

Group Formation Games

Well Oiled Machine

Outcomes: Students will explore the idea of teamwork and use creative movement to construct their piece of the machine.

Resources: None

Procedure: Ask one student to begin by coming out the front and starting a simple movement. The activity should not be told to them yet, because when the first student begins their action, one outcome is for the students to think and move creatively, so the other students that follow must fit in with the first student. Thus, they may have to analyse the movement of the first student and create a sequenced movement next to the first student. Each time, a student is added until the whole class is moving. Then, ask a few of the students to see what they thought the machine could be.

Considerations: This can be done with small groups, and groups analyse each other and predict what each other could be creating. Also, ask the students if it looks like a machine and possibly, what changes would they make to help sequence the machine better.

You Are Walking On...

Outcome: The students will rely on their imagination to control how they move. This activity also helps to increase the participant's body awareness in a physical manner.

Resources: Essential – None, Optional – Images

Procedure: The students form a large circle in the middle of the room. The teacher should also join in to help them picture the scene. The students and teacher start walking in that circle. (Instruct them which way to go to avoid collisions!). The students walk normally, until the teacher changes the scene. The teacher does this by saying, "You are walking through the park!". Immediately the students's movements should change. The students's facial expressions should also change, to one that shows relaxation or . The teacher should identify some of the students who are doing it well.

Variations: You are walking hot sand/crossing a busy street/

Considerations: Think carefully about the kinds of

The Alphabet Game

Outcome: The students have to work as a team to form the letters of the alphabet which spell out a word. This game will also encourage them to revise the written form of the word, letters of the alphabet, and can be used to introduce the theme of that class.

Materials: None

Procedure: The teacher calls out a letter of the alphabet and the students form it with their body. The teacher continues to call out letters (which spell a word) and then asks the students to guess the word. After doing a few words, the teacher can ask the group to guess what the theme of the lesson is.

Variation: Have the students form an object instead of a letter e.g. a sofa, a surfboard, a house.

Action Maker

Outcome: The students learn to follow directions and movements in a fun group way.

Resources: None

Procedure: The students form a circle. One student is chosen and moves away from the group, with eyes closed. That student is the “Action Detective”. Another student, who is in the circle is chosen as the “Action Maker”. The Action Maker is known to everyone, except the Action Detective. The students then start a simple action such as clapping hands repeatedly as the Action Detective enters the circle. The aim of the game is for the Action Maker to continuously change movements, such as lunges to clicking, without the action Detective seeing him or her change the movements. The Action Detective has three guesses to find the Action Maker in the circle. If the Action Detective determines who the Action Maker is, the Action Maker goes outside and becomes the Action Detective for the next game. If the Action Detective is unable to determine who the Action Maker is, the Action Maker identifies who he/she is, and they move outside to become the Action Detective for another game. Once outside, another student is chosen as the Action Maker and the game continues.

Considerations: Tell the students who are to follow the Action Maker not to look directly at him/her when performing their actions, because this will give it away. Being subtle is the best strategy for this game.

Mime it Down the Alley

Outcome: Students try to communicate an object or idea to each other using mime so that the last person has the same "message" as the first. A silent version of ‘Broken Telephone’.

Materials: None

Procedure: Students are divided into groups of eight to ten people. Each group sits in a straight line, facing backward except for the first person. Students are not allowed to talk at any point in the game. The first person in each line is given an object to mime (i.e., a toaster, a computer, a jack-in-the-box) — the only requirement is that it can be shown with mime. The first person taps the second person in line on the shoulder so that they turn to face each other. The first person mimes the object, and when the second person thinks he knows what the object is, he nods. Then the object is mimed to the next person, travelling down the line to the last person. The objective is for the mime of the object to be clear enough each time that it stays the same object all the way down the line. Usually, the object changes into something entirely different — the interesting thing is to see how it changed along the line. Each person should tell the others what they thought the object was, and discuss what they saw the others demonstrating.

Considerations: There are many variations that can be played with this game, by changing the object to a movie or book title, or incorporating concepts from a curricular area into the game. For example, the mime could be of a preposition or a science concept.

Sneak a Peek Game

Outcome: Each team member contributes towards helping the group recreate a picture, helping them develop problem solving and communication skills

Materials: Paper and pens

Procedure: The teacher will draw a simple picture with patterns, shapes or figures that the students will all know how to say in English. This should be hidden from the group. Each team should be given paper and pens so that they can replicate the picture created by the teacher. One member from the group can come up to look at the picture for five seconds and try to memorize it before returning to their team. After they return to their teams, they have fifteen seconds to instruct the others about how to draw an exact replica of the teacher's drawing. Another student can then go up for a "sneak a peek" before returning to their team and describing the picture. The game should be continued in this pattern until they successfully duplicate the original.

Variation: Instead of drawings, use blocks to create 3D sculptures.

Blind Count

Outcome: The team must count as high as they can to develop listening skills and create connection between the group members

Materials: none

Procedure: Have the students make a large circle facing outwards. Each student will have to count out loud one at a time in sequence. To start, designate the first person to shout "1" then the person to his or her right follows with "2" and so on. Let the counting go on until the sequence is broken or two or more participants count out at the same time in their confusion. Assign a target number that the team must reach or just celebrate how every high they can get.

Variation: Increase the linguistic challenge by saying words within a lexical set instead of numbers.