

THE
AFTERSCHOOL
GUIDE



FOR CREATING OUTSTANDING

LEARNING
GAMES

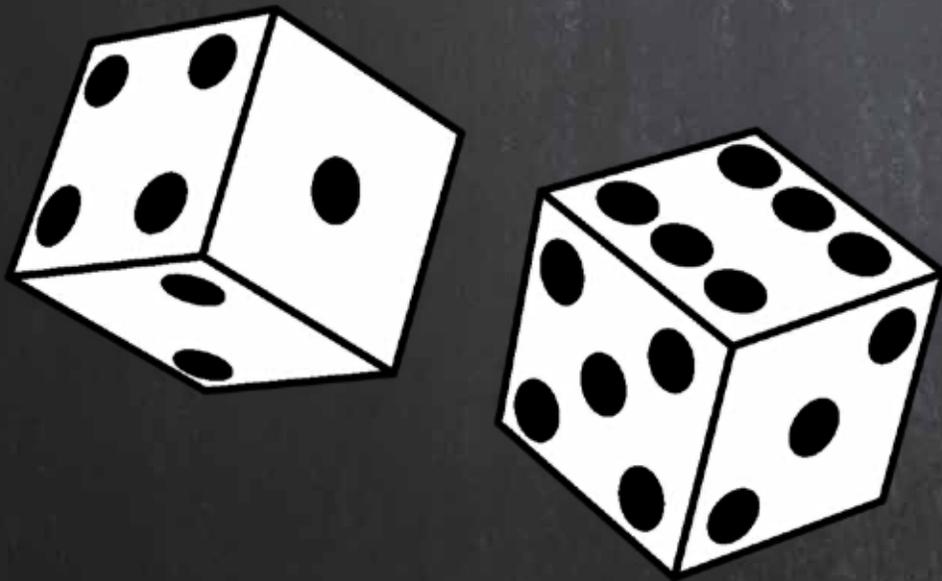


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MATH LEARNING

An illustration of three dice. One die is in the foreground showing faces with 1, 2, and 3 dots. Behind it are two more dice, one showing 1, 2, and 3 dots, and another showing 1, 2, and 3 dots. The numbers 1, 2, and 3 are written in red below the dice, with dashed lines connecting them to the dots on the dice faces.

• STEAL THE BACON

Split the group evenly into two groups, approximately twenty feet apart. In the center, place a ball. Assign numbers to each player, from 1 to the final person, and do this for both teams. At the end, one player on each of the teams will have a specific number: 1, 2, 3, etc.

How to play

When the teacher calls out a number (such as 4), the two people with that number try to be the first to reach the ball and bring it back to their side, without being tagged by the other person.

If you make it back safely, your team scores a point. If you are tagged, the ball goes back into the middle and a new number is called.

Caller may also incorporate addition problems, multiplication problems, or call numbers in Spanish—uno, dos, tres, etc. Remember: Tag, don't push!

• WHAT'S YOUR NUMBER?

For ages five and up. You will need at least two dice (more for older children), and paper and a pencil for scoring.

How to play

Each player takes a turn rolling the dice and arranging them in order to make the highest number possible. If you roll a 2 and a 6, for example, your best answer would be 62. Using three dice, a roll of 3, 5, and 6 should give you 653, and so on. The player writes down his or her answer, passes the dice, and challenges the next player to roll a higher number.

Play in rounds for a set amount of time. You may assign a winner to each round. For a change, try making the smallest number possible! This is a great game for reinforcing the concept of place value. If you are playing with younger children, explain your reasoning out loud and encourage them to do the same. You can also have the kids add, subtract, multiply, or divide all of the numbers rolled.

• CATCH AND MOVE

Supplies

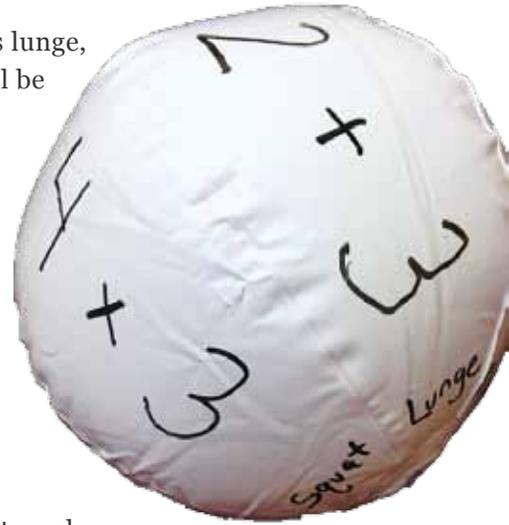
One blow-up beach ball. On each section of the ball, write a movement (such as lunge, squat, run in place) and write an equation that totals a maximum of 20. (This will be the number of repetitions the students will do of each movement).

How to play

The game begins with students in a circle. The student holding the ball tosses it to another student when the teacher says “Go!” Students continue to toss and catch until the teacher says “Stop!” The student holding the ball leads the group in the movement closest to his or her left thumb. The number of repetitions is determined by the answer to the equation closest to his or her right thumb.

When the repetitions are completed, the student resumes by tossing the ball.

This activity can continue for four to six minutes.



Variations

- The words on the ball could be a different theme for academic skill development, such as the name of an animal and making animal sounds.
- This activity can also be modified to run as a relay.
- This can be done in one large group or with several smaller groups (one ball per group).
- Allow students to collaborate to determine the action words and the equations.

After a few weeks, use rubbing alcohol to remove the marker writing and start over.

• SHARKS AND MINNOWS (NUMBER CATCHER)

The group starts out on one side of the field or room, with one person in the middle of the space. Assign numbers to each player: 1, 2, etc.

How to play

The person in the middle calls out a number. Whoever has that number must try to cross the middle area to the other side of the space, without being tagged. If tagged, that person will stand in the middle and help the caller tag others who cross. The caller continues to call out numbers, and can incorporate addition problems, multiplication problems, and numbers in Spanish—uno, dos, tres, etc. Remember: Tag, don't push!

• LOOT PURSUIT: TULUM BY DIG IT! GAMES

Created by Dig-It! Games, this latest iOS app is a fun, skills-based math game designed for students in fifth, sixth, and seventh grades. It's a fast-paced game that challenges students to solve curriculum-aligned math problems ranging from arithmetic and long division, to place value and comparison problems.



How to play

Players team up with Team Q to protect rare artifacts from the Maya site of Tulum in Mexico by recovering them back from looters before they can be sold on the black market. This game features randomized problems and five levels of increasing difficulty.

• SPILL THE BEANS

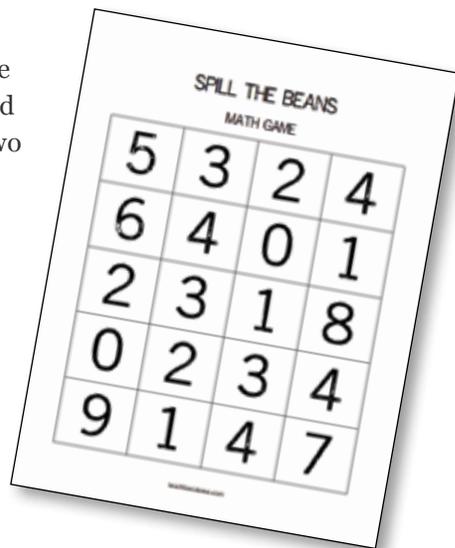
Created by a homeschool mother, Spill the Beans is a simple and fun game to help kids learn addition, subtraction, and multiplication. To play, you need to print a game board ([click HERE http://bit.ly/HcGsUl](http://bit.ly/HcGsUl)). You'll also need two to three beans, a small cup, paper, and pencil.

How to play

Put the beans in a cup. The first player spills the beans onto the game board, then adds or multiplies the numbers the beans landed on. If a bean lands on a line, it can be thrown again.

Using scratch paper (if needed) subtract the answer from 50 or 100 (depending how long you want the game to last).

Example: The beans land on a 2 and a 5. Add $2 + 5$ to get 7, and then subtract 7 from 50. $50 - 7 = 43$.



Continue playing until the first person reaches zero.

• PLACE VALUE TOSS GAME

For this math game, students will learn place value and the base-ten number system. They will also compare whole numbers and use tally marks.

Supplies

Large paper/plastic cups, small objects such as foam shapes, paper, pencil, painter's tape (optional), and a marker.

How to play

Label one cup "tens" and the other cup "ones." Place the cups on the floor (tens to the left). Have player one stand approximately three feet from the cups. The starting line could be marked with tape, if desired. Players try to toss nine foam shapes into the cups and then count out the shapes in the cups and announce their numbers. Example: "4 tens and 2 ones = 42."

The player with the greater number gets one point. Players will keep a tally of points, continuing play for ten rounds. The player with the most tallies is the winner.

Variations

- Use three cups to practice hundreds, tens, and ones.
- Toss ten or more objects into the cups, if students have already learned regrouping.

• MULTIPLICATION BINGO GAME

Print out blank Bingo cards ([click HERE http://bit.ly/16OuXrH](http://bit.ly/16OuXrH)). Choose addition, multiplication, subtraction, or division to work on with the students, and have them choose and write the possible solutions in the boxes.

For Example:

If students need practice with the 7 multiplication table, they could



list the products of multiplying by 7 (7, 14, 21, 28, 35, 42, 49, 56, 63, 70, 77, 84). Write these products on the board, then have students choose eight of those numbers to fill in their boxes.

How to play

Once everyone's board is set, call out an equation (2×7 , 4×7 , etc.) until someone gets a Bingo. To make it more difficult, add in other equations, such as the multiples of 6 or 8.

• POSITIVE AND NEGATIVE NUMBER HOPSCOTCH

Kids love to play hopscotch! Here's a simple way to turn it into a fun math lesson.

How to play

First, play hopscotch the regular way to get the feel for the game. Then suggest making the hopscotch by using numbers less than zero and greater than zero. Take turns playing with the positive numbers and then play with the negative numbers.

Remember: To play hopscotch, the first player will throw a stone or other small object trying to get it into the first square (if they miss, they lose their turn and the next person goes). Then once the object is in the first square, the player must hop on one leg over the square with the stone, hop down the hopscotch (two feet may be used where two squares are next to each other) and then at the end, they will turn around and hop back down the hopscotch, picking up the stone at the end.

The next time, that player will get the stone on the second square and must hop over that square while making their way down and back.



• STUCK IN THE MUD

This is a fun dice game that will help kids learn about mental math and using addition through keeping score.

Supplies

This game requires five dice, paper, and pencil.

How to play

The aim of the game is to achieve the highest score. You can only score on a roll that does not include the numbers 2 and 5. Any dice that show a 2 or a 5 become stuck in the mud.

Choose a player to start. Roll all five dice. If they roll all 2s or 5s, they do not score any points for this throw. If they rolled a couple of 2s or 5s, set aside the 2s and 5s and add up the total of the remaining dice and remember it.

Throw the remaining dice again (don't roll the 2s or 5s). If you have rolled all 2s or 5s, you fail to score this turn. Throws without 2s and 5s are added to your previous total. Continue in this way until all of your dice are stuck. Write down your score and pass the dice to the next player.

Agree to a number of rounds (five works well) and total up the score.



SCIENCE LEARNING

• **METAMORPHOSIS RELAY**

In this fun, active game, students learn what it is like for a butterfly to go through its various life stages.

How to play

Divide students into two teams. Students will begin the race in a curled up position, to represent an egg.

Station 1 – The Caterpillar: Students wiggle through a maze, searching for food.

Station 2 – The Chrysalis: Students climb into a burlap sack and race to the next station.

Station 3 – The Adult Caterpillar: Students grab a colorful scarf and “fly” to the start/finish line.

The first team to get all of its members through the course and over the starting/finish line first wins.

• **BREAKING OUT OF A COCOON**

Keeping with the butterfly theme, this funny game helps kids understand how hard it is to break out of a cocoon.

Supplies

Toilet paper—and lots of it!

How to play

Break the group up into smaller groups of three or four members. Each group will get a roll of toilet paper and must wrap one person in a cocoon, leaving legs below the knees and the face uncovered. After all of the cocoons are wrapped, each “transforming butterfly” must try to get out of the cocoon without his or her group’s help.

The first group to have its butterfly emerge from the cocoon wins. (If it seems like the “butterfly” won’t be able to get out, have a team member help him or her try to break free).



• **EXPLORING THE SENSE OF LIGHT**

For this exciting activity you will need (per group) several skewers, a rubber band, masking tape, a plastic spoon, four to six large marshmallows, and several miniature marshmallows.

Supplies

Five to ten items per student. Each student should be blindfolded as you place objects on their desk. Students will also need paper and a pencil.

How to play

After you hand out all of the objects, have students feel each object and try to determine what it is. If they think they know what it is, have them blindly write it down on a piece of paper. After all of the objects on their desk have been guessed, they may uncover their eyes and see how close their guesses were to the actual object.

• **MARSHMALLOW CATAPULTS**

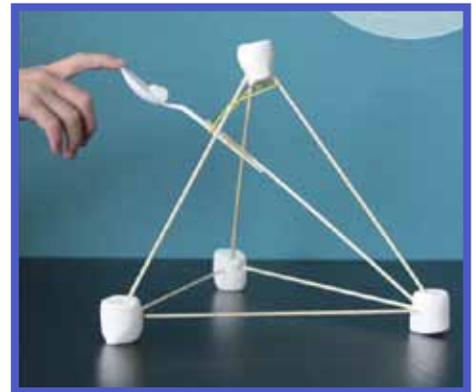
Supplies

For this exciting activity you will need (per group) several skewers, a rubber band, masking tape, a plastic spoon, four to six large marshmallows, and several miniature marshmallows.

How to play

Divide the class into three or four groups. Each group will receive the materials listed above. Their objective: Work together as a team and use the scientific method to figure out how to get their miniature marshmallow from the catapult they build to a square outlined by masking tape on the floor on the other side of the room from them.

As the group works to build and figure out the best way to launch their marshmallows into the square, have them write down their scientific method—ask a question, do research, construct a hypothesis, test the hypothesis through experiment, analyze data, draw conclusion, communicate results.



• **PROTECT THE NEST**

Supplies

Split the group up into smaller teams of at least five members. You will need to give each team straws, masking tape, and an egg.

How to play

Each team must create a “nest” to protect their egg, using the materials provided. Once everyone is done, take the group to a place where they can drop their nest from a reasonable height (such as out of a second-floor window, onto cement). Before groups take turns dropping their “nests,” have them present to the others what they created and why they think their “nest” will survive.

After all of the “nests” have been dropped, go out and check whose egg survived without breaking and discuss why everyone thinks that “nest” was the best.

• RECYCLED RACERS

Supplies

Recyclable containers (bottles, boxes, etc.) and other recyclable materials that may be used to create a recycled racer. You will also need big straws, balloons, rubber bands, and masking tape.

How to play

Split the class up into smaller groups or individuals. Allow each group or individual to collect recyclable materials to make their racer. The big straw, balloon, masking tape, and rubber band must be used by everyone and put on top of the racer for the cars to be raced.

After the cars are built, put them in the hall or outside, blow up the balloons, and let the race begin! If some of the cars flip over, put some coins or rocks in the bottom to help them stay balanced.



• BUILD-A-BRIDGE CHALLENGE



Supplies

Gather some craft glue, forty to fifty craft Popsicle sticks, ruler, and cookie sheets or parchment paper.

How to play

Have the class divide into groups and give them the materials above. Each group will create a bridge that will try to hold a heavy object(s) of your choosing. After the bridges are done and dry, have the groups test out their creation.

Variations

Challenge the groups to use the fewest Popsicle sticks or continue to pile heavy objects on until the structures break. See which one can hold the most and least amount of weight. Have the students describe why each bridge was able to hold that amount of weight.

• HOGG CALL

This fun and silly game is a great way to show how animals in the wild find each other through unique calls and sounds.

How to play

Create teams of two. Each team must choose an animal sound, or make a sound of their own. With their eyes closed, each child must try to find his or her partner. (They start off on different sides of the room.)

Once they have found their partner, they must hold hands and stay together until all of the partners have found one another. You can play this game outside, or indoors if you have the space.

• **STATIC SCIENCE**

This game is so electrifying it'll make your students' hair stand on its end!

Supplies

Inflated balloons and shapes cut out of tissue paper.

How to play

Give each student a balloon. Split them up into groups, or have them do this activity individually. Set out the tissue paper shapes onto a table or desk, and have each student rub the balloon on their head and then try to get the tissue paper shape to stick to the balloon. Have them try to get as many tissue paper shapes from one place to another within a time limit. describe why each bridge was able to hold that amount of weight.

GEOGRAPHY & HISTORY LEARNING



• BEAN TRADERS

Go back in time and see what it was really like to be a bean trader. In this fun board game, students will learn about history, geography, decision-making about what to spend their play money on and if they should make a trade, trustworthiness, counting beans, and counting money.

How to play

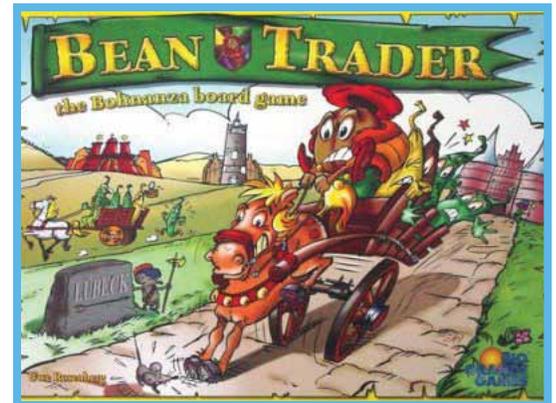
Teams of three take the roles of bean traders and are members of the famous Middle Eastern band, the union of northern European cities, and merchants involved in the bean trade of the Middle Ages. The players travel from city to city in wagons filled with valuable beans, where they can deliver bean orders and buy more beans.

When a player is in a city, and has an order card and the necessary beans to fulfill the order, he or she may deliver the beans and collect the value of the order from the bank. When two or more players are together in a city, they may trade beans among themselves.

(Decision-making and trustworthiness are stressed here).

Trading beans is important as it allows players to get rid of unwanted beans and acquire needed beans. In addition, a player will buy beans in the city, if the city has the type he or she wants. From time to time, the bean supplies will be replenished as described on new harvest cards.

After eight new harvests, the game begins its last round. After this last round, the game ends and the player with the most money is the winner. Players learn geography and history, as well.



• JEOPARDY

Unlike the actual show, this fun review game can involve everyone. Although it is mainly used in history subjects, you can use it for any subject you want to review with the students. You can download a free PowerPoint presentation that will allow you to do conduct the game electronically, or draw a “Jeopardy” board on the board with colorful index cards with point values taped over the review questions.

(The answers can be on the back of the index cards.)

How to play

After the board is set up, divide the group into three teams. Have participants stand in a line for each of their teams; the first player for each team will step up to the desk in front of them. Pick a player to start the game off by selecting a category and a point value. Once you're finished asking the question, the player who raises his or her hand (or raises a flag or slaps the desk) first gets to answer the question—in the proper format, of course. If that player gets it wrong, the other two can try.

Once that round is over, the first three players will go to the back of the line and the next players will start the process again. The team that had the first winning answer will get to pick again in the next round.

Continue until all of the point values are gone. Have a final Jeopardy question where the teams create wagers and write their answers to the question. The team with the highest point value at the end wins.

Variation

For a fun challenge, add a daily double where the team answering the question can wager points.

• NAME THAT PRESIDENT

Supplies

If you have a computer and a projector handy, have a PowerPoint presentation with a photo of each president on a separate slide. (Mix them up so the presidents don't appear in order.) If you don't have access to a computer for this, buy or make presidential flashcards with a photo of a president on each card.

How to play

You can choose for students to play as individuals or divide the class into teams. When you show a president, the first person or team to guess who the president is gets a point.

To make it more challenging, whoever guesses the president correctly could also say a fact about the president and earn two extra points.



• WHO AM I?

Supplies

For this fun game, you will need index cards with names of well-known historical figures (or monuments, battles, etc.) and tape.

How to play

Have students stand while you tape a historical figure to their back. They must go around the class and ask questions to which the other people must give “yes” or “no” answers, while each of them tries to figure out who they are.

Variation

Instead of asking random questions, each person must ask another, “Who am I?” The other person should respond with a fact about who that person is, what he or she has done or looks like, etc.

• **DRAW YOUR COLONY**

How to play

Separate the class into groups of four to five students each. Give them a piece of paper, a pencil, and this scenario: You have just settled down in America after making a pilgrimage from Europe. In your group, draw what your colony would look like.

You also want to consider protection, in case another colony comes and tries to take you over. Consider everything needed to live in your colony. Once all groups are done, give varying point values if they drew things such as a fortifying wall, water source, food source, etc.

Variation

Continue the game by adding onto the scenario: Now, your colony is turning into a city. Draw what else you might be building to create a successful city. Offer point values for schools, libraries, banks, etc. Also, have them draw the land around their colony or city; what does it look like? Give point values for being near water, a forest, mountains, etc.

• **JENGA TRIVIA**

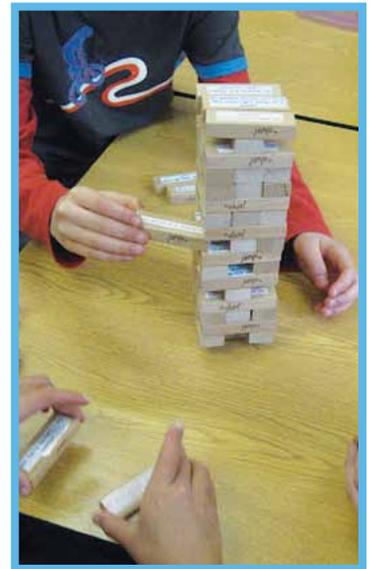
Who doesn't love to play Jenga? Especially the kind where learning is involved!

Supplies

A Jenga set (or a couple of them, for a bigger class). Although it may take some time, print out trivia questions related to educational material the students must know. This is perfect for a history class or for learning vocabulary. Make sure to have an answer key that students can pass around and use to double-check other players' answers.

How to play

Have students set up the Jenga tower. When a player takes his or her turn removing a block, he or she must answer the question or define the word on the block. If the answer is right, he or she can keep the block. Otherwise, it goes back onto the tower. The person with the most blocks wins.



• **HISTORY BASEBALL**

Supplies

For this out-of-the-park game, you'll need questions from the chapter, four corners in a classroom, and a whiteboard or chalkboard.

How to play

Divide your class into two teams. Set up four corners of the classroom as the bases. Draw a scoreboard onto the whiteboard. Let each team pick a team name and write it on the scoreboard. Team number one will step up to bat first.

The first player will answer a question you ask. If they get it right, send them to first base; if they get it wrong, it's a strike. After three strikes, the other team can come up and bat.

Play through five innings. The team with the most points (moving through the bases and crossing home plate) wins.



• **TWO TRUTHS AND A LIE**

How to Play

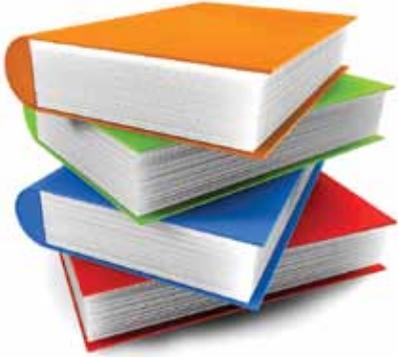
Have each student pick a historical monument, figure, state, country, etc., and write two truths and a lie about it. Go around the room and have students figure out which is the truth and which is a lie.

Variations

Instead of two truths and a lie, you could do two lies and a truth. You could also ask the students why they picked their particular monument, figure, etc.

Another option is to have students write three facts about the monument, figure, state, etc. they picked. Then they will go around and say the facts, having the class guess what the specific thing they picked.

LITERACY & LANGUAGES LEARNING



• TOSS AND ANSWER

This activity is great for allowing a little gross motor exercise while practicing vocabulary words.

Supplies

For this activity you will need a muffin tin, twelve small Post-it notes or small paper slips, a marker, a vocabulary word list, and a soft object to toss into the muffin tin.

How to Play

Select twelve vocabulary words and write each on a Post-it or small paper slip. Place one word in each space in the tin. Children take turns tossing the soft object into the muffin tin. For round one, they have to spell the word without looking. The next round, they will have to define the word. The last round, they must use the word in a sentence.



• SPARKLE!

How to Play

Have the children form one big circle. Give them a spelling word—for example, “notebook.” One child will start and say “N,” the next “O,” and so on. When the last child says “K,” the next child says “SPARKLE!” The child next to him or her is then out. It’s a game of chance, but children have to pay attention to see when they are next and what letter someone is saying.

If someone says the wrong letter, that child is out. The last child standing is the winner. If you want to make it a little more challenging, have the last children spell an entire word himself or herself.

• MATCH THE BOOK

How to Play

Read the book “I Know an Old Lady Who Swallowed a Pie.” Make a list of all of the items that the Old Lady eats and write it on the board. Have students make a lotto game by using heavy paper and drawing lines to make a game board with nine squares, like a Bingo board. In each square, have students draw a picture of one of the items the Old Lady eats.

Much like Bingo, read the book aloud, slowly. Students will then place an item such as a coin or Bingo chip on the picture of the item that the Old Lady eats, while you’re reading. Continue reading until someone has the entire board covered—or a Bingo, if you would like.

• EXERCISE YOUR LANGUAGE SKILLS

While learning a different language, this activity could get your students up and moving.

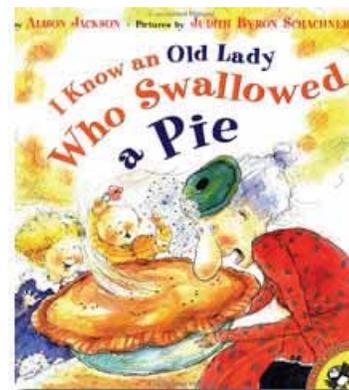
Supplies

Craft sticks, Ping-Pong balls, envelopes, index cards, stickers, paper cutouts ...
Be creative!

How to Play

Have students write their favorite movement on a craft stick, Ping-Pong ball, or paper cutout. Provide ideas such as squats, lunges, jumping jacks, pushups, arm circles—anything that encourages safe movement. Then have children write a number, color, movement, or other vocabulary word in a foreign language on the craft item.

Provide a basket or hat for collecting the items. Have children pick and lead the activity. If the item has a number on it, have the students count up to that number in that foreign language as they do the movement. If there is a different vocabulary word on the item, have the children spell it or define it as they’re doing the movement. (Have the child who is leading define or spell it first, and then have him or her lead the rest of the group in doing the movement while spelling or defining the word.) This is a great activity to be creative with.



• JUMP ROPE SPELLING

Children almost always have spelling lists to memorize and energy to burn. That’s why this game is such a brilliant idea.



How to Play

All you need is a jump rope and the group of children in a line. One at a time, children will take turns with the jump rope and must correctly spell the word you call. If the jumper correctly spells and skips, he or she can write the word on the ground with chalk and you can move on to a new word. If the jumper misspells the word or misses a jump, he or she must move to the back of the line and the next person will try to spell the word. Continue this way until someone gets it right.

The game ends when all of the words are written on the ground and correctly spelled.

• VOCABULARY WORD WALL

How to Play

Write on the board a list of vocabulary words the class must learn. Divide students up into pairs. One student will look at the wall with the words and the other has his or her back to that student. The student looking at the words must pick one and will give clues to his or her partner, who has to guess which word is being described.

• SPELLING RACE

How to Play

Divide the class into two teams. Have students line up or pick an order to go in. The first player on each team must stand in the back of the room, each having a whiteboard marker (or blackboard chalk). You will describe a word in English. Once you're done describing the word, the two players must race to the board and write the correct corresponding foreign language (Spanish, French, etc.) word. Whoever writes it first correctly gains a point for his or her team.



For Example: You say “book.” In French, the two players must write “livre.” Make sure to check their spelling.

• HEAD HUNTERS SIGHT WORD GAME

Supplies

For this quiet and fun activity, you will need index cards with a sight word written on each, clipboards (or a hard surface the students can carry and write on), and pencils.

Give each student an index card with a sight word on it. They should not look at it, but place it on their forehead (either by licking it or using tape). Every student should also get a piece of paper with a list of class names and a list of the sight words.

How to Play

Let students roam around the room reading sight words. Every word they see, they must draw a line from their peer's name to the sight word they read off their peer's forehead. Using the process of elimination they must figure out what word is stuck on their own forehead.



• TAKE A GUESS

How to Play

Give each student an index card with a vocabulary word and a clue on it. Have each of them find a student to partner up with. Both students will take turns trying to guess the vocabulary word the other has by reading the clues on the card to the other person.

If the student guesses correctly on the first try, have him or her put a tally mark on the card. If the student guesses incorrectly, he or she must find a new partner and try to guess that person's word. Continue this for a set time limit. At the end, see who was able to correctly guess the most words.



• MUSICAL CHAIRS

Here is a fun game that makes children get creative while allowing them to participate.

Supplies

For this game you will need pencils, paper, and a hard surface to write on, such as a clipboard or a book. You will also need a chair for each student.

How to Play

Have each student stand in front of a chair that has a book, paper, and pencil on it. When the music starts, have the students move around the circle (as in the traditional musical chairs game). When the music stops, whatever chair the student is in front of, they must sit down and start to write. They can write about anything. When the music starts again, they must stop writing and get up and move around the circle. When the music stops, they will be at a different chair, and must continue writing where the other person left off. (If they end up at the same chair, they can continue writing where they left off).

Don't take any chairs away during this game, but rather try to allow students to get to different chairs during the musical rotation so they can finish where someone else left off.

After a few rounds of this, have students end in a chair and read the story that is on the paper. It's OK if the stories are incomplete.

SKILLS LEARNING



• SPAGHETTI, MARSHMALLOWS, AND COOPERATION!

The best way to work together as a team is to understand that it may be difficult to get the task done when working with different personalities, thoughts, and opinions. In this activity, students learn what it means to share, listen, cooperate, ask for ideas, explain, show through example, and be patient, in order to accomplish a group task.

How to Play

Divide the class into groups of three or four students. Each group will receive dry spaghetti noodles and a bowl of miniature marshmallows. Each group will have ten minutes to construct a tower. The group with the highest tower can win a prize.

After the activity is over, ask the students what they think the activity was supposed to be about, what was difficult about doing this activity, and what they had to do during the activity to work together to accomplish the task?



• HUMAN PUZZLE

Learn the roles of good leaders and followers, and why both are important for completing a task.

How to Play

To start this game, ask the children to choose one leader for themselves. Now, give the leader a shape or a pattern and ask him or her to arrange the rest of the group into that. Ask the leader to give directions verbally, so the pattern or shape you have suggested can be formed.

Tell the other children that they have to follow the leader's instructions. Let the leader decide for himself or herself the best way to accomplish the assigned task.

Variation

Instead of having the leader tell the group what to do, have the leader form the shape or pattern by simply guiding and moving other students (gently) without speaking.

• **SAVING SAM**

Skills are valuable to learn, especially skills such as problem-solving, cooperative learning, and the scientific method.

Supplies

You will need a gummy worm, two paper clips, a gummy lifesaver, and a small plastic cup. Place the gummy lifesaver under the plastic cup and put the gummy worm on top.

How to Play

Split the class into groups of two. Now set up the scenario.

Sam is stuck on a boat. How he got there is not important, but Sam can't swim and the boat is capsized. To get to shore, Sam needs to retrieve a life jacket from underneath the boat, so he can float to shore. You and your partner's job is to save Sam by retrieving the life jacket from under the boat and putting it on Sam. Unfortunately, the only tools you can use to accomplish this task are paper clips. (One per person, or you can give them two per person). You cannot touch Sam, the boat, or the life preserver with your bare hands.

Once the task is complete, ask the class: How did you and your partner figure out how to save Sam? Would it have been easier if you were working alone? Was there a clear leader in your group? Could Sam be saved if you had only one paper clip?

• **MINEFIELD**

How to Play

Choose the equipment of your choice to start this game and scatter the equipment all over the room. Ask students to choose their own partners and form pairs. One member of the pair is blindfolded, while the other leads him or her through verbal commands to get the blindfolded student through the minefield without stepping on any of the objects.

Both of the partners have to cross the minefield, each having been blindfolded; if they fail to reach their destination, they have to start all over again.

• **DESERT ISLAND**

How to Play

Ask students to imagine that a desert island surrounded by water exists at the other end of the room. Now, they have to build teams and cross the water to reach the island. Give them equipment they can use to reach their destination. Make sure to remind them that if they try to put their foot in the water, they have to start all over again. The game ends when all students make it safely over to the desert island.

• EAT TO WIN!

Eat healthy, exercise, and learn nutrition while having hilarious fun with this board game. Eat to Win was created to help encourage nutrition and exercise in fun and active games.

How to Play

The basic concept: Each fun dollar equals one calorie. Using fun money, players pay for landing on foods around the board. Players can also earn money for doing activities and learning FuNutritional facts.

If using this game inspires children to use these facts in reality, check out the kid's reality edition and weight loss explosion apps where you and they become the game pieces.



• TOXIC WASTE

Supplies

For this challenging activity cut long strings, one for each student. Take two plastic foam cups and fill them with beads or small stones. You will also need two other containers.

Before playing, cut small holes around the top of the cup and tie a string to the cup. The class will be separated into two groups, so split the strings up evenly and tie to the holes cut in the top of the cups.



How to Play

Separate the class into two groups. Each student should grab a string and stand equidistant apart. In the plastic foam cup put some beads or small stones into it. On the other side of the classroom or field, place the other empty container. Groups must work to bring their cup over to the container and pour the contents of the cup into it using only the strings. They cannot move their hands on the strings.

• LOOKS COUNT

This activity emphasizes the point that people react based on how they are treated. It makes participants aware that if they treat team members with respect, they may be more productive.

How to Play

Create groups of at least ten people. Create a smaller deck of cards that contains an even amount of each suit, so all four suits will be evenly distributed. Have each participant draw a card and immediately have the team-building organizer tape it to his or her back, before seeing it. Instruct team members to treat diamonds like royalty, ignore spades, mock clubs, and act neutrally toward hearts. Encourage participants to use actions as opposed to words when interacting. After the activity occurs for about twenty minutes, discuss how the way people were treated affected their actions.

Learning Games Contributors

**DANIEL W. HATCHER AND
MICHELLE OWENS**
Alliance for a Healthier Generation

KAREN LOURENCO
Community Technical and Adult
Education

SEMIRA SARANCIC
Champions-KU

ALICIA SALAMONE-POWERS
Capital District Child Care Council

ERIC SCHULMAN
Stanton Communications
Dig-It! Games

APRIL FLEMMING
Family Resource Network

SEAN KARAFFA
Cooking With Kidz

KARYN TRIPP
teachbesideme.com

MARCIA
learningideasgradesk-8.blogspot.com

JODIE RODRIGUEZ
growingbookbybook.com

DANIELLE SCHULTZ
www.schcounselor.com

SHANNAN MUSKOPF
www.biologycorner.com

ALISON
hurrayforfdk.blogspot.com

PAM GREENING
overallsuccess.net

ALLISON SONNIER
www.learnplayimagine.com

AUTUMN
www.itsalwaysautumn.com

KRISTEN MASON
www.busykidshappymom.org

JESS
nerdybaby.blogspot.com

KATIE ROSE
katierosed.blogspot.com

TRACEY KITE
wemadethat.blogspot.com

JESSICA LODGE
www.mrs-lodges-library.com

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