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# YALLA NELA'B

GUIDEBOOK FOR ACTIVE AND HEALTHY COMMUNITIES





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# BUILDING A HEALTHY AND ACTIVE COMMUNITY THROUGH SPORT AND PLAY

## *Children's Right to Play for Social Change*

Sport and play are not part of most young people's daily life in the Middle East. Unfortunately, most countries in the region are part of a worldwide trend of increased inactivity among children and youth. The opportunity and perceived necessity to move has declined dramatically. What has not changed is that we still need to be physically active to live a long and healthy life.

### ***IT IS ALL ABOUT BUILDING ACTIVE AND HEALTHY COMMUNITIES.***

As engagement in recreational sport declines and unhealthy nutrition is predominant, obesity and diabetes are becoming increasing risks not only for children, but for society as a whole. Therefore, we should no longer ignore children's basic needs for physical activity and health.

*30% of the population in the MENA region is overweight or obese (World Health Organization), and over 40 million people in the region are living with diabetes (International Diabetes Federation).*

The context of forced displacement and limited resources is impeding access to leisure activities. Technology enables young people to move less, making physical activity optional. Participation in sports and active play has never been more crucial than it is today. This importance is undervalued, and access to sports is limited, particularly for the most marginalized, such as young people with disabilities, refugees and internally displaced people, girls, and young women. Youth are not experiencing the enormous spectrum of benefits that sport and active play bring. Not only does sportive activity

contribute to healthy physical development, but it also greatly contributes to the emotional, cognitive, and social well-being of children and adolescents. Self-directed opportunities to play serve the children's natural curiosity about the world; they build resilience and self-confidence and establish deep friendships by playing and moving together.

If we are going to ensure that all kids have the chance to grow up healthy, we must, among other efforts, eliminate the barriers to sports participation. These include a lack of neighborhood recreation spaces, excessive time demands on families, safety

concerns, cultural norms, and too few sport options to accommodate the interests of all.

But positive experience in sport and play does not always require expensive solutions. In fact, activities for children and youth in daily life, chosen and facilitated carefully, can already lead to fun experiences as well as more peaceful communities.

**This guidebook provides fun games and a hands-on facilitation guide. Its goal is to create a more active and healthy community through active play experiences anytime, anywhere, and with anyone.**

## ***About Us – The GIZ Sport for Development Program***

Sport for Development (S4D) employs proven educational methods to promote the physical and mental development of children and youth in Jordan and Northern Iraq. The S4D program provides young and old, female and male teachers, coaches and social workers with practice-oriented qualifications in utilizing the S4D approach in schools (formal settings) and community centers (informal settings) to promote psychosocial support, social cohesion, nonviolent conflict resolution, and gender equality. The program is implemented by the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH on behalf of the Federal Ministry for Economic Cooperation and Development (BMZ) of Germany.

This practical guidebook offers the opportunity to include active play in daily life. It is an additional guide for certified S4D coaches, teachers, and social workers, youth leaders, as well as a first insight into the concept of "Sport for Development" for people who are new to the approach.

## ALL CHILDREN HAVE THE RIGHT TO PLAY

Our responsibility is to protect, preserve, and promote the child's right to play as a fundamental human right, particularly for the most vulnerable among us, including young people with disabilities, refugees, girls, and young women.

**PLAY**, along with the basic needs of nutrition, health, shelter, and education, is vital to develop the potential of all children.

**PLAY** is communication and expression, combining thought and action; it gives satisfaction and a feeling of achievement.

**PLAY** is instinctive, voluntary, and spontaneous.

**PLAY** helps children develop physically, mentally, emotionally, and socially.



~ Article 31 of the United Nations Convention on the Rights of the Child (CRC)  
**“States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.”**

\*(UN General Assembly, 1989)

## WHAT IS ACTIVE PLAY? ---

Active play emphasizes the effort behind physical activity rather than what is being played, the skill level, or the points won or lost. The focus is on the fun of playing together and the social interaction through sport and play:

- **Active Play:** This term refers to all forms of physical activity that are freely chosen, personally directed, and fun-oriented. These can be carried out as individuals or in groups and in organized or casual contexts. Their aim is to improve health and well-being.
- **Sport:** This term encompasses components of active play but extends to the competitive character of predefined sport disciplines.
- **Free Play:** This type of play encompasses components of active play but extends to activities with minimal physical effort (e.g., board games, painting, playing music).

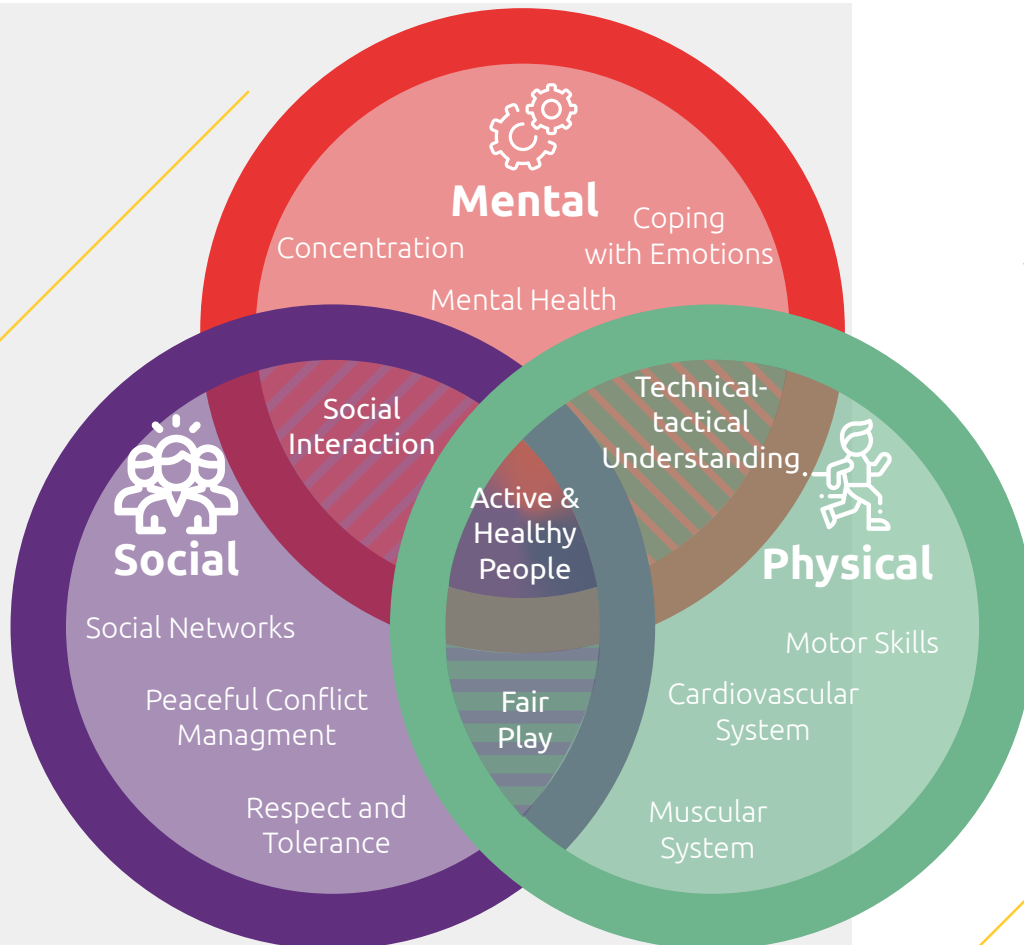


When using the term play, this guidebook is referring to the definition of active play, as described above, although a clear division of the described activities is not always possible.

## Active and Healthy Children and Youth

Sport and active play are essential not only for the healthy physical development of young people, but also for their mental and social well-being. Play enables children to make sense of their world and negotiate their place in it. It provides an important opportunity for children to explore and understand their identities and interact with others from different backgrounds in a joyful and peaceful way.

This is the basis of our approach; by introducing active play in daily life, we aim to positively impact the holistic and healthy development of children and youth.

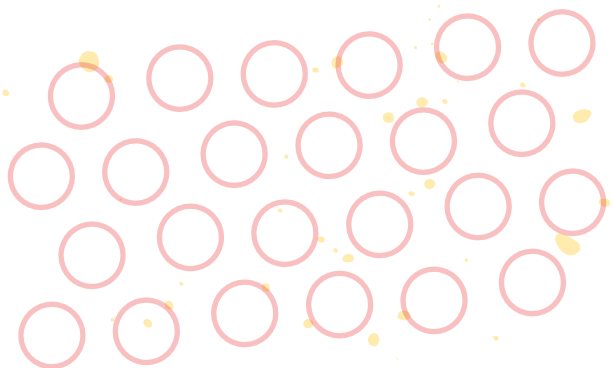




The **S4D approach** helps to strengthen **social relations** and improve social skills by fostering in children the ability to make friends and learn trust, empathy, respect, and tolerance for others by abandoning stereotypes and prejudices, improving their ability to cooperate, manage conflicts, respect rules and offering them a sense of belonging.

The **S4D approach** enhances the development of **mental well-being**, including both the **cognitive skills** which is the ability to focus, reflect, anticipate, and think logically, and the **management of emotions**, which includes the ability to cope with negative feelings and express positive emotions.

The **S4D approach** stimulates **movement skills** and helps children and youth develop **physical abilities** like flexibility, strength, endurance, speed, coordination, orientation, reaction, rhythm, balance, and body awareness. It improves the efficiency of the heart and lungs and reduces excess weight and the risk of non-communicable diseases like diabetes.



## Guideline to Facilitate Games and Responsibilities of the Facilitator

The facilitator's responsibility is to offer inclusive and participative options for physically active play. There are a few guidelines that will help to establish these opportunities and contribute to the development of both our children and our society.









## *Universal Access*

### **ENGAGING EVERYONE**

Ensure access, especially for the hardest to reach.

The first step is to guarantee universal access, especially for those who face the largest barriers to participating in physical activity. Engaging children in sport and play becomes easier if you are creative and adapt to different situations. Never assume a kid is incapable of doing something; ask for his/her input!

To design activities openly means to accept and appreciate every person, with their different talents, abilities, and capabilities. Barriers arise because we create them, but that in turn means that we can also remove them.

There are several factors that pose barriers to sport and play, but gender, special needs, overweight, low income, and different cultural or religious backgrounds should not be among them.

As a facilitator, you can support universal access through creating a safe space, where every child feels welcome and secure and by promoting positive bonds and solidarity for all young people that want to participate. Especially for children who experienced forced displacement and war, a safe space can restore a sense of normality and continuity. This includes being aware of protecting your players from psychological and social harm (e.g., violence, racism, sexual harassment, curious bystanders).

Therefore, keep the following key points in mind:

- Sport activities must be open and accessible to everyone, regardless of age, gender, physical abilities, nationality or ethnicity, religion, or socioeconomic background.
- Be aware of the context at hand and avoid any situation that could possibly lead to conflict through sensitive and adequate planning (e.g., mix teams with regard to ethnic/religious affiliation).
- Develop a trust-based relationship with participants in which everyone has the possibility to share his/her feelings and thoughts with the group.
- Involve all members of the group equally and make sure all participants are comfortable with the type of activities being carried out.
- Do not allow players to abuse or discriminate against their teammates.
- Take all possible precautions to avoid causing more harm than good and demonstrate behavior that considers the vulnerabilities of those who have been or are currently exposed to violent or harmful experiences.



## ***SAFETY FIRST!***

Emotional, physical and social safety are the basis for a fun experience.

These considerations include the following preparations:

- Remove all dangerous objects, as well as trash, from the playing field before and after every playing session.
- Ensure the safety and security of the children by reducing external risk factors (e.g., finishing the sport activity before nightfall, ensuring that children and youth walk in groups).
- Make sure that the players do not get dehydrated.
- Ensure an age-appropriate supervision and training.
- Make sure that the equipment is set up and dismantled in the right way.
- Organize exercises and forms of play in such a manner that the risk of accidents caused by collisions is minimized (e.g., ensure enough space and sufficient walking distances).
- Consider the physical differences (e.g., in size, strength, and endurance) among the players by choosing the exercises and teams carefully and enabling level-adapted training intensity.
- Guarantee fair behavior and fair play in and around the game.

Even when you have taken all the precautions, injuries can still occur during sports; the most important thing is to keep a clear head and know what measures to take.

Try to carry a basic first aid equipment with you, including plasters, gauze dressings, bandages, wound disinfectant, and cool packs.

If you do not have any equipment with you, make sure you are well informed about the closest possible first-aid options in terms of cars, neighbors, or schools.

For both small and severe injuries, you can follow a specific procedure that will help you keep a clear head.

A lot of sports injuries affect the muscles, ligaments, and tendons. The initial treatment of the injured person follows the RICE method, which helps reduce swelling, ease pain, and speed up healing.

# R



## Rest

As soon as you are hurt, stop your activity, interrupt the training/competition, and rest.

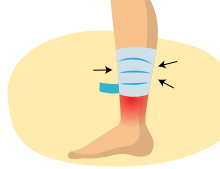
# I



## Ice

The injured body part should be cooled with cold packs (covered with a light, absorbent towel to help prevent frostbite!) or ice water.

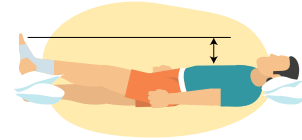
# C



## Compress

Wrap the affected area with an elastic medical bandage. You want it to be snug but not too tight; if it is too tight, it will interrupt blood flow.

# E



## Elevate

Raise the sore body part above the level of your heart. Doing so reduces pain, throbbing, and any internal bleeding that can lead to bruises.

But some sport injuries require rapid medical assistance to guarantee healing without permanent restrictions. The therapy of these injuries is exclusively carried out by experienced doctors. Therefore, if a more serious sports injury is suspected, the ambulance must be informed immediately.

If you have to call an ambulance, keep in mind the 5 W's:

- **Who** is calling?
- **Where** did the accident happen?
- **What** happened?
- **What** types of injuries?
- **Wait** for questions!







## Age-Appropriate Games

### **SIX IS NOT SIXTEEN**

Personal development varies by age. What is fun for a teenager may not be fun — or even safe — for a little child.

Beside age, children of the same age group can also differ in their mental and physical development. As a facilitator, it is important to understand these differences among the players in the group so that you know what you can expect from them and what you should not yet expect, thereby ensuring that everyone has a safe and fun experience. This will allow you to adapt the learning objective to the age and development stage of the children.

ACROSS ALL AGE GROUPS, IT IS IMPORTANT THAT THE SIZE AND TYPE OF EQUIPMENT AND THE ACTIVITY SPACE, AS WELL AS THE TYPE OF FEEDBACK, ARE ALL AGE-APPROPRIATE AND THAT THE INTENSITY LEVEL OF EVERY ACTIVITY IS ADAPTED TO THE GROUP AND EXTERNAL CIRCUMSTANCES.



The below paragraph summarizes the age-specific developmental milestones of children and youth.

U9

Children are in their playful phase; they are curious, imaginative, and easy to motivate. Physical activities should be all about diverse and fun experiences with moving and playing, enabling kids to acquire fundamental movement skills that target agility and coordination (see the "Move and Balance" games in this guidebook). Self-directed and fun active play activities are the primary type of exercises to support personal and physical development in this age group.

9 - 12

In this age group, children are able to make remarkable improvements in sportive skills and abilities. "The golden age of learning" is therefore a crucial time to develop a wide range of motor skills (focus on agility, coordination, but also strength, endurance, and speed in low intensity). Sport-specific skills (e.g., passing, running, and shooting) can be improved and intensified. As children enter adolescence, they try to prove themselves and compete with each other, which is why partner- and team-work should be emphasized early on to ensure that fair play and competitiveness develop equally.

13 - 16

During puberty, young people experience rapid physical growth; sportive activity should enable them to stabilize and deepen motor and technical skills. As teenagers are establishing their personal identities, and because the group's opinion means a lot to them, the ideal games and exercises should promote their responsibility for themselves and for their team. Active play activities that meet their emotional needs are the best exercises to support personal and physical development at this age.

+16

As youth gets into adulthood, active play exercises can quickly fall behind everyday obligations or a more performance-focused sportive training. Active play still contributes to more positive and motivating experience both on and off the sport field. (e.g., as a fun warm-up game to start the training sessions; or to free the mind during school breaks).



## Fun and Motivation

**9 OUT OF 10 CHILDREN SAY “FUN” IS THE MAIN REASON THEY PARTICIPATE IN SPORTS.**

Your players will be coming back if they have a say in how to make a fun sport and play session.

### FOCUS ON WINNING AS A TEAM!

Winning as a team:

- Is to grow in mutual support, tactics and communication.
- Is constant improvement in mental and physical aspects of the game.
- Is valuing and respecting the opponents.

**NEVER** use exercise as punishment or retract exercise as punishment (e.g., keeping a child from recess). Rather, celebrate and reward commitment to being active, and encourage a learning culture that enables all students to recognize and appreciate their own and others' performances.

### LET KIDS PLAY ON THEIR OWN TERMS, AND THEY WILL.

Children play and do sports because they want to have lots of activity, the freedom to experience competition without exclusion, and social connection with friends as co-players. Promote **FREE PLAY** through a mixture of organization and engagement to motivate your players to set their own goals. By creating frequent opportunities for supervised play and allowing children to have a say in their activities, you foster their holistic development





A positive environment is necessary for every player to feel safe and be able to realize personal and sportive achievements. But the competitive and performance-focused nature of sports can sometimes undermine a favorable atmosphere on the sports ground.

To balance out the natural competitive elements of sport, play sessions should always involve cooperative games in which the players must work together to achieve a common objective and are motivated to cheer for each other. This creates a common feeling of success for the group and teaches children to treat each other with respect.



**As facilitator, you are part of the group — respect for each other and open communication are the keys to success. To maintain a motivational and fun climate during the sessions, the language and signals given on the playground are extremely important, as is the structure of the games you pick.**

In practice, it can be difficult to keep up the fun and motivation levels, so keep the following key points in mind:

- Players must cooperate to achieve their goals.
- Everyone is accepted and valued for his/her abilities.
- Harsh words, bullying, and other forms of discrimination are not accepted.
- Everyone participates actively.
- Everyone experiences success.
- Nobody is excluded or eliminated from the game.



## Explain and Instruct

### KEEP IT SHORT AND SIMPLE

Keep the explanations short and be generous with encouragement and positive feedback to keep up the good spirit.

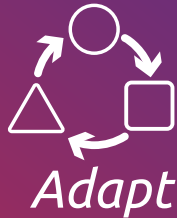
1. Keep explanations and instructions short and simple.
2. Support learning by doing, which means learning directly from one's own actions as opposed to listening to someone explain that action. This process promotes critical thinking, a core skill needed to develop further social and personal skills.
3. Adapt to your audience. Use different language that is appropriate to the age group and learn to understand their (body) language.
4. Give feedback to the kids and reflect together after every playing session.
5. Stay calm even in heated situations and try to find constructive solutions together with the players rather than punishing misbehavior on the spot.
6. Use positive expressions and encouragement to increase kids' willingness to learn and foster their ambitions to improve. Instead of admonishing children by pointing out what they still need to learn, encourage them by emphasizing on their competence and how they can support each other.



If some of your players have different impairments, establish a communication strategy together with them. The players themselves will know the best way to communicate and will show it to you. Here are a few recommendations you can keep in mind:

- **Visually impaired players:**  
Ask your players what they can see and make sure your verbal instructions are clear, concise, and accurate. Using key words and avoiding long, complicated sentences will help them.
- **Hearing-impaired players:**  
Give players the possibility to lip-read, ensuring that they can see your face when you are speaking and that the coaching environment has no background noise to interfere with communication. Furthermore, provide written information if relevant and establish mutually identifiable signs or gestures.
- **Players with an intellectual disability:**  
Choose a more direct and simple coaching method and establish the extent to which instructions are understood. This means using simple, brief, clear, and concise language.





### **MAKE IT FIT FOR YOUR GROUP**

Small changes can have a big impact. Use variations to react to the age and abilities of your players.

There are many variations that can be used to ensure that a game is appropriate for players' ages and abilities. To provide a fun, varied learning experience while designing a game that includes everyone, here are six variations:

#### **Equipment**

- By adapting the equipment, the pace, objective, and difficulty of a game can be influenced. See more in the section entitled "Adapting Equipment."

#### **Roles**

- Assign different roles to the children during an activity, for example asking the older ones to assist the younger children.

#### **Time**

- Propose a competition against the clock. For example, for the game called the "Gordian Knot" (p.89), you can tell the children that they have ten minutes to untie the knot. This can act as incentive for them to show more effort.
- Reduce or prolong an activity depending on the children's energy level and on how much they like it.

## Group

- Let the children play together in one group or divide them into two or more smaller units. For example, the group can be divided into subgroups according to children's ages.

## Setting

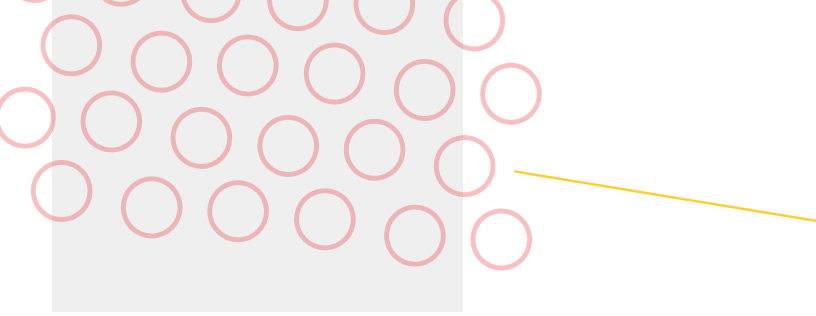
- Many of the games can be played both inside a room and outside on the playing field.
- Depending on what you want the children to practice, you can increase or decrease the size of the playing field. For example, for "Tails Catch" (p. 41), you can give the children more or less space to move around, depending on how well they manage not to run into each other.

## Rules

- Set new rules for games the children already know. For example, it is only allowed to run backwards in the game "Chain Catching" (p. 43) .

### *How to Modify a Game: Questions to Ask Yourself and the Participants*

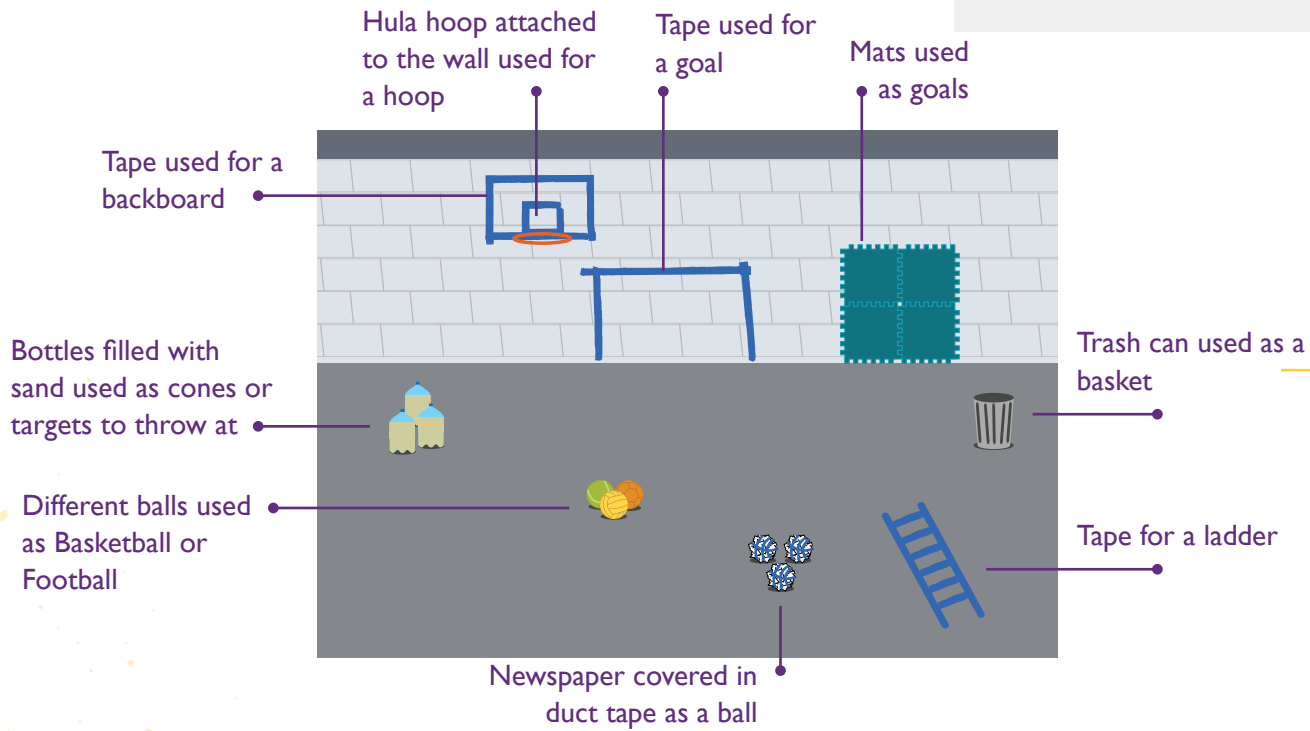
- Why should the game be modified? (Do we want to make it easier, make it less competitive, make it more playful, foster more cooperation?)
- How can you make sure no one feels left out in the game?
- Should the game be competitive, focus strongly on team work, or perhaps empower individuals by teaching them new skills?
- Are there some moves or techniques that are not allowed or should be discouraged?
- How can participants support each other?



### *Adapting Equipment*

Equipment can be adapted in terms of size, speed, support, surface, and sound:

- **Size:** By increasing or decreasing the size of the equipment (e.g., increasing the surface area of the tennis racket), the goal of the activity and the challenge of the activity for the user can be changed.
- **Speed:** By increasing or decreasing the weight of the equipment (e.g., using a balloon or adding weights), the challenge of the activity can be increased or decreased.
- **Support:** By adding support (e.g., a tee in baseball or suspending a ball on a rope), the difficulty of the activity can be decreased and basic skills improved, building self-efficacy and self-esteem.
- **Surface:** By adding a tactile or visual dimension (e.g., bumps on a ball or a bright color on a net), participants with visual impairments may see and feel the equipment.
- **Sound:** By adding sound (e.g., a beeper in a ball or on a target to indicate where to walk), participants with visual impairments may be able to play a game more independently.







## *Skill Set of a Facilitator*

### **WALK THE TALK: LEAD BY EXAMPLE**

Children are masters of imitation. Their words and actions will be a reflection of your behavior.

Young people and children especially learn behavior through observing and imitating their peers and adults. This means that you are a role model for them. It is important to demonstrate the right kinds of behavior; show respect toward all players, regardless of their age, gender, physical or cognitive ability, and sociocultural background, and treat them fairly.

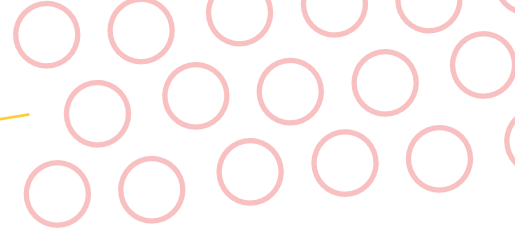
Young people can be easily influenced, which creates a responsibility for you as a facilitator. Being a role model means to always lead by example, which ranges from a healthy lifestyle to nonviolent conflict intervention.

Most importantly, never let your players forget the fun of playing together and doing sports.

***IF YOU ARE A POSITIVE ROLE MODEL, CHILDREN AND ADOLESCENTS WILL LOOK UP TO YOU!***







**Respectful:**

Treats each of his/her players with respect regardless of their gender, physical abilities, or sociocultural background

**A Promoter of Clear/Fair Play:**

Needs a certain awareness of fairness and justice, which defines clean/fair play as an attitude that goes beyond following the rules and includes overall behavior and respectful interaction

**Enthusiastic:**

Is energetic and engages others light-heartedly to create a fun and motivational atmosphere for players

**Creative and Adaptable:**

Can easily adapt to different situations and finds creative solutions that are acceptable for everyone

**A Clear Communicator and Good Listener:**

Instructs clearly so that everyone can understand and gives everyone the feeling of being heard

# ACTIVE PLAY ACTIVITIES

## *Explanation of the game categories*

To engage children in active play activities and create positive experiences, the sessions should be fun and designed after children's interests and needs. We, therefore, joined forces with experienced educators, coaches as well as children and youth leaders to collect our favorite sportive games in this guidebook. The result is this collection of 60 games, divided into four categories: run and jump, throw and catch, move and balance and cooperation. They reflect a large variety of physical and social development needs of children and adolescents and can be played in any setting and to any given time.



### *Run and Jump*

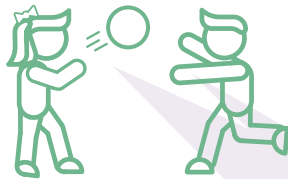
Games that involve all basic movements of jumping, running, walking etc. in order to develop:

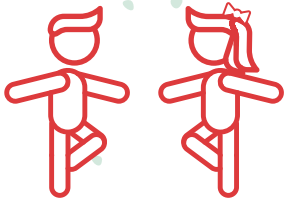
- Endurance through short-term strains (a few seconds, e.g. during catching games)
- Muscle strength, balance, and coordination while moving in space
- Timing, rhythm, and the ability to move arms and legs in a coordinated way

### *Throw and Catch*

Games that involve all types of ball movements as part of numerous sports disciplines in order to develop:

- Ball handling in arms, legs, and other body parts
- Mobility and hand/leg-eye coordination
- Body awareness and feeling for spatial boundaries and distances
- Several coordinative requirements such as reaction, accuracy, dexterity, and strength dosage

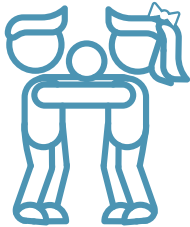




## *Move and Balance*

Games that involve various movement tasks such as balancing, rolling, sliding, crawling, climbing or rhythmic movements. The activities help to develop:

- Body control, coordination and eye control
- Attention, perseverance, and self-confidence
- Core stability for a stronger and more fluent sportive movements



## *Cooperation*

Games that call on the players to work together to find solutions to group/individual challenges. The games put an emphasis on team building, communication, trust, and problem-solving, eventually contributing to develop:

- Group strategies rather than individual thinking
- An awareness for the importance of effort, initiative and active commitment
- A sense for individual strengths and weaknesses to recognize a more realistic self-image

## *Explanation of icons and signs in the drill cards*

### Intensity level

Active play can be used to influence the emotions and the state of mind of children and youth. Some games are particularly good at giving children new energy, while others are more likely to help them relax. It is important to react flexibly to the needs of the group!

#### Energizing

These games will boost the energy and enthusiasm level of the children when they are tired and unconcentrated.

#### Calming

These gentle and calm games will help children to find a way out of overexcitement and will calm the group's mood.

### Inside/Outside

This icon indicates that the games are particularly suited to be played inside, for example when it rains, because the games can be played particularly well in narrow spaces such as classrooms.

### Group Size

We assume a group size of approximately 10 - 20 players. Exercises especially suitable for bigger groups will be marked with this badge.



## Time

The badge time will tell you how long the game approximately takes. It is only a guideline, you can still shorten or extend the time of the game as it is most suitable.



## Equipment

Most drills are designed that no or very little equipment is necessary. For some drills you will still need the basic equipment such as bibs, balls or cones. Sometimes you can include your surrounding in the games and make use of the “equipment” the nature offers you such as trees.



**Active play experiences offer the possibility to support the sportive and social development of child in a fun way.**

## Social goals

Focus on the psychological development of children and their interaction with other people.



## Sportive goals

Focus on the physical development of children and the improvement of their movement skills.



## Coaching points

Support the facilitators in implementing the games; they can use them to motivate and help children during the game.

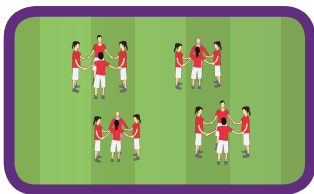


## How to Divide Groups



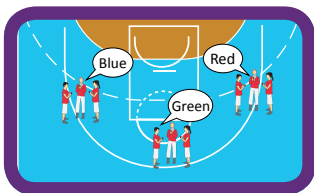
### *Line up*

The coach makes his players line up according to their date of birth. After they are in a line in the correct order, the coach can count off by threes (1, 2, 3, 1, 2, 3, ...) or by twos (1, 2, 1, 2, ...), depending on the number of groups he/she wants to create.



### *Clumps*

Players run around until the coach calls out a number (e.g., “Four!” if you want to create four groups, “Five!” for five groups, etc.). When the players managed to group up in groups of the right number, each group assigns each member of the group a number, from one on. The coach then instructs students of each number to form a new group together (all ones together, all twos together, etc.).



### *Odd/ Even*

Players must note whether their birthday is on an odd or even day and then find partners who fall into the same category. This can also be done for groups of three or four; simply tell players to find two (or more) others to create groups of three or more.

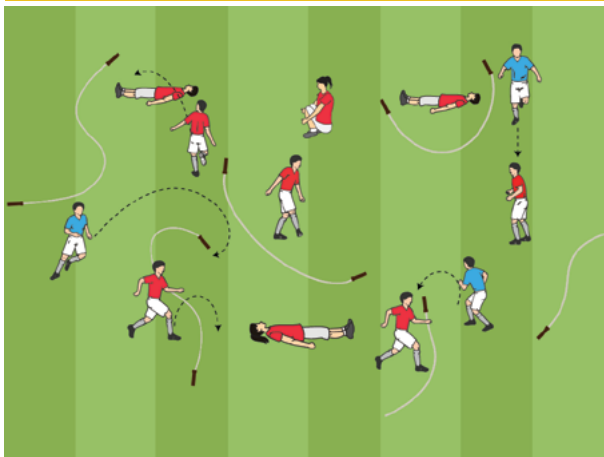
#### **Tips and variations:**

You can replace birthdays with favorite colors, favorite foods, etc. Make sure to have set categories.

## STONES IN THE DESERT



All Ages



### Solidarity



You rely on your teammates to be set free, so you should set them free, as well.



### Running fast and jumping over obstacles



Jump high and still be aware of your surroundings.

### Procedure and Rules of the Game

- Different “snakes” (e.g., ropes) are spread around the field.
- Two to three chasers try to tag the other players who are running around freely.
- All the players who get tagged turn into “stones”; they crouch or lie down on the ground.
- The players can be set free from their position if another player jumps over them.
- The snakes serve as obstacles for the chasers and escape routes for the free running players. The players are not afraid of snakes and can jump over them, but the chasers are afraid and have to run farther to get around them.
- Can the chasers tag all the players and turn them into stones?

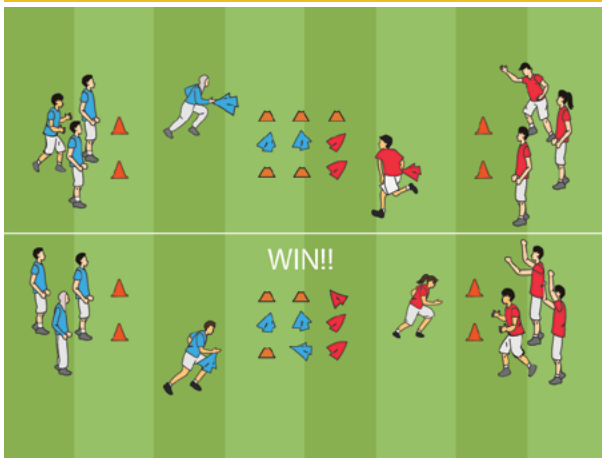
### Variations

- To set a player free, two or three different players have to jump over the players who have been turned into stone.



## TIC-TAC-TOE

All Ages



**Ability to lead and make decisions**



Analyse the situation before making a decision.



**Speed and strategic thinking**



Be quick but concentrated.

### Procedure and Rules of the Game

- Create a 3x3 grid on the floor with nine cones for two teams.
- Form two teams of two to five players; each team is approximately fifteen meters away from the grid.
- The first player from each team runs while carrying his/her team's marker (bib) and drops the marker on one of the cones.
- The player then runs back to his/her team, and it is the next player's turn.
- The team that first succeeds in marking three cones in a row wins.
- If both teams fail to form a row after placing their three marks, the next player from each team should move one of his/her team's bibs to another empty cone until there is a winner.

### Variations

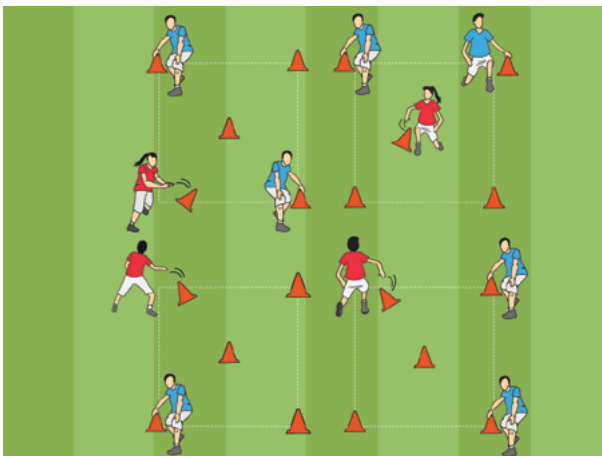
- Dribble a basketball or handball while running.
- Make a 4x4 grid with sixteen cones.



## CONES KNOCK-OVER



All Ages



### Procedure and Rules of the Game

- Divide the players into groups of three; each group has two guardians and one rowdy.
- Build a 2x2-meter zone with five cones for each group of players.
- The goal for the rowdy is to knock over the cones of his/her group as fast as possible.
- The two guardians set the cones back up as quickly as possible.
- The guardians start inside the zone, and the rowdy starts outside the zone.
- The rowdy wins when all the cones are knocked over at the same time.



**Proactivity and creativity**



Play smart and quick.



**Quick reactions**



Use your body smartly to prevent others from reaching the cones.

### Variations

- Use two rowdies and three guardians.



## PICK THE FRUITS

All Ages



Enjoyment of being and playing in a group



Play smart as a team and divide tasks.



Quick movement with balls and fast running



Always keep the ball close to your body.

### Procedure and Rules of the Game

- Mark a square field and divide the group into four teams; assign each team to a corner “house”.
- Put eight balls (or other materials) in the middle of the field.
- On “go,” the first player from each team runs to the middle and picks up a ball, bringing it back to his/her house.
- The next player follows him/her until all balls are collected from the middle. When no balls are left in the middle, the players can steal balls from the other teams’ houses.

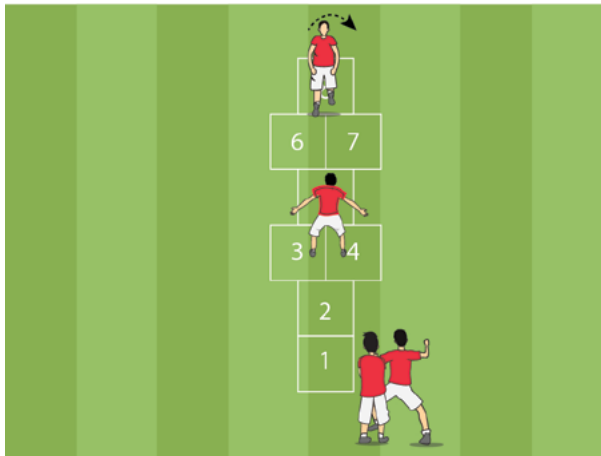
### Variations

- The team that collects three or four balls in its house first wins.
- Let the players dribble the balls by foot or hand while running with them.

# HOPSCOTCH



All Ages



## Commitment and perseverance



Balance your movement and don't touch the lines.



## Body control and rhythm



Develop your accuracy and concentrate while jumping not to touch the lines.

## Procedure and Rules of the Game

- Find a clear area in the playground to draw the hopscotch grid. The simplest way is in eight squares. Draw numbers 1, 2, 5, and 8 as single squares. Draw numbers 3, 4, 6, and 7 as pairs.
- The first player starts the game by throwing the marker/stone into square 1.
- The marker must land within the square without touching the line.
- He/she then hops over square 1 and to the end of the grid, hopping on one leg in single squares and jumping with both feet on double squares.
- When the player gets to the last square, he/she hops all the way back down the grid and picks up the marker on the way back.
- Upon successfully completing the sequence, the player continues the turn by tossing the marker into the next square and repeating the pattern until reaching the last square.
- The turn ends when the player misses a square, steps on a line, or loses his/her balance.
- Players begin their turns where they last left off.
- The first player to complete all the squares wins the game.

## Variations

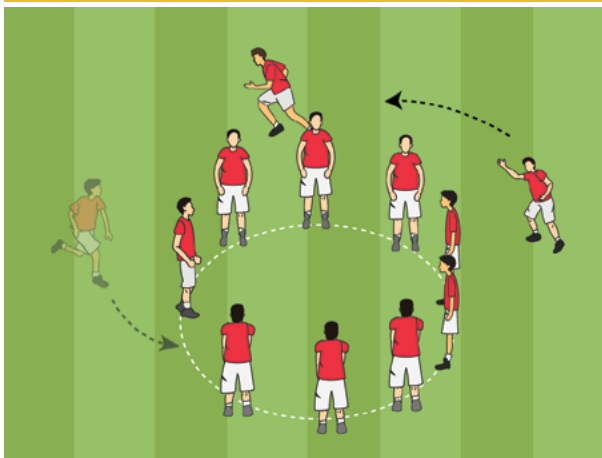
- Create different patterns.



## CAT AND MOUSE



All Ages



### Empowerment

Accept that you run, when the other player takes your place in the circle and support each other by offering a break.



### Speed and quick reactiong

Interact smartly with the circle by placing yourself in the circle in the right moment.



### Procedure and Rules of the Game

- Players form a circle.
- Two players are outside the circle.
- Now one player has to try to catch the other player by running around the circle.
- If the fleeing player gets tired, he/she takes a position in the circle.
- Now the person whose spot he/ she took is the new catcher and the old catcher becomes the fleeing player.
- If the fleeing person gets caught, he/she becomes the new catcher.

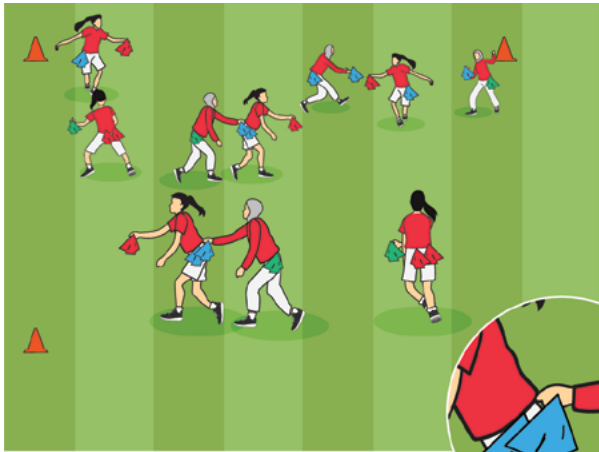
### Variations

- When joining the circle, the old fleeing player tells the new catcher to start to either the right or left.

## TAILS CATCH



All Ages



### Procedure and Rules of the Game

- Each player has three bibs loosely stuck in the back of his/her waistband (they must be easy to remove).
- On a start signal, each player tries to take the bibs away from the others. Captured bibs must immediately be put back into the waistband again. It is forbidden to lie down, press against the wall, or hold the bibs.
- Note: If some players have an exaggerated flight instinct, the playing field must be delimited with markings. Whoever leaves the field on the run must cede a bib to the last pursuer.



### Honesty



Always take one bib at a time.



### Speed and endurance



Be smart by grabbing the bibs and flee quickly from the other players.

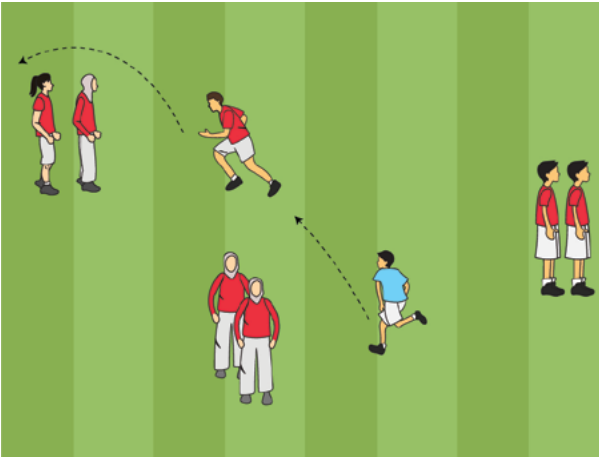
### Variations

- Play in teams of two or small teams.



## MAGIC FOREST

9+



### Procedure and Rules of the Game

- The players form pairs, and the partners in each pair line up close to each other.
- The pairs spread over the sports ground to form the magic forest.
- Two unpaired players are the police officer and the robber.
- If the officer taps the robber, the roles are exchanged.
- However, the robber can hide behind a pair of players, who form the “trees” in the magic forest.
- If the robber does so, the front tree/player becomes the new police officer. And the old police officer becomes the robber.



### Empathy



Think from your team members' perspectives.



### Speed and quick adaptation to new situations



Be prepared and make use of the available space.

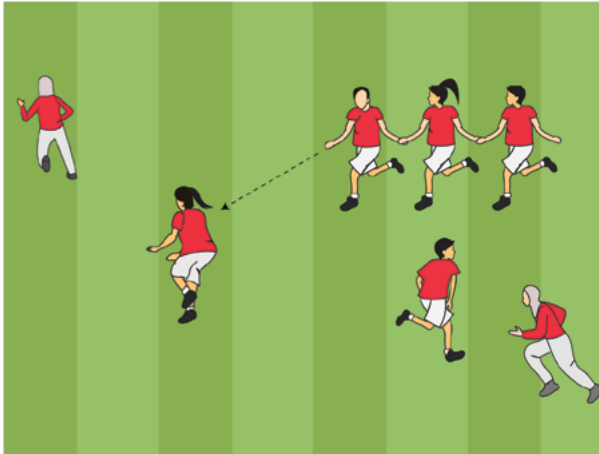
### Variations

- Two players can be the police officers.

## CHAIN CATCHING



All Ages



### Communication



Catchers have to communicate and work together.



### Caution and awareness



Be aware of your surroundings while running.

### Procedure and Rules of the Game

- Determine one catcher. All other players spread out across the field.
- The aim of the game is to catch the running players.
- If the catcher tags a player, they hold hands and catch other players together.
- The next captured player becomes part of the chain.
- When a fourth player is caught, the chain breaks and the players continue catching in pairs.
- The player who is caught last wins the game.

### Variations

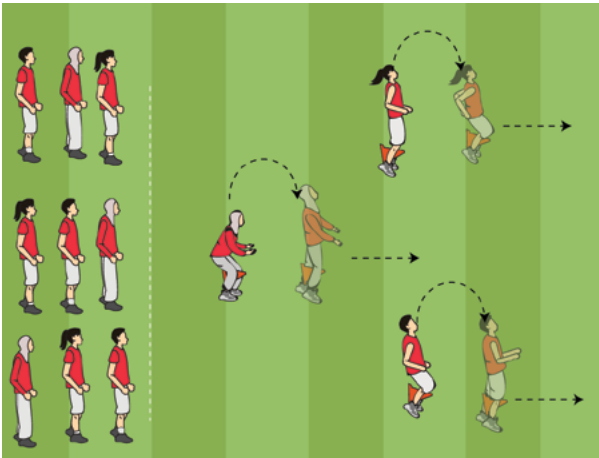
- When in pairs, one child runs backward and the other forward.
- All the captured players remain in the chain so that there is only one 'capture group'.





## KANGAROO JUMP

9+



### Empowerment



Cheer loudly for teammates to encourage them.



### Fast moving and jumping



Improve coordination skills (balance, reaction, orientation).

### Procedure and Rules of the Game

- Form teams with equal numbers of players, each team gets one cone.
- Mark one line at the beginning of the field and one line at the end.
- The point of the game is to jump through the field and move the cone from the starting line to the finish line.
- The first player from each team will do one jump as far as he/she can with both legs together and place the cone where he/she lands, at the back of his/her heels.
- The next player will jump from where the cone is placed and so on.
- The first team that gets its cone to the finish line wins.

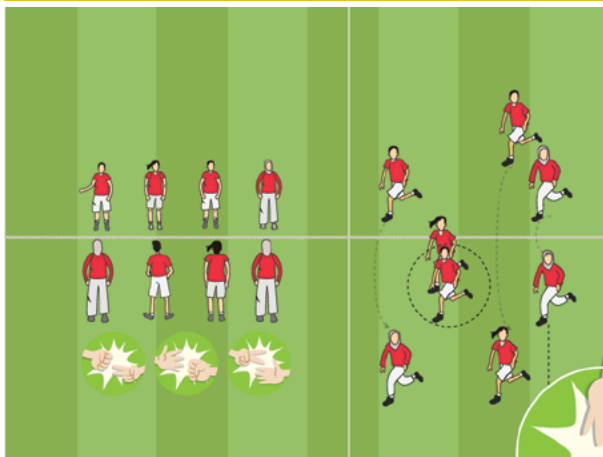
### Variations

- Chain jump: After every jump, a player is added, and the team jumps together as a group, holding hands.
- To make it more challenging, players' legs can be tied together.

## ROCK, PAPER, SCISSORS CATCH



All Ages



### Procedure and Rules of the Game

- Draw the boundaries of the playing field and, if necessary, separate it in the middle (e.g., by a rope)
- Two teams of the same size are formed and line up facing each other in the middle of the playing field.
- Each team withdraws and decides on a sign: rock, paper, or scissor.
- Then the two teams face each other again; on a command, each team shows its sign.
- If, for example, Team 1 has the stronger sign, all players on Team 1 must try to tag as many players of Team 2 as possible. If there is a tie (e.g., paper and paper), the teams repeat the process.
- Players on Team 2 try to save themselves by running as quickly as possible to the other end of the playing field without being tagged by players from Team 1.
- Whoever has been tagged must go to the opposing team.
- The game continues until one team has no more players.
- Note:
  - Paper beats rock.
  - Rock beats scissor.
  - Scissor beats paper.



Knowledge of rights and duties



Be strong as a team.



Fast reactions



Improve coordination skills (balance, reaction, orientation).

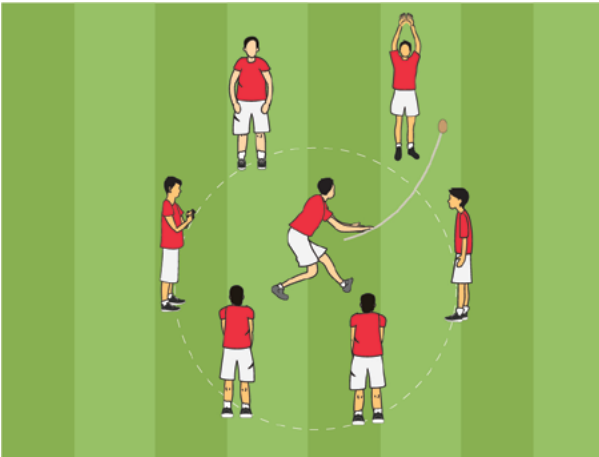
### Variations

- Players may use different moves (e.g., bear, princess).



## SPINNING TOP

All Ages



### Procedure and Rules of the Game

- One player stands in the middle of the circle, rotating and swinging a long rope with a small weight (e.g., a sand-filled sock) at the end.
- The rope is swung about 40–50 centimeters above the ground.
- The team members then go into the swinging circle one after the other and jump up each time the rope reaches them. Can all players make it into the circle? How many jumps can be performed without mistakes?
- Whoever touches the rope is eliminated.



### Punctuality



Jump at the right moment otherwise it's too late.



### Fast reactions



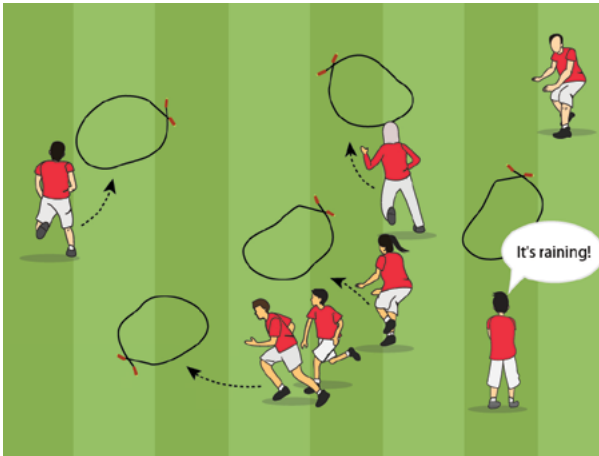
Improve coordination skills (balance, reaction, orientation).

### Variations

- All players can go in at the same time.

## LOOK OUT, IT'S RAINING!

All Ages



### Resilience



Be resilient under different circumstances.



### Quick reactions



Improve coordination skills (balance, reaction, orientation).

### Procedure and Rules of the Game

- The ropes are spread out on the field and arranged in circles; they represent small houses.
- There is two fewer houses than the number of players in the team.
- One player is the weather person, announcing the weather.
- When that player announces, “The sun is shining,” the players walk around between the houses.
- When the weather person says, “It’s raining,” every player has to find a protective roof by stepping into a circle.
- The player who cannot find shelter becomes the new weather person.

### Variations

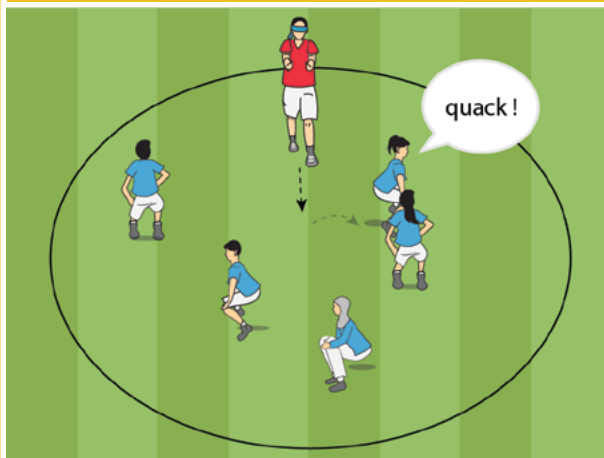
- Add other weather conditions with different actions. For example, when there’s fog, all the players must close their eyes. When there’s a blizzard, the players have to crawl, etc.
- Instead of the sentences “The sun is shining” and “It’s raining,” players can give acoustic or hand signals (e.g., clapping or a bell) or optical signs using colored cloths.



## BLIND STORK



All Ages



### Procedure and Rules of the Game

- A long rope is placed on the ground in a circle. This represents a pond.
- A player is blindfolded. He/she is now the blind stork.
- The remaining players spread out in the pond in a frog position, squatting down.
- The frogs move only by jumping. They have a total of ten jumps each at their disposal throughout the game.
- Every time they jump, they have to croak loudly!
- The stork now tries to catch the frogs. Everyone touched by the stork is caught.
- All players who are caught must leave the pond and be quiet; otherwise, they will make things really difficult for the stork!
- Whoever leaves the pond by accident must also leave for good.
- There should always be someone who takes care that the stork does not get too far away from the pond or into other unpleasant situations.



### Self-assessment



Be aware of your surroundings.



### Jumping



Jump far enough away to escape.

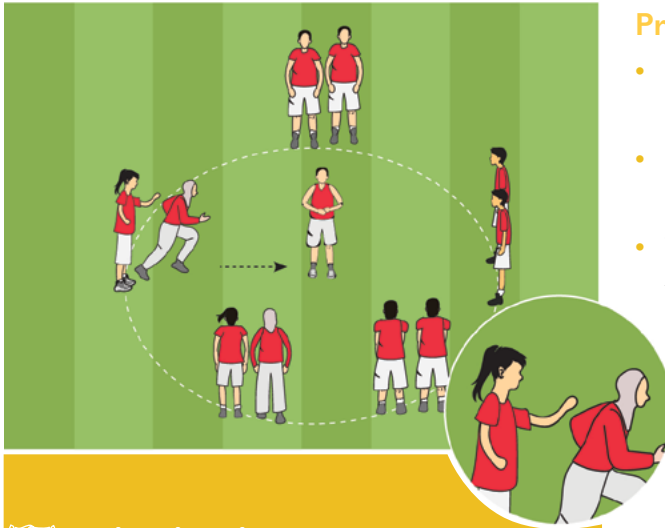
### Variations

- It is also possible to have several storks, but the facilitator must pay more attention in this case.

## NAME SWAPPING



9+



### Active Listening



Try to memorize your teammates' names.



### Reaction time



Stay concentrated and react quickly.

### Procedure and Rules of the Game

- Players form pairs, standing next to each other. The whole group should form a circle.
- One player stays without a partner in the middle of the circle.
- The person in the middle now calls one teammate by her/his name.
  - The goal for the “called out” player is to run as quickly as possible toward the middle of the circle.
  - This person’s partner must try to tag him/her without running after him/her.
- If the called-out player escapes without being tagged, he/she changes position with the middle person to call out the next name.

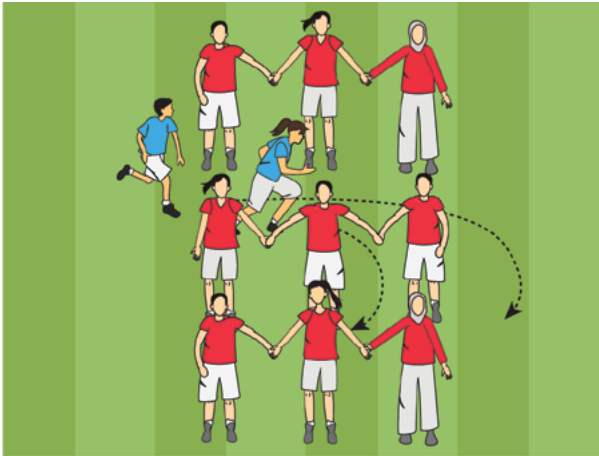
### Variations

- Switch names with your partner to increase difficulty.
- Players in the circle face out and turn to run.



## CHESS CATCHING

9+



### Procedure and Rules of the Game

- Two players are a cat and a mouse.
- At least nine other players stand in three rows of three, forming “fences.”
- The players in the fences should be able to just touch each other with their arms outstretched.
- The cat must catch the mouse.
- The mouse is allowed to run all over the playing ground, and also sneaking through the fences.
- The cat is only allowed to run along the rows of fences.
- On the facilitator’s command “Rotate!” all players forming the fences rotate 90 degrees, making the alleys perpendicular to where they started.



**Commitment and Perseverance**



Do not give up; be sneaky!



**Agility**



Quick turns will surprise the cat.



## HEAD IT OR CATCH IT



9+



### Empowerment



Try to make it easy for your teammates and cheer for them.



### Quick reactions Feeling for the ball



Stay focused and react quickly.

### Procedure and Rules of the Game

- Players stand in a circle.
- One person is standing in the middle of the circle holding a ball.
- This person throws the ball to someone standing in the circle, calling “Head!” or “Catch!”.
- The aim for the receiver is to do whatever instruction he/she is given.
- If the receiver makes a mistake or drops the ball, he/she gets a forfeit. First, he/she has to drop to one knee; after another mistake, to both knees, then to his/her bottom; and then to his/her stomach. When he/ she performs the task correctly, the player gets to move back up, one stage at a time.

### Variations

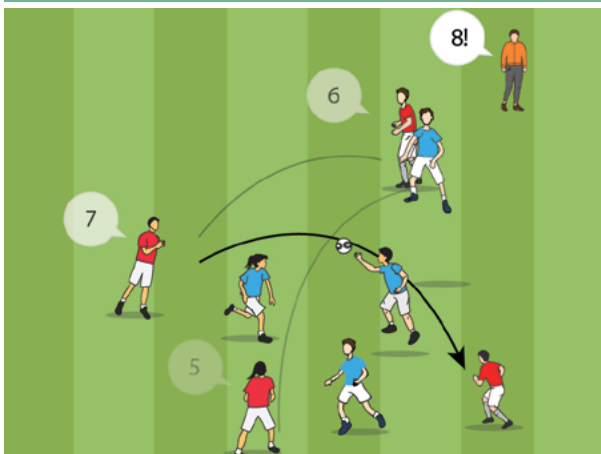
- When someone completes the task correctly, he/she changes places with the one standing in the middle.
- If participants know each other’s names, the person in the middle can say the name of someone standing in the circle and then throws the ball into the air. The person in the circle then has to move into the center of the circle and catch the ball before it bounces.



## SNAP BALL



All Ages



### Procedure and Rules of the Game

- All the players will split into two groups.
- Now Team 1, the team with the ball, has to pass it within their team ten times to receive one point.
- The players of Team 2 have to try to catch the ball as Team 1 passes it.
- When the ball touches the ground or gets caught by the other team, the counting starts again.

### Variations

- Pass the ball within the team more often.
- Don't limit the movement to throwing but try using volleyball/football moves.



Knowledge of processes involved in group dynamics



Adapt to the other group while moving.



Tactical throwing and precision

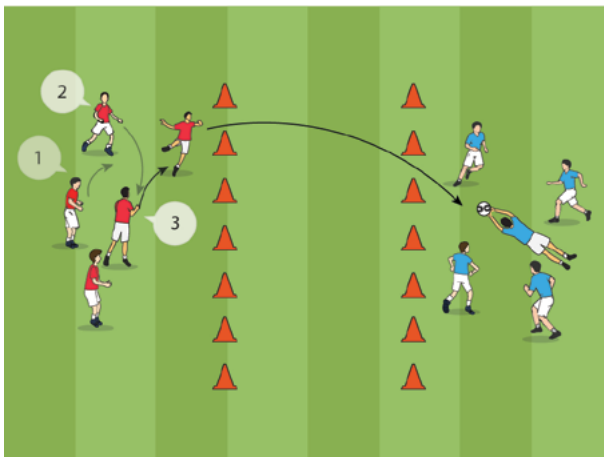


React quickly and throw precisely.

## PARTY BALL



All Ages



### Communication

Give clear signals to your teammates if you attempt to catch the ball to avoid collision.



### Tactical throwing

React quickly and throw precisely into the empty spaces.



### Procedure and Rules of the Game

- All the players will split into two groups.
- The field is split into three parts.
- One team stands on one side of the field, the other one on the other side.
- The middle part stays empty.
- The players have to try to throw the ball on the ground of the others' side while taking no more than three steps.
- The other team's members have to prevent the ball from touching the ground on their side.

### Variations

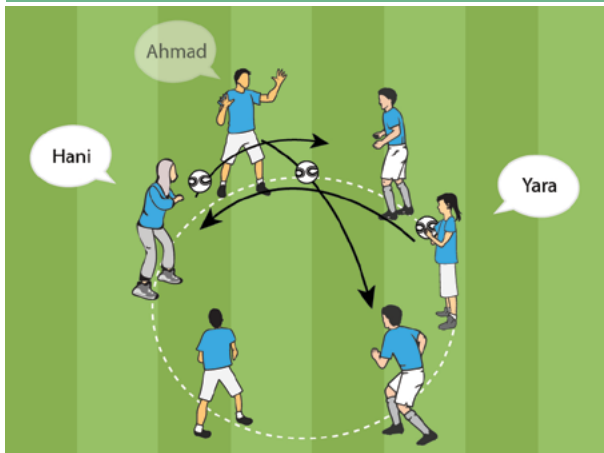
- The ball has to be passed three times within the team before it is thrown to the other side.
- The ball has to touch the wall on the other side before touching the ground.



## CALL BALL



9+



### Procedure and Rules of the Game

- The players stand in a circle.
- The first player brings a ball into play; he/she throws the ball to a player and calls his/her name.
- The ball is passed around like this until everyone has had the ball once.
- Each time, the name of the player must be called. At the same time, all players must remember from whom they received the ball and to whom they passed it.
- In the next round, the ball has to follow exactly the same path.
- Now more balls are brought into the game.
- The following rules are applied: If a player drops a ball, he/she must get it in the game again as quickly as possible. And if the game is being played with more than one ball, and the player next in row already has a ball, the other player must wait until that ball has been passed on before passing his/her ball.



### Active listening



Don't throw to your friends only; try to get to know the other players as well.



### Accuracy and multitasking



Throw easy balls to your teammates to keep up the flow and expect the next ball to come.

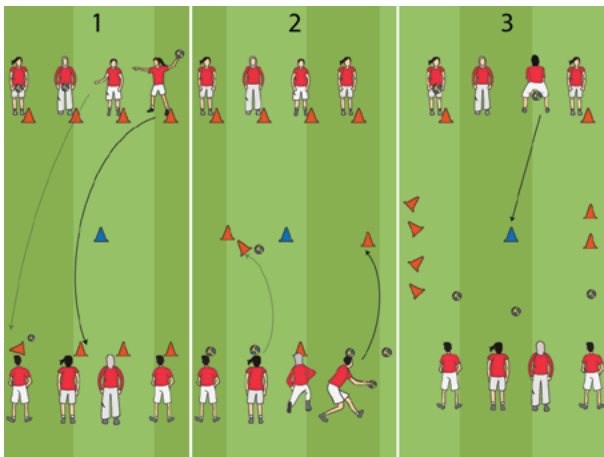
### Variations

- Play the second ball the other way around, that means that you have to throw the ball to the player you got it from in the first round.

## VIKING CHESS



13+



**Equality between boys and girls**



Cheer for your teammates and appreciate your team.



**Accuracy and targeted throwing**



Focus on your goal when throwing and take your time.

### Procedure and Rules of the Game

- Form two teams with four to six players each and have them stand approximately fifteen meters away from each other facing each other.
- Every player has his/her own cone standing in front of him/her, and one cone (the king) is in the middle of the field.
- The players try to knock over the cones of the opponents by throwing balls.
- The king standing in the middle of the field must be knocked over last.
- The balls are always thrown from below; only the last throw to knock down the king must be thrown through the legs (upside down).
- After Team 1 has completed its six throws, the members of Team 2 collect all the balls and knocked-over cones, and it becomes their turn. The fallen cones are now thrown by Team 2 onto Team 1's side of the playing ground. The members of Team 1 place the cones where they landed.
- The Team 2 players must now first knock over the cones in their field before they can take on the cones of Team 1.
- The first team that knocks over all the opponents' cones, as well as the king, wins the game.

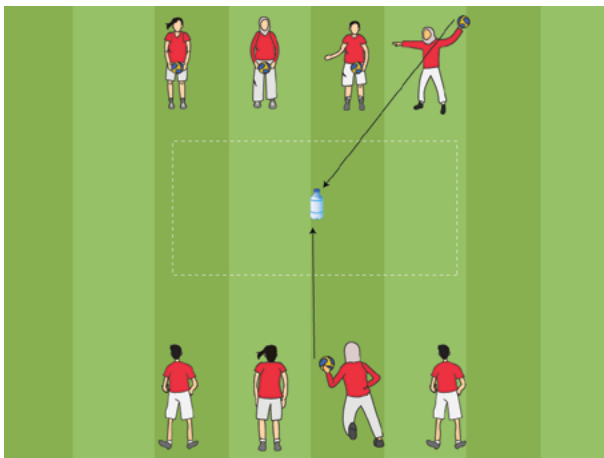
### Variations

- The game can be played with various items (you can use bottles as cones and wooden sticks or shoes to knock them over).



## BALL PUSHING

All Ages



**Commitment and perseverance**



Learn to be perseverer.



**Throwing**



React fast and throw precisely.

### Procedure and Rules of the Game

- The group is divided into two teams that face each other at each side of the field. A football or a bottle is placed in the middle.
- The goal of each team is to push the large target ball over the line into the opponent team's territory by hitting it with smaller balls (e.g., tennis balls).
- Each group receives the same number of small balls at the beginning.
- Balls can only be thrown from within a team's own territory to push the target ball over the line or prevent it from entering that team's territory.
- The target ball cannot be touched (e.g., players cannot use their feet to prevent it from crossing the line) but can be moved only with another ball.

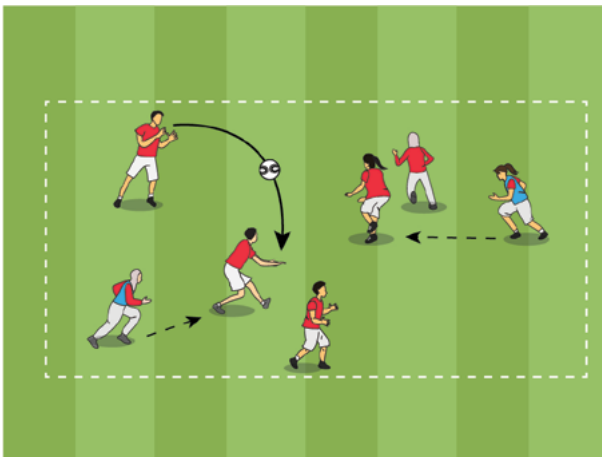
### Variations

- The group can be divided into more than two teams; the match is played in a triangle (three teams) or square (four teams).

## RESCUING BALL



13+



### Solidarity



Show solidarity and pass the ball rather than keeping it for yourself.



### Throwing



Throw precisely to save the others.

### Procedure and Rules of the Game

- The game is played on a marked field.
- The goal for two catchers is to tap the other players while holding a bib.
- Any tapped player takes over the bib and becomes a catcher.
- Meanwhile, the other players throw the ball to each other. The person with the ball cannot be tapped.
- If a player throws the ball skillfully to another player who is being chased, he/she can save that player.

### Variations

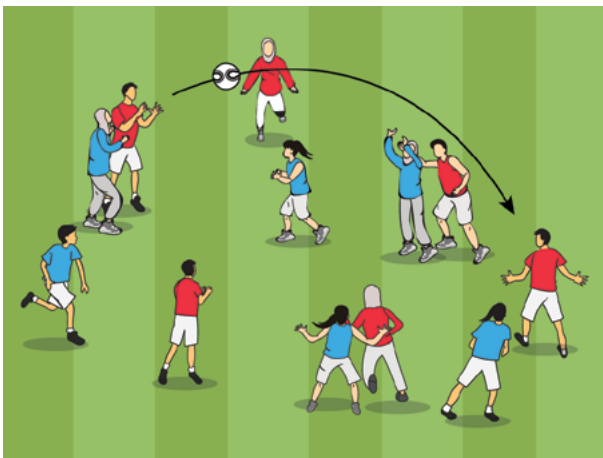
- Instead of two catchers, there are several. Thus, the game can also be played on a larger field.
- The number and shape of the ball(s) (e.g., handball, softball, tennis ball) can be changed.
- Instead of having the catcher exchange roles with a player he/she catches, caught players become new members of the catching team. Thus the number of catchers increases.





## MOONBALL

All Ages



### Anticipation and communication



Work as a team and communicate with each other to achieve the goal.



### Coordination



Throw precisely to make it easier for your teammates to catch the ball.

### Procedure and Rules of the Game

- The players try to keep the ball in the air.
- When the ball touches the ground, the game ends.
- No player can touch the ball more than once in a round.
- Every time a player touches the ball, his/her team gets one point.

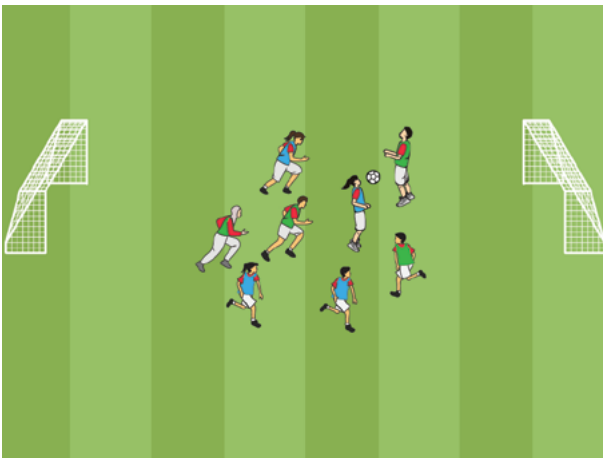
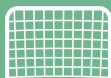
### Variations

- After a player has touched the ball, he/she has to sit down and can only get back up again after the whole group has touched the ball once.
- The ball is to be transported from a start point to an end point through the playground. If the ball touches the ground in between the two points, it must begin again from the start point.
- Two teams play against each other. The team that keeps the ball in the air longer wins.

## HEAD BALL GAME



13+



### Procedure and Rules of the Game

- The group is divided into two teams.
- The aim of the game is to throw the ball to each other and to score by heading it into the goal.
- The player with the ball is not allowed to run and must pass the ball to his/her team members.
- At the same time, the players must be able to run freely.
- A goal is scored when a player hits the goal doing a header.



### Responsibility and reliability



Learn to rely on the other players.



### Agility



React fast and try to anticipate the other players' next moves.

### Variations

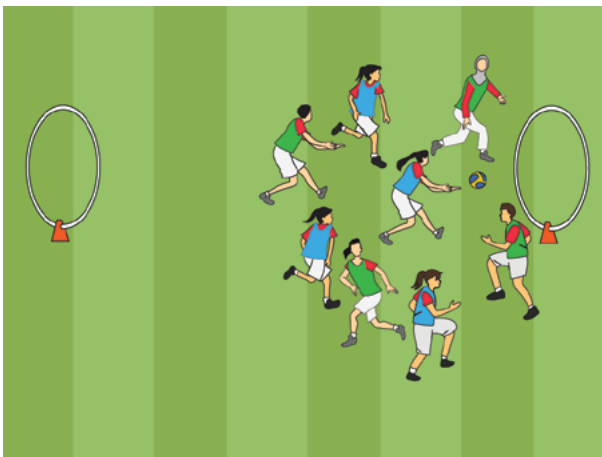
- The ball may be dribbled.
- Within the goal area, the player may still play with his/her hands, but a goal must be scored with a header.



## ROLLING BALL



9+



### Anticipation



Be aware of the ongoing situation.



### Agility



Find your best way to roll the ball.

### Procedure and Rules of the Game

- The group is divided into two teams.
- The aim of the game is to roll the ball on the ground using only the hands and to score in the goals.
- The boxes/hula hoops are the goals in this game and are placed horizontally at a distance of about three meters from the side of the field.
- The ball may only be rolled with the hand; dribbling, throwing, and kicking are not allowed. Fouls lead to a change of ball possession.
- Team members should run freely and find their space to roll the ball either from the front or from behind into the opponent's goal.
- There is no goalkeeper. The goal must not be touched, and no one is allowed to block it.
- After a team scores a goal, the other team has possession of the ball.

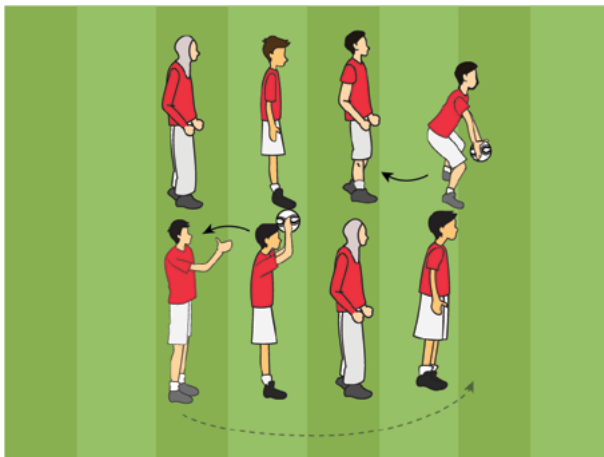
### Variations

- It can be played with two or more balls.

## PASS THE BALL RACE



9+



Show appreciation for the others



Work together as a team.



Flexibility



Be agile and flexible.

### Procedure and Rules of the Game

- The group is divided into two teams.
- They queue up in two lines, always facing the person in front.
- The first person on each team gets a ball.
- Now the first player passes the ball to the player behind him/her by passing it through his/her legs.
- The second player passes the ball to the third player by handing it over his/her head.
- This keeps going as players alternate between passing the ball through their legs and over the head.
- When the ball reaches the end of the queue, the last player runs with the ball to the front of the line, and the game starts again.
- The game is over when every player has been first in line once (i.e., the first player with the ball is now the first in the row again).

### Variations

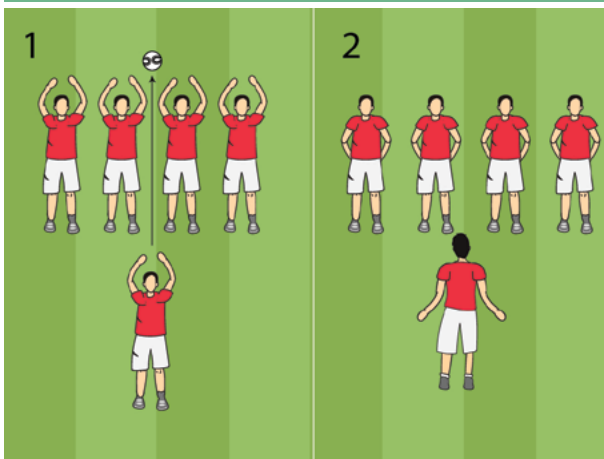
- If there are too many players, more groups can be formed.
- The ball can be passed differently (e.g., orbiting the waist once before handing it over, etc.).



## CONVEYER BELT



All Ages



### Procedure and Rules of the Game

- At least four players stand next to each other in a row.
- Another player stands with his/her back to the others at a distance of approximately two meters and throws the ball back over his/ her head.
- One of the players catches or picks up the ball.
- Now the ball is passed back and forth behind the backs of the other players, like on a conveyor belt.
- The thrower calls out, “One, two, three—the belt stands still!” and then turns around, and the activity of the conveyor belt stops.
- The ball remains in the hands of one player. All conveyor belt players keep their hands as steady as possible behind their backs.
- The thrower must guess whose hands the ball is in.
- If the thrower guesses correctly who is holding the ball, he/she may throw it again. Otherwise, the player holding the ball becomes the new thrower.



### Honesty



Be honest when being questioned.



### Catching

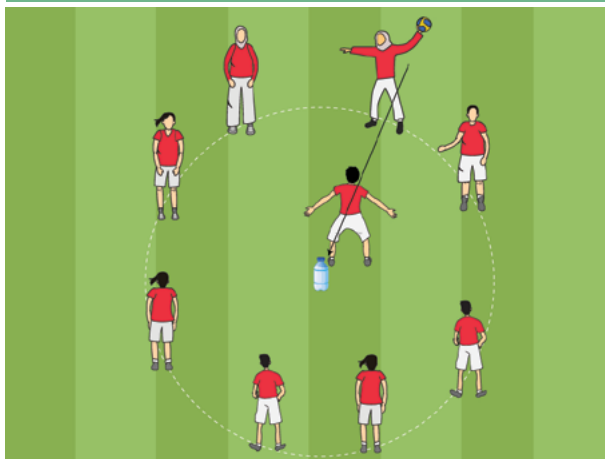


Be precise when catching and hiding the ball.



## BOTTLE GAME

All Ages



**Enjoyment of being and playing in a team**



Play as a team to succeed.



**Fast thinking and precise throwing**



Fast passes to other players will distract the guard and open up gaps.

### Procedure and Rules of the Game

- All players form a big circle (with a diameter of at least six meters).
- A plastic bottle, guarded by one player, is in the middle of the circle.
- All other players try to knock over the bottle by throwing the softball.
- The player who knocks over the bottle becomes the new guard.

### Variations

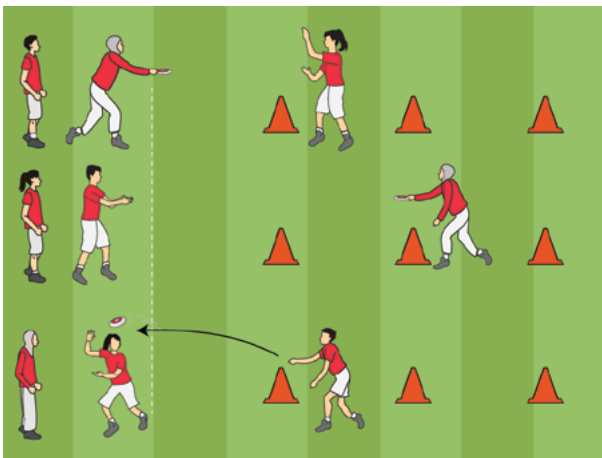
- Have players pass the ball with their feet.
- Have them roll the ball with their hands on the ground.



## THREE STAGES PASSING



9+



### Accountability



Support each other by throwing precisely.



### Throwing



Improve your wrist movements and your throwing techniques.

### Procedure and Rules of the Game

- Teams are formed with equal numbers of players.
- All teams line up and stand at the starting line.
- Set up three cones in front of each team, about five meters apart from each other.
- The first player from each team will stand at the first cone.
- He/she has to complete three passes with the player first in line without dropping the disc.
- If successfully done, the player then moves to the second cone, further away.
- The player must keep going until he/she finishes three passes at the last cone; then the player first in line must turn to go through the same process.
- If the disc lands on the ground, the player goes back to the first cone.
- The first team that has all its players finish passing wins the game.

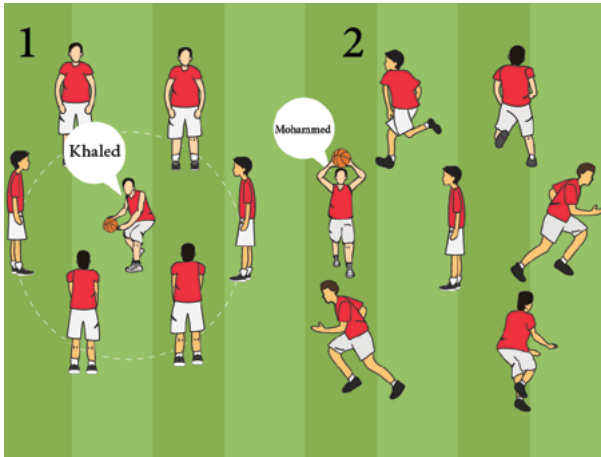
### Variations

- Instead of the disc, a ball can be used.
- Change the distance between the cones.



## BOUNCE BALL

13+



**Confidence**



Be loud so everybody can hear you.



**Strength**



Bounce the ball hard so that it jumps high.

### Procedure and Rules of the Game

- The players form a circle with one person standing in the middle.
- Now the player in the middle bounces the ball onto the ground and calls out the name of a fellow player.
- Except for the player called, everyone runs away.
- The person whose name was called catches the ball and shouts, “Stop!”
- Everyone stops.
- The player who is holding the ball now has to bounce it on the ground, calling out a different name.

### Variations

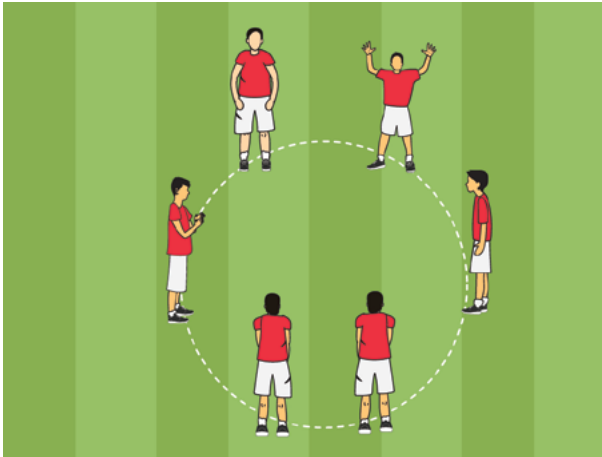
- To increase difficulty, the ball can bounce only 3, 2, or 1 time(s) before the player who was called has to catch it.



## CHAIN REACTION



All Ages



### Procedure and Rules of the Game

- All players form a circle, facing each other.
- The first player starts to perform a certain move, e.g. a jump in the air.
- The next player in the circle repeats the previous move and adds his/her own move.
- This is repeated by all following players until one player makes a mistake; this player can then start with a new move and the game starts again.
- The goal is to create a longest possible sequence of movements together as a group, so that a small dance is created.



**Knowledge of processes involved in group dynamics**



Cheer and motivate each other.



**Creativity and adaptation of movements**



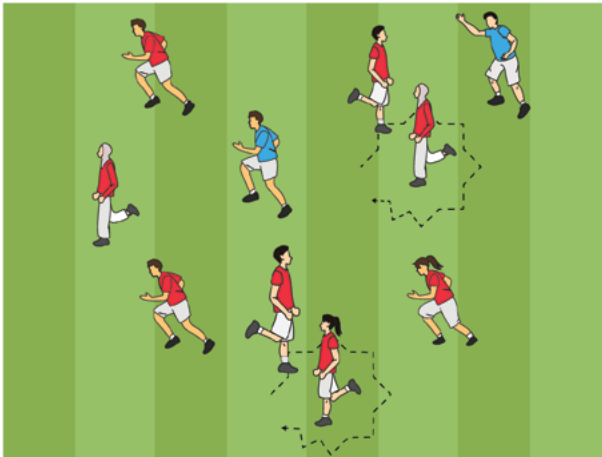
Watch closely and try to memorize your goal.

### Variations

- Add a special sound to every move.
- Imitate an animal.

## FLAMINGOS CATCHING

All Ages



### Honesty



Only a whole circuit will set a flamingo free.



### Balance and speed



Focus on one fixed spot with your eyes to keep the balance.

### Procedure and Rules of the Game

- The aim of this tagging game is to practice and improve balance.
- Appoint a small number of chasers according to the size of the group.
- All the other children are “flamingos” and run around the field; whoever is tagged remains standing on one leg.
- Standing flamingos are set free when other flamingos successfully hop in a full circle around them on one leg.
- Can the chasers catch all the flamingos?

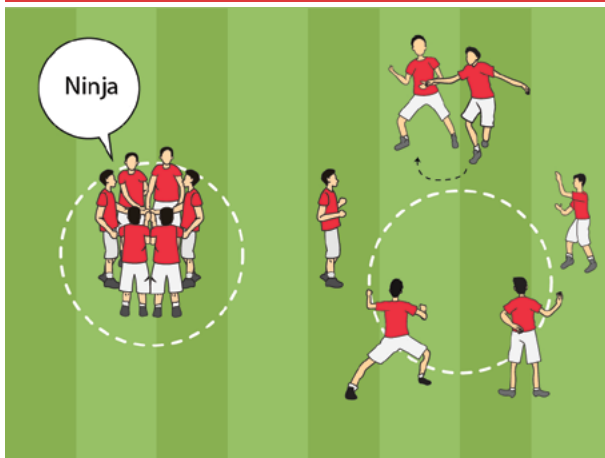
### Variations

- Children are allowed to stop balancing after they count to ten if they are not freed.
- Other more difficult or easy balance moves can be done, e.g. crouching on the ground or doing a balancing stick.

# NINJA



All Ages



## Respect and Tolerance



Be careful and respectful in your moves, so that no one gets hurt.



## Quick reactions and body awareness



React fast, and don't forget that you have to stay in your position after your move.

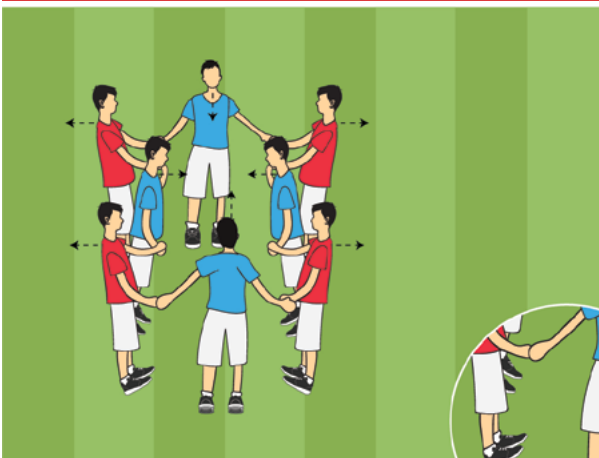
## Procedure and Rules of the Game

- Form a circle; every player puts one hand in the middle so that the hands touch each other.
- The aim of the game is to “tee off” the hands of the other players, by tapping their hands.
- In the beginning everybody screams, “1, 2, 3 NINJA!” and jumps like a Ninja out of the circle and freezes.
- The first player jumps to the person on his/her right and tries to “tee off” his/her hand with one of his/her hands.
- The attacked player is allowed to make one move to avoid the attack.
- If the attacker touches one hand, the attacked “loses” that hand and has to hide it behind his/her back; he/she is no longer allowed to use it.
- After the attack, both players have to freeze again. Now the attacked player is the attacker and tries to “tee off” the hand of the person on his/her right.
- After all players have “lost” both hands, everybody jumps back in the circle screaming “Ninja!”
- The game can then start all over again, or the players can give final handshakes, showing their respect for their teammates.

## DANCE AROUND THE FIRE



All Ages



### Procedure and Rules of the Game

- Form a circle with an even number of players and count them into groups (1, 2, 1, 2, etc.).
- The players with the even number lean outward with their whole body, and the odd players lean inward at the same time.
- The goal for the group is to remain in balance.
- After some practice, the side can be changed.



**Show appreciation for others**



Trust your teammates not to drop you, and don't drop them yourself.



**Body balance and concentration**



Keep tension in your whole body.

### Variations

- The players turn facing outside.

## THE FLOOR IS LAVA



All Ages



### Procedure and Rules of the Game

- One of the players starts the game by shouting “The floor is lava!”
- The players have to stay off the floor by standing on furniture, sports equipment, etc., and have to achieve a certain goal.
- If a player touches the ground, he/she is out.



### Communication

Plan your next moves in advance and communicate with your teammates to help each other.



### Perception of space

Concentrate on your body to stabilize it and use all your body parts to reach your goal.

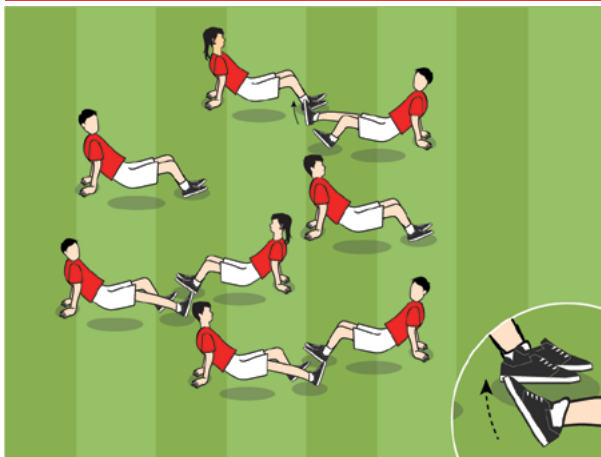
### Variations

- Players can also set up obstacles to make the game more challenging.
- Players can regenerate their health by doing a task or reaching a certain place.
- “Hot Lava Monster”: One player posing as a “monster” can be on the lava with the objective of attempting to tag or catch the other players.

## CRAB-CATCHING



All Ages



### Procedure and Rules of the Game

- In this game, all players play against each other.
- Everybody has to move like a crab on all fours. Apart from the hands and feet, no other part of the body may touch the ground. Standing up is also not allowed.
- The task now is to get the other crabs to land on their buttocks or topple over. Anyone who no longer moves in the crab position or pushes too hard has to leave the playing field.
- You may only knock over the other players by pulling their feet away from the ground with your own feet, not by pushing them or hitting their feet.



**Enjoyment of being and playing in a group**



Don't push too hard, and only aim for the feet.



**Strength and balance**



Be careful not to touch the ground by losing your balance.

## LAUGHING VALLEY

All Ages



### Procedure and Rules of the Game

- Players stand in two lines facing each other, one meter apart.
- One player is chosen to go through the two lines of people (i.e., the “valley”) and must make it to the other end without laughing.
- Those standing in the lines have to try and make the person walking through the valley laugh before he/she reaches the end.

### Variations

- Master the valley walking backward or jumping on only one leg.



**Ability to show emotions**



Enjoy and have fun.



**Balance**



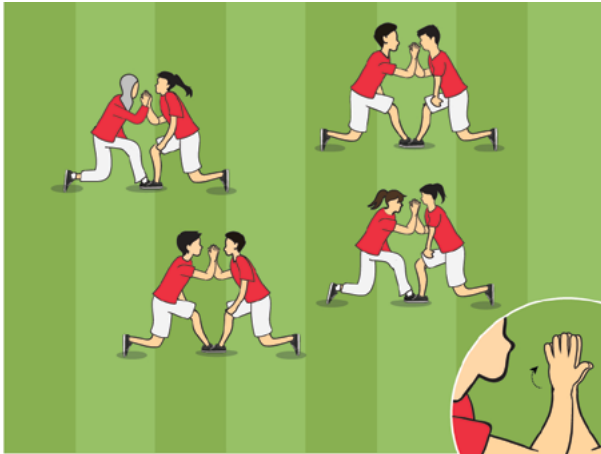
Try to concentrate on a certain point to keep your balance and not let yourself be distracted too much.



## LUNGE STEP BALANCING



9+



### Procedure and Rules of the Game

- Pairs are formed and each pair stand in front of each other.
- Players A and B do a lunge step forward in such a way that the inner edges of their right feet touch.
- They grasp each other's right hands.
- A tries to unbalance B, and B tries to unbalance A by just pushing the palm of the partner to his/ her side.
- After a few rounds, this can be done with the left feet/left hands.



### Resilience



Do not give up!



### Balance



Find the spot where you can unbalance your partner.

### Variations

- A and B face each other like tightrope walkers on a rope and try to throw each other off the rope with their right or left hands.

## SHADOW CATCHING



All Ages



### Procedure and Rules of the Game

This game can only be played if it is sunny and shadows can be cast.

- In this game, the catcher should not chase the players themselves but should chase their shadows.
- Therefore, the shadows of the children must be visible on the ground.
- One player is chosen as catcher.
- The others have to run away with their shadows.
- A shadow is captured by the catcher jumping over or into it. Fast jumping, bending, and ducking make the hunt more difficult for the shadow hunter.
- The captured player then becomes the new shadow catcher.



### Self-assessment



Think of yourself and your shadow.



### Agility

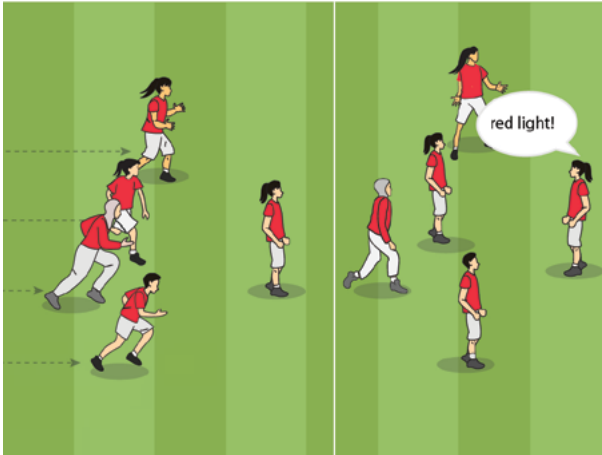


Run fast and always be prepared.

## STATUES



All Ages



### Procedure and Rules of the Game

- A player starts out as the “curator” and stands at the end of a field.
- Everyone else playing stands at the far end.
- The objective of the game is for a “statue” to tag the curator; thereby taking his/her place and resetting the game.
- The curator turns his/her back to the field and calls out “1, 2, 3! Red Light! Green Light!”
- The players then run as fast as they can toward the curator and attempt to tag him/her.
- Whenever the curator calls out “red light” and turns around, the statues must freeze in position and remain still for as long as the curator looks at them. The curator can even walk around the statues, examining them. However, the curator needs to be careful; whenever his/her back is turned, the statues are free to move.
- If a statue fails to stop or is caught moving, he/she is sent back to the starting line to begin again.
- The first player to reach the curator wins and becomes the curator in the next round.



### Self-assessment



React fast and concentrate on your movements.



### Balance

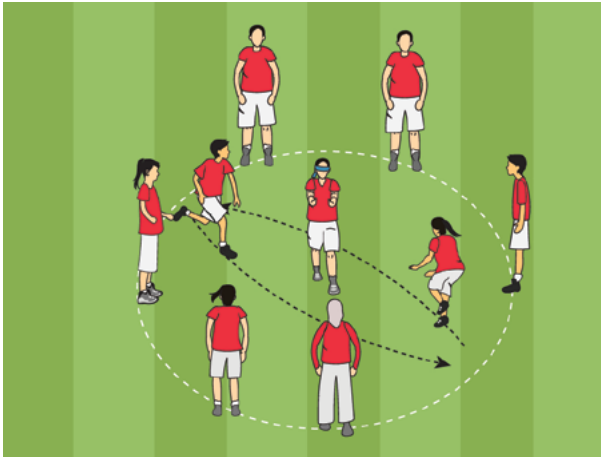


Keep your balance while being observed.

## BLIND INSPECTOR



13+



### Procedure and Rules of the Game

- The players (“gangsters”) sit in a circle and are numbered consecutively.
- One player (with larger groups, two or three players) is blindfolded and stands in the middle of the circle (“inspectors”).
- Before the start, gangsters switch positions so that no consecutive numbers are sitting next to each other.
- The blind inspector now calls out two numbers (later on, more numbers for greater difficulty); those players must switch positions within the circle.
- The goal for the inspector is to tag one of the gangsters while he/she is sneaking around him/her.
- When the inspector successfully tags the gangster, the players switch roles. When unsuccessful, he/she keeps calling out numbers until he/she catches one.



### Resilience



Listen carefully and do not give up.



### Agility



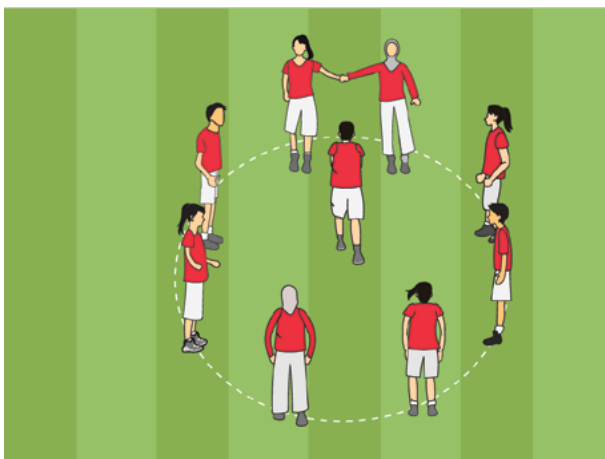
Be careful and try to move silently.

### Variations

- The game can be played inside with chairs.
- Use names instead of numbers, if the players know each other.

## CRAZY SPIN

9+



### Proactivity



Use your options wisely and help each other to be safe.



### Reaction time



Dodge and hold hands fast to be safe.

### Procedure and Rules of the Game

- Players form a circle with at least one meter of distance between each other.
- One catcher stands in the middle and tries to tag the players.
- Circle players are not allowed to run away but can protect themselves by dodging or linking arms as a pair.
- Whoever gets caught becomes the catcher.
- If more than two players link arms at the same time, none of them is safe from being tagged.
- If two players link arms, the catcher can make such a connection invalid by spinning once in a circle.

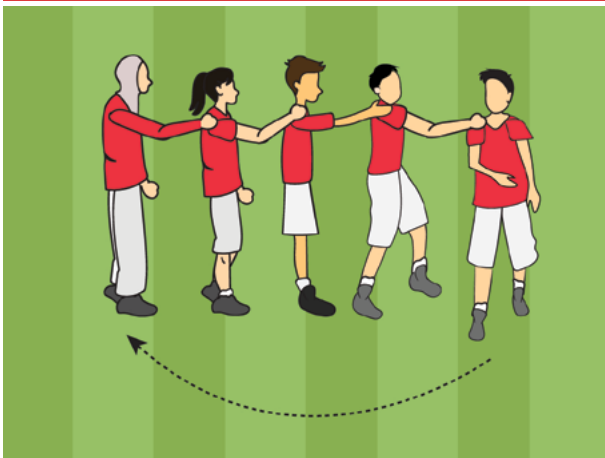
### Variations

- Players can run freely through a marked area instead of staying in the circle.
- More than one player can be catcher. Ensure that all “new” catchers identify themselves out loud or use bibs to mark themselves clearly.

## DRAGON TAIL CATCHING



All Ages



### Procedure and Rules of the Game

- All players form a long line (the “dragon”) by holding the shoulders of the people in front of them.
- The front player is the head of the dragon, and the last player is its tail.
- The goal is for the head to catch its own tail by tagging that player.
- If a player loses contact with the shoulders of the player in front, the game is on pause.
- If the tail is caught, the old head hangs onto that player, becoming the new tail.



### Leadership

As a head, think about clear signals to get all of your “body parts” moving as one collective.



### Tactical skills



Plan tactical moves and hints.

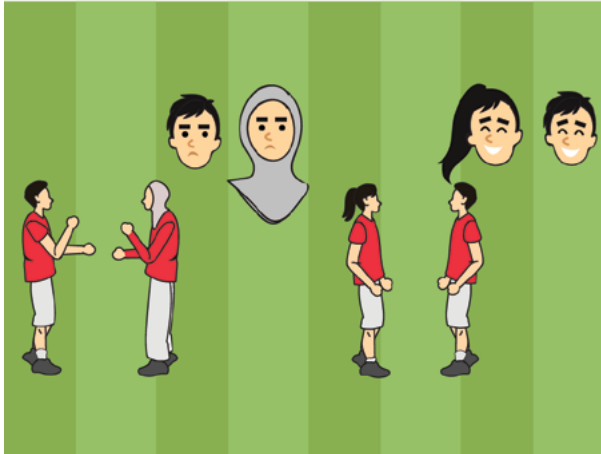
### Variations

- The game can be played with two teams: two dragons trying to catch each other’s tail (which must be marked with a bib tucked into the final players’ pants).

## EMOTIONAL MIRROR



All Ages



### Empathy



Learn to observe closely to understand the other person.



### Reflection



Copy moves precisely.

### Procedure and Rules of the Game

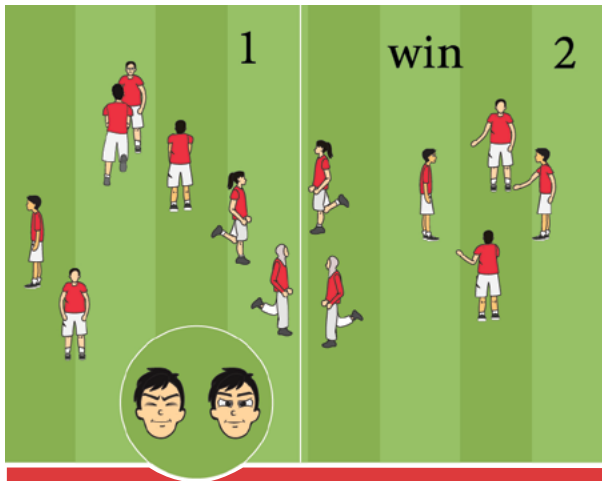
- Players form pairs of two and run around freely.
- The facilitator gives commands to change emotions (e.g., from sad to happy, from angry to friendly, from bored to excited).
- Now Player A in each pair starts to express this emotional change through body language (facial expression, movements, gestures) in slow motion.
- At the same time, B imitates all movements of A.
- When the change in emotions is complete, B continues to turn it around: for example, he/she changes from happy to sad, and A has to imitate.
- When all pairs are done, they go back to running until the facilitator gives them another command.

### Variations

- Players come up with their emotions independently (without the command of the facilitator).

## MR./MRS. FREEZE

All Ages



**Proactivity**



**Dare to speak out.**



**Awareness**



**Stay aware of your surroundings.**

### Procedure and Rules of the Game

- The facilitator appoints Mr./Mrs. Freeze in a secret selection while all players stand in a circle facing outward with their eyes closed. The facilitator walks inside the circle and taps the shoulder of the chosen player. This player is now Mr./Mrs. Freeze and should not tell anyone.
  - Now all players walk around freely, and no one is allowed to speak or make any noise.
  - Mr./Mrs. Freeze can freeze players by blinking at them when they make eye contact.
  - The player who was blinked at can do three more steps and then freezes with a loud moan.
  - The goal for the group is to identify Mr./Mrs. Freeze, who tries to stay undetected until the last person is frozen.
  - If the players have a suspicion of who Mr./Mrs. Freeze is, they can raise their hands.
  - When at least three hands are up, the game is paused, and the facilitator gives a signal, upon which all players with raised arms point to the player(s) they suspect without communicating before.
  - If at least three players all point to the real Mr./Mrs. Freeze, the game is over, and a new Mr./Mrs. Freeze is selected.
- If they disagree, the game continues, and Mr./Mrs. Freeze continues freezing.

### Variations

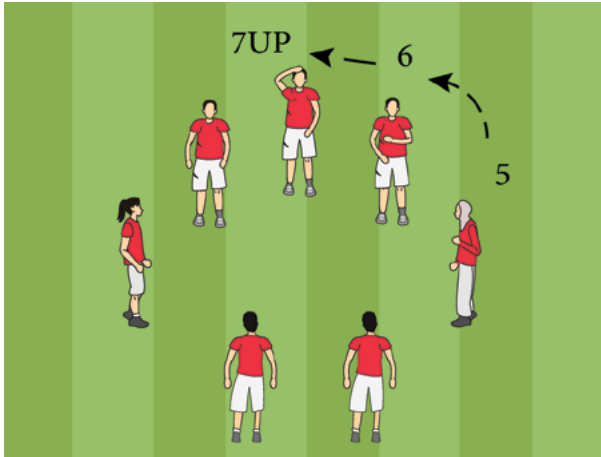
- Instead of walking around, players can be crawling on all fours or jumping on one leg.
- The frozen players can drag the other players with them into the freeze by touching them within their last three steps.
- The game continues while the facilitator gives the command to point to the suspected Mr./Mrs. Freeze.



## SEVEN UP



13+



### Procedure and Rules of the Game

- Players form a circle.
- The first player starts by putting the right or left hand on his/ her chest and saying, “1.”
- Then he/she points left or right to a neighbor.
- The neighbor now follows suit, placing one hand on his/her chest, saying “2,” and pointing to a neighbor on the left or right.
- This goes on up to the number “6.”
- Instead of the number “7,” the designated player says “7 up” with one hand on his/her head and then also points to a neighbor.
- This neighbor starts the round again by saying “1” and appointing the next player.
- If mistakes are made in the sequence, the people who make those mistakes have to run around the circle.



### Active Listening



Focus on following the sequence and acting correctly.



### Perfecting skills

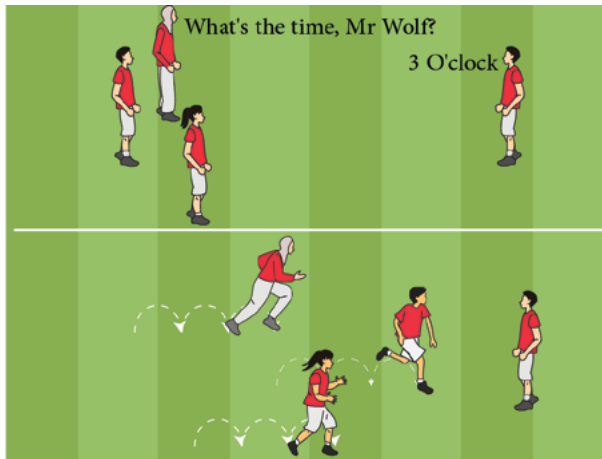


Get used to performing under pressure.

13+

## WHAT'S THE TIME, MR./MRS. WOLF?

All Ages



### Honesty



Only take as many steps as the given time.



### Balance



Take big steps to reach the wolf as soon as possible.

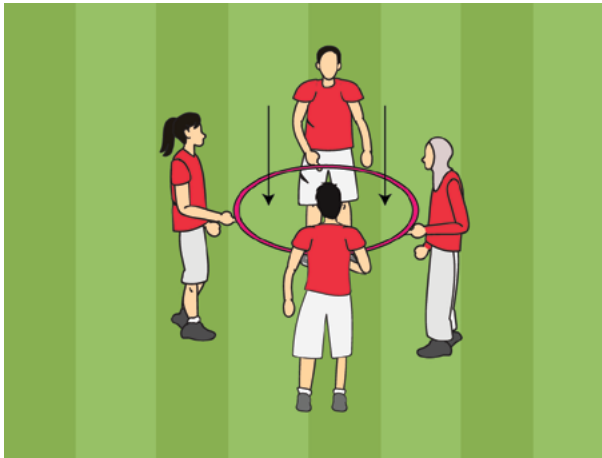
### Procedure and Rules of the Game

- One player is chosen to be Mr./Mrs. Wolf.
- Mr./Mrs. Wolf stands at the opposite end of the playing field from the other players, facing away from them.
- A call-and-response then takes place: all players except Mr./Mrs. Wolf chant together, "What's the time, Mr./Mrs. Wolf?" and Mr./Mrs. Wolf will answer in one of two ways:
  1. Mr./Mrs. Wolf may call out a clock time (e.g., "3 o'clock"). The other players will then take that many steps, counting them aloud as they go (e.g., "One, two, three"). Then they ask the question again.
  2. Mr./Mrs. Wolf may call "Dinner time!" or "Lunch time!" and turn around to chase the other players back to their starting point.
- If Mr./Mrs. Wolf successfully tags a player, that player becomes the new Mr./Mrs. Wolf for the next round.
- If a player reaches the wolf before dinner time, then the original Mr./Mrs. Wolf must stay the wolf for another round.

## LOWERING THE HOOP



13+



### Communication and teamwork



Plan your next moves in advance and communicate with your teammates to help each other.



### Dexterity and balance



Communicate well and move slowly and precisely.

### Procedure and Rules of the Game

- All the players stand in a circle and stick out their preferred arm.
- The hoop will be placed on the fingertips of all players.
- Now the players have to manage to put the hoop on the ground by only touching the hoop from below with this one finger.

### Variations

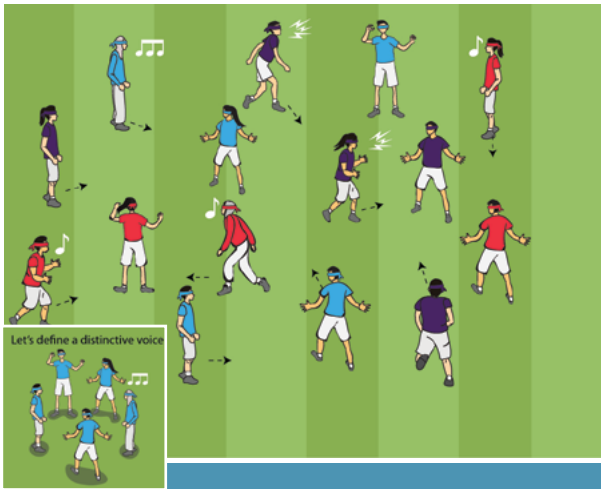
- Players are not allowed to talk.
- Players are sitting on the ground.



## SECRET CALLS



All Ages



### Communication



Try to remember the voices of your teammates.



### Body control



Try to listen and sense other players' noises.

### Procedure and Rules of the Game

- All players are split into groups of five people.
- Each group agrees on a special signal using only noise.
- All players are blindfolded and mixed up with the rest of the groups.
- The members of the group must now try to find each other.
- Touching, speaking, and using noises other than the signal are not allowed.
- Players can only stretch their hands out to avoid injuries.
- The game finishes when all members of a group find each other.

### Variations

- The players are only allowed to make their signal either once every ten steps or five times in the whole game (etc.).



## GET UP TOGETHER



All Ages



### Procedure and Rules of the Game

- Players form a circle and sit down on the ground and hook in their elbows.
- The aim of the game is that all players should stand up together, at the same time, without letting go of each other.

### Variations

- Players form pairs, stand back to back, and hook in their elbows. Now they should sit down together and get up again.
- Players are placed in two rows, back to back. Everyone hooks into his/her neighbor, and everyone must sit down and get up again at the same time.



#### Ability to lead and make decisions



Communicate with each other before moving, to set up a strategy.



#### Strength and movement



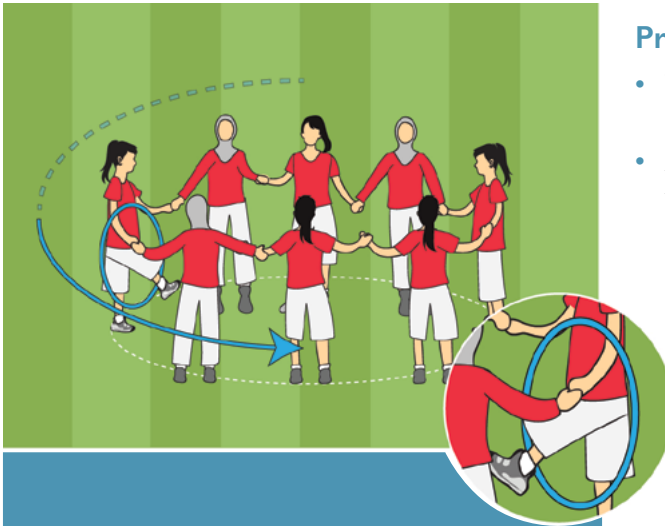
Respond to your partner's movements to save energy.



## MAGIC HOOP



All Ages



### Procedure and Rules of the Game

- The group forms a circle, and all players hold hands with their neighbors.
- A hoop is passed on as the players climb through the hoop without letting go of their hands.



### Proactivity and creativity



Find a way to move the hoop and help your teammates keep their balance.



### Dexterity and agility



Move slowly and precisely.

### Variations

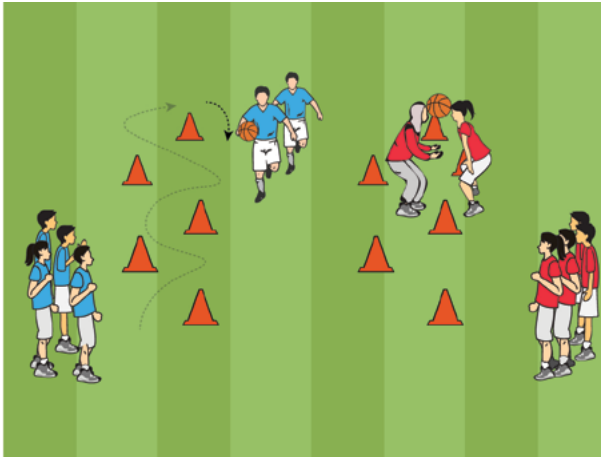
- Passing two or more hoops in opposite directions.



## TWIN BALLS



All Ages



### Procedure and Rules of the Game

- Divide players into equal groups of six or eight players; in each group, two players get one ball.
- Set up an obstacle course for each group.
- The first pairs of players clamp the ball between their bodies and run through the obstacle course without dropping the ball.
- If the ball is dropped, they must start over from the beginning.
- The team that finishes first wins.



### Show appreciation for others



Adapt to your partner and work together.



### Teamwork



Be quick but stay focused on your partner's movement.

### Variations

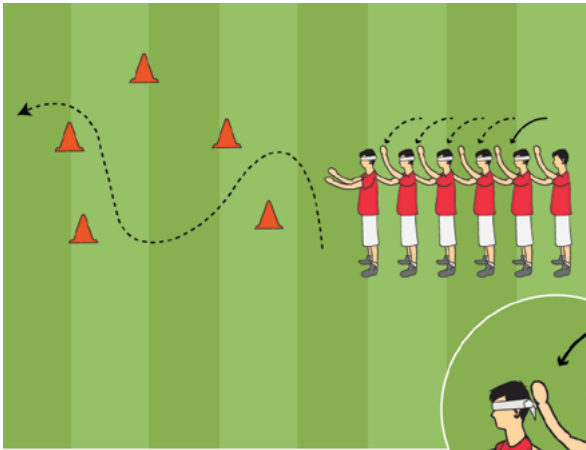
- Build in a zigzag or more obstacles.
- Use different body parts to hold the ball to decrease or increase difficulty.



## SNAKE



All Ages



### Procedure and Rules of the Game

- All the players will split into groups of six and put their hands on the shoulders of the teammate in front of them.
- Five will be blindfolded, and the last person in every line will not be blindfolded.
- The non-blindfolded player is to help his/her teammates go through the obstacles without verbal communication.
- The only means of communication is tapping the back of the person in front.
  - The game ends when all players finish the obstacle course.

#### The movements:

- Tap on the right waist: Angle right.
- Tap on the left waist: Angle left.
- Tap on the right shoulder: Move to the right, sideways.
- Tap on the left shoulder: Move to the left, sideways.
- Long tap to the middle of the back: Jump forward.

### Variations

- Tapping on right shoulder means turning left and vice versa.
- Put up harder obstacles to navigate.



### Trust



Learn to rely on and trust other people; hone the senses.



### Nonverbal communication and coordination



The non-blindfolded player must think ahead and for the team.

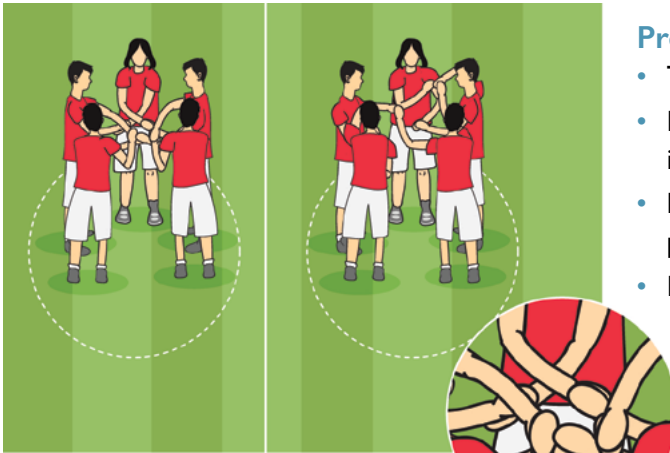




## GORDIAN KNOT



13+



### Procedure and Rules of the Game

- The players form a circle standing up.
- Everybody crosses their left and right hand in front of them.
- Players must hold the hands of two different people in front of them.
- Now they have to try to untangle themselves by stepping over and under the hands of the other player.
- The game ends when all the players stand in a group holding hands and are not tangled anymore.



### Teamwork



Communicate with each other to find a solution and work towards it as a team.



### Motor coordination and agility



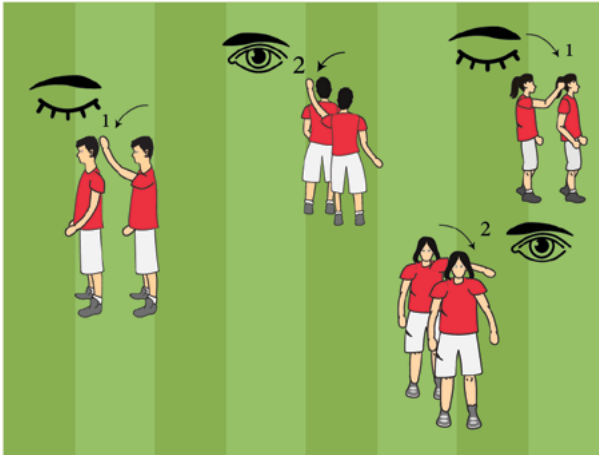
Stay in balance and mind not to let go the other hands.



## HUMAN CAMERA



All Ages



### Responsibility and reliability



Give clear instructions and take care of your blindfolded teammate.



### Sensibilization of the senses and improvement of the visual memory



Perceive your environment more intensely.

### Procedure and Rules of the Game

- The players should form pairs. One is the camera; the other one is the photographer.
- The player playing the camera must close his/her eyes, but the photographer can see.
- The photographer must move the camera very slowly to find the right spot to capture the landscape.
- When he/she sees something interesting, he/she must point the camera at it and take a picture.
- When the photographer taps the camera's shoulder twice, the camera opens his/her eyes. When the photographer taps the camera's shoulder once more, he/she closes his/her eyes again.
- After five photos, the photographer returns to the starting point with his/her camera.
- The camera: children should now try to remember and walk through what they saw in the right order.

### Variations

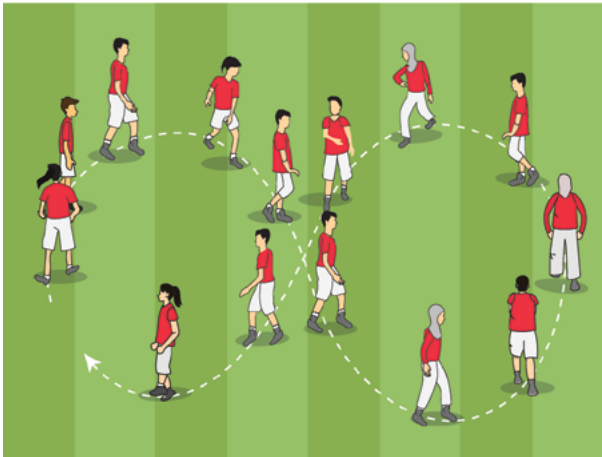
- More pictures can be taken and must be remembered.



## ROLLER COASTER



All Ages



### Procedure and Rules of the Game

- The players line up in the shape of an eight.
- The group now begins to walk or run in this figure eight configuration so that they form an endless snake.
- At first the group moves slowly; with some practice it moves faster and faster.
- The goal is for the players to walk or run as long as possible without a collision.



**Knowledge of processes involved in group dynamics**



Think ahead and react regarding to your teammates.



**Agility and speed**

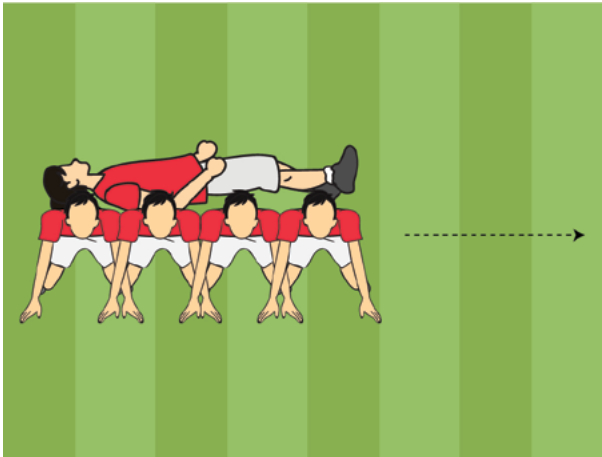


Stay concentrated to move when necessary.



## THE LIVING BED

9+



### Procedure and Rules of the Game

- Five to seven players get on all fours next to each other in a line.
- Their shoulders are raised, and they keep their backs straight.
- One player lies on the other players' backs and “sleeps.”
- On the facilitator’s signal, the bed starts moving without letting the player fall out or waking him/her up.

### Variations

- Create different patterns of a “living bed” (e.g. less players to carry a sleeper, etc.)



**Responsibility and reliability**



Take care of the person you carry.



**Trust and care for each other**



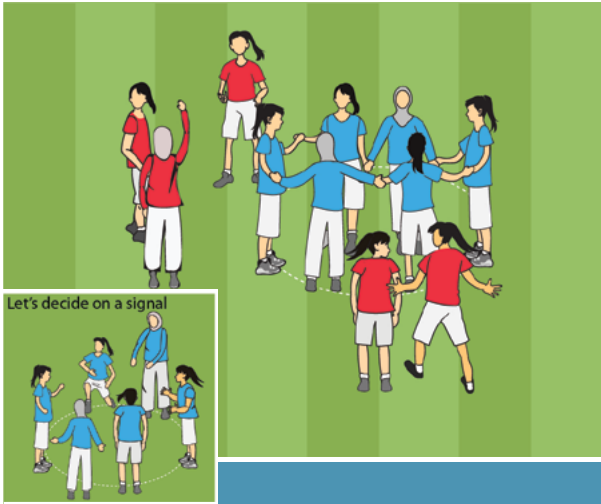
Move as a group rather than as individuals.



## CASTLE GAME



All Ages



### Honesty



Respect each other by opening the castle when the other group figure out the code.



### Coordination



Develop a tactic together as a team.

### Procedure and Rules of the Game

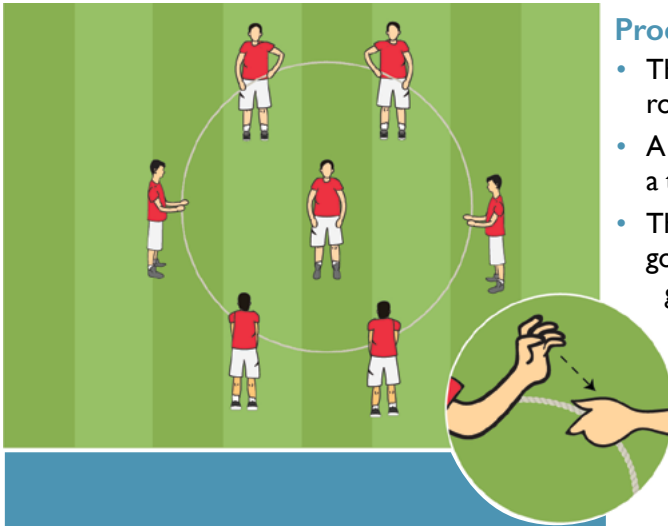
- The players are divided into two groups.
- One group leaves the room.
- The other group forms a castle by standing close together in a circle. Together, they agree on an action by which an “invader” can enter the castle. This can be a certain word (e.g., “please”) or an action (e.g., tickle or massage a certain player on the shoulders).
- Once the entry point has been agreed upon, the invader group may re-enter the room and try to enter the castle by figuring out the code.
- If the invaders manage to do so, the roles are switched.



## ROPECIRCLE GAME



9+



### Procedure and Rules of the Game

- The players form a circle and hold on to the rope tightly with both hands.
- A volunteer stands in the middle, trying to tap a teammate on his/her hand.
- The players holding on to the rope may let go of it but should never let it drop on the ground. They are not supposed to run away, either.
- When the player in the middle has managed to tap a player's hand, then it is the tapped player's turn to go in the middle.



### Resilience



Try to find your way out of difficulties.



### Reactions



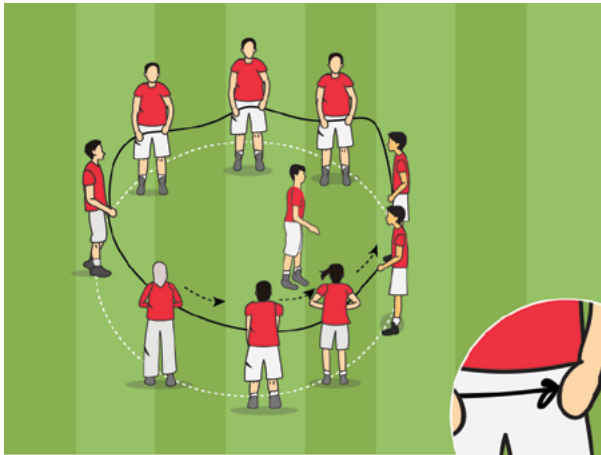
React quickly to avoid getting tapped.



## FINDING THE KNOT



All Ages



### Procedure and Rules of the Game

- Players form a circle except for one player.
- A rope is knotted together.
- Each player now holds onto the rope.
- A player not in the circle now has to find out where (in whose and which hand) the knot is.
- The other players try to pass the knot to their neighboring players.



**Proactivity and creativity**



Be strong as a team.



**Fine motor skills**



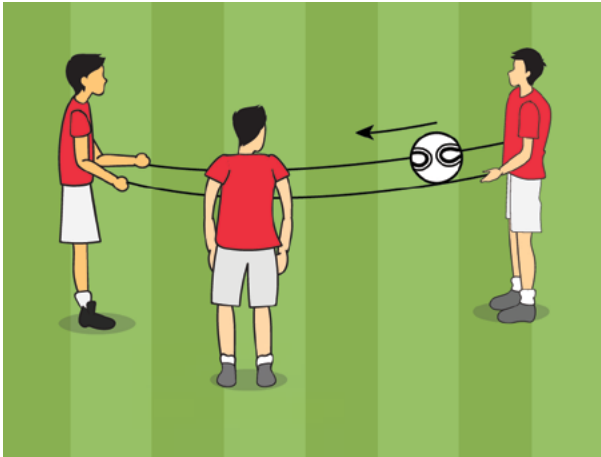
Calculate your moves.



## BALL TRANSPORT



9+



### Procedure and Rules of the Game

- Players form teams of three.
- In each team, two players hold two ropes taut between them. The third player places a ball on the ropes.
- The players try to transport the ball without allowing it to fall from the ropes.
- At first, they are allowed to speak; then verbal communication is no longer allowed.

### Variations

- A bucket is placed on the floor, and players must place the ball into the bucket using teamwork.
- Players use a big ball first, then smaller ones.



#### Non-verbal communication



Adapt to your partner to keep the ball from falling.



#### Fine motor skills



Be very precise.

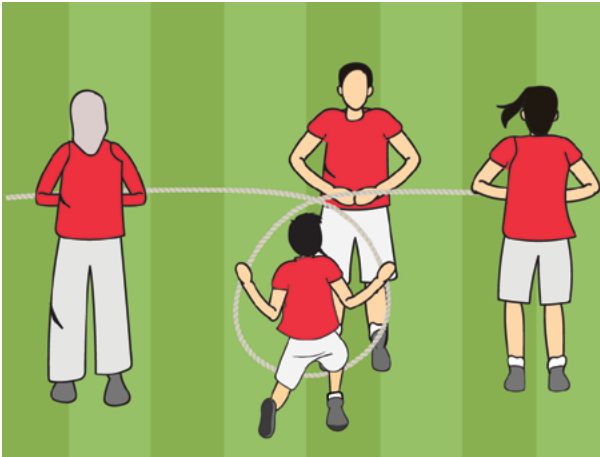




## SOLVING THE KNOTS



9+



### Procedure and Rules of the Game

- Prepare a rope with two or three knots (keep the knots from being too tight).
- All players hold on to the rope.
- The goal for the players is to untie the knots without letting go of the rope.



### Proactivity and Creativity



Do not hesitate to speak out and share your ideas, even if they seem unconventional.



### Cooperation



Work as a team to accomplish your goals.

### Variations

- Put more knots into the rope.



