

LET KIDS BE KIDS

**100 ENGAGING ACTIVITIES AND GAMES
FOR CRISIS-AFFECTED LEARNERS**

11 TO 14 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 two icons throughout:



Can be delivered remotely, through calls, messages, etc.



Your support is required to facilitate the activity and lead discussions.

- 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 7. 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.



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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DAILY ROUTINES FOR LEARNERS

GROUNDING EXERCISES

my DAILY ROUTINE

Grounding exercises for children that can be done 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.



INSIDE-OUT

Sit comfortably and take 5 deep breaths. Look around you.

- Think of 5 things you can see
- Think of 4 things you can hear
- Think of 3 things you can touch
- Think of 2 things you can smell
- Think of 1 thing you can taste

DAILY AFFIRMATIONS

Take deep breaths. Before each deep breath - say a positive "I am" statement out loud. As you breathe, imagine you are bringing all of that quality that exists within you to share out into the world as you exhale.

I am strong.

I am kind.

I am loved.

I am brave.

I am powerful.

I am important.

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.

GRATITUDE CIRCLE

Sit in a circle and take three deep breaths. In turns, say one person and one object you are grateful for. Explain why. Do this everyday and try to not repeat the person or the object.

FEATHER STATUE

- Pretend you are a feather floating through the air for about ten seconds and move your body slowly and freely.
- Suddenly you freeze and transform into a statue. Don't move and hold the pose for about 20 seconds.
- Then slowly relax as you transform back into the floating feather again.
- Repeat, making sure to finish as a floaty feather in a relaxed state.



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.

OCEAN BREATHING

- Stand with your feet wide apart or sit comfortably.
- Inhale through your mouth or nose. Exhale with your mouth wide open making a long 'haaaahh' sound. Imagine the sound of the ocean.
- Wave your arms up over your head as you inhale and down by your side as you exhale if you like.





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SOCIO-EMOTIONAL ACTIVITIES

LEARNING TO BE

1

SELF-ESTEEM CHECK



Draw or write all the things you like about yourself on one side of a paper. (You can do this mentally, if paper is unavailable.). These should not be physical qualities. Present what you wrote about yourself and some fun facts about yourself to your peers.

Discuss:

- Was it easy or difficult to put down good things about yourself?
- Why is it important to know our good qualities?
- What are some qualities about yourself that you would like to improve?

2

DRAWING RELAY



Draw on paper for 1 minute. After 1 minute, switch the sheet with your partner. Continue each other's drawing for another minute and switch again. Do 4 rounds of this.

- Does the final drawing match what you initially thought the drawing would be?
- How did you feel when you built off your partner's drawing?
- How did you react to this feeling?
- When people around you have different opinions and ideas than you have, do you feel the same way as you did in this activity?

3

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?
- Did you work as a team or individuals?

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?
- What does this teach you about communication?



4

EMOTION CHARADES



Make chits out of all the emotions you know. Create two teams. A player picks a chit and acts it out without using words. Their team must guess the emotion and act out the same emotion in different degrees from subtle to high intensity. Correct guesses earn a point. Take turns. The team with the most points wins. Discuss:

- What clues helped you guess the emotions?
- How do you recognize these emotions in yourself, your friends or family? Does everyone show the emotion the same way? Enact the differences!
- What is 1 way in which this emotion helps us? (Even for negative emotions!)
- Why is it important to recognize how a person is feeling? How would you react to their emotions?

5

FOLLOW MY LEAD



Team 1 draws a picture with as many details as possible. A player from Team 2 should memorize the picture and get their team to re-create it only through verbal instructions. Add a time limit and check if their drawing matches the original. Add points to make it fun! Switch turns and do multiple rounds. Discuss:

- What leadership qualities did you notice during the activity (e.g., clear communication, patience)?
- How did the team respond to the leader's instructions, and what could have made the process smoother?

6

PROUD CITIZEN



Imagine you have to present your country to someone who does not know anything about the country. Make a radio advertisement/poem (in groups, if possible) highlighting your country's bright spots - what makes it unique and special.

Include elements of culture, natural beauty, historical landmarks, achievements, people, values, wildlife, and more! You can present verbally or by writing. Vote for the best presentation (Eg: most informative, most creative, etc.)

Discuss:

- What did you learn about your country?
- Which part of your presentation are you most proud of?
- What change would you like to see in your country?

7

WHAT'S YOUR ANIMAL?



Think about an animal that represents who you are or the qualities you admire (Eg: wise like an owl, playful like a dolphin, brave like a lion, gentle like a butterfly)

Now, think about which animal best represents your qualities. Write/draw it.

Do the same for your partner. What would their spirit animal be?

Exchange your animals with your partner and explain why you chose them.

Discuss:

- How similar or different is your animal from your partner's one for you?
- What is a quality in your partner that inspires you? How can you develop it?

8

ARE YOU LISTENING?



Share your favourite memory with your partner, in detail, two times. The first time, the partner must listen attentively. Then, they must re-tell the story as if they were the ones experiencing it. Check if they were able to capture the story accurately.

Narrate the story for a second time, but your partner must not listen actively (move around, not have eye-contact, etc.). Discuss:

- What signs did your partner show to indicate they were not paying attention?
- How did it feel? Why is it important to actively listen to people?

Switch turns and repeat the process.

Discuss: How can we improve our listening skills to make sure we remember important details? (Eg: asking questions, looking at the speaker, etc.)

9

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. Switch roles.

Discuss with your partner:

- How did you feel when you were blindfolded?
- Could you communicate clearly during the game? Why or why not?
- What helped you trust your partner?



10

CHALLENGING OUR BIASES

Discuss what a bias is – a pre-conceived notion about a person, group, or idea that can affect one's judgment and behavior (Eg: based on gender, age, culture, race, income, language, appearance, etc.). As a group, make a list of common biases people have (Eg: boys are better in sports than girls, people who speak English are more modern, teenagers are irresponsible, etc.).

Each pair chooses a bias from the list and enacts a scenario where the bias affects behaviour (Eg: boys are picked for a game instead of girls) and explain outcomes (Eg: Strong female players are excluded). Another pair enacts the same scenario where the bias is removed and explain the outcomes (Eg: Everyone feels included and the team benefits from diverse skills). Discuss:

- Which of these biases have you seen or experienced in real life?
- Have you ever acted based on a bias you later recognized? How did you feel, and what did you learn from the experience?

11

MY INNER VOICE

Pair up and take turns sharing a recent challenge or mistake. Speaker shares the mistake/challenge and their role in it. Listener re-shares the story in their own words and interpretation. Switch roles.

Discuss:

- Who was kinder in the way they shared your mistake – you or your partner?
- Why do you think so?
- How can we retell our story as our best friend/parent/loved one, with kindness? How does this affect our confidence?
- How can you remind yourself to practice positive self-talk in tough times?

12

SHARING MY SPARK

A 'spark' is a passion, interest, or talent that makes someone feel excited/fulfilled. (Eg: playing soccer, fixing gadgets, designing outfits, caring for animals, etc.)

In pairs, discuss:

- What is one of your sparks? How did you discover that this is one of your sparks?
- How do you feel when you are doing your spark?
- How can you make your spark brighter, i.e, get better at it?

Prepare a short presentation on your spark (or demonstrate it) to everyone.

Discuss: Why is it important to pursue your passions in different ways?



13

CREATE AN EXERCISE ROUTINE



Discuss why exercise is important for our well-being. Choose one exercise movement inspired by nature (Eg: stretching like the sun), one by an animal (Eg: hopping like a frog), and one that targets a specific body part (Eg: squats for legs). Share and combine the movements into a sequence. Adapt the sequence for people with physical disabilities (Eg: upper body stretches for those in a wheelchair).

Challenge yourselves to identify and name the muscles used in each exercises and ways to strengthen them. Observe the changes in pulse rate before/after exercising.

14

YES, AND...



Form pairs. Give a prompt where players can share ideas (Eg: design a park). Partner 1 suggests an idea (Eg: We can have a slide.) Partner 2 must say "Yes, but..." and challenge the idea (Eg: Yes, but slides are expensive.) Do this for 4 or 5 ideas. Now repeat the round, except now the Partner says "Yes, and..." and builds on the idea (Eg: Yes, and we can have a fundraiser to build it!). Switch roles.

Discuss:

- How did saying "Yes, and..." inspire creativity?
- What impact did saying "Yes, but..." have on your ideas?
- Do you often place limitations on your ideas or build on it? How so?

15

DANCE TO YOUR MUSIC



Create sounds with your body with your partner! You can clap, click, tap on your thighs, stamp on the ground, mouth sounds, etc. Add a code to each sound. Eg:



A



B



C



D

Now, arrange the sounds in a pattern to make a music beat. (Eg: B B C - B B C...) Share your music code pattern with others and challenge them to expand the rhythm and create a song about the unique qualities of their team members. Add dance steps if you want to! Discuss: How does it feel to build off of each others ideas and create something new?

16

FLIP THAT FLOP!



Failures can be our best teachers. Everyone writes down or think of a few instances where they faced failure (eg: not passing a test, losing a game, etc.). Emphasize that these experiences can be from any area of life. Give examples of your own too. One by one, everyone should share a failure with the group.

After a failure is shared, the others must help with turning the failure into a positive outcome or learning (Eg: "You didn't pass the test, but you learned where to focus your study time for the next one"). Then, shout "Flip That Flop" together!

Discuss: What did you learn from hearing people's experiences? Did it help you see your own failures differently?

17

FREEZE DRAMA

Groups of 3 or 4 work together to build a story: with a setting, characters, villains, a problem, and solution. Then, they must begin performing the story. While they present, at any point, say, "Freeze!". When the actors hear "Freeze!", they must stop and stay in a frozen position. The audience watching will say what they would like to see happen next in the story. Once there's an idea, say "Unfreeze!", and the group will continue performing using the new idea. This freeze-unfreeze pattern continues until the story has reached a logical end.

Discuss:

- Did the story turn out to be better than the one originally planned?
- How did you adapt to changing circumstances? What was easy or hard?

18

STAND YOUR GROUND



A player stands with one or more 'peers'. The peers must do their best to convince the player to do something they do not want to do (Eg: Take something from someone without telling them, etc.). The player must act out two scenarios: one where they give in to peer pressure and one where they stand their ground.

Do multiple rounds with different players. Discuss:

- Why do you think people give in to peer pressure?
- How did it feel to stand your ground?
- What are some situations where you've felt peer pressure in real life?
- What strategies can you use to resist it? (Walk away, suggest something else, say no confidently, ask for help, etc.)



19

LETTERS TO MY FUTURE SELF



Close your eyes and imagine yourself in the future: what you want to be and accomplish. Set 2 achievable goals for yourself this year towards making your future self a reality. Exchange your goals with your partner. Then, together, create a plan to achieve your goals.

Now, anticipate challenges you may face while trying to achieve the 2 goals. Write a letter to yourself to open when:

1. You face the anticipated challenge (words of encouragement and a reminder of why you want to achieve the goal).
2. You achieve your goal (congratulations and appreciation for your effort)

Keep these letters with you and use them as you try and achieve your goal.

20

HAND-FREE RELAY

Place 10 stones far away from each pair. They must collect 10 stones and bring to their start line using anything except their hands or faces. Give them 2 minutes to discuss strategies. The team to bring all the stones first, wins!

Discuss:

- What were different strategies used to achieve the same goal? Which ones were most effective?
- How many of you learned from other teams and changed your plan?
- What does this tell you about trying new ways to solve a problem in real life?

21

CONFLICT RESOLUTION



Learners pretend that one learner took another person's turn in a game from another learner and they are having an argument that escalates. Then, explain a strategy to help de-escalate arguments: L2IBSA or 'Listen to lbsa'

- L is for Listen: Be good listeners and take turns.
- 2 is for 2 sides: Look at both sides of the argument.
- I is for "I" not "You": Say, "I feel angry," not, "YOU made me angry."
- B is for "Because...": Give a reason for your feelings.
- S is for Suggest ways to solve the problem.

Recreate the argument using L2IBSA. Role-play different arguments.

Discuss what was easy or hard about using L2IBSA?





Model this activity out for learners. Simplify to 3 whys, if needed.

Share your big life goal with your partner (Eg: I want to be successful.). Your partner must ask "Why?" and you will respond (Eg: I want to have enough money for my family.) The partner will keep asking "Why?" after each response about 5 times. Eg:

- Why is providing for your family important (Because they worked hard for me)
- Why is giving back to your parents important? (I value gratitude.)
- Why does gratitude matter to you? (It makes me feel connected and fulfilled.)
- Why does feeling connected/fulfilled matter? (It builds meaningful relationships.)

Discuss: What did you discover about your deeper purpose and how will it affect your decisions and actions?



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 player shout out a number at the same time, the counting re-starts from 1. The group reaching the highest number wins! Discuss:

- How did it feel when you had to restart the count?
- What did you do differently afterward to improve?
- What does this teach you about persevering and trying again if you fail?



Organize yourselves in groups of three: speaker, guesser and challenger.

The speaker and guesser are blindfolded next to each other. The challenger chooses any object around them and gives it to the speaker.

The guesser must guess the object that the speaker is holding by only asking questions. The speaker can only respond with 'yes' or 'no'. (Eg: Is it soft? Is it wearable?). Add time limits!

Swap roles and play again. Then, discuss:

- Which strategies did you use to guess the object?
- When you were the speaker, how did you manager the urge to say more?
- If you were to play this game again, what would you do differently as a speaker, guesser, or challenger?

25 COMMON DENOMINATOR



Spread out in a large circle, at least 10 steps away from the center. Player 1 says a personal statement about themselves.

Eg: Yellow is my favourite colour.

Other players whose favourite colour is also yellow will take a small step forward towards the center. Each player takes turns to do this. The goal is to get everybody to the center of the circle and find commonalities. Once done, discuss:

- What are some new things you learnt about your friends?
- How easy or challenging was it to get everyone to the center?
- Which statement helped the most people move toward the center? Why?

Note: Avoid generic statements like “I am a boy”, or “I am 10 years old”. Add fun variations like taking a step back if you don’t resonate with a statement!

26 SCULPTURE FROM SCRAPS



As a team, collect as many materials as possible and create a sculpture with a theme (Eg: friendship, my school, nature, equality, etc.) in 10 minutes. Present your sculptures to others. Other teams must add one item to their sculpture to improve it. Each team discusses, in turns:

- Did everyone have a role to play in your team?
- How did you work together to achieve a common goal?
- What were some new ideas from other teams you did not think of?
- If you could do this activity again, what would you do differently?

27 LEAVES AND ROOTS



Think of a time when you faced a conflict with someone. Draw a tree.

- In the leaves: Write what others could see in you (Eg: yelling, frustration).
- At the roots: Write what they couldn’t see (Eg: personal issues, hurt, etc.)

Now, switch perspectives. Draw another tree.

- In the leaves: Write what you saw in the other person (Eg: Tears)
- At the roots: Write what might have been hidden (Eg: Feeling stressed)

Present the conflict scenario and your trees to a partner. Discuss:

How did thinking about “the root cause” change how you feel about the situation? How can this help us respond better when people are upset?





Players takes turns to be the “Responder”. The others, “Situation Creators” must present a scenario (e.g., someone cutting in line, losing a game, getting blamed unfairly) that might irritate the Responder. Note that the situations must not be too extreme/emotional. The Responder must respond in two ways:

- a knee-jerk, instinctive and emotional reaction (Eg: shouting at players)
- take a deep breath and react in a balanced/thoughtful way (Eg: Asking questions calmly to solve the issue)

Discuss: How did pausing help you in your response? Was it difficult to pause and reassess before responding? How did it feel to choose a mindful response over a knee-jerk reaction? In real life, what are situations where you can use this strategy?



Make mixed groups (boys and girls) of 3 or more. 2. Encourage children to think of different, fun ways to pass a ball/soft object to the other players. If a player drops the ball, they should act out a chore that they do where they live now for their group to guess. Discuss:

- What similarities or differences did you notice between the work people do?
- What are some chores that you can help out in but do not do often?
- Why is it important for everyone to share responsibilities?



Everyone has moments when they feel really good and act like their best self, and moments when they don't feel great and don't act like their best self. This is just like an ocean wave that goes up and down. On paper, draw a huge wave. At the top of the wave, write what you are like when you are feeling your best (happy, kind, full of energy, etc.). At the bottom of the wave, write what you are like when you are not feeling your best (grumpy, tired, sad, etc.) Reflect:

- What is your facial expression like?
- How does your body feel?
- How do you interact with people?
- What kinds of thoughts do you have?
- What kinds of activities do you do?
- Which emotions do you experience?

Discuss:

- What do you notice about your behaviours in your highs and lows of the wave?
- How does it affect others?
- How can you get back to a high when you are feeling low?

31 COMBINED STRENGTHS



Divide learners into teams of three: one person can't walk, another can't talk, and another can't see. Give a letter/shape/colour to the person who can't talk, discreetly. He/she must guide their team from a fixed point to search for items starting with that letter/shape/colour while staying in their assigned roles. The team with the most objects collected in the time limit wins!

Discuss: How did each person help the team? Why is it good to work with those having different strengths than you?

32 BALANCING ACT



Find something safe to balance on your head (Eg: folded cloth, book, etc.) All players must race from the start line to the finish line, while 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?
- How do you think other people in your life feel when you help them?
- What are different ways you can help people in your everyday life? Challenge yourself to do one such activity today!

33 CONFUSION, CONFUSION!



Scatter many stones (or other objects) around the place. Form 3 teams. Secretly give each group different instructions. To win the game in 3 minutes:

- Team 1 must arrange all the stones in a circle in the middle of the room.
- Team 2 must put all the stones close to the door (or another point in the room)
- Team 3 must put all the stones near me (or another corner in the room)

Teams should not reveal what instruction they got and must not speak when the game starts. Give them 3 minutes to begin playing. Then, discuss:

- What made you frustrated? What caused conflict?
- Explain that everyone was given different instructions. If you had known this earlier, would you have reacted differently? How so?
- What does this tell you about how conflicts often arise? (We react differently when we don't know what the other person is thinking/feeling. We must try and understand a problem to solve it instead of reacting too quickly.)





ADDITIONAL ACTIVITIES



34 HUMAN KNOT

Team 1 should hold hands in a circle and entangle themselves in a human knot without breaking the chain. Team 2 should try to untangle them without talking.

35 MEMORY GAME

Player 1 starts a list with one word. Player 2 says the word and adds a new word and so on. Have themes for the list! (Eg: potato, potato + peas, potato + peas + carrot, etc.)

36 LINE UP

Line up in order of height, shoe size, or birthday, etc discreetly. The other team should guess how they ordered without talking to each other (only actions), through teamwork. Simplify by allowing to talk.

37 TALLEST TOWER

Teams scout for available objects to build the tallest tower in a limited time without speaking to each other.

38 FRIENDSHIP CHAIN

The tagger catches players on the run. The tagged players must hold hands to catch the others. The 'friendship chain' continues until the last player remains. If the chain breaks, the game resets and all other caught players are free.

39 PASS THE POSITIVE

Gather in a circle and pass a ball while music/clapping starts. When the music stops, the person holding the ball must say one positive thing that happened to them that day and move out of the circle. The last person wins!

40 SECRET DIRECTOR

The Guesser closes their eyes. Others secretly decide which player is the Director. Players copy the Director, who will keep changing their movements. Guesser opens their eyes and must figure out who the Director is.

41 MY CIRCLE

Take turns to share one high point and one challenge from the week. Others must celebrate the high points and share encouragement to address the challenge.

ESSENTIAL SKILLS ACTIVITIES

LEARNING TO THRIVE

42

MY ID CARD



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?
- Who can you share this information with?
- How is this information helpful?

Eg: Full Name, Date of Birth, Address, Parent/Guardian's Name, Phone Numbers, Emergency Contact, Blood Type, Allergies/Medical Conditions.

Learners will create and decorate their own ID cards based on their discussion. Figure out how you can wear it (connect it with a thread, pin it safely, etc.)

43

MAPPING YOUR NEIGHBOURHOOD



Explore your surroundings and create a map of their neighborhood or residence, marking important places:

Home, Water sources, Safe areas (Homes of trusted adults, bunkers, etc.), Dangerous spots (open areas of conflict, etc.), Hospital or Health Center, Food Sources (Grocery, Distribution Center, etc.) and others

Then, discuss evacuation routes or safe places in case of an emergency (Eg: fire, airstrikes, etc.). Align on a 'Meeting Point' where you can meet your family or community members after an emergency. Discuss: What would you do if your main evacuation route was blocked?

44

MY EMERGENCY BACKPACK



The "Leader" hides items that are important for survival along with other random items. When the game starts, players have to collect as many items as they can without getting caught by the Leader.

After the game, for each item, discuss:

- Is this item important? Why or why not? How would it help in a crisis?
- What would happen if we didn't have this?
- What items should we add to/remove from this collection?

Get learners to make their own emergency backpack with essential items and explain their choices.



45

EVACUATE, EVACUATE!



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

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)
- Did you carry anything with you? An emergency backpack?

46

MAKE A DAILY ROUTINE



Sit in a circle. Learners will create a daily routine together. Person 1 starts by saying a wake-up time and the first activity of the day. Include duration. The next person in the circle adds the next activity in the routine. Every 3rd person includes a 10-15 minute "me time" activity, which is any activity for 10 to 15 minutes to help you relax (Eg: drawing, deep breathing, dancing, etc.) Activities cannot be repeated. After the chain is complete, everyone writes their own routine, using ideas they liked. Make a simple tracker to check off each day you follow the routine. Discuss:

- Which part of your routine would be the easiest and hardest to follow?
- Why is sleep, exercise, and 'me-time' important? How will you make time for it?
- How will you ensure you follow your timetable?

47

IMPORTANT NUMBERS



Make a list of important numbers - parents, emergency, rescue services, hospitals, neighbour, etc. For each number, the learner must create 3 math puzzles that results in the given number. Challenge them to use multiple terms and operations.

Eg: For the emergency number 112, a puzzle can be: $(224 / 2) + (10 - 4)$

Swap the puzzles with a partner and guess whose numbers were listed.



Introduce basic first aid before facilitating the next three activities.

DEEP CUTS AND SCRAPES

- ✔ Clean the wound with water and cover with a bandage.
- ✘ Use dirty hands to touch the wound or leave it uncovered.

NOSE BLEEDS

- ✔ Tilt head forward and pinch the nose for 5-10 minutes.
- ✘ Tilt your head back, lie down or blow your nose.



BURNS

- ✔ Cool the burn under running water for at least 5 minutes.
- ✘ Apply ice directly to the burn or use butter/creams.

PUNCTURE WOUND

- ✔ For small objects (eg: splinter), remove it slowly.
- ✔ For big objects, apply pressure around the wound to control the bleeding, without moving the object.
- ✘ Remove the object - it can cause uncontrollable bleeding.

ASTHMA ATTACK

- ✔ Sit up straight, stay calm, and use the inhaler if available.
- ✘ Lie down.



CHOKING

- ✔ Encourage the person to cough.
- ✔ Bend them forward and give back blows. Else, give abdominal thrusts.
- ✘ Hit the person too hard on the back or give them water while choking

BROKEN BONE

- ✔ Keep the injured area still. It should not move.
- ✘ Try to move the bone.

FAINTING

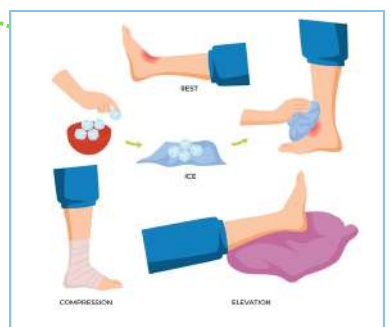
- ✔ Lay them down, raise their legs, ensure fresh air. Encourage to sit up slowly after they feel better.
- ✘ Shake them or make them drink water immediately.

CALL FOR HELP IF...

- the bleeding is uncontrollable
- a bone is broken
- unconscious or can't breathe

SPRAIN OR INTERNAL INJURY

- ✔ Rest, Ice, Compress, and Elevate the injured part.
- ✘ Continue using the injured part or apply heat right away.



48

FIRST-AID HERO!



Group 1 must enact a scenario where first aid is required (a puncture wound, fainting, etc.) and make one mistake in the first aid response. Group 2 must identify the mistake and demonstrate the correct response. They must also practise comforting the patient while treating them. Switch turns!

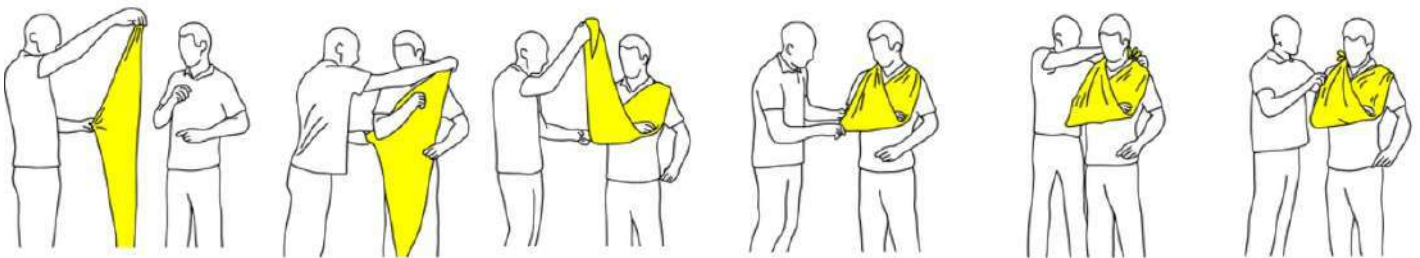
Discuss why the correct method is safer and more effective in each scenario.

49

SLING RACE



Practise making an emergency sling in case of a fracture for an arm.



In pairs, one person must pretend to have a fractured arm at the start line. The other must create a sling with a scarf, cloth, etc. and take the partner to the finish line without moving the injured arm. If the arm moves or the sling falls apart, they must go back to the start line. The team to reach the finish line first wins!

50

CALM RESPONDERS



Team 1 creates an emergency situation (e.g., multiple people pretending to be injured, someone shouting for help, people evacuating, etc.). Team 2's objective is to respond to the situation as calmly and effectively as possible. They should prioritize helping the "injured" people, managing the situation, and helping others stay calm.

Note: Start with simpler scenarios and move to more complex ones gradually to prevent overwhelming the participants.

Then, both teams can discuss what went well and what could have been better in Team 2's response. Switch teams and repeat!

Discuss:

- What actions helped to calm the situation? Why do you think they were effective?
- How did it feel to stay calm in a stressful situation, and what can you do to improve your response in real emergencies?



51

SIGNAL FOR HELP!

Discuss: When do we need to get attention/help from people? What are the different ways to do so? (Eg: screaming, waving a bright cloth, large signs, etc.)

Divide learners into two groups: Signalers and Blockers. The signalers must split into two, at opposite ends of the room. When the time starts, the facilitator shouts "Signal For Help!". The first half should try and find 10 things to signal to the other half (Eg: a bright cloth, a sign using hands, waving an object, etc.). Meanwhile, the blockers try and block the signalers from seeing each other. After 15 seconds, the second half of the signalers must share all the things they were able to notice.

Switch groups. Discuss: How did you feel when it was difficult to get your signal noticed? What did you do to keep trying?

52

STOP, DROP, AND ROLL!

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



Note: While rolling, you must cover your face to protect it from the fire.

If you have a blanket/towel, 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. The tagger must try and prevent you from doing it. 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.

53

SAFE SPOTS

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/Earthquake: 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.





Secretly choose one or two players to be the "Germ." Only the facilitator and the Germ should know who it is. Discuss:

- How do germs spread? (Touching things, sneezing without covering mouth, etc.)
- What happens if germs enter our body? (Our body tries to fight it, but sometimes it can make us sick.)
- How can we get rid of germs? (Take baths, wash hands regularly, cover sneezes/coughs, keeping surroundings clean).

While the discussion is going on, the Germ's goal is to "infect" as many people as possible by discreetly touching them (e.g., shaking hands, touching the same objects, sneezing/coughing, etc.). After the discussion, the Germ reveals themselves, and those who were "infected" (touched) step forward. Discuss how quickly germs can spread without anyone noticing and what can be done to prevent the spread.

Note: Be mindful of not causing panic or a fear of germs. Instead use the an opportunity for children to learn how they can protect themselves and their families from illness



Discuss **what smog is**: a mix of smoke and fog that can make it hard to breathe and is harmful to health, especially for children. Explain that smog can come from pollution, cars, factories, and fires.

Look outside. If the sky is hazy or brown and gray, blocking your view, it is smog. In case of smog, stay indoors as much as you can and drink lots of water to hydrate (dry air can make breathing harder). Wear a mask made out of available cloth to cover your nose and mouth, if you are going outside.



Play a game to practise:

Select a circular spot to be 'Indoors'. Designate a distant spot as the Safe Zone.

- Without seeing, the facilitator calls "Smog," all players must quickly return inside the circle, simulating staying indoors during a smoggy day.
- When the facilitator calls "Evacuate," players must pretend to make a mask by covering their face with their hands and rush toward the Safe Zone.
- "Smog" can be called at any time, and players must return to the circle before continuing to the Safe Zone. The player to reach the Safe Zone first, wins!



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.

Divide players into two equal teams: the Germ Team and the Fighter Team. The Germ Team's goal is to tag members of the Fighter Team and "infect" them, turning them into germs, who then try to infect other Fighters. The Fighter Team can go to a designated "handwashing station" to wash their hands (mime, if water is not available). After "washing," they can tag germs and turn them back into fighters.

- At the handwashing station, fighters must simulate a 20-second wash.
- Germs cannot tag a fighter at the handwashing station.
- Only one person at a time can use the handwashing station.
- After a certain time limit, the team with more members wins!

Discuss:

- When must wash your hands? (After the bathroom, before eating food, etc.).
- What if there's no water? (Use a clean cloth, wear gloves, don't touch your face)



Everyone has all kinds of emotions that are heightened during uncertain times. Let us have tools to help manage these feelings when they arise.

What are things you can do to feel better when you feel low? Eg:

- Taking 10 deep breaths
- Talking to a friend
- Playing a game
- Thinking of good things
- Singing a song
- Hugging myself
- Drawing or coloring
- Going for a walk
- Praying to God
- Fidgeting with an item (Make your own stress ball if you can!)

Note these down, if you can, and share it with your partner. Check if there is something you would like to add to your toolbox from their list.

Next, role-play a situation to show how you will use your toolbox.



Discuss what a safe and clean environment looks like.

Note: Some households may have higher standards for being clean than others. emphasize teamwork and self-responsibility rather than comparing or judging. Focus on how small actions (Eg: picking up after themselves) can make it cleaner and safer for everyone.

Two teams go around the residence/settlement and examine all the areas that are not hygienic or safe (Eg: dusty floors, sharp objects on the path, trash lying around, spoiled food, spilt water, etc.). One person from each team must keep track of their team's activities. The team must then fix the issues (Eg: clean the floor, dispose trash, store sharp objects safely, etc.). The team to address the most issues effectively wins. Discuss:

- Why is it important to keep your environment clean?
- What changes can we make to keep our space cleaner and safer in the future?

If possible, create a poster to present your recommendations to residents.



Note: If learners are experiencing acute hunger, be mindful of triggers or skip this activity.

Discuss why we need food and the different food groups (carbohydrates, proteins, fats, fibre, vitamins and minerals) with examples of each. Explain that food gives us energy to play, learn, and grow strong, but sometimes not everyone has enough food, in a compassionate tone. As a community, we must share/help each other. Discuss the following scenarios - the group must come to one decision together:

- Imagine you had 1 piece of bread. How would split it amongst your friends? Would everyone get an equal share? Why or why not?
- What if one of your friends was very hungry and hadn't eaten all day, and the others had eaten something small earlier? Would you still split it equally?
- What if a friend who hasn't eaten all day joins after you've split the bread? Would you re-split the bread or keep your portion?

Remember, it's important to take care of your own hunger needs too.

- What if you didn't know when you would get your next meal? Would you save some for later or give it all away?

It's important to think about your future needs too.

Reflect:

- What affected your decisions? Fairness, need, or something else?
- Did others have different opinions? How did you come to a decision?
- When did you adjust? When did you stand your ground?



Have a stick to represent a child. Learners give a name to the child (Eg: Ali) and an age between 0 to 17. Ask, what would Ali need to live a happy and healthy life?

Form groups or pairs. Learners must brainstorm and write or draw 20 responses – things that we can touch and have physically (like nutritious food) and also those that can't be seen or touched (like safety).

Once done, announce that, unfortunately, circumstances in Ali's life mean that they will not be able to have or be able to do all of the things the group feels are necessary. They can have only 15. Learners discuss and eliminate 5.

Once done, explain that sadly Ali will have and be able to do even fewer things in their childhood. The group must choose the 5 least important items. Then, share your top 5 responses with others. Discuss:

- Do we see similar ideas among the groups?
- Did it get harder to decide which items to remove the more you were asked to take away? Why?
- Discuss the difference between 'needs' (things that are absolutely necessary for all children to have or be able to do to live a happy and healthy life) and 'wants' (things that are nice to have but are not necessary for a full life).
- How many had 'Education' in their final list? Why or why not?

Explain that no matter what circumstances they face, every child has the right to education, which is a basic need for a better future. Brainstorm ways in which Ali's right to education can be denied (Eg: emergencies) and how it can be protected in such times (using radio, learning from elders around them, etc.)



Every learner thinks of one skill they have that they can teach their friends (Eg: a dance routine, a song, phrases from a new language, a craft, a food recipe, etc.)

Form pairs and take turns to teach it to your partner. Once done, form different pairs and continue until everyone is taught your skill!

Each learner comes forward and demonstrates one new skill they learnt. Discuss:

- How does it feel to learn so many new things? How did it feel to be teaching?
- What are some things you can learn from people around you, no matter your circumstances?



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

Form groups and assign a category: close family, distant family friends, acquaintances, professionals, strangers. They must discuss what would be considered safe and unsafe touch from their category of people. Once done, each group shares their thoughts with others.

It is important to remind learners that if someone touched them unsafely, it is their fault not the learners. Discuss: How should you respond to unsafe touches? (Eg: You must get away from the situation and tell a trusted adult). Each learner makes a list of 1 or more trusted adults they can reach out to.

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. If possible, set up a box, where learners can submit their issues anonymously and address them in through discussion.



Explain that touch can be safe, but unwanted at that moment (Eg: People hugging you when you do not want to be hugged). Discuss examples of these.

Explain that everyone has their own "personal space bubble"—an invisible area around them where they feel comfortable. It's important to respect each other's space and understand when to ask for permission before entering someone's personal bubble.

Have learners pair up. One partner will stand still while the other slowly approaches them. The partner standing still will raise their hand when they feel the other person is too close and entering their personal space. Then they must ask permission, "May I come closer?" The partner can say either "yes" or "no". This helps show where their boundary starts. Switch roles. Discuss:

- How was the "personal bubble" different for everyone?
- How is it different in different situations (eg: playing games, in a conversation)
- How did you know when someone was too close?
- Why is it important to ask before entering someone's personal space?
- What would you do if someone crossed your personal boundary?
(Communicate respectfully for some distance, walk away, etc.)

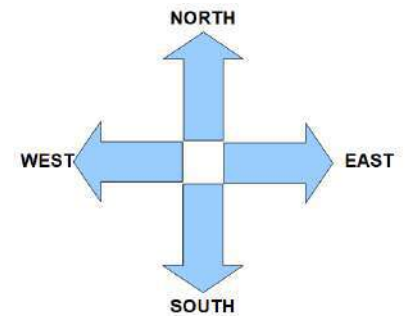


Explain the cardinal directions: North, South, West, East. Discuss why knowing directions is important (Eg: finding your way back home). Assign a body code:

North is in front of you, South is behind.

Spread your arms on either side.

West is your left hand's direction. East is your right's.



Explain that you can use the sun to find directions:

- **Sunrise:** The sun rises in the East.
- **Sunset:** The sun sets in the West.

Learners look at where the sun is in the sky. Because the sun sets in West, let your left hand point to that direction. Now, figure out the other three directions too! If it's midday and the sun is high, explain that they can still find direction based on where the sun is expected to rise and set.

Now, divide learners into two teams. Team 1 must hide an object and secretly tell one/two players from Team 2 where it is. The player(s) must give instructions to Team 2 from the starting point to find the object, only using the cardinal directions. (Eg: Take 5 steps north, Take 3 steps east). Switch roles. The team to find the object quickest wins!

65 MAKE YOUR OWN CLOCK



Find a sunny spot and stand a stick upright on the ground. At the beginning of an hour (Eg: 9 AM), check the stick's shadow and mark the tip of the shadow with a rock or a pebble. This is your first time marker. For the next 12 hours, come back every hour and mark the new position of the shadow (Eg: 10 AM). You can write the hour on the rocks, or place the same number of small rocks to indicate the number. For a portable version, draw this clock on a piece of paper!

Discuss:

- How does the shadow's length change during the day? When was it the shortest or longest?
- How could you use this shadow clock to tell time without looking at a regular clock?



(Eg: At noon, the shadow will be at its shortest, pointing directly north.

You can estimate it's around 12 or 1 PM and use your clock from then on!

66

WE WILL PROTECT!



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?

67

COMMUNICATE WITH ACTIONS



Team 1 tells a sentence to a player from Team 2 (Eg: I got lost in a forest and found a group of people near the river.) This player must act out the story without using any words or sounds, relying only on actions and gestures. Team 2 tries to guess the story based on the player's actions. If they guess it correctly, they earn a point. (It does not have to exactly match the story word-by-word.)

Switch roles and play multiple rounds. Discuss:

- Why is it important to communicate your needs? What happens if you don't?
- What will you do if people around you do not speak your language?

Reinforce that even if you don't speak the same language as someone, you can still communicate your needs and ideas through body language and expressions!

68

WATER FILTRATION



Discuss why clean water is important and identify clean sources of water near you. Discuss ways in which we can filter water. Try filtering water:

- Place a clean cloth over a container and secure it by holding the edges. (Or make a funnel using the top part of a plastic bottle as shown.)
- Add a layer of sand or fine soil on top of the cloth.
- Place a thin layer of small stones/pebbles on top of the sand.
- Pour dirty water slowly over the cloth. Allow it to filter through into the container. Repeat until the water becomes fairly clear.
- Observe the filtered water and discuss the changes in clarity.



Discuss: What role did each layer (cloth, sand, pebbles) play in filtering water?





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.



69 SPELLING BEE

Team 1 gives a word to Team 2. Team 2 earns a point if a member spells/writes it correctly. Give bonus points if they use the word correctly in a sentence. Repeat for Team 1.

70 STORY RELAY

Team 1 gives five words to Team 2. Team 2 stands in a circle, each person adds a sentence to build a story until it reaches a logical end. The story must use the five words. The more disconnected the words, the more challenging! Add time limits.

71 POEM CHAIN

Team 1 creates a poem with a rhyme scheme. The next team should continue the poem with the same rhyme scheme. Add time limits.

72 WORD MAKER

Give a word. The person who can make the most number of words from its letters wins. (Eg: The letters in 'DIFFICULT' can make the words: CULT, CUFF, IT, FIT, LID, FLU, etc.)

73 TENSE THROW

Stand in a circle. Player 1 says a verb in present tense and throws a ball/soft object to Player 2. Player 2 says its past tense and throws the ball to Player 3. Player 3 says its future tense and throws it to Player 4, who will introduce a new verb and the cycle continues.

74 BRAIN BURST

Give a category (Eg: body organs). In turns, players say a word in the category without repeating a previous answer (Eg: lungs, brain, skin, etc.). Add challenges (Eg: The next word must start with the last letter of the previous word)

75 SYNONYM CHALLENGE

Give a sentence with simple words (Eg: The big dog ran fast). Each pair rewrites the sentence using synonyms. (Eg: The large canine sprinted swiftly). One point is earned for each synonym used correctly. Bonus points for the fastest!



LITERACY GAMES



76

SENTENCE RELAY

Team 1 creates a secret sentence. Team 2 selects a writer and places their runners far from the writer. A Team 1 representative whispers one word (out of order) to each runner. Runners take turns running to the writer and sharing their word, and the writer arranges the words to recreate the sentence. Teams switch roles, and the team that completes their sentence fastest earns a point.

77

SHADOW PLAY

Create a story you can show through shadows using sunlight/torch. Add dialogues and sound effects, and experiment with lights and different objects. Ask for feedback on your story from the audience.

78

PAINT A PICTURE

Start with a simple sentence (Eg: The cat sat.). Each pair must take turns adding words or phrases to make the sentence more complex and descriptive to help paint a picture in the reader's mind, while keeping it grammatically correct (Eg: The curious cat sat on the windowsill, watching the bustling street below). The best sentence earns a point. Challenge: Add complex devices such as onomatopoeia, similes, metaphors, etc.

79

GENRE TRANSFORM

Team 1 selects a popular story/folktale and assigns a new genre (e.g., turning a mystery into a comedy or a romance into a horror story) to Team 2. Team 2 must re-write and re-tell the story in the new genre and present it. Team 1 evaluates how well Team 2 adapted it to the assigned genre and provides feedback.

80

TONGUE TWISTER

In pairs, make your own tongue twisters (Eg: She sells sea-shells on the sea-shore). This is an alliteration. Challenge another pair to repeat the tongue twister. They earn points for each correct repetition.



81

FACT OR FICTION?

Say a scientific/general knowledge fact or fictional statement and people have to say true or false. (Eg: Sound travels faster in air than water - False) They have to explain the rationale for their response. A point is earned for a wrong answer and the one with the most points wins.

82

I SPY

Team 1 thinks of a scientific term (Eg: photosynthesis). Team 2 can ask 10 yes/no questions to the player to guess the word (Eg: is it related to plants?). Correct guesses earn 11 points. Subtract as many points as questions asked.

83

REIMAGINE

Pick any object around you. Reimagine different ways in which it can be used. The one with the most use cases wins!

84

ROLL IT UP

Decide on a small object that can roll/slide (ball, stone, etc). Teams have to make a path for the object to move (Hint: they can also use their bodies). The team to make the object move for the longest duration and explain the science behind it wins.

85

FLOAT OR SINK?

Facilitator calls out "Float" or "Sink," and players quickly find an object that float or sink in water accordingly. The last person to bring an item or anyone who chooses incorrectly becomes the new facilitator. Players discuss why their object floats/sinks, considering factors like density, material, and shape. Challenge players to explain how to modify their object to change its outcome (Eg: Iron normally sinks, but an iron ship floats).

86

PATTERNS

Identify as many patterns around you in a time limit (Eg: leaves, clothes, etc.). The one with the most wins!

87

LEAF BLOWER

Players select an object (leaf, paper, etc.) that can move with wind easily and place it in front of them. They must blow air to move the object to the finish line. Before the race begins, players must observe and discuss how the area, shape, and weight of their objects will affect movement.



88

GUESS MY NUMBER

Think of a number between 1 to 100 and say it to someone for proof. Others can collectively ask yes/no questions to guess the number. (E.g. Is it more than 50? Is it prime?, etc.)

89

MATH RACE

Facilitators asks back-to-back mathematical questions (Eg: $148 + 225$). Whoever answers fastest jumps forward. The person to reach the finish line first wins.

90

NUMBER SEQUENCE

Start with a number (Eg: 2). Make one rule to form a number sequence (Eg: Add 3). Players in a circle throw an object at each other. Every time someone catches it, they must complete the sequence with a term (Eg: 2, 5, 8, 11, etc.). The person who misses/says the wrong term is out.

91

HANDSPAN MEASURE

Use handspans to measure objects around you. Point to an object and players guess its length in handspans. The closest answer wins.

92

SHAPE RUNNERS

Form two groups and assign each person in each group a shape (triangle, square, circle, rectangle, etc.). Call out a property (Eg: "Shapes with 4 edges"). The correct members (rectangle and square) sprint to the finish line. The first to reach earns a point for their team. Include 3D shapes too (Eg: Shapes with 6 faces - cuboid and cube)

93

I LIKE MATH

Form pairs. At the same time, both players will shake their fist three times and sing/chant together "I. Like. Math." On the third shake, when they say "Math," both players will pick a number of fingers to show. They must keep adding their numbers mentally. If they show the same number of fingers, their game is over. Allot bonus points if both partners arrived at the same and correct sum. The pair to reach the highest sum wins!



94 PRIME RUN

State a mathematical question (Eg: $39 + 2$). If the answer is a prime number (2, 3, 5, 7, 11, 13, 17, 19, 23, 29, 31, 37, 41, 43, etc.), players race to the finish line. The fastest gets a point.

95 SQUARE ROOT CHASE

Form two teams: "Squares" and "Roots." State a number (Eg: 64). If it is a perfect square, the "Squares" chase the "Roots." Else, the "Roots" chase the "Squares." Players have 5 seconds to tag opponents. Each untagged player earns a point for their team after 5 seconds.

96 POWER SWAP

Assign each player a unique number from 1 to 10 in random order. They move around until the music/clapping stops and pair up with another person. Each pair reveals their numbers and calculates both possible exponent results (Eg: 3^2 and 2^3). The pair with the highest number scores a point. Then, players swap their assigned numbers with their partner and play another round. The person with the highest point wins!

97 GROUPING GAME

Players walk in a circle when the music/clapping starts). When stopped, call out a number (Eg: 20). Players can form groups of any factor of 20 (Eg: 2, 5, 10, 4). Those not in any group are out and can call out the next number.

98 ANGLE DASH

Call out a type of angle (right, obtuse, acute). The player to bring the most objects with that type of angle earns a point. (Eg: Show a right angle on a book, the corner of a box, etc.)

99 DECIMALS, FRACTIONS

Mark a number line from 1 to 10 using rocks, spaced equally from each other. Call out a fraction/percentage (Eg: $\frac{1}{4}$ or 25%). Players must convert it into a decimal (0.25) and stand at the correct position (between 0 and 1, closer to 0) to earn a point.

100 GUESS THE AREA

Teams measure a rectangular space's length and breadth using footspans. Call out a smaller rectangular portion on the floor. Teams guess the perimeter and area. The closes answer earns a point. Repeat a few rounds with different sizes.

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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