



Līdzfinansē
Eiropas Savienības
Erasmus+ programma

ERASMUS+ “4C”

PROJEKTA NR. 2018-1-LV01-KA229-046950

Handbook for teachers
Activities of the project “4C”

1.activity

Escape room title:

“Discoveries step by step”

Place: Jaunpiebalgas secondary school.

Project: Erasmus +4C

Project number 2018-1-LV01-KA229-046950_1

Age: for 14 – 17 year old

Length: 30 minutes

Essence: Historical legend recognition by communication, critical thinking skills, creativity and collaboration.

Theme and learning results: team building, chance freely and creatively express themselves, learn from their own mistakes, learn how to work as a part of the team.

Game legend: At the sea shore washed in an ancient bottle with an old map fragment and message.

Room to prepare: any room where they receive task for escape room. Participants receive agenda about ancient bottle with map fragment and message rinsed out at the sea shore and that they need in 20 minutes get on a ship deck and find out the missing words because ship is sinking. That they are not allowed to use mobile phones except notify if they fail to complete the task or when they complete it by sending WhatsApp photo to get a suitcase code to open it to get a door key. To complete the task don't need fixed order to do so.

Game room: looks like ships cabin with all the appropriate items.

Necessary items: map, goose feather, ink-bottle, chest, suitcase (with key code), blanket, compass, sandglass, ancient chairs and table, candlestick with candle, ancient lamp, icon or sculpture of Virgin Mary, wall clock with opening doors, old fashioned suspended lights, recording with sounds of the sea waves, pictures, mug with cacao drink, ancient bottle, mobile phone, quotation from Christopher Columbus diary “Gold is a treasure, and he who possesses it does all he wishes to in this world, and succeeds in helping souls into paradise”, tomato, books (one of them with a hole in the middle), laptop for music playing, 6 folded paper boats, pen with invisible ink and flashlight to read it. Can put small pot with cacao powder and vanilla sugar or vanilla pods (for fragrance).

Task: find out who send a message in the bottle, where he was travelling to and what he discovered, and what was the outcome of his travels. (Participants discover that map was Christopher Columbus who went to look for seaway to India, China and Japan. He was travelling to get a chance to trade with spices, to be famous, get gold and wealth. With his discoveries Old world (Europe) started New worlds (North America and South America) colonisation. Happened species exchange – suitable species (horses, tomatoes, potatoes, etc), aswell as humans and – unsuitable (bacteria, viruses, parasites, etc.)

Message in the bottle:

On 3rd of august 1492 me – wool merchant from Genova, with king of Spain Ferdinand and queen Izabella blessing, went on my travels to India, with my ships “Santa Maria”, “Nina” and “Pinta”to supply gold, spices and another Eastern goods. My path was long and unpredictable. Our team needed to

travel 2299 miles (3700 kilometres) to reach India. I wanted to prove that that earth is round and travelling by sea west can get to east.

6th of september. Sailors of one of the ships we met told us that there is 3 Portugal sailing ships trying to intercept us.

9th of september. I have decided to write in my book lesser time what we travelled, that my team don't loose spirit, in case if our trip would be longer then expected.

21st of september. All day windless prevail.

23rd of september. Team getting depressed because they believe that there is no wind in this area what would let us to go back home.

10th of october. Sailors can't handle anymore and loudly express their dissatisfaction about the long journey. But I calm them down promising compensation for the suffering in near future.

11th of october. On sailing ship deck "Pinta", planks with traces of processes wood was brought up from the sea and on "Nina" hard land signs – like branch with fruit. I told my man to be alert. First who will see hard land will get silk camisole from me and life long pension from king.

12th of october. Around 2am we saw land. First one to see it was "Pinta" sailor. All sails was lowered completely and we waited till sunrise.

When I got on the hard land I fell on my knees kissing it and thanking God. Then I unrolled kings flag and called both kings officials to witness that in the name of king and queen of Spain I have conquered this island.

Soon inaf we were surrounded my indigenous. They swimmmed till our ships bringing parrots, cotton yarn cods, long wooden throwing spears and many other things to exchange them for our things, like glass beads and small bells. We were surprised how they look like, because they was different from types of human race we seen before. They was walking naked like God created them. Their skin is lite yellow colour, hair – black and straight, not like inhabitants of Africa. They all was with perfect body build and confident postures. They will be trustworthy and knowledgeable servants, because whatever I told them they understood and was able to repeat. I am sure that it will be easy to convert them to Christianity, because it looks like that they don't belong to any religion. If Highest man will like that, then on my way home I'll take 6 of these humans, to show them to king and queen.

To San Salvador (Bahamas), China (Cuba) and Japan (Espanol) I travelled 4 times.

As a result of my travels Old world (Europe) started Young world (North America and South America) colonisation. I brought a lot of gold and another treasures to king of Spain. I introduced Europe with many plant species like tomatoes, potatoes, cacao beans, vanilla, pumpkin, etc.

Christopher Columbus.

In this message text different colour words is replaced with dotted lines where participants will need to write necessary information.

Course of the game:

1. Participants find the ancient bottle with map fragment and message, where some words disappeared (dematerialized). Message is like a task. When finished all tasks at the end of the game – take a photo and send it to WhatsApp, if they are done correctly – receive suitcase code to open it to get a key of the door. In the middle of the game can call a specific phone number if there is any difficulties completing tasks or if in time provided not able to finish all assignments.

2. In the room is playing sea waves sounds and lighted aromatic candles with chocolate aroma or hot cacao in the mug.

3. On the floor from the door till water barrel is pointing arrows. On the barrel is compass with help of it locate direction to the next object which is placed west of it.

4. On the table are placed, which is west from the barrel with compass, different objects and maths tasks, solving them will lead to the year number 1492. (Multiply the largest three-digit number by the smallest natural pair. From the resulting multiplication, the number of six ones is subtracted, ten is less than six, but one hundred is less than one.)

5. In the room is placed 6 folded paper boats, 3 of them have hidden name inside them “Pinta”, “Nina” and “Santa Maria”.

6. On the table is book with bookmark in it – opening that can find circled letters to find word Spain.

7. Inside the wall clock with opening doors is hidden formula how kilometres convert to miles.

8. With invisible ink on side of the map is written Christopher Columbus (on side of the map there is a small symbol of pen and flashlight) pen with the flashlight is placed on one of the items in the room.

9. In the room there is few books – one of them is with the cut out hole inside with hidden tomato in it.

10. On the wall or the floor there is sellotaped papers with 3 riddles about potatoes:

- Most people eat these

That is no surprise

They taste great as chips

And also as fries.

- I have eyes but I can't see

I have skin but I can't feel anything

I can be sweet but I'm not a piece of candy

I can be baked but I'm not a cake

I can be peeled but I'm not a carrot.

- I can be fried

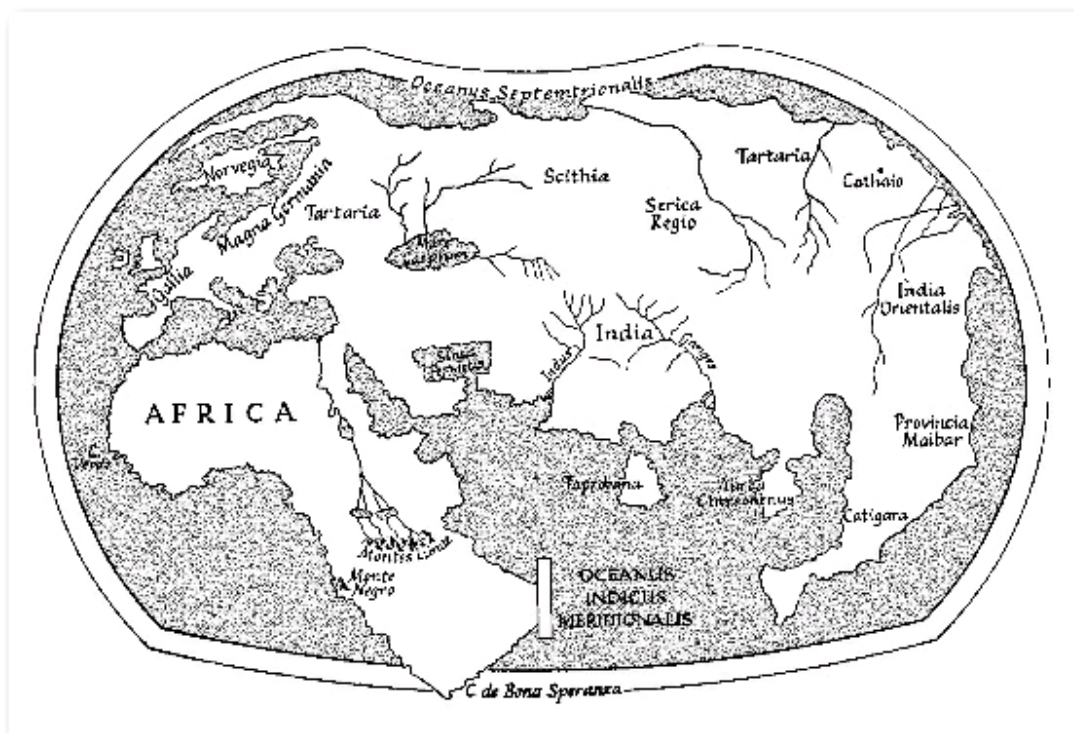
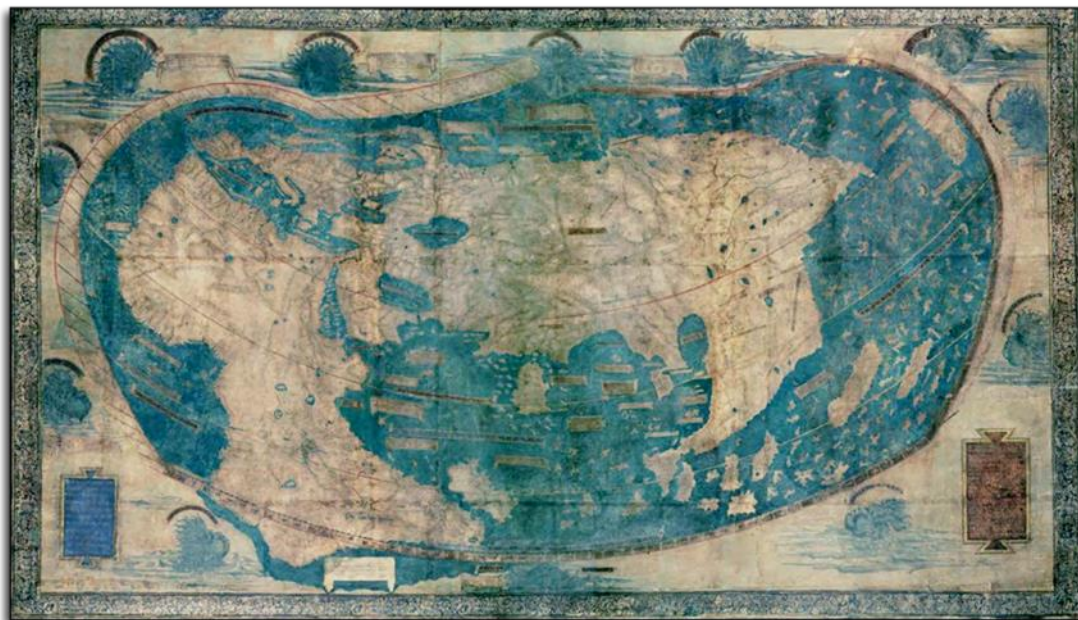
Boiled and mashed

Roasted and baked

Scalloped and hashed.

11. When all missing words are filled in on dotted lines, participants take a photo and send it to specific phone number on WhatsApp in exchange receiving suitcase code to open it to get the door key.

Supplement 1





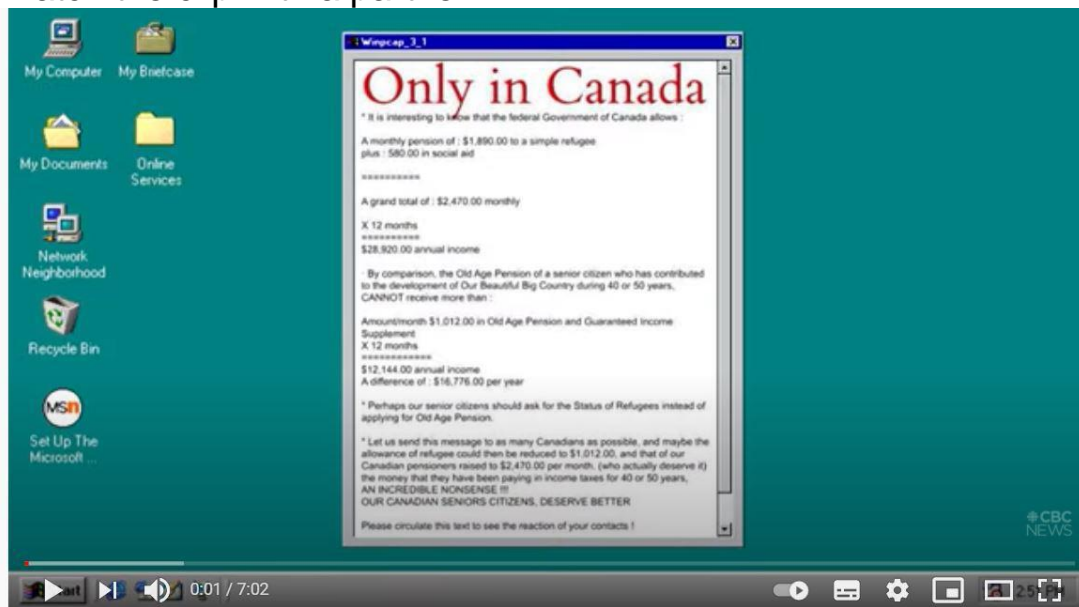
2. activity

Fake News!



Walk and talk with a partner - What do you know about Fake news? agree on a definition!
When returning to class, explain your definition

How to spot fake news
Watch the clip with a partner



<https://www.youtube.com/watch?v=UF3TrTIZbCA>

Share a document with your English buddy! Note the different facts about fake news presented in the youtube clip.

5 facts about Fake news:

- A type of journalism or propaganda that consists of deliberate disinformation or hoaxes spread via traditional print and broadcast news media or online social media.
- The term is also at times used to cast doubt upon legitimate news from an opposing political standpoint, a tactic known as the lying press.
- The false information is often caused by reporters paying sources for stories, an unethical practice called checkbook journalism.
- Fake news is written and published usually with the intent to mislead in order to damage an agency, entity, or person, and/or gain financially or politically
- Fake news undermines serious media coverage and makes it more difficult for journalists to cover significant news stories

HOW TO SPOT FAKE NEWS

CONSIDER THE SOURCE
Click away from the story to investigate the site, its mission and its contact info.

READ BEYOND
Headlines can be outrageous in an effort to get clicks. What's the whole story?

CHECK THE AUTHOR
Do a quick search on the author. Are they credible? Are they real?

SUPPORTING SOURCES?
Click on those links. Determine if the info given actually supports the story.

CHECK THE DATE
Reposting old news stories doesn't mean they're relevant to current events.

IS IT A JOKE?
If it is too outlandish, it might be satire. Research the site and author to be sure.

CHECK YOUR BIASES
Consider if your own beliefs could affect your judgement.

ASK THE EXPERTS
Ask a librarian, or consult a fact-checking site.

IFLA
International Federation of Library Associations and Institutions
www.ifla.org

Identifying Fake news - BE CAREFUL!

The International Federation of Library Associations and Institutions

(IFLA) published a summary to assist people in recognizing fake news.

Its main points are:

1. Consider the source (to understand its mission and purpose)
2. Read beyond the headline (to understand the whole story)
3. Check the authors (to see if they are real and credible)
4. Assess the supporting sources (to ensure they support the claims)
5. Check the date of publication (to see if the story is relevant and up to date)
6. Ask if it is a joke (to determine if it is meant to be satire)
7. Review your own biases (to see if they are affecting your judgement)
8. Ask experts (to get confirmation from independent people with knowledge).

3.activity

Game "Recognize Birds"



4.activity

Create a product for a company producing sodas:

Et firma skal have fremstillet en emballage. Designet skal være iøjefaldende, nyt og spændende. Men samtidig skal det være praktisk at stable, når varen skal køres ud til forbrugeren.

De fremstiller læskedrikke og de vil gerne have jer til at designe en beholder der kan rumme 1 liter.

I skal lave en præsentation (en beskrivelse i et Google-dokument), som skal indeholde:

- Navn på beholder.
- Forklaring af tankerne bag designet.
- Forklaring af figur; er den sammensat af flere figurer?
- Brug begreber som: grundflade, højde mm.
- Skitser/billeder med mål samt en fysisk model af emballagen.
- Beregninger på rumfang - HUSK! den skal jo være 1 L.
- Overfladeareal - beregning.

5. Activity

Ziemassvētku lielkonfekte.

Ziema iepriecina mūs ar sniegu. Reizēm sals kniebj degunā. Ziemā svinam arī saldākos svētkus.

Radi savu Ziemassvētku lielkonfekti!

1. Izdomā konfektes sastāvdaļas, lietojot savas tautas tradicionālo Ziemassvētku ēdienu sastāvdaļas;
2. Izvēlies tehnoloģisko procesu tās gatavošanai;
3. Realizē to praktiski;
4. Izdomā un uzzīmē konfektes iesaiņojuma skici (par iedvesmas avotu vari izmantot dotos leduspuķu attēlus vai arī nofotografētu savu ziemas skatu);
5. Iesaiņo savu konfekti;
6. Izdomā reklāmas saukli savai konfektei.

Esi radošs un ļauj vaļū savai fantāzijai! Lai veicas!

6.activity

Blind Drawing!

Place: SJWMS

Project: Erasmus +4C

Age: 14-17 year olds

Length: 15 minutes

Skills: Communication, working as a team, listening, giving clear instructions.

Learning Objective: To draw the image as described by your partner.

Resources: Paper, drawing pens and pencils, pictures made of geometrical shapes.

Activity Plan:

- Groups must be organised into pairs. They sit back to back. Only person 1 is allowed to speak during this exercise.

Person number 1 takes a picture and describes to person 2 what they see. Person 2 has to draw what is described. At the end, person 2 reveals their drawing and they compare it to the original.

This activity shows what happens when communication breaks down. In particular, it shows the importance of two-way communication. It demonstrates that, in addition to transmitting and interpreting a message, communication is about creating strategies to understand one another. Use the exercise as a starting point to discuss how employees can use better communication skills at work. Consider how someone may misinterpret unclear instructions — including how the activity would have had different results if the listener was able to ask questions.

7.Activity

The Great Egg Drop Challenge!

Place: SJWMS

Project: Erasmus +4C

Age: 14-17 year olds

Length: 1 hour

Skills: Communication, working as a team and creativity are needed!

Learning Objective: To create an egg container that would survive an eight feet drop without breaking! If your egg is cracked after the fall, your team loses.

Resources: Bubble wrap, Cardboard, Bin bag, String, Toilet rolls, Straws, Carrier bag, A4 paper, tape, glue gun, newspaper, foam, tissue paper, sponges.

Activity Plan:

- Groups must be organised into 3-4 people.
- Each team can choose which resources they wish to use.
- Students have 50 minutes to create an egg package that they believe will survive the drop.
- The final 10 minutes will be used demonstrating their egg packages' hardiness.
- The remainder of the students will judge their competitors on creativity /5 and effectiveness! Did it survive?

Examples of egg boxes for the drop:

8.Activity

ITALY – COMMUNICATION

ACTIVITY 1

Work in groups to create a piece of persuasive media about protecting the environment.

Brainstorm types of media that are particularly persuasive in getting you to believe what they say.

Pick one type of media from your brainstorm and research good and bad examples.

Create your own persuasive advert to present to the class, using ideas from your research.

Choose your own campaign to protect the environment, focusing on avoidance of disposable plastic items

ACTIVITY 2

Work in groups to choose a space for graffiti in your home town.

1 Research three different legal graffiti walls around the world.

2 Find out:

- why the space was allocated
- is the wall visible or hidden
- its location in the town or city
- how the local people feel about it

3 Decide on the best place for legal graffiti, what kind of graffiti you would like

to see, and the benefits to the local area.

4 Present your idea to the class. Use illustrations if necessary.

5 Vote on the best space for legal graffiti.

ACTIVITY 3

Work in groups to design a robot and pitch your idea .

1 Choose the purpose of your robot. What basic functions will it perform?

2 Research similar products for design and function ideas.

3 Prepare the detailed sales pitch for your robot. Include:

the name and purpose of your robot

a labelled diagram of your robot, showing key functions

the benefits your robot will bring

your market (i.e. who will buy your robot)

4 Present your sales pitch to the class.

5 Vote on the best sales pitch and the best robot idea

9. Extra activities used during the project

Barrier games.

Barrier games are a specific form of an information gap activity. Information gap activities are communicative activities for two or more learners, where Learner A has information that Learner B needs, and vice versa. In a barrier game Learner A and Learner B sit with a barrier between them and are required to convey information to each other. The information that each learner has can be in any form, for example:

- Learner A and Learner B each have a partially completed version of a map, diagram, chart, timeline etc. with different information missing
- Learner A gives instructions to Learner B to enable them to draw or complete a picture or diagram, and vice versa
- Learners A and B are given identical sets of photographs, picture cards, real objects (toy cars or animals, shapes etc.) to arrange or sequence in an identical way
- Learner A has a picture or object to describe to Learner B who has to guess what it is
- Learner B places objects on a blank picture board or grid to match Learner A's board

Examples of activities

Barrier games are very flexible and can be used with any age-group, in any subject and with learners at any level of English language proficiency. Activities include, for example:

1. Completing a timeline:

One example is the **Charles Dickens barrier game**. Learners A and B are each given different biographical information about Charles Dickens, and identical timelines to complete. They have to ask each other questions in order to fill in their timelines.

2. Guess the 3-D shape:

Learner A chooses a 3-D shape from a set that Learner B cannot see and describes it to Learner B who has to guess what it is. 'It has eight vertices and six faces. The faces are all equal in size.' When Learner B has guessed correctly the roles are reversed. This gives an opportunity for both learners to practise using mathematical language in a real context.

Collaborative activities.

Collaborative activities are any activities where learners are working co-operatively in pairs or groups. For example:

- Pair or group discussions
- Completing shared tasks in a pair or group, e.g. matching, sorting, ranking
- Activities or games with a competitive element, e.g. bingo
- Drama and role play
- Information exchange activities, including barrier games and jigsaw activities

Examples of activities

1. Group or pair discussion:

There are a range of pair or group discussions, for example:

Listening triangles: learners work together in groups of three: a speaker, a questioner and a note-taker.

- The speaker explains the topic (or expresses their opinion on an issue) as directed by the teacher
- The questioner listens carefully and asks for clarification or further detail
- The note-taker observes this process and provides feedback to both speaker and questioner

Talk partners: Learners are paired for short discussion activities. Pairs can be selected, chosen randomly or regularly switched. It may be useful to establish ground rules and model some appropriate question types and responses.

Think-Pair-Share: Learners prepare a response to a text or prepare a piece of work and then explain their ideas to a partner. After the pairs have discussed the issue, they join with another pair, share views and emerge with a group conclusion or perspective.

Snowballing: Learners discuss something or investigate an issue in pairs. The pairs then join another pair to form a group and share their findings. The small groups then join together to make a larger group: 2 → 4 → 8 → 16 → whole-class.

2. Working on shared tasks, e.g. matching, sorting, ranking:

Working collaboratively on a task encourages use of the vocabulary of the curriculum area, and at the same time encourages use of the language of making suggestions, justifying opinions, agreeing and disagreeing, etc. It also gives practice in listening. Many of the resources on this website have images that can be made into flashcards

which can be used for matching, sorting or ranking. For example, in A Balanced Diet learners are asked to sort cards with different foods on into groups according to their nutrient content.

3. Games and activities with a competitive element:

Games can be very effective in motivating learners, and in revising or consolidating curriculum content. They also practise the language of turn-taking and negotiating. Bingo is a popular game included in several of the resources on this site, e.g. food bingo. A quick noughts and crosses game can be produced for any topic on a whiteboard, i.e. a 3x3 grid with answers in each square. Split the class into two teams, and teams discuss possible questions to match the answers. There are likely to be a range of possible correct questions. In this example a question to which the correct answer is 'protein' could be 'What do you find in fish, nuts and meat?' or 'What do we need to build and repair tissue?'

4. Drama and role play:

Drama and role play can be fun and used successfully in any area of the curriculum. Drama is a very valuable tool for exploring issues, making learning memorable, encouraging co-operation and empathy. The use of drama and role play can create an opportunity for the learner to hear and rehearse language in a meaningful context, so as to be able to use it confidently in speech or writing.

5. Information exchange activities:

Information exchange (or information gap) activities are communicative activities for two or more learners. They include barrier games and jigsaw activities, or any activity that involves learners having different pieces of information that they then have to convey to each other orally. Here are two examples:

Barrier games: In a barrier game Learner A and Learner B sit with a barrier between them and are required to convey information to each other, for example while looking at different text or images.

Rainbowing: This is a form of jigsaw activity where each member of a working group is given a different colour. When the group task is complete the learners form new groups according to their colours. Within the colour groups, they compare findings, discuss what they have achieved, or carry out another task that they all need to contribute to, e.g. completing a grid.

1. Hot Seat

This fun game is a lot like the game show *Password*. Split your class into two teams and have them sit together in teams facing the whiteboard or chalkboard. Then take an empty chair—one for each team—and put it at the front of the class, facing the team members. These chairs are the “hot seats.” Choose one volunteer from each team to come up and sit in the “hot seat,” facing their teammates with their back to the board.

Prepare a list of vocabulary words to use for the game. Choose one and write it clearly on the board. Each team will take turns trying to get their teammate in the hot seat to guess the word, using synonyms, antonyms, definitions, etc. Make sure team members work together so that each member has a chance to provide clues.

The student in the hot seat listens to their teammates and tries to guess the word. The first hot seat student to say the word wins a point for their team. Once the word is successfully guessed, a new student from each team sits in the hot seat, and a new round begins with a different word.

2. The Perfect Square

This activity requires strong verbal communication and cooperation. All you need is a long rope with the ends tied together and something to serve as blindfolds for students, such as bandanas or fabric strips. Have students stand in a circle holding the rope in front of them. Signal them to put their blindfolds on and set the rope on the ground in front of them. Ask students to turn and walk a short distance away from the circle. Assign a partner to any students who may need help. Finally, have everyone come back to the rope and try to form a perfect square with their blindfolds on. Set a time limit to make it more challenging.

3. Birthday Line Up

This is a fun activity to get kids lined up. It may take 5–10 minutes, depending on the age of your students, so plan accordingly. The objective is to have students line up in order of their birthdays—January 1st through December 31st. To do this, they will need to know the order in which the months fall as well as their own birthday. They will also need to talk with one another in order to figure out who goes in front of whom. To make it super challenging, tell them they must do it without speaking at all, only using hand signals.

4. Get to Know You Balloons

Give each student an empty balloon and a slip of paper. Ask them to write a get-to-know-you question on their paper, such as *How many brothers and sisters do you*

have? Do you have any pets? What's one fun thing you did this summer? Next, have them put their question inside the balloon, blow it up, and tie the end.

When everyone is ready, have them gather on the rug and on your signal, toss their balloon up in the air. Give them a couple of minutes to bat the balloons around then call stop. Have each student grab one balloon and come sit in a circle. Go around the circle and, one at a time, have students pop their balloon, read the question inside, and answer the question.

5. Sneak Peek

This problem-solving activity will help students learn to communicate effectively. Before the game begins, the teacher builds a small sculpture with LEGOs or building blocks and keeps it covered in an area that is of equal distance from all the groups. Students are divided into teams of four or five, and each team is given enough blocks to duplicate the structure.

To begin the game, the structure is revealed, and one member from each team is allowed to come up to look at it closely for 10 seconds, trying to memorize it before returning to their team. Once they return to their team, they have 25 seconds to instruct the group on how to build a replica of the structure. After one minute of trying to recreate it, another member from each team can come up for a sneak peek before returning to their team and trying again. The game continues until one of the teams successfully recreates the original structure.

6. Art Reproduction Puzzle

Divide students into groups of six or eight (or larger if you want to make the task more difficult). Provide each team with an image and blank pieces of white card stock, one per team member. First, each team must cut up the image into the same number of pieces as there are group members. Then, each player will take one of the pieces of the image and reproduce it onto their blank piece of card stock with pencils, colored pencils, or markers. (If the team cuts the image into irregularly shaped pieces, each team member must then cut their blank paper into the same shape.) When every team has created the pieces of their puzzle, they will switch pieces with another team. The team will work together to solve the puzzle.

7. Hula-Hoop Pass

This activity helps kids work on listening, coordinating, and strategizing skills. It works best with smaller students. Have your students stand in a big circle. Place a Hula-Hoop on one student's arm and have them join hands with the student next to them. Ask all the other students to join hands to close up the circle. The objective of the game is to pass the Hula-Hoop all the way around the circle without unclasping hands. Students will have to figure out how to maneuver their bodies all the way through the hoop to pass it on.

8. Eye Contact

This is a great activity to support nonverbal communication skills. Choose ten students to participate in the first round. The others can gather around the edges and watch. Designate a player one. To begin, player one makes eye contact (no words or hand motions) with another player (player two) and gives them a signal that means go. When player two says go, player one starts moving slowly toward them to take their place in the circle. Player two then makes eye contact with another player (player three) and gives them a signal meaning go and starts moving toward them. The objective of the game is to time each player's command so that each player makes space for the others in time. After the first round, switch out the teams until everyone has had a chance to play.

9. Mingle, Mingle Groups

This activity is good for encouraging kids to mix it up. Students mill about the room saying, in a quiet voice, "Mingle, mingle, mingle." Then, the teacher calls out a group size, for example, groups of three. Students must break into groups of that size. The goal is to form different groups of individuals' every time. If a person tries to join a group with whom they have already partnered, they must find a different group. After a few rounds, the process may take a bit of rearranging.

10. Bumpity-Ump-Bump-Bump

This is a fun name game that requires quick thinking! Students stand in a large circle. One student comes to the middle. That student walks around the inside of the circle, stops in front of one person, and gives them a direction. There are four choices: Left = say the name of the person to the left; right = say the name of the person on the right; it = say the name of the person who is it; or self = say one's own name. After the student gives the direction, they say "bumpity-ump-bump-bump!" out loud. The student who was given the direction races to say the name of the correct person before the student finishes the phrase. If they can't, they're the next person on the inside of the circle.

11. Group Hop

This activity requires coordination and communication. Divide students into groups of between four and six people. Have the students in each group stand in a straight line with their right hand on the shoulder of the person in front of them and their left leg forward so that the person in front of them can hold their ankle. The group then sees how far they can hop along together without toppling over. Once groups get the hang of hopping, you can hold a competition to see who can hop the farthest or longest.

12. Tick Tock

This activity helps students negotiate and work together toward a common goal. Make a list of tasks on chart paper, assigning a point value for each job. For example: Do 25 jumping jacks (5 points); make up a nickname for each member of the class (5 points); get every person in the class to sign a piece of paper (15 points); form a conga line and conga from one end of the room to the other (5 points, 10 bonus points if

anyone joins you); etc. Make sure you list enough tasks to take up more than 10 minutes. Divide your students into groups of five or six and give them 10 minutes to collect as many points as they can by deciding which tasks from the list to perform.

13. Body Parts

Students mingle around the classroom until the teacher calls out a body part and a number, for instance “four knees!” Students have to form a group of four students closest to them (finding new partners each time) and join together one knee each or a group of two with both knees together. Anyone who isn’t part of a group gets to call the next round.

14. Human Alphabet

You need a large open space for this game. Have students spread out and guide them through a few rounds of forming letters with their bodies. For instance, “Use your body to make a T ... now make an O!”

Next, call out a simple short word, such as “so” or “dog.” Students will have to team up to form the word, with each student using their body to form one of the letters. Start with two-letter words, then three, then four. If students want a challenge, come up with a phrase that will take the whole class to complete.

15. Creative Solutions

This activity encourages creative problem-solving. Pick four or more different objects, such as a coffee can, a potato peeler, a knit hat, and a book. Split students into even teams. Now present a situation where each team has to solve a problem using only those objects. These scenarios can be anything from students are *stranded on a desert island and must find a way to get off or survive* to students must *save the world from Godzilla*. Give the teams five minutes to figure out an original solution to the scenario, including ranking each object based on its usefulness. When the five minutes are up, have each team present their solution along with their reasoning to the class. (Tip: Don’t make the scenarios so easy that it is obvious which objects will be most useful.)

16. Zip, Zap, Zop

This game is all about focus and energy. As students pass the energy across the circle (in the form of a Zip, a Zap, or a Zop), they make eye contact with the person they send the energy to and work together to keep the rhythm going. To pass the energy, have students put their hands together in a teepee in front of their chest. Player one moves their hands away from their chest, makes eye contact with and points at a classmate, and says “Zip.” Then that student repeats the process with another student and says “Zop.” That player repeats with a “Zop,” then it starts all over with “Zip.” Make sure students are making eye contact when they pass the energy. To make sure everyone is picked, students can put their hands down at their sides after their turn.

17. Spider Web

This team-building game will teach your students that even though they may be different in many ways, they are still connected to one another. Gather in a circle, standing or sitting. The game begins when the first person, holding a large ball of twine, tells the group a funny or embarrassing story about themselves. Once they finish, they will hold onto the end of the twine and throw the ball to someone else in the circle. That person grabs hold and tells a funny or embarrassing story about themselves and then passes it on to another student. Play continues until the twine has been passed to each person. The end result will produce a “spider web” out of the twine, connecting each student to all of the others.

18. Crime

PEDDY - PAPER QRCODE

We’ve organised a ‘Peady-Paper QRCode’ for our classmates!

A very mysterious crime occurred in our village and the challenge was to join all the information and arrive at a conclusion to solve the case. Our classmates had to follow the clues left in strategic points inside the school premises. They followed our instructions so that they could find the QRCode papers with information (audio and video) that would help them.

So, they joined in small groups and using their mobiles started this hard task!

After collecting all the information, we went back to the classroom and all the groups were given some time to discuss and present their conclusions. Then we told them what really happened!

Well, no one was able to solve this case! Do you want to give it a try? Just follow the clues, share with us your conclusions and we will tell you if you’re right!

