:

1. Each player/team gets a word wall and a board.
2. They read words and group them into the sections of the board.
3. A time frame is set.
4. The player/team who writes the most words correctly is the winner.

Vocabulary Game: Grouping Race

Peak Think Go Gasp
Thrive Leap Flap Edit Chew
Thought Friendly Happy Herd
Insect
Sadly

Vocabulary Game: Grouping Race

Nouns	Verbs	Adjectives	Adverbs

Vocabulary Game: Charade

Aim: to guess a word or phrase correctly

Objectives: to improve literacy skills, to develop creativity.

Number of the players: 2 or more players (or teams)

Materials: A set of the words' (phrases') cards.

Rules:

1. The words' cards are faced down.
2. A player (team) chooses one card.
3. A player or team go to the front and act out the word or phrase. Acting they can't speak.
4. The audience guesses the word or phrase.
5. The player or team who guesses the most words (phrases) is the winner.

Vocabulary Game: Body letters

Aim: to make a letter or a word

Objectives: to improve literacy skills, to develop creativity.

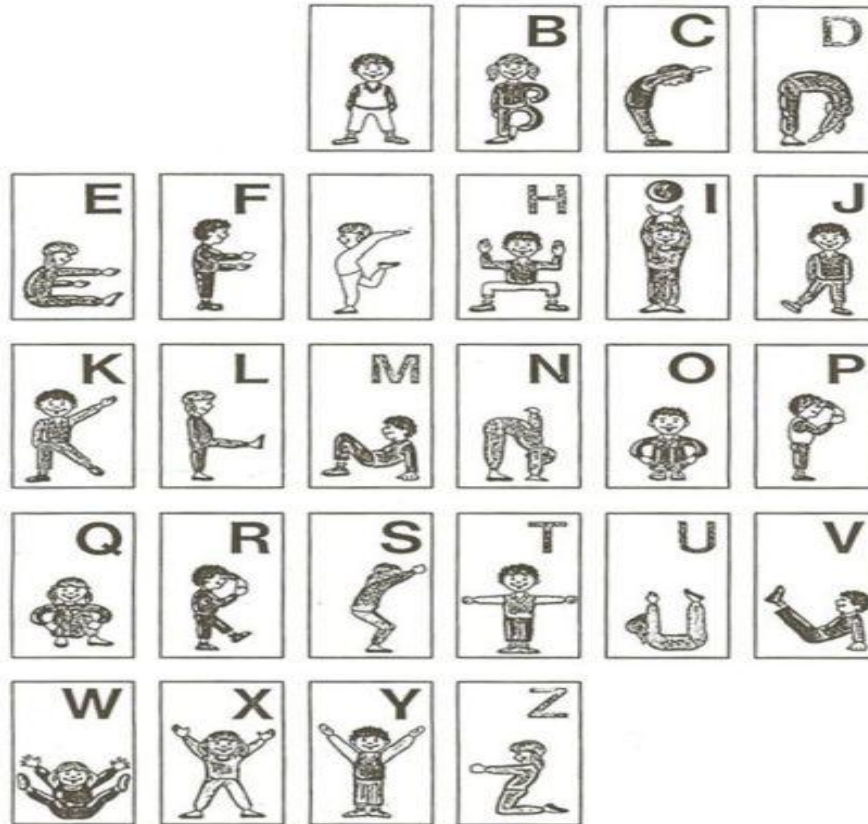
Number of the players: a group of students

Materials: the example of the body letters

Instructions:

1. Learn how to make letters of your body
2. Working in a group make a word of the body letters

Vocabulary Game: Body letters



You can modify a letter or make a letter of 2 students

Starting with the same letter

Aim: to get the highest score

Objectives: to review the knowledge

Number of the players: 2 or more players

Materials: A game board or a sheet of paper for each player and a pen.

Rules:

1. Choose a letter.
2. Set a time frame (e.g. 3 minutes).
3. Each player has to fill in the list before the time runs out writing a word for each category that begins with the letter you chose.
4. One point is awarded for each unique answer. Cross out answers that match another player's.
5. The player with the highest score wins.
6. You can play three times, using a new letter each time.

You can modify a game board by changing the categories because of the aims of your activity..

Starting with the same letter

	A country	A city	A river	A sea	A plant	An animal	A food
Letter:							
Letter:							
Letter:							

Infinity Tiles

Aim: to make a pattern

Objectives: to improve creativity, to develop teamwork skills, to boost problem solving skills.

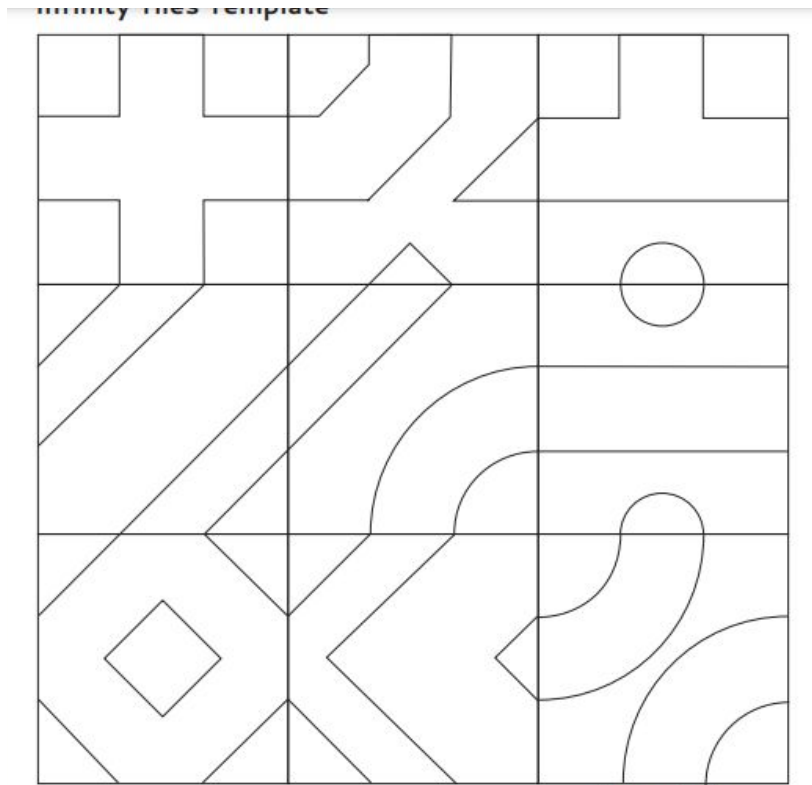
Number of the players: 2 or more players

Materials: a template, paints, crayons or markers, scissors, cardboard, glue stick. **You can prepare the infinity tiles as well.**

Instructions:

1. Print the predesigned template on cardstock.
2. Color the tiles. Be sure to use only two colors and follow the coloring guide on the template.
3. Glue your template to a piece of cardboard. Let dry.
4. Cut the individual tiles out.
5. Make your pattern. Notice that no matter how you rotate the tiles they will always form a continuous design.

Infinity Tiles



Infinity template
[Infinity template](#)

Infinity Tiles: design your Own tiles

Aim: to design an individual tiles

Objectives: to improve creativity, to develop teamwork skills, to boost problem solving skills.

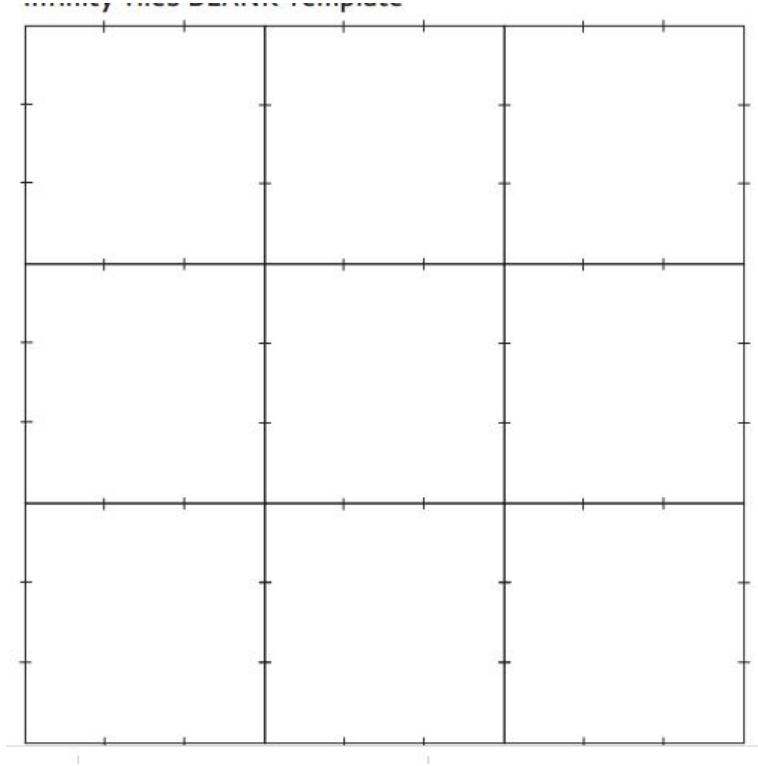
Number of the players: 2 or more players

Materials: a template, paints, crayons or markers, scissors, cardboard, glue stick.

Instructions:

1. Print the blank template on cardstock.
2. Sketch out patterns and shapes on the tiles making sure to connect the designs at the tick marks along each square edge. Connect tick marks only once to create two distinct boundaries on each tile.
3. Color the tiles using only two colors.
4. Glue your template to a piece of cardboard. Let dry.
5. Cut the individual tiles out.
6. Make your pattern. Notice that no matter how you rotate the tiles they will always form a continuous design.

Infinity Tiles: design your Own tiles



Blank tiles

[Blank Tiles](#)

Infinity Tiles: ideas

MAZE: Lay the tiles out in a square and adjust their positions until you trace a continuous line from one side to the other, like a maze. Challenge a friend to find the path in your maze.

BLOCKADE: Two players. Split your tiles into equal numbers, each player receives the same number of tiles. Pick a starting corner point. The first player lays down a tile and the second player tries to block them from creating a continuous path by laying down a dead end tile on one of the two OPEN sides. Continue until all tiles are placed. If a continuous path can be drawn from the starting tile to the other side of the last row of tiles, the first player wins. If not, the second player wins.

Snake chess

Aim: to capture all tokens of another player or block them from moving

Objectives: to improve creativity, to develop teamwork skills, to boost problem solving skills and critical thinking.

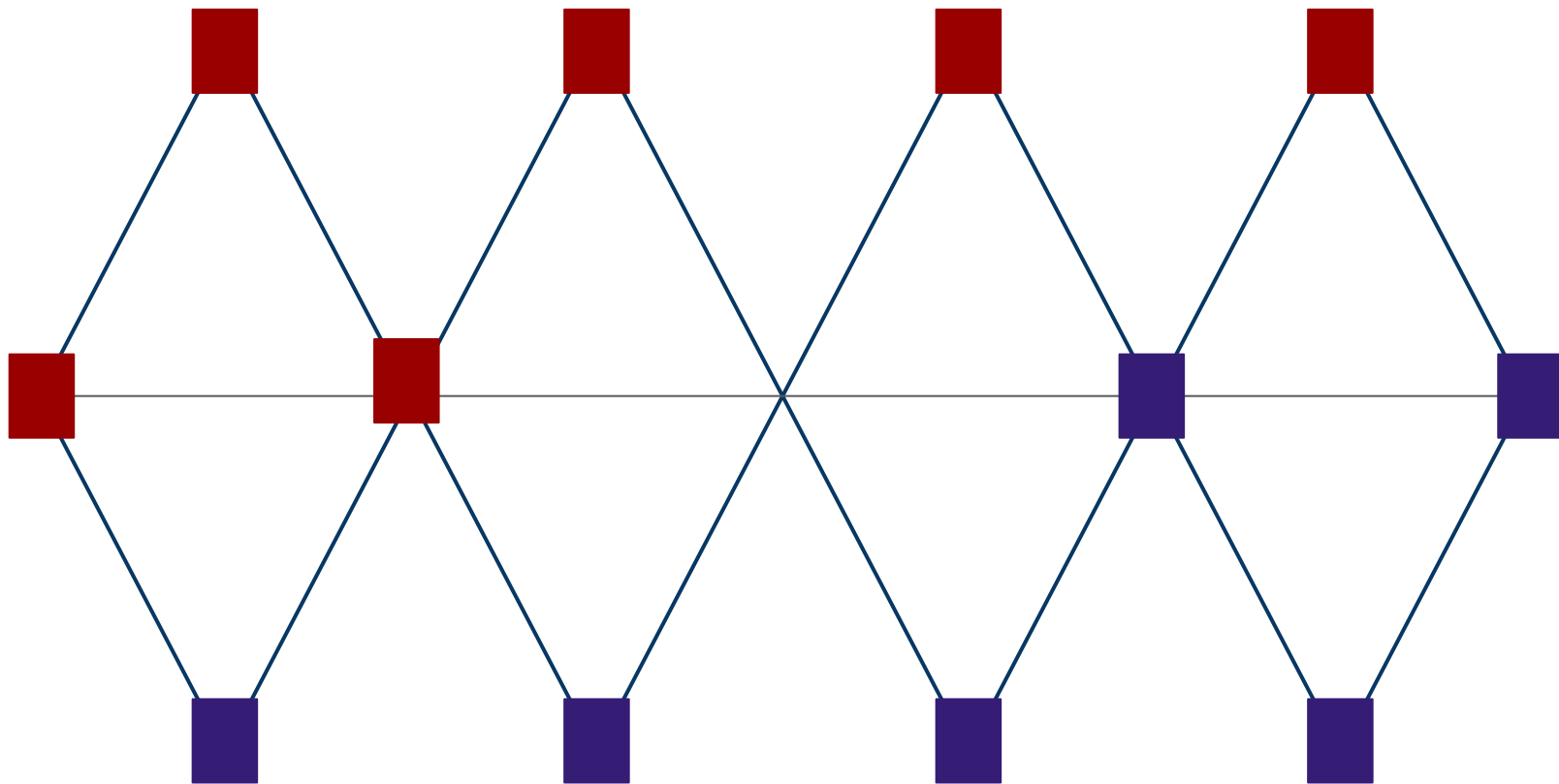
Number of the players: 2 players

Materials: a game board and 12 tokens of 2 different colours (6 tokens for each player).

Rules:

1. Move one space at a time
2. Jump to capture the token (jumped token are removed from the play)
3. Captures are obligatory. If you fail to capture, your opponent gets to remove your token.
4. You must move along the lines but you may move in any direction

Snake chess



Dice Rolling Drawing Game

Aim: to make a picture

Objectives: to improve creativity, to develop critical thinking and problem solving skills.











































Number of the players: unlimited

Materials: a game board (content depends on your topic), a sheet of paper , a dice and paints, crayons or markers.











































Instructions:

1. The players take their turns one after the other.
2. The first player rolls a dice and draws the shape which matches the number on the dice on his sheet of paper.
3. Then it is a turn for the next player.
4. The players continue on the turns until their drawings are done.

Dice Rolling Drawing Game: A Face

	1st turn Face Shape	2nd turn Eyes	3rd turn Nose	4th turn Mouth	5th turn Ears	6th turn Hair
						
						
						
						
						
						

Dice Rolling Drawing Game: A Landscape

	1st turn Air/Sky	2nd turn Background	3rd turn Foreground	4th turn Trees	5th turn Flowers	6th turn Extras
						
						
						
						
						
						

Tromino

Aim: to be the last player to successfully place a tromino on the game board

Objectives: to develop visual perception, to improve critical thinking and problem solving skills.

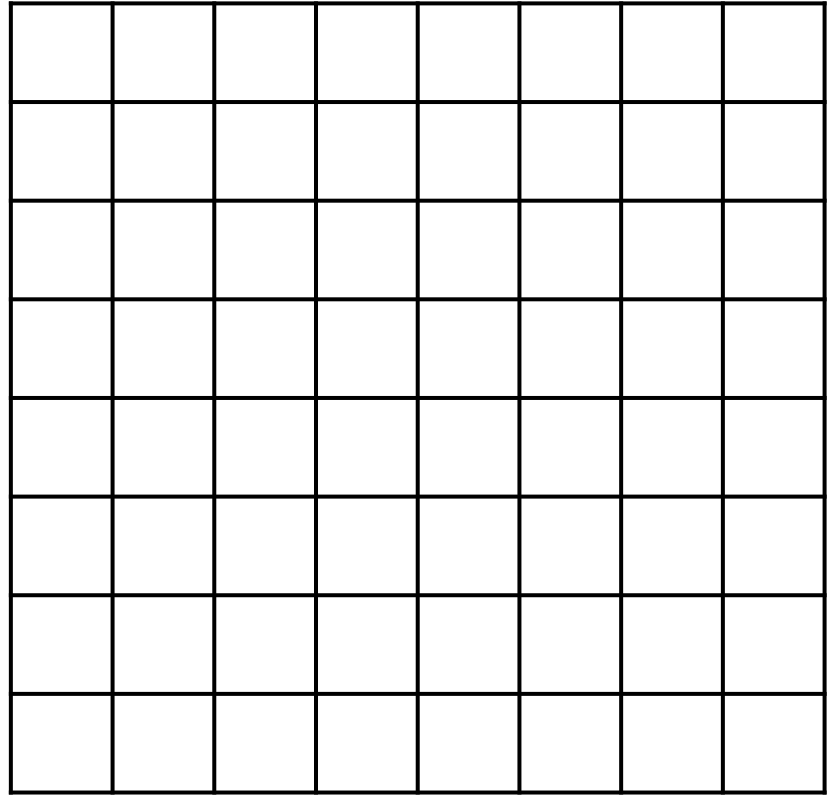
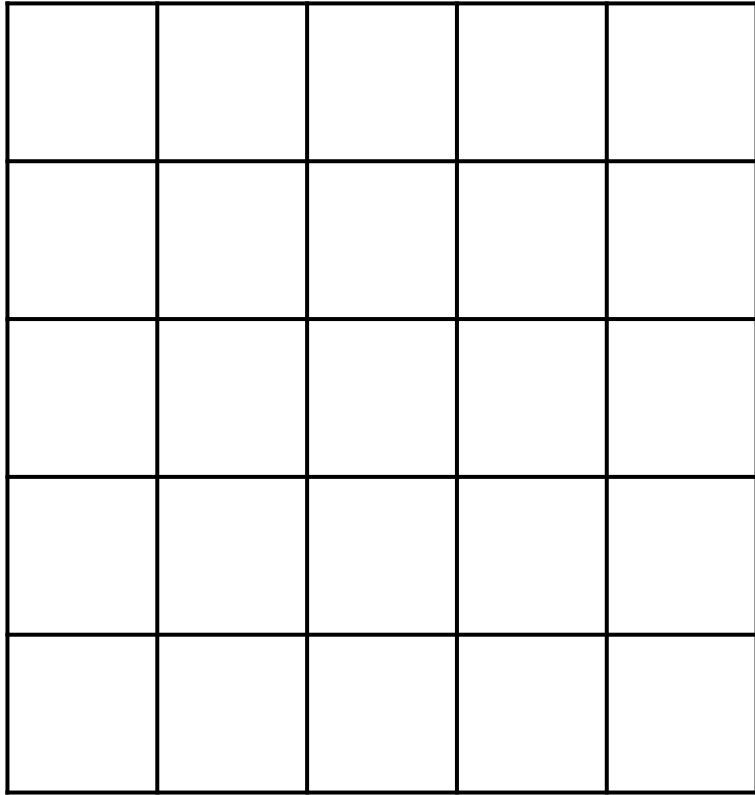
Number of the players: 2 players

Materials: A game board (game board grid 5x5, 8x8 or bigger) or a sheet of paper and 2 pens/markers of different colour.

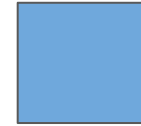
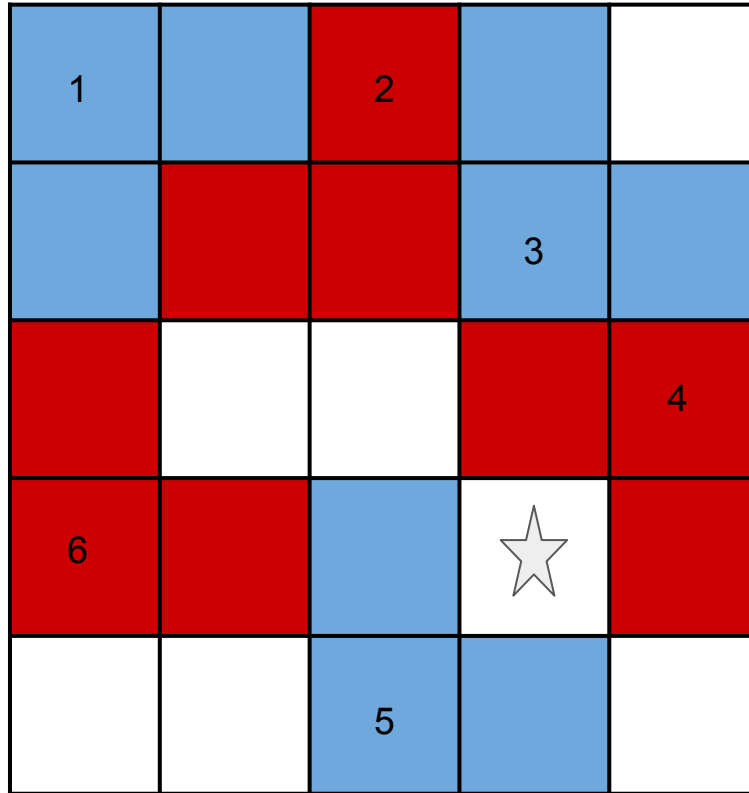
Rules:

1. A tromino is a shape composed of three squares, joined along the edges. You can play with either *only* L-shaped trominoes, or the L- *and* I-shaped trominoes.
2. Before beginning game play, place a star onto *any* empty square on the grid. That square can no longer be used.
3. Alternating turns, players color the appropriate grid blocks to create a tromino.
4. The objective of the game is to be the last player able to put a tromino on the board, thus blocking your opponent from playing.

Tromino



Tromino



The first player



The second player

The second player is the winner

Tangram Puzzle

Aim: to arrange seven separate pieces (tans) into one shape.

The shapes made from these pieces can be geometrical, such as a square or triangle, or something more representational such as animals, objects, or people.

Objectives: to develop visual perception and geometrical concepts, to improve critical thinking and problem solving skills, to boost creativity.

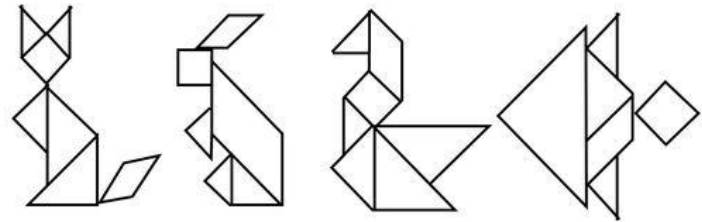
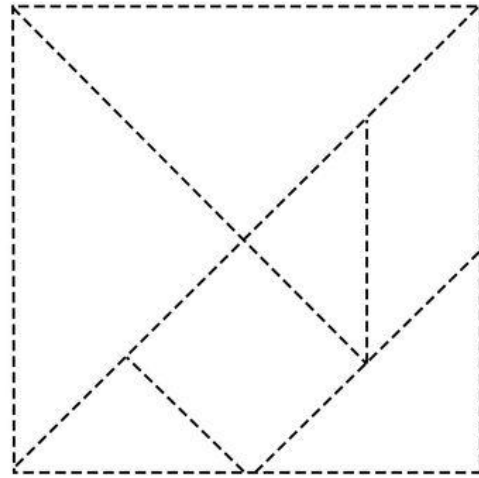
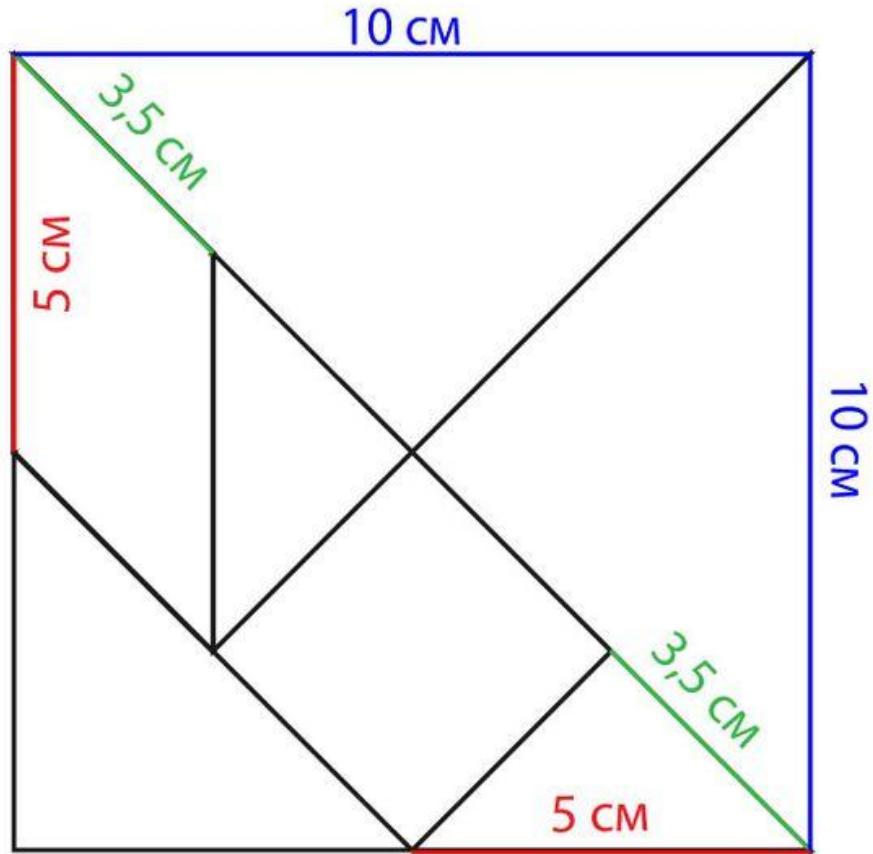
Number of the players: unlimited

Materials: a set of tans consists of two small triangles, one medium triangle, one square, one parallelogram, and two large triangles, templates of the figures

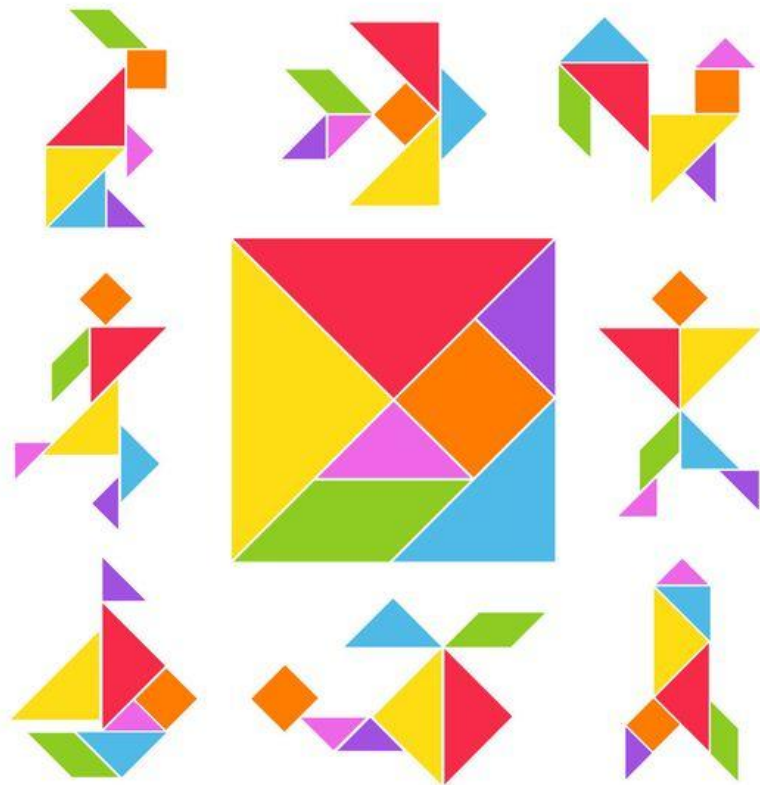
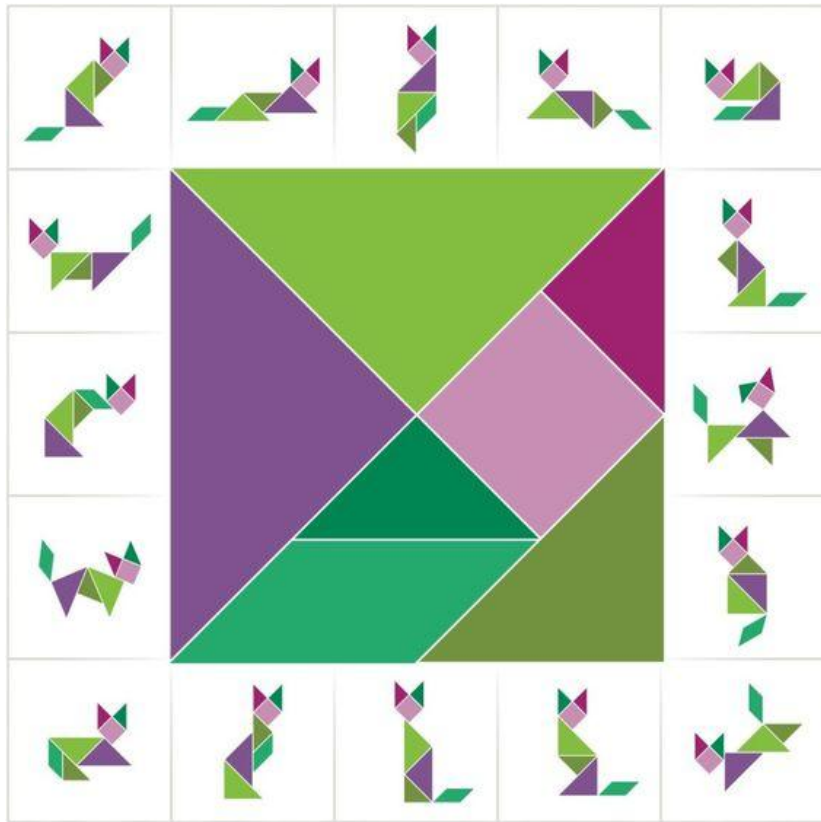
Instructions:

1. The pieces must all be connected.
2. They must be flat.
3. No pieces may overlap.
4. The tans may also be rotated and/or flipped to form the shape.
5. All seven tans must be used.
6. Each completed puzzle must contain all seven tans.

Tangram Puzzle



Tangram Puzzle



Secret Decoder

Aim: to code and decode the message

Objectives: to develop visual perception, to improve critical thinking and problem solving skills, to boost creativity.

Number of the players: 2 players

Materials: a decoder wheel

Instructions:

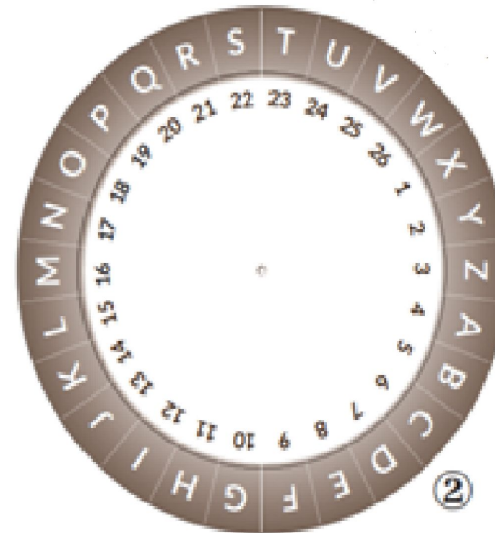
1. Pick a letter on the outer wheel and a number in the inner circle - this is your key (ex. M21). Turn the inner wheel so that the number (21 in our example) lines up with the out wheel letter (M in our example). On our wheel 21 also corresponds with R in the shaded section. Don't move the wheels now, keep them in place.
2. First, write down your message. No numbers (write them out), and no punctuations.
3. For each letter of your message, find that character on the outer wheel, and write down the letter that is exactly beneath it on the inner wheel until your message is complete.
4. To read the encrypted message, get the key from the message sender and align the wheel. For each letter of your message, find that character on the inner wheel, and write down the letter that is exactly above it on the outer wheel.

Secret Decoder



Decoder Wheel

[Decoder Wheel](#)



“This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained there in.”



Funded by the
Erasmus+ Programme
of the European Union