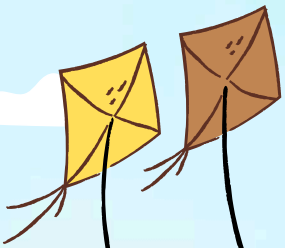


LET KIDS BE KIDS

100 ENGAGING ACTIVITIES AND GAMES
FOR CRISIS-AFFECTED LEARNERS

5 TO 7 YEARS



DEAR FACILITATOR,

Your support to children during times of crisis is inspiring, and we created this resource to support you in that effort. This book contains 100 activities and games of three types:

SOCIO-EMOTIONAL ACTIVITIES

foster self-awareness, empathy, resilience, and relationship-building.

ESSENTIAL SKILLS ACTIVITIES

teach important life skills, like how to stay safe, solve problems, and make decisions in emergencies.

EDUCATIONAL GAMES

to keep children motivated, provide moments of fun, and practise literacy and numeracy skills.


Additionally, you will find the following resources in this book to support you:

DAILY ROUTINES

are grounding exercises for kids, to be repeated daily, which help manage stress, relax, and maintain focus.

FACILITATOR WELL-BEING ROUTINES

are routines to help you center yourself before engaging with your students or decompress after a challenging class

- **All games/activities are low or no-resource requiring.** Most only require paper-pencil or sticks to draw/write in mud. They can be adapted to be done verbally too.
- **We suggest doing one daily routine, one activity, and one game per day.** These need not be done in sequence. Choose what is appropriate for learners at the time.
- **Activities are approximately 30 minutes long** and can be repeated with variations.
- You will also notice a  icon which indicates that the activity's instructions can be delivered remotely.
- For this age group, it is important to have a facilitator to guide learners for all activities.
- Additional pointers and FAQs are provided in the book. The following resources are also available for further support. It is strongly advised to go through these.

ACTIVITY TRACKER

with the purpose, expected outcomes, and important considerations for each activity.

FACILITATOR MANUAL

with detailed guidelines on how to select, adapt, and facilitate activities, and manage learners.

HOW DO I SELECT ACTIVITIES?

Select what is appropriate for learners based on their needs at the time (Eg: if you notice a lack of bonding or friendship, choose cooperative games). Be sensitive to their emotions too. (Eg: Avoid fire safety activities if learners and their families were victims of a fire recently.) Not all activities need to be done or done in sequence.

CAN I REPEAT ACTIVITIES AND GAMES?

Of course! Encourage learners to add their own variations to the activities and games. In fact, the more you repeat, the better it is for retention. Most of the games are for practice and application of the concept, so the more it is played – the better!

WHAT IF THE ACTIVITIES ARE TOO EASY/DIFFICULT FOR THE KIDS?

We encourage you to adapt the activities for different learning levels. For example, a game where children have to pass a ball and count while doing so, can be made more challenging by making them count in multiples of 2. It can be made easier by making them repeat a number after you.

WHAT IF SOME KIDS CANNOT PHYSICALLY DO SOME ACTIVITIES?

It is important to create an inclusive environment – modify activities to do so. For example, a calming exercise which involves the use of legs can be modified to just use hands for children who cannot walk. Encourage children to think of creative ways to modify activities for their peers too!

I AM STRUGGLING TO CONDUCT GROUP DISCUSSIONS. CAN I SKIP THESE?

The discussion questions provided after activities are important to drive the learning outcome since most of the activities are designed to be more play based. Try not to skip these. Instead:

- Ask simpler questions to guide them towards the larger question.
- Encourage children to discuss in pairs if they are uncomfortable to share in larger groups. Walk around and observe their discussions.
- Share examples of answers and ask children to reflect or share reflections

WHAT IF CHILDREN LOSE INTEREST DURING AN ACTIVITY?

Not every child will enjoy every activity, and that's okay. If children's attention drifts, try to bring their focus back with an engaging prompt or by adjusting the activity to make it more exciting. You can also break the activity into smaller parts or incorporate a quick physical break.

WHAT IF I DON'T HAVE ENOUGH SPACE OR RESOURCES FOR AN ACTIVITY?

Be creative with your environment. Adapt activities to fit the resources and space you have, whether indoors or outdoors. The activities are designed to be extremely low-resource requiring, but feel free to use substitutes (Eg: rolled up cloth instead of a ball).

HOW CAN I SUPPORT CHILDREN WHO ARE SHY OR HESITANT TO PARTICIPATE?

Encourage them gently, but don't force participation. Allow them to observe first if that makes them comfortable. Offer other roles such as time-keeper, score-keeper, observer for feedback, etc. Pair them with a buddy who can help them engage. Positive reinforcement for even small attempts can boost their confidence.

HOW DO I BALANCE COMPETITIVE AND COLLABORATIVE ACTIVITIES?

The content includes a mix of both competitive and collaborative activities and games to cater to different learning styles. Focus on positive examples of collaboration and empathy rather than just the wins. Celebrate each child's effort, whether they win or lose, by praising their hard work and perseverance. Use phrases like "Great job trying your best!" or "I love how you worked together!" to encourage a positive atmosphere. Rotate leadership roles so everyone gets a chance.

WHAT IF A CHILD IS TRIGGERED DURING AN ACTIVITY?

Given the trauma experienced by children, it would not be unnatural for some of them to be triggered with activities that help build SEL and Essential skills. While the activities have been designed and reviewed to keep them light and playful to minimize triggers, they may still occur.

Signs to watch out for: withdrawal, agitation, tearfulness, hyper-vigilance, rapid breathing, avoidance behavior, sudden physical complaints, aggression, shaking, clinginess, freezing/silence.

In this incident:

- Check in on the child, by taking them aside. Avoid making this very explicit by keeping the other children occupied (Eg: clean-up, writing, continuing with the activity, etc.)
- Give the child a safe space to express their feelings (children when triggered are often unable to rationalize) and provide comfort (Eg: validate and name their feeling: I know you are feeling very angry right now and it is okay to be angry.)
- Offer some calming techniques (if applicable) such as the breathing exercises provided.
- After an appropriate amount of time, if the child is calm, circle back and discuss what happened to understand the trigger and give them a chance to opt in/out of the activity. Allow the child to participate in an alternative individual activity or give them a different role in the activity (observer, time-keeper, score-tracker, etc.)
- Be sure to inform the parent or raise it through the referral system for additional support from your manager or a trained psychologist.
- Reflect on the activity and adapt it or other activities keeping the reaction in mind.
- If multiple children are getting triggered, change the activity and do some grounding or game activities to help reset the mood.



FACILITATOR WELL-BEING ROUTINES



DEAR FACILITATOR,

These mindfulness activities are designed to help you center yourself before engaging with your students or decompress after a challenging class. Your mental wellbeing is paramount to the wellbeing of your learners. Taking a moment for yourself will help you ensure that you continue to serve effectively in the challenging environment.

4-4-8 BREATHING

- Inhale deeply through your nose for a count of 4, hold the breath for another count of 4, then exhale slowly for a count of 8.
- Repeat this pattern 5-7 times, focusing on the rhythm of your breath. This helps activate the body's relaxation response.

LOVING MEDITATION (PRE-CLASS)

- Sit comfortably, close your eyes, and take a few deep breaths.
- Silently repeat the following phrases, "I am capable. I am prepared. I make a difference."
- Now, extend these wishes to your students: "They are capable. They are prepared. They make a difference."

VISUALIZING SUCCESS (PRE-CLASS)

- Close your eyes and imagine the classroom as a calm and supportive space.
- Picture yourself guiding the students with clarity, handling challenges with ease, and connecting with them positively. See yourself smiling, standing tall, and engaging with your students as a source of strength and encouragement.
- Focus on the feeling of confidence from that moment. Notice where you feel it in your body—perhaps a warmth in your chest or a feeling of energy in your hands. Take a deep breath and imagine this feeling growing, spreading through your entire body.
- Open your eyes. Carry that feeling of confidence with you as you head into class.

MINDFUL WALKING (PRE/POST-CLASS)

- If possible, walk slowly to/from class.
- Focus on each step, noticing the sensation of your feet touching the ground, the sounds around you, and the movement of your body.
- If you find your mind wandering, gently bring your attention back to the physical sensations of walking.
- Spend 5-10 minutes in this mindful walking exercise to decompress from the intensity of class or transition to the class's energy.



FACILITATOR WELL-BEING ROUTINES



ONE GOOD THING (POST-CLASS)

- After class, take a moment to reflect on one positive thing that happened, no matter how small: a child's smile, a small breakthrough in understanding, or simply a moment of connection.
- Hold onto this positive memory, write it down if you can, and allow yourself to celebrate it, reinforcing that even in difficult moments, there is light.

INTENTIONAL TRANSITIONS

- Before stepping into or out of the class, take a moment for an intentional transition activity to reset and center yourself. Listen to your favorite song, sing it out loud, or say a prayer/ mantra.
- Let the music or words guide your thoughts away from classroom dynamics and create a mental boundary between work and personal space.

S.T.O.P (IN-CLASS)

This is a quick, silent way to reset during a tense/stressful moment in the class:

Stop - Pause whatever it is you are doing.

Take a breath - Better yet, make it two or three.

Observe - Name and take a mental note of how you are feeling. (Use "I feel.." instead of "I am...") How does your body feel? For example, are your shoulders tense? Your stomach tight? Don't try to stop the feelings or change them. Just sit with for a moment.

Proceed - Once you are composed, begin again from where you left off.

Remember that taking a moment for yourself when you feel tensed, anxious, or frustrated does not "break the flow" of the class. It models out good emotional management for your students.

CLASS-PAUSE TECHNIQUES

If the class gets overwhelming and you need kids to pause or focus their attention on you, practise the following routines with them before-hand and use as required:

- **1-2-3:** When you clap and say "1-2-3, all eyes on me!" Students respond with "1-2-3, all eyes on you" and stop whatever they are doing to look at you.
- **Class, Class:** Call out "Class, class?" and students respond with "Yes, yes!" and give their full attention.
- **Hear and Clap:** Say, "If You Can Hear Me, Clap Once", and students who hear it clap once. Repeat with "Clap twice/thrice", until all are attentive.
- **Countdown:** Count down from 5 to 1 in a calm voice. By 1, students should be silent, stop what they are doing and look at you.
- **Hands on Head:** Say, "Hands on your head," and students place their hands on their heads to show they're ready to listen.



FACILITATOR WELL-BEING ROUTINES



DAILY AFFIRMATIONS

Between deep breaths, in front of a mirror (if available), say aloud 3 positive affirmations before each class (examples below). These affirmations are here to remind you of your strength, impact, and the meaningful role you play in the lives of your students.

I am making a positive difference in my students' lives every day.

I am present in this moment, giving my best to my students today.

I am capable, and I trust myself to handle challenges with grace and confidence.

I am enough, just as I am, and I bring my unique strengths to my classroom.

I am proud of the hard work I put into my teaching.

I am patient with myself, knowing that growth takes time.

I celebrate small victories and progress, no matter how minor they may seem.

I am patient, understanding, and adapt to my students' needs.

I am confident in my skills and expertise, and I share them generously.

I am kind to myself when I am not at my best. I reflect and try again.

I embrace the opportunity to learn from my students as they learn from me.

I am a guide, a mentor, and a source of inspiration for my students

I am creative, and find new ways to engage my students

I am resilient, and I bounce back stronger from any setback..

I have the power to inspire my students to believe in themselves.

I focus on progress, not perfection, both in myself and my students.

I choose to see challenges as opportunities for growth and learning.

I lead with kindness and foster a safe and welcoming environment for all my students.

I take time to care for myself so that I can care for my students.

I am open to new ideas, and I embrace change as part of my teaching journey.





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Education Above All

DAILY ROUTINES FOR LEARNERS

GROUNDING EXERCISES

my DAILY ROUTINE



Grounding exercises that can be done for children at the start or the end of the day.

PALM BREATHING

Spread your palm out like a star. Trace the outline of your hand with the index finger on your other hand. Trace up as you inhale, down as you exhale. Do 5 rounds and repeat on the other hand.

BUMBLEBEE BREATH

Close your eyes. As you breathe in, pretend you are smelling a flower. As you breathe out, make humming bee sound. Try different ways of making the sound - longer or shorter, high or low sounds.

LAZY CAT STRETCH

Get down to an all-fours position, on your knees and hands.

- Have a big yawn and a sigh (add a meow sound for fun!)
- Have a good stretch like a cat and relax. Move your weight forward to your arms and stretch your legs out behind you.

DAILY AFFIRMATIONS

Take deep breaths. Before each deep breath - say a positive "I am" statement out loud, with actions.

I am strong.

I am kind.

I am loved.

ELEPHANT BREATHING

Stand with your feet wide apart. Place your palms on top of each other, in front of you.

- Inhale through your nose, raising your arms high above your head, like an elephant lifting up it's trunk.
- Exhale through your mouth as you bend down, bringing your 'trunk' to the ground.

TURTLE WALK



- Go for a slow, relaxed walk, similar to the speed of a turtle.
- Oh no, it's started to rain! Curl up tight under your shell for about ten seconds. (Hug your knees in a standing or sitting position with your head tucked in.)
- The sun's out again, so come out of your shell and return to your relaxing walk.
- Repeat a few times, and finish with a walk so that your body is relaxed.

SUN BREATHING

- Place your hands placed gently on your lap.
- Inhale, reaching one arm up high to grab the sunshine.
- Exhale through your mouth with a strong 'hah' sound as you pull this sunshine down towards your heart.
- Repeat with the other arm.



FREE DANCING

- Do dance moves of your choice to the music or person singing / clapping.
- Encourage big and free movements (e.g. spinning or waving your arms).
- To reduce judgement, do the routine with your eyes closed.
- After a minute, stop dancing and take 3 deep breaths.
- Repeat a few rounds.

FLOWER & CANDLE



Pretend you have a nice flower on your left side and a slow, burning candle on your right side. Breathe in slowly through your nose as you smell the flower. Breathe out slowly through your mouth as you blow out the candle. Repeat a few times.

BELLY BREATHS

- Place one hand on your belly and one hand on their chest. Take a deep breath in for four counts and then exhale slowly for four counts.
- Pay attention to the rise and fall of your chest and belly.



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SOCIO-EMOTIONAL ACTIVITIES

LEARNING TO BE

1 NATURE EXERCISES

Call out an animal/element of nature and let learners do different movements based on it. Create physical exercises inspired by it. For example, running like a cheetah, squatting like a frog, flapping your arms like a butterfly, balance on one leg like a tree, etc.

Combine your exercises and practise doing a sequence. Encourage learners to create different variations of the exercise.

2 MY SUPERPOWER

Everyone has superpowers and special qualities. Think about what makes you special or what you are good at. It could be being kind, sharing with friends, helping others, being a good listener, being brave, etc.

Choose one super power and give it a name, if possible (Eg: Kindness Blast). Think about how you will show this superpower (Eg: Compliment people). Now, take turns to present your superpower and use it with your friends!

3 SCRIBBLE ART

Let your emotions out and scribble anything on a blank piece of paper for a few minutes. Exchange your scribbles with a partner and challenge yourself to create an artwork out of the scribbles.

Once done, present your creations and discuss how do you feel after creating your artwork.

4 EMOTION CHARADES

Team 1 gives an emotion to a player from Team 2. The player must act it out without using words. Their team must guess the emotion and discuss:

- What clues helped you guess the emotions?
- How would you show this emotion?
- Does everyone show the emotion the same way?
- For difficult emotions, what are ways in which you can feel better?

5

GET WELL SOON CARD



Think of a person who is going through a difficult time. Make a card to convey your wishes for them to feel better or get well soon. Include drawings or symbols that you believe will make the person feel better.

Pointers:

- What do you want this person to know?
- How can you show them you care about them?

If materials for making a card are unavailable, you can also make a little song for the person!

*My dear Granny
My dear Granny
I love you, I love you
You will be fine
Bright as sunshine
Here for you, here for you*



6

GROUP COUNTING



Each group sits in a circle. The goal is to reach the highest number possible in 2 minutes by counting out loud, one number at a time. Anyone from the circle can shout out the next number in sequence, but everyone must contribute. The challenge is that if two or more players shout out a number at the same time, the counting re-starts from 1. The group reaching the highest number wins! Play multiple rounds.

Discuss:

- How did it feel when you had to restart the count?
- What did you do differently afterward to improve?

7

TRUST WALK



One pair creates a path to a 'treasure' with obstacles (The treasure can also be a hug from someone!). One person from another pair is blindfolded. Their partner should guide them to the treasure through the obstacles using verbal instructions only.

Discuss with your partner:

- How did you feel when you were blindfolded?
- What did you do well in this activity?
- What did your partner do well in this activity?



8

WHAT DO YOU SEE?



Observe yourself in the mirror. If there is no mirror, close your eyes and visualize yourself. List 5 things you love about yourself and why. Eg: I like that I make my friends laugh.

You may draw or say it verbally. Exchange your observations with a partner. Add at least one new thing you like about your partner to their list too. Discuss:

- What is your favourite thing about yourself?
- What do you like about your partner?

9

SHADOW PLAY

Use a torch, a flashlight, or sunlight to create with your hands. Form at least 10 different animals or objects through s and ask people to guess it.

If possible, create a simple story you can show through shadows. Discuss: What did you like about each story? What can improve?

10

HEAD, TOES, AND SHOULDERS

Point to different body parts: Head, Shoulders, and Toes

When the Leader says "Touch Your Toes", players must touch their head. When they says "Touch Your Shoulders", players must touch their toes. When they say "Touch Your Head", players must touch their shoulders. The player doing an incorrect action, joins the leader to check others' actions. Gradually increase the speed of the game!

Simplify, if needed: Touch any other body part except for the one called out!

Discuss: You had to keep many things in mind in this game. How did you stay focused? It will get better with practice!

11

SEE WHAT I DID?

Form two teams. Team 1 does a set of 8 to 10 actions. They can be funny and dramatic too! Team 2 must watch very carefully and try to remember all the actions in their heads. Team 2 must perform the action set. Switch roles. Every team will get one point for every action they remember correctly and do together.

Discuss: You practised how to pay attention. At which times do you focus most? What do you do when you cannot focus?



12

BALANCING ACT



Find something safe to balance on your head. All players must race from the start line to the finish line, by balancing the object on their head. If the object falls, they will freeze. Another player comes and places the fallen object back on their head, without dropping their own object!

Discuss:

- Did you help someone when their object fell? Why or why not?
- Did someone help you? How did you feel?
- What are different ways you can help people in your everyday life?

13

WATER AND ICE

Form two groups: 'Water' and 'Ice'. Discuss the qualities of water and ice (Ice is colder and hard. Water is warmer and liquid. Ice group waits in a corner and the water group has 5 seconds to spread out.

When the game starts, the 'Water' group has to try to escape the 'Ice' group. If an 'Ice' taps a 'Water' player on the shoulder, the 'Water' freezes and has to stand still. The 'Water' group has to try to melt their frozen team mates by tapping them on the shoulder without getting frozen themselves. Once they are melted, they can move again. Note that no running or speaking is allowed.

After 10 minutes, switch roles.

Discuss: Was it easy to keep track of so many things at the same time? Practising doing many things well at once sharpens your brain!

14

FUNNY FREEZE



Play music/sing/clap and have the players dance. When the music stops, everyone must freeze. Singers can attempt to make players move by trying to make them laugh, without touching them. Those who move are out and will join the singers.

Discuss:

- What made you laugh?
- Was it easy to make your friends laugh? How did it feel when they did?
- How can you help your friends when they feel sad?



15

COMPLIMENT PASS



Sit in a circle and pass an object while the music plays (or someone claps/sings). When the music stops, the player holding the object shares one thing they love about themselves and one thing they love about someone else in the game (who is either in or out of the circle). Then, they will move out of the circle and join the singers, after everyone claps for them. Ensure everyone gets a compliment.

Discuss:

- How did it feel to say something kind about yourself?
- How did it feel when someone said something kind about you?
- Who else in your life would you like to appreciate? Why?

16

TEACHER SAYS

Players stand in a group and follow commands only if the instruction starts with "Teacher says." For example, if the command is "Teacher says, jump 5 times," they must follow quickly. If "Teacher says" is not included, players should not follow the command. If someone makes a mistake, they step aside for a round and can help give commands. Everyone claps for those who get out.

Discuss:

- How did you stay focused on the commands?
- In real life, if you do not understand what someone instructed you to do - what will you do? (Ask them to repeat or explain, etc.)

17

FRIENDSHIP CHAIN



The catcher chases players and tags them. Once caught, the player holds hands with the catcher, forming a chain to catch others. The chain grows as more players are caught. If the chain breaks, the game resets, and all previously caught players are freed. The game continues until only one player remains uncaught.

Discuss:

- How did working together in the chain help you catch others?
- What did you learn about being part of a team and helping each other?
- How did it feel when you freed others or were freed?



18

MAKE A BEAT



Person 1 starts with a beat (like clapping). Person 2 adds to the beat with something new (like tapping their legs). Person 3 adds another layer (like using their voice), and it continues until the group creates a full rhythm. Once the beat is set, everyone can add lyrics to create a fun song together.

Discuss:

- How did each person's contribution make the beat stronger?
- What did you enjoy most about creating something together as a group?
- How did it feel to have your part valued in the final song?

19

SECRET DIRECTOR



The Guesser closes their eyes while the group secretly selects a Director. The Director leads by making movements that the rest of the group copies. The Director changes movements from time to time. The Guesser opens their eyes and watches the group to figure out who the Director is. The game continues until the Guesser guesses correctly.

Discuss:

- How did you decide who to watch closely to guess the Director?
- What did you learn about paying attention to others' actions, and how can this help you when working with friends?

20

DANCE, DANCE



Play a song or have someone clap/sing. Each player adds a dance move that the next player must repeat and add to. The sequence continues with each player remembering all previous steps. At the end, everyone performs the entire dance sequence together.

Discuss:

- How did you remember the dance steps added by others?
- In real life, how do you remember important things like instructions or steps in a task?



21

MIRRORING ME

In pairs, one child acts out a scenario while the partner mirrors their actions and feelings. After a minute, everyone claps and the partners who were mirroring actions must share which feeling the other person was enacting. Switches partners for a new scenario. Scenarios include:

- Getting ready for school (Eg: excited)
- When you are playing outside and it rains suddenly (Eg: surprised)
- A doctor helping an elderly woman (Eg: concerned)
- At your birthday, the wind blows your candles before you do (Eg: disappointed)
- A mosquito buzzing while trying to sleep (Eg: irritated)
- Looking for lost glasses (Eg: annoyed)

Discuss:

- How did you recognize feelings without your partner telling you?
- Why is it important to recognize feelings in others, and how can this help you with your friends and family?

22

MY FAVOURITE

Players stand in a circle. One person steps into the center and shares one of their favorite things (e.g., favorite color, game, song, or movie). Anyone else who shares that favorite must run to the center, give high-fives to each other, and run back.

Each player takes a turn in the center. Discuss:

- How did it feel when others liked the same thing as you?
- If others don't like the same thing as you, would you try to like it or be okay with the differences? Why or why not?

23

UNITY TAG

Hold hands in a circle. Choose one Catcher (outside the circle) and one Volunteer (part of the circle). On "Go!", the Catcher tries to tag the Volunteer while the rest of the circle moves together to protect the Volunteer. The Catcher can move in any direction to tag. Once the Volunteer is tagged, they both join the circle, and two new children become the Catcher and Volunteer. Discuss:

- How did you work as a group to protect the Volunteer?
- What is easy or difficult about protecting yourself and others?
- How can we work together to keep everyone safe?

24

TIGER, TIGER, PANTHER

Players sit in a circle. One child volunteers to be the 'lion' and stands outside the circle. When you say "Go!", the lion taps two players, calling them 'tigers' (who stay seated). The lion then taps a third player, calling them 'panther', and both the lion and the panther run in opposite directions around the circle. When they meet, they must stop completely, shake hands, say something nice to each other, and then race to sit in the panther's seat. The player who doesn't get the seat becomes the lion for the next round. Everyone must have a turn being either the lion or the panther.

Discuss:

- How did you feel when you had to stop suddenly after running fast?
- In real life, when do you need to calm down quickly, and how can you manage your emotions during those moments?

25

NATURE ART

In groups, gather objects from nature (like leaves, stones, or sticks) and create a piece of art together. Once everyone is done, walk around to view each group's artwork. After that, each group must add one new item to another group's artwork to enhance it. Discuss:

- How did working together help your group create something unique?
- In real life, how can adding new ideas to someone else's work make it better?
- What did you enjoy most about contributing to and improving each other's artwork?

26

HUMAN KNOT

Group 1 holds hands to form a circle, then entangles themselves by stepping over or under each other's arms without letting go of hands, creating a "human knot." Group 2 must work together to untangle Group 1 without breaking the circle. They can communicate and strategize but must be gentle to avoid breaking the chain. The group to "untangle" the human knot the fastest wins! Make it more challenging if needed by not allowing either of the groups to talk!

Discuss:

- How did you work together to solve the human knot?
- What would you have improved as a team to untangle the knot faster?





Players sit in a circle, holding a stick as their new teammate. Give it a name (Eg: "Mooby"). A piece of paper is passed around. The first player says something mean or unkind to Mooby and crushes the paper. The next player says something kind and tries to smooth the paper out. This continues, alternating between kind and unkind remarks. By the end, the paper will still show the crunch lines, even after being straightened out. This represents how hurtful words can leave lasting marks.

Discuss:

- What did you notice about the paper after it was crumpled and straightened?
- How do unkind words affect others, even if we later say something nice?
- How can we be more mindful about what we say to avoid hurting others?
- Have you said something to someone that might have hurt them? Go up to them and apologize. Even to Mooby!



Ask the children to draw something simple, like a sunset, a boy/girl, a house, etc. Once everyone is done, compare the drawings. Ask if anyone would like to change their drawing or action after seeing others' ideas. Use the discussion to emphasize that people can see things differently, and it doesn't mean someone is right or wrong. Discuss:

- What were the similarities or differences in the drawings?
- Was anything "right" or "wrong"?
- In real life, people can have different views or ways of doing things from you. What will you do in such situations? (Learn, get more ideas, etc.)

Place various items in the center of the circle. Give the children 1 minute to observe and try to memorize everything in it. They can sit or stand in their spots to look at the items, but they cannot move forward or push others to get a closer look. Then, cover all the objects with a cloth or ask learners to turn around. After the time is up, see how many items each one can remember. Conduct another round to observe how much more they are able to remember as a group. Discuss:

- How did you focus on remembering the items?
- Did others remember something that you did not? How did it help?
- Were you able to remember more when you tried again?

30

PUSH AND PULL

In a group, stand in a circle. Face outwards with your backs to the center of the circle and link your elbows. Place a rock/leaf 1 meter in front of each player. Players have to pick up their leaf as fast as possible without letting go of the others' elbows and without speaking. Note down how much time it takes. Discuss:

- How long did it take everyone to get the rocks? What is difficult about this?

Now, strategize on how all the leaves can be collected in a group and repeat the activity. Aim for a lesser time. Discuss: What does this teach you about teamwork?

31

PAPER BALL FOOTBALL

Form two teams. Create a small playing field with two 'goals' on either side. This can be on a table/ground. Mark boundaries of the field clearly using cloth/chalk/small stones. Place a paper ball or a leaf at the center. Teams must blow at the ball to push it towards their goal. Teams have 5 minutes to name themselves, pick their goals, and plan strategies. Once a goal is made, reset the paper ball at the center of the field. The team with the most goals wins, and everyone claps for the winners. Discuss:

- How did planning help your team work together to score goals?
- In real life, how do you adjust your plans when things aren't working your way?
- Who would you like to appreciate from your team and why?

For younger learners, teams can just blow the ball to a finish line.

32

SKY BALL, WATER BALL

Stand in a large circle. Assign one ball (or any soft object) as the Sky Ball (which can be thrown) and the other as the Water Ball (can be rolled on the ground). Give the Sky Ball to one child and the Water Ball to another. The Sky Ball must be thrown from player to player, while the Water Ball must be rolled. If a child throws the Water Ball or rolls the Sky Ball, they are out and must sit down. The players sitting down must check if others are following rules. The game continues until there is only one player left standing. Discuss:

- How did you keep track of the different rules for the two balls?
- In real life, how do you stay focused when there are different tasks?



33

ZING, ZANG, ZONG

Start the game with one child pointing to someone in the circle and saying "Zing!" The next child, who was "Zinged," will point to another and say "Zang!" The next child, who was "Zanged," points and says "Zong!" The child who gets "Zong!" does nothing. The child to the right of the "Zong!" starts the next round with "Zing!" The game continues in this pattern. If someone makes a mistake or misses their turn, they must raise their hands, say "Zing! Zang! Zong! I got it wrong!" and sit down. They must check if others are following the rules.

Discuss:

- Was the game easy or difficult for you? Why?
- What did you learn about paying attention to others, and how can it help in your everyday activities with others?

34

ALIEN BALL

Begin by asking children to form groups of two or three. One volunteer in each group will be the "alien." The rest of the group teaches the alien how to live on Earth by showing and explaining common activities people do at home (e.g., eating, cleaning, brushing teeth) through words and actions. After the activity, the alien from each group will explain to everyone what they learned. Play multiple rounds (Eg: teaching the alien what to do in a school). Discuss:

- What did you notice about the different things the aliens learned?
- In real life, how do people sometimes learn or experience things differently?

35

WHAT'S DIFFERENT?

In pairs, observe your partner closely for one minute, then turn around while your partner changes three things about their appearance (Eg: untie their shoelace, button a shirt, change their hairstyle). Turn back and try to spot the differences. After guessing, switch roles! To make it more challenging, play in groups where everyone changes something. Discuss:

- How easy or difficult was it to notice the changes?
- How can observing small things help you understand what's happening around you better? (Eg: When I see dark clouds, I can prepare for rain).

36

ACTION STORYTELLING

Tell a story and assign actions or sounds for specific words. For example, every time you say "wind," the children twirl around, and every time you say "jump," they hop in place. Before starting, explain the actions and practice them with the children. As you read the story, the children will listen carefully and perform the actions whenever they hear the assigned words. Eg:

"Once upon a time, there was a strong wind (*children twirl*). The wind blew so hard that it made everyone jump (*children hop*). A little bird tried to fly against the wind (*children twirl*), but it had to jump (*children hop*) from branch to branch to stay safe."

Discuss:

- How did you feel listening for the words and quickly doing the actions?
- How does paying attention help you follow instructions or learn new things?

Challenge players to narrate the story and see if they were able to remember!

37

FOLLOW THE LEADER

One child starts as the leader, and everyone else lines up behind them. When the music/clapping starts, the leader moves around, doing different actions like hopping, waving their arms, or clapping, and everyone else has to copy what the leader does. When the music stops, the leader moves to the back of the line, and the next child becomes the new leader. Continue until everyone has had a turn leading the group. Discuss:

- How did it feel to be the leader and have others follow you?
- How do we take turns leading and following in group activities?
- In real life, what makes a good leader, and how can you be a good follower?

38

HAPPY FEET

Play music with a fast beat (or sing/clap) and have the children dance, moving their feet as quickly as possible. After each minute or so, call out an emotion like "angry," "happy," or "silly," and they must dance in a way that expresses that feeling. Continue changing emotions to see how they express different feelings through their movements. Discuss: How did you change actions, movements, expressions, energy levels, etc. based on emotions?



39

HELP ME OUT!

Scatter several objects in the area. Each team of three or four must collect it as quickly as they can. However, each team member has a challenge (one should be blindfolded, one should have their hands tied at their back, one cannot speak, and one cannot move unless another person holds their hands). Shuffle teams and roles and play multiple rounds.

Discuss:

- How did you help each other overcome your challenges? How did it feel?
- In real life, how can you help the people around you? Give examples?

40

CELEBRATE YOUR WINS

Gather children in a circle and ask them to think of a small achievement they are proud of from the past week (e.g., finishing a drawing, learning a new word, helping a friend). One by one, each child shares their "little win" with the group. After each child shares, everyone claps or cheers to celebrate the achievement. They can say something together (Eg: "We are proud of you!"). You can do this every day or week too. Discuss:

- How did it feel to share your accomplishment with the group?
- Why is it important to recognize and celebrate yours and others wins?
- What is one thing you want to achieve this week?

41

CONFIDENCE CHALLENGE

Set up a simple obstacle course with challenges (Eg: crawling under a table, jumping over a small hurdle, balancing on one foot). As each child completes the course, the group cheers them on from the finish line. After finishing, each child can declare, "I did it!". Others must respond, "We are happy you are here!" and give them a high-five. If they are unable to complete, peers can help them to the finish line. Discuss:

- How did it feel to complete the challenge course?
- In real life, how does trying new things and overcoming obstacles build your confidence?
- What can you do to encourage others when they're trying something new?



ESSENTIAL SKILLS

LEARNING TO THRIVE



If available, show different types of ID cards and discuss:

- What are different types of ID cards? How are they helpful?
- If you had to make your own ID card, what kind of information will it have?

Eg: Full Name, Date of Birth, Address, Parent/Guardian's Name, Phone Numbers, Medical Conditions.

Learners will create and decorate their own ID cards.

Explain to the children that knowing the landmarks around them helps them find their way and stay safe during an emergency. Get children to identify important landmarks near them (e.g., a school, park, hospital, building, etc.).

Play a game to practise locating each other:

One child hides somewhere in the area, while their partner closes their eyes. After hiding, the child must describe what they see around them (e.g., "I see something green," "I see chairs," "I hear water"). The partner, using only these clues, must guess where the child is hiding. After a few guesses, switch roles and let the other partner hide. Discuss: How can describing your surroundings help you if you're lost or need help finding your way?

Note: This activity may trigger distressing memories for learners. If learners show signs of discomfort, skip to the discussion questions.

Identify the safe zones near where you live, i.e, where everyone must evacuate to when the need arises. Practise using the quickest route to the safe zone. When the facilitator says 'Evacuate, Evacuate!', Team 1 must evacuate from the starting point to a safe zone as soon as possible without running. Team 2 must place obstacles along the way or have people hinder the path. After a round, switch teams. Discuss:

- What did the teams do well? What could be improved?
- What are the cases in which you would need to evacuate?
- What are some do's and don'ts while evacuating? (Eg: Do try to evacuate with someone you know. Don't stay back to find someone.)
- What happens when people crowd/run to evacuate? What can you do about it?
- How can you stay calm while evacuating? (Deep breathing, following instructions)

45

EMERGENCY BACK PACK



Set out various items (including essential ones like water bottles, flashlights, blanket, ID Card, etc.). Each child takes turns to “pack” a small bag with items they think are important during an emergency. Discuss: What items did you pack, and why are they important? How do these items help you?

46

IMPORTANT NUMBER RACE



Memorize two important numbers – a trusted family member’s and an emergency number. (To make it more challenging, you can add a hospital’s number, another family member’s number etc.). Play a game to practise!

- Divide players into teams lined up one behind the other at the starting point.
- When time starts, the first player races to the finish line and answers a question by the facilitator (Eg: "What's the emergency number/family's number?").
- After answering, they race back and tag the next teammate. The relay continues until all players have raced. The fastest team wins!

Discuss: When should we call the emergency number? Role-play a call, if possible.

47

SOLVE THE PROBLEM!



Give a toy to a group of children. One child in the group plays with the toy. Now, introduce different "conflict twists" that the group has to resolve together and enact. For example, announce a situation like:

- "One person wants to play with the toy at the same time as you."
- "Three more people want to play with your toy."
- "One person is not following the rules."
- "Someone takes your toy without asking."
- "You want to play alone with the toy."
- "Someone isn't happy with how you're sharing the toy."
- "One person broke your toy."

Each time a twist is introduced, pause the game and ask the group to discuss how they can resolve the conflict peacefully (Eg: How did you feel when this happened? How will you solve the issue together?). Encourage them to listen to each other's feelings and suggest ways to compromise, share, or communicate their needs. After resolving the conflict, the game continues with the next twist.

Discuss: What did you learn about solving problems peacefully with others?



Call out an emergency scenario: Thunderstorm, Earthquake, Air Strikes, Fire, Floods. Learners have 10 seconds to find a hiding spot and hide in it. Once they've chosen a spot, others discuss whether their spot is safe or unsafe for the scenario and why. Play this game both outdoors and indoors. Eg:

- Airstrikes: Hide under sturdy furniture or basements. Avoid windows.
- Thunderstorm: Avoid glass windows, electrical devices, water or tall trees.
- Floods: Safe spots are on higher ground. Avoid basements or lower areas.
- Fire: Stay away from wood, do not use lifts, run out in the open, etc.



Explain that we all face situations when we panic.

"Panic is when your body feels really scared really fast. It's like when you're lost or something surprises you, and your heart beats really fast, you might feel shaky, and it's hard to think. Sometimes, you might feel like you want to run away or cry. But just remember, even though it feels big and scary, you will be okay. Let us practise ways to feel better when we panic."

Discuss: When do you experience panic?

Model out and practise the following calming exercises with learners:

BALLOON BREATHING

Inhale slowly through the nose, imagining filling a balloon in the belly, then exhale through the mouth.

SQUEEZE AND RELEASE

Tense muscles, like squeezing fists, hold for a few seconds, then relax to release tension.

BUTTERFLY HUGS

Cross arms over the chest and tap shoulders in an alternating pattern for comfort.

SLOW COUNTING

Slowly count to 10 out loud or silently to regain control over feelings.

DRINK WATER

If available, drink a few sips of water and take a deep breath. Repeat.

GENTLE ROCKING

Rock your body front to back or sway it side-to-side to calm down.

USE CALMING WORDS

Close your eyes and repeat phrases like "I am safe", "This will be over soon", or "Everything will be okay" to feel reassured.

VISUALIZE A SAFE SPACE

Close eyes and imagine a happy place, like a room or park, focusing on what you can see and hear.



Use a stick/chalk/cloth to draw a large circle around the child in the mud/ground. This circle represents a place where they feel safe. Explain that when we face a situation that makes us sad, we must talk about it to people we feel safe with. Learners should close their eyes think about 3 or 4 grown-up people with whom they can speak to freely to and feel safe with (parent, teacher, sibling, etc.)

Bring these people inside the circle. If it is not possible at the moment, place a rock/object to represent each person and place it inside their circle. Explain that these are people they can go to when they need help or someone to talk to about anything. Children share with others who is in their safe circle.

Teach a rhyme with actions to help children remember their safe circle. Their safe people can participate too!

*In my circle, I feel safe
<Person's Name> is in this space
When I am feeling sad
I can talk to them and feel glad
This is my safe circle!
This is my safe circle!*

*In my circle, I feel safe
<Person's Name> is in this space
When I am feeling scared
I can talk to them and feel cared*

<Repeat>



Go over all the body parts with the children by calling them out. Identify the 4 private body parts (Lips, Chest, Between your legs, Bottom).

Explain that safe touch is when you feel loved and comfortable and unsafe touch is when you feel uncomfortable or scared or if someone touches your private parts.

Play a game to understand:

- Facilitator will call out safe touch actions and learners will do it on themselves (Eg: palm high five, head tap, etc.)
- When they call out an unsafe touch action (Eg: Touching lips), everyone follows the **No-Go-Tell** protocol: Shout "**NO**". **Go** away from the person (in this case, the facilitator). **Tell** a trusted adult (in this case, another learner). Do multiple rounds.

Discuss safe scenario's with your private parts: The doctor touches you in front of your parents, Family hug and kiss your cheeks, parents give you a bath, etc.

If a learner is triggered by the activity, offer them to step out from it and take a few minutes to compose. Reassure them that they are safe. Reach out for professional help if you suspect they are victims of sexual or physical abuse.



Explaining that each person is the “boss” of their own body. This means they decide who can touch them, and how, and they can always say “no” if they don’t like something. Teach a simple rhyme with actions:



*I am the boss of my body
I decide what’s right for me
If I don’t like a touch
I say as strong as I can be
I am the boss of my body!*

*I am the boss of my body
I decide what is right for me
If I don’t like a touch
I will say NO, loud and clear
So I can feel safe here!*

Say examples of unwanted touches (Eg: tickling without permission, hitting hard, etc.). Children shout “NO, I am the BOSS of my body!”



Discuss: When it gets too cold, how can you stay warm? (By wearing more clothes or using a blanket if available, doing physical activities like jumping/running to generate heat, eating/drinking warm foods, staying close to others, covering head and hands, keeping yourself dry, etc.)

Give an action to each of these strategies. Play a game where you call out a strategy and players perform its action. Repeat commands and increase speed. If a player does an incorrect action, they step out and can give commands to others or observe it people are getting the actions right.



One child will be “Patient 0” and will have some “germs” (represented by mud or dust) on their hand. Patient 0 will shake hands with the next child, passing the “germs” along. This handshake chain will continue until everyone shakes hands.

Discuss:

- How many of you can see/feel the mud in your hands? Emphasize that while the mud is visible, real germs often aren't, but they can still make our hands dirty.
- What happens if germs enter our body? (We can fall sick if our body can't fight.)
- How do we prevent the spread of germs? (Washing hands regularly)
- At what points must you wash hands even if you cannot see it is dirty? (Before and after meals, petting animals, after using the toilet, after playing, etc.)
- What can you do if you cannot wash hands with water? (Use a clean cloth to wipe hands, avoid touching your face, etc.)

55 WASHING OUR HANDS

Each learner shows how they wash their hands. Then, demonstrate the correct steps to wash hands thoroughly - the process should take 20 seconds:



- Washing hands reduces stomach bugs by almost half!
- Wet hands spread 1000 times more germs.

SHARE FACTS!

- Germs double after using the bathroom.
- Germs can stay alive on hands for 3 hours.

Make a handwashing song for 20 seconds together!

56 RESPONDING TO CUTS AND BLEEDS

Discuss: What did you do when you had a cut or bleed in the past?

Explain the steps to treat a cut or a bleed:

- Stop the Bleed: Apply pressure to the cut with a clean cloth.
- Clean the Wound: Wash the cut with water.
- Cover the Wound: Use a band-aid or clean cloth to protect it.

Divide learners into pairs. One person is the patient and the other is a nurse. The patient pretends to have a cut and describes how it happened (Eg: I cut my arm on a sharp rock.) The nurse must calm the patient down and treat the cut. Switch roles.

57 DEALING WITH BURNS

Discuss what causes burns. Play a game to understand what is safe and unsafe to touch. Players stand inside a circle. When you say an object that is unsafe (can cause burns), players jump out of the circle (Eg: hot water, fire, stove, metal when it is sunny outside, electric wires, etc.). When you say a safe object, they jump inside.

Explain the steps to treat a burn:

- Hold the burn under clean and normal or cool water for 5 minutes.
- Do not add ice to the burn. It can harm the skin.

Practise treating burns in pairs. One person (patient) must pretend to have a burn and explain how they got it. The partner (nurse) must treat the burn and say something funny to cheer the patient up!

58

SMOKE CRAWL

Explain that when there is thick black smoke, we must stay close to the ground, because smoke rises up. You must also cover your mouth with your hands or cloth.

Form 2 groups - Smoke Group and Safety Group. The Smoke Group forms two rows facing each other. When the facilitator shouts "Thick Black Smoke", the Smoke Group must interconnect their arms with the person opposite them to make the 'smoke' as low as possible and while standing straight. The Safety Group must drop to the ground, cover their mouth, and crawl underneath it to escape the Smoke Group. Switch roles.

59

STOP, DROP AND ROLL!

Explain to learners what to do if their clothes catch fire: Stop-Drop-Roll



Note that, while rolling, you must cover your face to protect it from the fire. If you have a cloth, stop-cover-drop-roll. Play a game to practise:

A tagger is the 'fire'. They must run around catching others. When tagged, you must stop-drop-roll, with your face covered. If you do it incorrectly, you catch 'fire' and join the taggers to catch the rest. If you do it correctly, you can get back up and run from the tagger.

60

SIGNAL FOR HELP!

In any case of emergency, discuss what are the different ways to get attention and seek help. (Eg: Jumping and waving both hands, Shouting "Help!", Clapping loudly, Waving a bright cloth, Using a mirror to reflect light, etc.). Practise using the signals.

Form two groups. Group 1 will hide members of Group 2 in different places. One member of Group 1, the "Seeker" will not be able to see this and wait far away. Group 1 should use signals to capture the Seeker's attention. Group 2 can block the signals. The seeker should find and 'rescue' their team members as fast as possible. Switch roles and play multiple rounds.

Discuss: Which signal was most effective? When should we use signals?



EDUCATIONAL GAMES

LEARNING THROUGH PLAY

The games are designed to be played repeatedly. Feel free to add your own variations and encourage learners to do the same!

The games help practice academic knowledge and skills. Please revise or reinforce these, if necessary.

Play multiple rounds and establish clear ground rules to ensure a safe and fair playing environment.

Celebrate student effort more than wins. Adapt games to focus more on student collaboration, if needed.



LITERACY

61 RHYME RELAY

Form 2 teams that stand in two separate rows. Say a word aloud (Eg: Cat). The first player in each team runs to the finish line, shouts out a rhyming word (Eg: Mat) and runs to the back of the team's line. The next player does the same for another rhyming word (Eg: Sat) and it continues until a team stops. Team members can discuss and help.

62 OPPOSITE JUMP

Call out a word, and if it has an opposite, the children must jump and shout the opposite word. For example, when you say "hot," they jump and shout "cold." If you say "table", children do not jump.

63 ALPHABET HUNT

Shout out a letter (Eg: L), and children must run and find or show something in their surroundings that starts with that letter (Eg: Leaf, Leg, Love by showing a heart, etc.)

64 WORD MAKER

Give the players a series of letters (Eg: A, T, P, S, N). Teams must form as many words as possible using only those letters (Eg: tap, sat, pan).

65 SOUND ACTION

Call out a series of words. Choose one specific letter or sound (e.g., "S"). The children must jump (or do any other decided action) only when the word starts with that letter or sound. For example, if you say "sun," "sand," or "snake," they jump. But if you say "dog" or "tree," they stay still.

66 WORD CLAP

Team 1 says a word and Team 2 claps the number of syllables in that word (Eg: "banana" gets three claps).

67 SENTENCE BUILDER

Each team gets the same word (Eg: house). The team to say the most number of correctly framed sentences in a minute wins a point. (I live in my house. The house is white, etc.). Challenge: Form questions using the word too!



LITERACY

68 PREPOSITION PLAY

Call out a preposition (Eg: under, over, behind, on, in, etc.). Players must run to find an object and position themselves according to the word. For example, if you say "under," they must crawl under something like a bench or place a book over their head.

69 WORD PASS

Players must toss a ball/soft object to others in a circle and must say a word. The person to catch the ball must say another word starting with the last letter of the previous word. The one who misses the ball or cannot say a word, moves out of the circle and gives another starting word.

70 STORY SHARE

Team 1 gives Team 2 a character, a place, and an object (Eg: Princess, Forest, Key). Team 2 must build an exciting story using these elements. After their story, switch roles.

71 SCATTER!

The leader calls out action words (Eg: run, jump, sleep, eat, walk, etc.), and everyone must act them out. When the leader says "Scatter," everyone runs, and the leader tries to tag someone. The person tagged becomes the next leader.

72 NAME DANCE

Learners think of an adjective (describing word) that starts with the same letter as that of their name (Eg: Nice Nayla, Happy Henry) and give a dance step for it. In a circle, learners clap and shout "Who is that?", a learner comes forward and says "I am Nice Nayla" with the dance step. Other copy the step while saying "She is Nice Nayla". Each learner takes turns to come to the center of the circle. Challenge: Use different adjectives each round!

73 BODY SPELLING

Give a three or four letter word to a player. They must spell it out using their bodies, without speaking. Others guess each letter and say the word out loud. The player earns a point if everyone can guess the word correctly!



NUMERACY

74

LESS AND MORE

Players stand in a circle. Call out the “special number” (Eg: 20). Then, call out a series of numbers. If it is less than the special number, players jump inside the circle. If it is higher than the special number, they jump outside.

75

PATTERNS

Draw a pattern using shapes, letters or numbers. Exchange it with a partner who must continue the pattern. If they get it right, they earn a point. (Eg: 2, a, =, 2, a, =, 2, a ...)

76

SHAPE DETECTIVE

One team says a shape and children find as many representations of that shape around them. Eg: Circle (Answers: bottle cap, eyeballs, etc.)

77

BALL GAMES

Give each pair a ball/soft object. The pair throws and catches the ball. When players catch the ball, they count out loud and take a step back. If the ball drops, start from the beginning. First team to get to 10 (or a larger limit) without dropping the ball wins! Challenge: Count in 2s (Eg: 2, 4, 6...)

78

ROUND AND RUN

Designate locations for the numbers 10, 20, 30, 40, 50, 60, 70, 80 and 90. Call out a number (Eg: 33). Players must race to the nearest ten. The first player to run to correct location (30) gets a point.

79

BUZZ

Sit in a circle and start clapping counting from 1. Make a rule, every third person says ‘BUZZ’ and the counting continues (Eg: 1-2-BUZZ-3-4-BUZZ..). The player to say the wrong number is out and gives the new word to replace ‘BUZZ’.

80

EVEN RUN

Call out a series of numbers. Players race to the finish line by hopping/walking backwards (or any action decided) only when an even number is called out.



NUMERACY

81

FIND THE SUM

Each pair is given two numbers (Eg: 3 and 5). The learners must quickly run and find objects that total the sum of the numbers (5 leaves, 2 rocks). The pair that collects the correct sum first wins a point.

82

ESTIMATION STATION

Gather a collection of small objects (stones, leaves, etc.). Put some in a jar or bag and have learners estimate how many are inside. After everyone guesses, they can count the items together to see who was closest.

83

FOUR CORNERS

Assign four corners far away from each other for four number (Eg: 10, 13, 1, 7). Players dance/run in a circle at the center of the area when the music/clapping is on. When the music stops, call out a simple math problem, the answer to which is any of the numbers (Eg: $13-3$). Players must run to the correct station (10). The last player to reach is out and will give the next math problem.

84

FACT FAMILIES

Call out a number (Eg: 7). In pairs, players must create as many equations as possible to result in the number, in 15 seconds (Eg: $2+5$, $5+2$, $1+6$, $10-3$, etc.). The team with the most number of accurate equations earns that many points.

85

HANDSPAN MEASURE

Use handspans to measure objects around you. Point to an object and players guess its length in handspans. The closest answer wins. Repeat the game with foot spans too!

86

PLACE VALUE TOSS

Create two squares/place two containers on the ground: Tens and Ones. Call out a two-digit number (Eg: 45). The team must toss the correct number of items into the square/container from a distance (Eg: 4 pebbles in Tens, 5 pebbles in Ones). The items can be scrunched up paper or anything available. The team to do it the fastest gets a point.



WORLD AROUND US

87

COLOUR HUNT

Say a colour. Each player must say which emotion the colour makes them feel. Then, they find as many objects around them with that colour. The one with the most wins!

88

ALPHABET GAME

In turns, each player calls out a random alphabet. Everyone must write one name, one place, and one thing starting with the alphabet within a time limit to earn a point. Simplify: Drop a category (Eg: animal), if needed.

89

ANIMAL ACT

Take turns acting out different animals while others guess which animal they are. Challenge: Give a category (Eg: land animals, water animals, etc.). The one with the most number of animals acted and guessed correctly earns a point.

90

BODY GAME

Call out different body parts (Eg: elbows, knees, fingers, legs, etc), and the children must touch the correct part of their body. But when you say "head", they should not touch it. Those who do are out and can conduct the game. They can state another body part that others shouldn't touch when called out.

91

WHO AM I?

Give each player a role as a community helper (Eg: teacher, doctor, firefighter, garbage collector, postman, etc). Ask them to act out what their community helper does, and the rest of the group guesses who they are. Afterward, discuss what each community helper does to help people.

92

LIVING BEINGS

Name different things (tree, car, cat, etc.). If it is a living thing, must enact an action that a living thing does (Eg: eat, drink, etc). If it is a non-living thing, they must freeze. Discuss why something is living or non-living.

93

WEATHERS

What are the different weathers you experience? Give a weather to each group and they must enact activities specific to that weather (Eg: Winter - make a snowman, sit by the fire, etc.). Other groups must guess the weather and the activities.

94

EARTH, SKY AND WATER

Call out different animals or objects (Eg: fish, bird, car, aeroplane). If the animal/object belongs to the earth, players crouch down. If it belongs to the sky, they reach up. If it belongs to the water, they pretend to swim. The faster they react, the more fun the game becomes!

95

TRAFFIC LIGHT

Pretend to be a traffic light. When you say "Green," the children run around the room. When you say "Yellow," they walk slowly. When you say "Red," they must stop. Switch roles and let others be the traffic light.

96

FLOAT OR SINK?

Give each child an object (e.g., leaf, stone, stick). They must guess if the object will float or sink, then place it in the water to see if they were right. Call out more objects' names and let learners guess if it would float or sink. Include tricky ones like iron ship, iron pin, etc. Make paper boats too!

97

SHADOW TAG

On a sunny day, a tagger tags other players' shadows by stepping on it. Players must protect their shadows from being tagged! Play the game at different times of the day and discuss what you observe about your shadows.

98

TEACHER SAYS

Players must follow instructions only if the command starts with "Teacher says." Eg: If the command is "Teacher says, name a flower," players must respond. If the command is just "name a flower", players should not do it.

99

MY COUNTRY

Which country do you live in? Make a presentation about your country collectively. Talk about its food, important cities, animals you find, clothing, songs, dances, and weather.

100

FOOD CHAIN CHASE

Explain food chains. Assign each group of 2 or 3 players a role in the food chain (Eg: sun, grass, rabbit, fox). The "fox" chases the "rabbit," the "rabbit" chases the "grass," and the "grass" grows because of the "sun", so it chase the sun.

ATTRIBUTIONS

This resource is a collection of play-based learning activities created by Education Above All Foundation and those inspired by or adapted from other open-source game banks such as:

- P.O.W.E.R by Right To Play
The LEGO Foundation
- Social-Emotional Learning Games Bank,
USAID and the International Rescue Committee

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