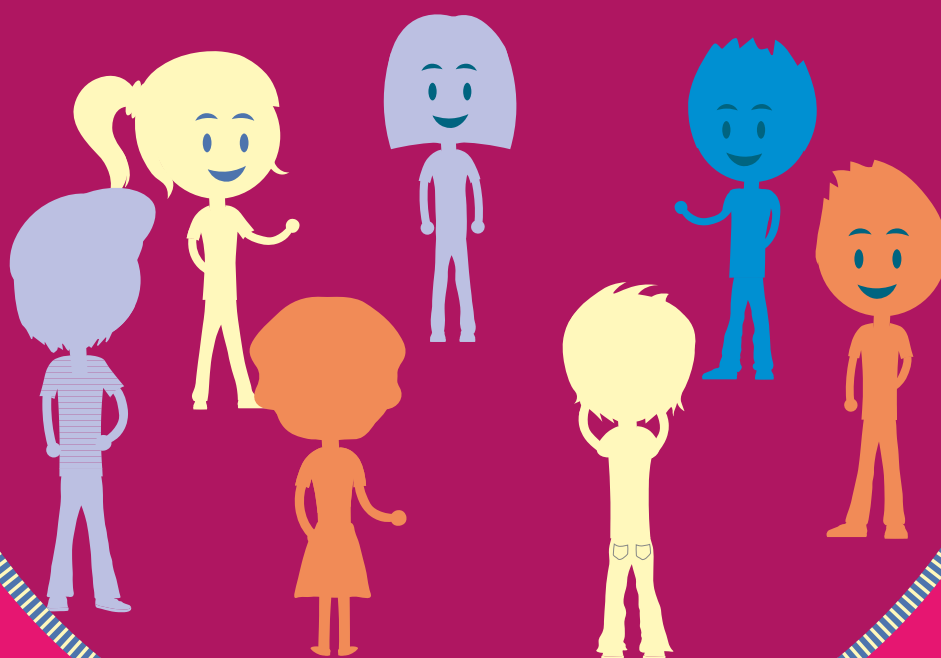


# PLAYING Games

with FACE



## Enhance personal development with games

Playing games is an important part in the FACE programme because they help to develop Self awareness, social competences, group cooperation and physical well-being.

In school, games not only function as gap-fillers between teachings sequences but are used for opening and closing a lesson. Some of the games can be used for both occasions as they work on a middle level of activation.

The games presented in FACE support group co-operation, partner co-operation, getting to know each other, self-awareness and physical abilities. However, the games presented in FACE also support certain aspects such as group co-operation, partner co-operation, getting to know each other, self-awareness and physical abilities. In FACE games are indicated with a rabbit icon when they are activating the students and with a snail icon when they are more suitable for calming down the group.

In general, all FACE games can be used in different cultural contexts, but it is the teachers' responsibility to adapt certain games to the needs and cultural context of their students (e.g. when physical contact is involved, mixing or separating genders etc.)

# content



Activating games,  
starting the class



Calming games,  
ending the class

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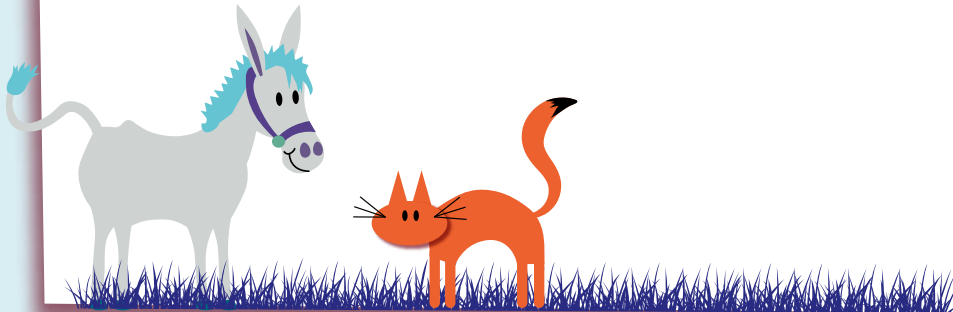
# 1

## GETTING TO KNOW EACH OTHER

### Animal sounds



The children sit in a circle. One child is in the middle of the circle and holds a ball. She throws the ball to a child and says the name of an animal. The child in the circle has to make the sound of the animal. If she cannot make the sound, she switches places and roles with the child in the middle.



### Back writing



Two children play together. One of them sits in front of the other. The first child starts to draw something on the back of the other child (e.g. a heart, circle, triangle etc.). The other child has to guess what she drew. Then they switch roles.



# 1

## GETTING TO KNOW EACH OTHER

### Goodbye-ball

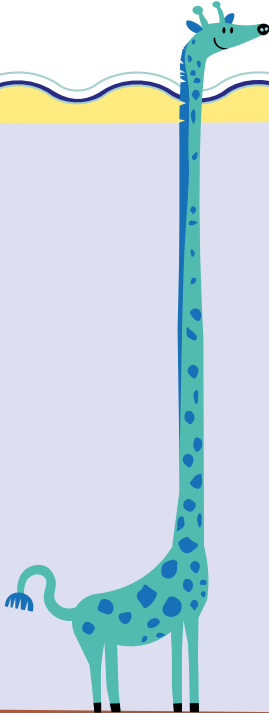
All children stand in a circle. One child has the ball. It winks at another child and throws the ball and says: "Goodbye, Catalin!" Catalin catches the ball, winks at another child and throws the ball saying "Goodbye, Anca!" Catalin leaves the circle. Then the children continue. The game ends when there is no child left in the circle.

### Greeting game

The children move around the room. Music is playing. When the music stops, the children have to stop moving and greet each other by shaking hands, clapping both hands together, giving each other "high-fives", using only the little finger, touching each other's noses etc. They say: "My name is..." The teacher tells the children which way to greet each other before the music starts.

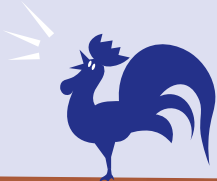
# 1

## GETTING TO KNOW EACH OTHER





### I am an animal

The teacher throws a soft ball to one child. The child introduces herself, e.g. "I am a funny tiger. My name is..." (the children can invent names or say their own name). She can also make the sound. The children can move around the room and pretend to be the animal.



### Mars greetings

1. The children sit in a circle. The teacher collects ideas about greeting styles from other countries of the world. If the children don't know other forms, he can introduce the "Wai" greeting from Thailand: Pressing the palms of the hand together in front of the chest and lowering the head.
2. Then the teacher collects new forms of greetings from the children: "How else could you greet somebody? How do you think aliens would greet?"
3. Then the children are asked to get together in pairs and invent new forms of greetings by imagining being people from the planet Mars. Each pair can invent three new forms of greetings.
4. The children sit in the circle again. The pairs are invited to present their "Mars-greetings" in the middle of the circle. Each time two pair step into the middle and greet each other.

# 1

## GETTING TO KNOW EACH OTHER

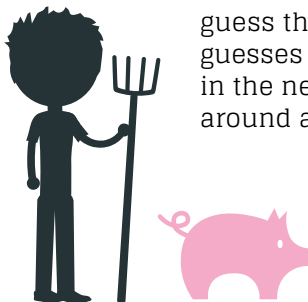
### Spider in the web

All children sit in a circle. They are the spider's web. A child is in the middle with her eyes blindfolded as the spider. Everybody is quiet. The teacher gives a small bell to one child. The child throws the bell into the circle. The spider has to crawl through the spider's web and find the bell. Then another child is blindfolded. The game starts again.



### Squeak piggy squeak

The children sit in a circle. The teacher chooses one child to be the "farmer". All the other children are the "piggies". The farmer is blindfolded and stands in the middle. Then the farmer is spun around three times and walks blindly outwards. The farmer sits on the lap of a piggy and says "Squeak piggy squeak!" When the piggy squeaks, the farmer has to guess the name of the child. If the farmer guesses correctly, the piggy becomes the farmer in the next round. If not, the farmer is spun around again and sits on another piggy's lap.



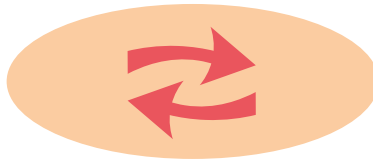
# 1

## GETTING TO KNOW EACH OTHER

### What has changed?



The children sit in a circle. All children have to look around and memorise as best as they can the order in which they are sitting. The teacher chooses one child. He leaves the room. Now, two children change their position in the circle. Then the child is called inside the classroom again. He has to look around and find out who changed their seats. Then another child is chosen to leave the room and so on.



### What is different?



Two children stand facing each other. They look at each other carefully. One child turns around. The other child changes something about his appearance, e.g. the hair style, clothes, expression etc. The other child has to guess what has changed. The teacher gives the command when the children can turn around etc. After two to three guesses, the children change partners.





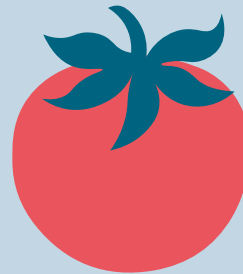
# 1

## GETTING TO KNOW EACH OTHER

### What is red?



The children sit in a circle. One child throws the ball to another child and asks: "What is red?" The child who caught the ball says, for example: "Tomatoes are red." He asks about another colour, e.g. "What is blue?" and throws the ball to the next child who might say: "The sky is blue." During the course of the game, the children can ask about the same colours, but the answers should be different.



### Who is it?

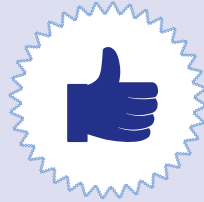


Everybody is standing in a circle. The teacher starts describing a child, e.g. "I see someone who has brown hair, is wearing a red pullover and white shoes". The child who has been described is next and describes another child.



# 1

## GETTING TO KNOW EACH OTHER



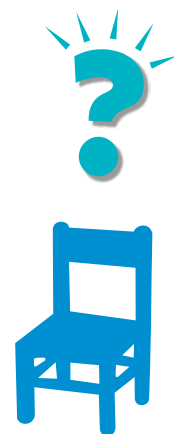
### Who of you can?

All children stand in a circle. The teacher says statements like "I can play football". All children who can play football go into the middle. When choosing the statements the teacher must come up with activities and skills for both boys and girls. Variation: The teacher could also use funny skills. As the last statement the teacher says: "I can make music with my body, a glass of water, etc."



### Who sits next to me?

All children sit in a circle on chairs. One chair is empty. The child sitting to the left of the empty chair begins with the following phrase: "My right place is free, I want ... to come to me". The child who has been called comes and sits next to the first child. Then the child sitting to the left of the empty chair starts. The teacher must make sure that it isn't always the same children who are chosen to change seats.



## Car wash



This game is played without talking, very quietly. The class lines up, shoulder to shoulder. The child at the end of the line is the “car” that needs to be cleaned. She moves down the line with the back to the line. The other children are the brushes. They massage, stroke, pat etc. the back of the child. Hitting, tickling or any violent movements are not allowed. When the other end is reached, the “car” is clean and it is the next child’s turn.

## Clap your palms on the floor



The children kneel on the floor and put the palms of their hands on the floor in order to form a circle. Each neighbour’s hand is between their own hands - a bit like a zipper. Then one hand starts to clap (on the floor), then the next one and the next one etc. The children have to watch their own hands and their neighbours’ hands and coordinate. After having practiced that for a longer period of time, a new aspect can be introduced: when a hand claps on the floor twice, the direction has to change.



## Clappy



All children stand in a circle. The teacher holds an invisible little animal in his hands: "Its name is 'Clappy'". Clappy will go around the circle and we have to catch him". The teacher starts with one clap. Then the child next to him claps, then the next one etc. The clap goes around the circle. Then the teacher claps twice. Clapping twice changes the direction of the clap. It is the goal of the game to let Clappy move as long as possible.



## Fruit salad



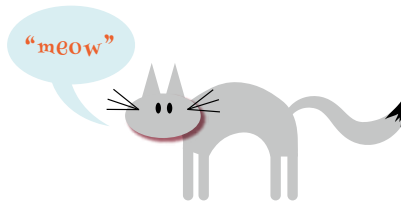
The children sit in a circle. The teacher assigns different fruits to groups of children (e.g. 5 are strawberries, 5 are apples, 4 are bananas etc.). One child is chosen to go into the middle of the circle. His chair is removed from the circle. Now the teacher calls out the name of two fruits, e.g. strawberries and apples. The children of the two groups change places. During that time, the child in the middle has to try to get to an empty chair. The remaining child is the next one to go in the middle of the circle. If the teacher calls out "fruit salad" all children have to stand up and change their places again.



## Mama and kittens



One child is the mama cat and waits in the corner of the classroom. In the other corner the children (or the teacher) appoint(s) one child to be the kitten. All children move like cats through the room. Every now and again the kitten says "meow". The mama has to find the kitten. She tells when she has found it. Then another child can be the mama.



## Robots and mechanics



The teacher divides the class into many robots and only a few mechanics (e.g. 15 robots and 5 mechanics). The robots can only march straight ahead. When they hit an obstacle, they start to beep. Then the mechanics have to turn them around so they can march again. It is the mechanics' task to keep all robots moving and none beeping.



## 2

### GROUP CO-OPERATION

#### Rotten egg



All children stand in a circle. One person (A) may leave their place and run outside along the circle and drop an object – the rotten egg – (in reality a handkerchief or a paper ball) behind someone (B). B has to react as quickly as possible and run after the person who dropped the object (A). If A is caught by B, A has to repeat. If A was able to run to the empty space that B left in the circle, B has to run and drop the object again.



#### Secret message



The class is standing in a circle. The teacher whispers a message into a child's ear, which whispers it into the next child's ear until it is passed through the whole class. The last child announces the message. Was it correct? After the first round, children invent a message. Play a couple of times.





## Silent whisper

The children sit in a circle. The teacher starts and whispers a short sentence into the ear of the child sitting next to her. The child has to turn the message to the next child sitting next to her by whispering. Thus, the message goes around the circle. The last child says the message out loud again. It will be funny to see how it has changed. Then the teacher appoints a child to start a silent whisper.

## Simon says

All children stand in a circle. The teacher starts by saying: "Simon says clap your hands." All children clap their hands. The teacher says: "Simon says, jump up and down." The children jump up and down. The teacher says: "Sit down." The children remain standing. They only do things when the teacher starts the sentence with "Simon says". Then, several children can have a go.

## Sitting on each other's lap



The whole class stands in a circle. All the children turn to the right to look at the next child's back. Then they get really close together and when the teacher counts to three they sit down on the knees of the child behind them. When everybody is sitting they can try to walk.



## The musical snake



All the children queue up to form a long "snake". As soon as the music starts, the snake starts moving. The child at the front of the snake makes movements such as hopping, crawling, tiptoeing etc. The other children all imitate the movements. When the music stops, the child in front goes to the rear of the snake and it is the next child's turn.





## Where is the treasure?



The children stand closely next to each other in a circle. Their hands are behind their backs. One child is in the middle and closes his eyes. The teacher gives a treasure (keys, ball, etc.) to one of the children in the circle. The child in the middle opens his eyes. The other children pass the treasure behind their backs, one by the other, without making too much noise. The child in the middle has to guess and point to where the treasure is. When he is right, the child who was pointed to, gets a turn in the middle.



## Back writing



Two children play together. One of them sits in front of the other. The first child starts to draw something on the back of the other child (e.g. a heart, circle, triangle etc.). The other child has to guess what she drew. Then they switch roles.



## Be my mirror



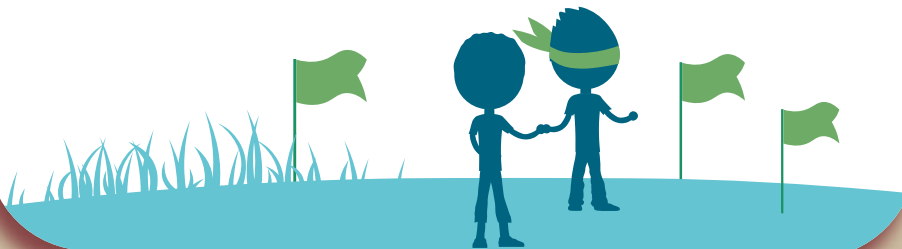
Two children stand facing each other. One child starts to make a move (e.g. claps her hands or stamps his feet). The other child has to be the mirror and does the same thing. Then the first child makes a different move. The mirror has to do the same. After a few turns, the teacher tells the children to switch roles. Now the other child is the mirror.



## Blind circuit



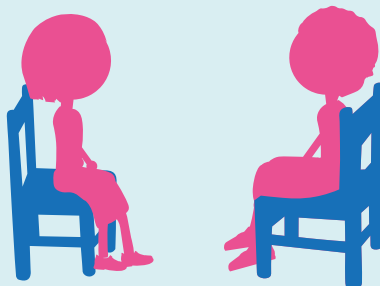
The teacher prepares a little circuit in the classroom. For example, slalom with chairs, crawl under the table, jump over a line, walk in a straight line etc. The children do the circuit in pairs. One child is blindfolded, the other one has to lead her through the circuit. You can also use the corridor. This game could also be played outside. After a while they change places.



## Don't laugh



Always two children sit opposite each other. Who can stay the longest without laughing? It gets more difficult when both children start to make funny faces.



### 3

#### PARTNER CO-OPERATION

## I am your shadow



The children work in pairs and stand one behind the other. As long as the music plays, the child behind must be the shadow, i.e. imitate all the movements, of the child in front. The movements must be imitated as precisely as possible. After two minutes the children swap.



## Making cookies



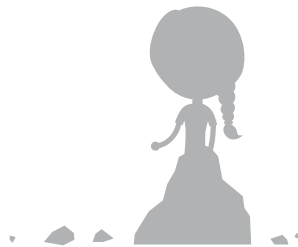
Two children play together. One child sits, the other stands behind it. The teacher gives instructions for making cookies, e.g. "First the baker rolls out the dough." The standing child has to roll out the dough with his hands on the other child's back. "When the dough is flat, the baker makes the cookies. He uses forms for this." The standing child draws forms on the other child's back. The other child can guess which form it is. "Then the cookies are put in the oven". The standing child puts both palms on the back of the other child and moves the cookies. "After some time the cookies are ready. The baker takes them out of the oven". The child has to blow on them.



## Sculptor and sculptress



One child is the raw marble block that has to be formed. He stands without moving. The other child is the “sculptor”. The first step is to create the sculpture. First by touching the child and moving/bending him into the desired position. Then the children change roles.



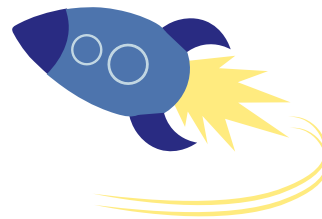
## Guess how I feel



The class is standing in a circle. The teacher whispers a feeling into a child's ear. The child mimes the feeling and the others have to guess what it is. Then it is another child's turn to whisper a feeling into someone's ear.



## Rocket start



All children sit in a circle. They are astronauts. The rocket is being launched (by clapping their hands on their thighs). The rocket is about to start (clapping gets faster). The rocket starts and rises into the sky (children jump up from their chairs and raise up their arms). Variation: Before the start the teacher can also count from 10 to 0 together with the children.



## Thunderstorm

Everybody stands in a circle and is quiet. The teacher makes sounds of an approaching thunderstorm. The child to her left must imitate the sound, which then wanders from child to child until it reaches the teacher again. The teacher accompanies the sounds with the description of an approaching thunderstorm. Rub your hands for the rushing of the wind, snap your fingers for raindrops falling, slap your thighs for pouring rain, stomp your feet for thunder and lightning. The thunderstorm has now reached its climax and is slowly fading. You do the sound sequence backwards until the sun shines again.



## Warm sun hands

The children sit in a circle and close their eyes. The teacher plays the warming sun and wakes up the children one after the other. She rubs her hands so they are warm and puts them on the backs of the children, one after the other. Whoever has been woken up by the sun stands up and goes to his desk.



## Feelings fitness programme

### 1.

The teacher and the children act, sing and dance to a song about feelings. The teacher discusses with the children how different feelings have an effect on how a person looks or moves.

### 2.

The class stands in a circle. The teacher introduces a feelings fitness programme. He is the fitness trainer, the children imitate. First, the children comment on what they are doing, then they just do the movements.

### 3.

In the circle, some of the children now do their own feelings fitness programme in front of the whole class.

FEELING	POSSIBLE MOVEMENTS
I am strong	Stand with both feet apart on the ground. Your arms are relaxed on the sides.
I am afraid	Draw your shoulders up. Open your eyes wide. Open your mouth slightly. Put your arms in front of you, as if to defend yourself.
I am brave	Stand with both feet apart on the ground. Your back is straight. Put your hands on your hips.
I am sad	You are standing with slumping shoulders. Arms are hanging. You look to the ground.
I comfort myself	You put your arms around you to comfort yourself.
I am happy	You throw your arms in the air and scream "yippee"!
I am angry	You stomp on the ground with your feet, clench your teeth and look angry. Make fists.
I am really happy	You throw your arms in the air, jump repeatedly and scream "yippee"!
I am proud of myself	You pat yourself on the shoulder, because you have done something well. Your chest is out.





## Heads and shoulders

1.

Warming up song “Heads and shoulders”:  
Sing the song together with the children and make the  
movements (text and music on page 26).

2.

The children stand in a circle.

3.

The teacher starts to present body movements and the  
children follow the movements, e.g.:

- touching the feet with the hands  
(without bending the knee)
- touching the left shoulder with the right  
finger by putting the arm over the head  
stretching out

4.

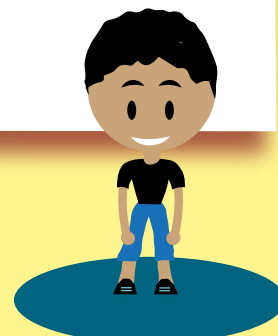
The children continue and present movements for the  
others to follow.

5.

Some children are asked how they feel after the movements.

6.

Repeat the song again.





**song:**  
**Heads and shoulders**

C  
Head and shoul - ders, knees and toes, knees and toes;

G  
Head and shoul - ders, knees and toes, knees and toes; And \_\_\_\_

C F  
eyes and ears, and mouth \_\_\_\_ and \_\_\_\_ nose;

G C  
Head and shoul - ders, knees and toes, knees and toes.

**WHEN YOU SING MAKE THIS MOVMENTS:**

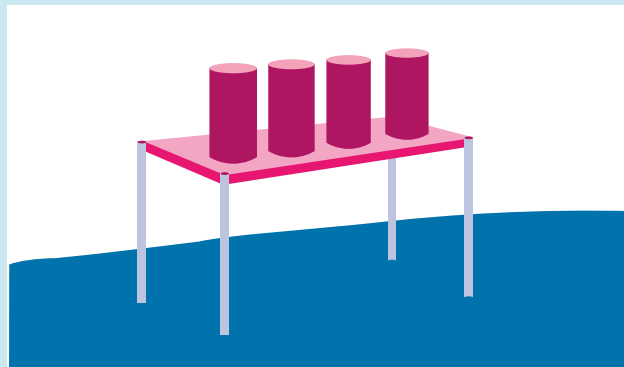
Head: Point to your head  
Shoulders: Point to your shoulders  
Knees: Point to your knees  
Toes: Point to your toes

Eyes: Point to your eyes  
Ears: Point to your ears  
Mouth: Point to your mouth  
Nose: Point to your nose



## Knocking down tins

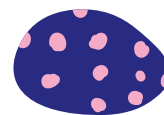
The tins for the toilet paper rolls are placed on a table.  
Each child tries to knock down the tins with  
a newspaper ball. The children can draw a line each  
time they win a game.

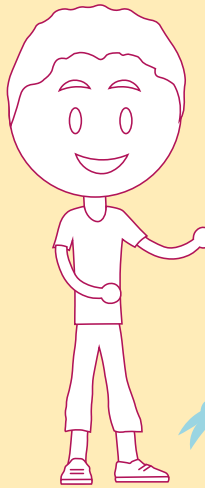




## Stone boccia

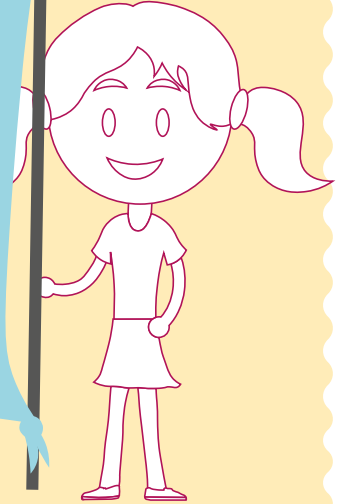
1. The teacher holds two stones in her hands and reads a poem to the children:  
  
**My beautiful stones**  
I have three stones so nice and round  
They do not look the same  
They are my favourite ones I found  
With them we'll play a game.
2. The teacher goes outside with the children to collect stones (three for one child). When they return, paint, water and brushes are being prepared. The children paint always two stones in the same colour. The third stone has a different colour. The teacher writes their names on the stones with a permanent marker.
3. They play the game "Boccia".  
First, everybody plays on their own. The stone with the different colour is thrown in front of the child. Then, the two coloured stones are thrown as near as possible to the first one. The stones have to be thrown as close as possible to the first stone. The children play in pairs. Who wins? Rules are discussed: no throwing at other children, only throwing some metres away, not throwing too hard etc.
4. After playing for about 15 minutes the children sit in a circle with their stones. They hold them in their hands. The teacher recites the poem again. The children recite it with her.





## My beautiful stones

“I have three stones so nice and round  
They do not look the same  
They are my favourite ones I found  
With them we'll play a game.”



Name


Name


## 5 PHYSICAL ACTIVITIES

### Throwing balls into a box



The children try to throw balls into a box.  
Each child gets all the group's balls. The more balls  
are thrown, the more points are given.

