

2016-1-LV01-KA219-022646



**Activity A3 :**  
**GAMES, ENERGIZERS,**  
**ICE-BREAKERS**

## Small group games – 5-7 participants



### 1. Title: Bingo

**Type:** communication game, ice-breaker

**Objectives:**

- to help a new group to get to know one another
- to help students to be accepted in the group and do something together
- to help the students feel comfortable being together with others

**Required materials:** bingo cards with 4 sections and small cards with pictures and words

**Time:** 20-30 minutes

**Description:**

There are cards showing different sports and animals and cards with the names of the days and colours on the table (there should be more than one card representing one thing so that several students can choose the same picture if they want). The teacher has all cards in the box facing a blank side.

The teacher asks to group the cards on the table and tell what they can see on the pictures.

Every student is given a bingo card having four empty sections.

Students choose cards one by one taking one from each group in the following sequence: an animal, sport, a day of the week and a colour.

When choosing a card, they have to explain their choice.

They look at other cards and say some sentences about the similar or different choices.

The teacher takes cards one by one from the box and calls out the objects/things on the card for students to look at their bingo card and turn round the cards if they have it. The first student who has turned round all four pictures is the winner.

#### **Suggestions and recommendations:**

Weaker students-teacher helps to choose the cards and asks additional questions to find out about their choice.

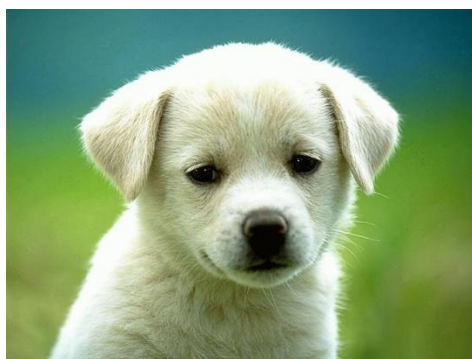
Stronger students-tell about their choice themselves and ask questions to others about their choice.

### Feedback:

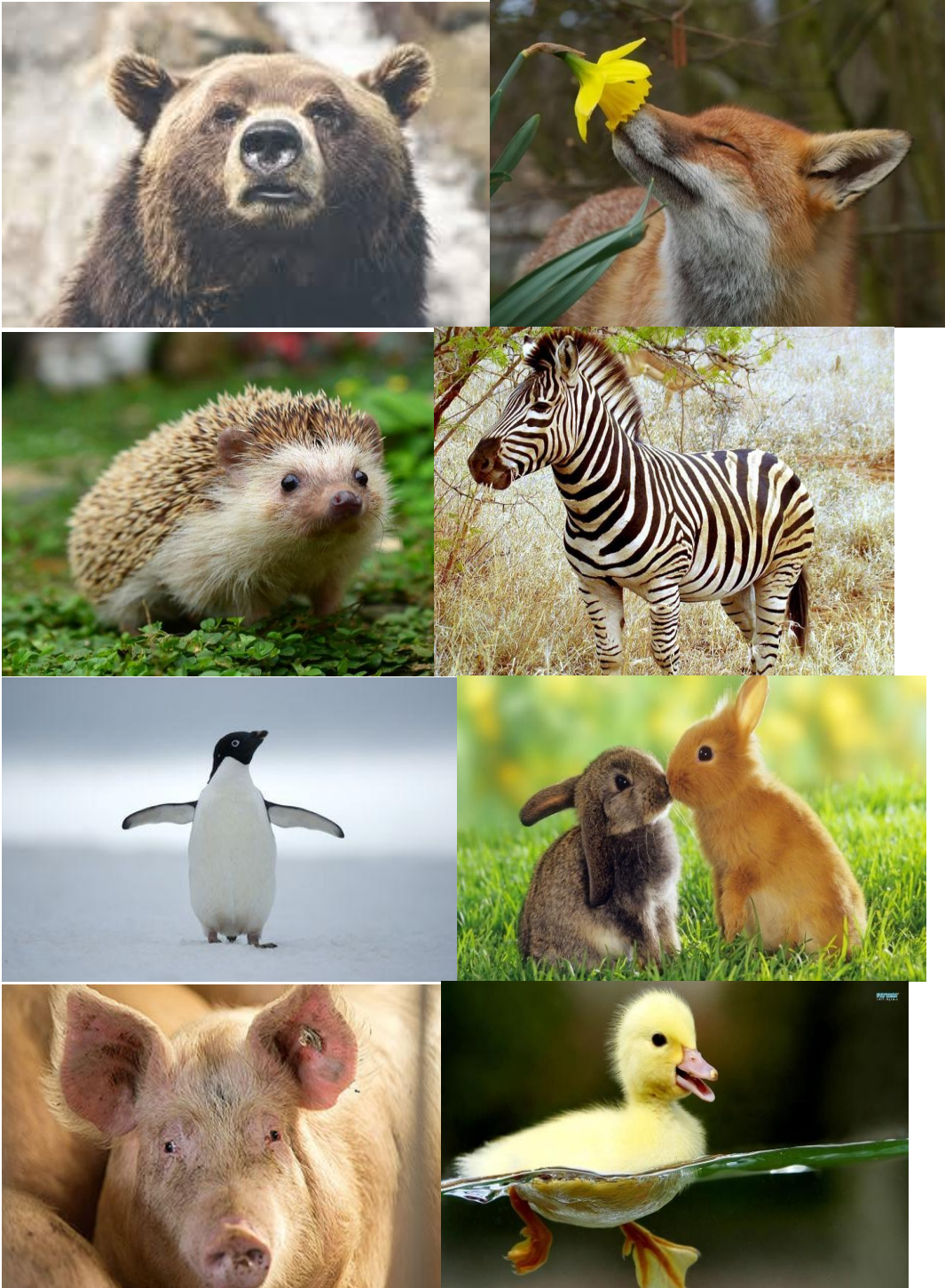
- How was the activity like?
- Did you feel comfortable during the activity?
- What did you find out about the others?

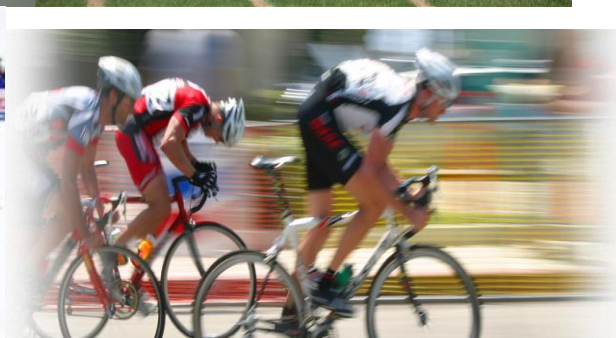
### Cards and pictures

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>
<b>Thursday</b>	<b>Friday</b>	<b>Saturday</b>
<b>Sunday</b>	<b>Orange</b>	<b>Red</b>
<b>Blue</b>	<b>Yellow</b>	<b>Green</b>
<b>Brown</b>	<b>Black</b>	<b>White</b>
<b>Grey</b>	<b>Pink</b>	<b>Purple</b>













## 2. Title: Desert Island

**Type:** ice breaking

**Objectives:**

- to encourage cooperation
- to help students to be accepted in the group and do something together
- to help the students feel comfortable being together with others
- to encourage listening to others

**Required materials:** 3 sheets of paper and pencils

**Time:** 20 minutes

**Description:** Students are said to be on a desert island but before getting there they had enough time to take three things from their home or school with them.

Give everybody 3 sheets of paper for drawing or writing what these three things are.

When they have done it ask them to look at other drawings and talk to others about things they have taken and why.

1. They have to find someone who has taken similar things and tell the teacher and others about the similar things.
2. They have to find someone who has taken totally different things.
3. Students have to make a small group keeping in mind that they all together have all the necessary things for survival.

Teacher checks the process and encourages students to find a partner.

**Suggestions and recommendations:**

Weaker students-they are asked to draw the objects and teacher asks them questions about their choice.

Stronger students-tell about their choice themselves and ask questions to others about their choice.

**Feedback:**

Was it easier to find a similar person or a different one?

How easy was it to find the persons with all the necessary things?

Did you feel good during the activity?





### 3. Title: The NAIS friendship necklace

**Type:** ice-breaking

**Aim:** The participants' communication and interrelation

**Objectives:**

- to work in teams by countries
- to communicate in dyads, the colours of the national flag
- to build a small necklace with the colours of a project partner's national flag
- to work together for the necklace assembly
- to relax constructive

**Required materials:** coloured crepe paper, cards with the countries symbols, glue, scissors



**Time:** 40 minutes

**Description:** Group yourself by countries (4 teams). Select a team with which you can communicate. Present the symbol of your country (your national flag) and referred the other team colleagues to select the colours for the small necklace. Assembly the necklace thus: national colours links – country's symbol – national colours links.

**Feedback:**

- How was the activity like?
- What have you learned from your colleagues?
- Suggest a common activity that you would like forwards to do to know each other better.

#### 4. Title: NAIS puzzle

**Type:** ice-breaking

**Aim:** The participants' communication and interrelation

**Objectives:**

- to identify the place where the belonged piece matches
- to communicate for matching the pieces
- to work together for the puzzle realization
- to list the strengths of the NAIS inclusion project
- to list the contemplated expectations at this meeting

**Required materials:** envelope, puzzle pieces



**Time:** 30 minutes

**Description:** Select a puzzle piece from the envelope. Sit around the table, together with the other colleagues and build the puzzle. Identify the colleagues from your partner countries and present yourself (name, school, country). List the strengths of the NAIS inclusion project. Tell what you expect from this meeting. But from the project?

**Feedback:**

How was the activity like?

What have you learned about your colleagues? But about you?

## 5. Title: Two truths and a lie

**Type:** Icebreaker / Communication exercise

**Aim:** This game aims at facilitating communication among participants in new groups, in which members don't know each other. It is both an icebreaker and a communication skills' exercise.

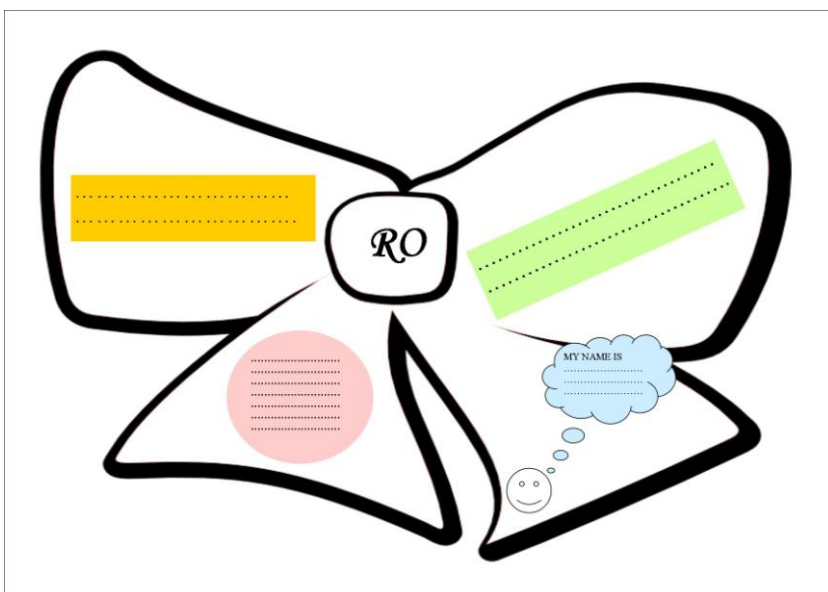
**Objectives:**

- to communicate better
- to find out new things about new people and countries
- to exercise a foreign language (English)
- to have fun together

**Required materials:** printed piece of paper, pen

**Time:** depending on the group size, from 15 minutes to 30 minutes.

**Description:** The facilitator tells the group that they will participate in an exercise aimed at facilitating communication between them and at making them to better know each other. Then, the facilitator asks each participant to think about **2 things** that describe him/her (his/her country) that are TRUE and **1 thing** about him/her (his/her country) that is FALSE. Each participant takes his/her turn to tell the two truths and the lie, and the rest of the participants try to guess which one is the lie. If the participants are from different countries, the group can be split into smaller groups, so that the participants from the same countries are not in the same group.



**Feedback:** After each participant has had his/her turn, the facilitator asks the participants:

- how they felt during the exercise,
- what they liked more,
- what they have found out, etc.





## 6. Title: Simple languages phrases

**Type:** language game

**Aim:** Participants communication

**Objectives:** Successful communication among participants. This activity will help

participants to learn simple languages phrases of other participating countries and to practice their English skills.

**Required materials:** Cards with the languages phrases (7) for each country. Papers, pencils

**Time:** 40 minutes

**Description:** Participants are working in pairs. Each pair gets two cards, each card represents participants' native language. They exchange their cards and help each other to pronounce the exact phrase. If they want, communication could be facilitated with hand gesture or using paper and pencil. After 10, 15 minutes each pair can represent themselves to other participants using English language.

### LATVIAN

<i>How old are you?</i>	<i>Cik vecs Tu esi?</i>
<i>What is your name?</i>	<i>Kā Tevi sauc?</i>
<i>Good morning/ afternoon/ night!</i>	<i>Labrīt/labdien/labvakar!</i>
<i>How do you do?</i>	<i>Kā Tev iet?</i>
<i>Where are you from?</i>	<i>No kurienes Tu esi?</i>
<i>Yes/No</i>	<i>Jā/nē</i>
<i>Good appetite!</i>	<i>Labu apetīti!</i>

### ROMANIAN

<i>How old are you?</i>	<i>Cati ani ai</i>
<i>What is your name?</i>	<i>Cum te cheama</i>
<i>Good morning/ afternoon/ night!</i>	<i>Buna dimineata/buna ziua/buna seara</i>
<i>How do you do?</i>	<i>Ce faci?</i>
<i>Where are you from?</i>	<i>De unde esti?</i>
<i>Yes/No</i>	<i>Da/Nu</i>
<i>Good appetite!</i>	<i>Pofta buna!</i>

### FLEMMISH

<i>How old are you?</i>	<i>Hoe oud ben je?</i>
<i>What is your name?</i>	<i>Wat is je naam?</i>
<i>Good morning/ afternoon/ night!</i>	<i>Goede morgen/middag/avond !</i>
<i>How do you do?</i>	<i>Hoe gaat het met U/je ?</i>
<i>Where are you from?</i>	<i>Waar woon je ?</i>
<i>Yes/No</i>	<i>Ja / nee</i>
<i>Good appetite!</i>	<i>Smakelijk eten</i>

### CROATIAN

<i>How old are you?</i>	<i>Koliko imaš godina?</i>
<i>What is your name?</i>	<i>Kako ti je ime?</i>
<i>Good morning/afternoon/night!</i>	<i>Dobro jutro/dan/večer !</i>
<i>How do you do?</i>	<i>Kako si?</i>
<i>Where are you from?</i>	<i>Odakle si?</i>
<i>Yes/No</i>	<i>Da/ Ne</i>
<i>Good appetite!</i>	<i>Dobar tek !</i>

#### Feedback:

- How was the activity like?
- What have you learned from your colleagues?
- What was the difficulty of the game?

### Large group games



#### 1. Title: Tropical rain

**Type:** ice-breaking

**Aim:** Participants communication and interrelation

**Objectives:** create a safe environment where pupils have to rely on each other to complete the exercise

**Time:** 15 minutes

**Description:** Pupils stand in the circle with their eyes closed. First pupil starts to produce noise with the mouth, other pupils need to listen carefully and when person right to them starts to produce the noise it's signal for them to join in noise making. After that four other types of noise will be produced, but all in the same way, always one person starts and other following domino effect. At the end the noises that pupils create will sound like big drops of rain falling in tropical rainforest.

#### Feedback:

- How was the activity like?
- What have you learned from your colleagues?
- What was the difficulty of the game?

## 2. Title: The Balloon Battle

**Type:** ice-breaking

**Objectives:** create a bond between pupils, talk about their strategies, perception of responsibility and have some fun

**Required materials:** balloons and strings for all participants

**Time:** 15 minutes

**Description:** Pupils are instructed to tie a balloon to their left foot and are divided in several smaller groups. All teams have the same goal: to protect the team balloons. The game goes for 3 minutes, at the end we will count and announce the team with highest number of the full balloons. You can play it in a few rounds.

**Feedback:**

How was the activity like?

Did you feel comfortable during the activity?

What have you learned about your colleagues?



## 3. Title: A Guided Line

**Type:** ice-breaking

**Objectives:**

- to create a positive atmosphere
- to get simple information about other participants
- to give simple information about myself
- to help the students feel comfortable being together with others

**Required materials:** no materials

**Time:** 20 minutes



**Description:** Students are asked to arrange themselves in a line according to:

1. their birthday date (those who have their birthday in January should stand first but those with their birthday in December-the last);
2. how tall they are starting with the shortest person and ending with the tallest person;
3. the time they spend getting to school starting from the shortest time and ending with the longest;
4. the alphabetic order of their names.

Every time students tell the answer and the correctness of the line is checked by students themselves and by the teacher. Every time students are standing in a line they tell their name to the students standing on both sides.

**Feedback:**

- How did you like the activity?
- Did you feel comfortable during the activity?

## Learning games



### 1.Title: Faces and names

**Type:** Memory game

**Objectives:** Find the photo and the matching name

Learning to recognize the members of the meeting

**Required materials:** pictures and names of all students and supervisors printed separately on business cards

**Time:** depends on the number of meeting members

**Description:** All cards are flipped on the table; turn over a card and find the right name or picture of the person; play until all cards are face/name up; play as long as it takes to know everyone



**Feedback:** Nice easy game to play for everyone

Easy to explain – easy to make

## 1. Title: Countries – Capitals – Languages and landmarks

**Type:** Memory game

**Objectives:** Collect everything of the country you are playing for (6 items per country)

Learning more about the members of the meeting

**Required materials:** pictures of: flags – capitals – icons / landmarks of the countries – national food – contour map of the countries – cards with the languages spoken in the countries printed separately on cards

**Time:** depends on the number of meeting countries

**Description:** - On 4 different tables- the image of a flag

- All other cards (capitals, landmarks, food, languages) are on a 5th table
- Each group gets a name of a country
- Country and name are brought together.
- Participants take in turns a card, if their card fits their flag they may put it together, if not they put it back and wait for a turn.
- If you have a correct solution, you get a new turn.



**Feedback:** A bit more complicated game to play and to explain  
Easy to make



## 2. Title: Recog ” NAIS”

**Type:** Board game with assignments

**Objectives:** Learning more about the members of the meeting

Good luck with the dice – know all the answers and finish the first

**Required materials:** Recog,” NAIS” game board

**Time:** Depends on the number of meeting countries and the good luck in the game – this game takes a longer time

**Description:** We play this game with four pawns (each country 1)

We throw with two dice

When you come in a box with a ladder, we solve the task, we can go up.

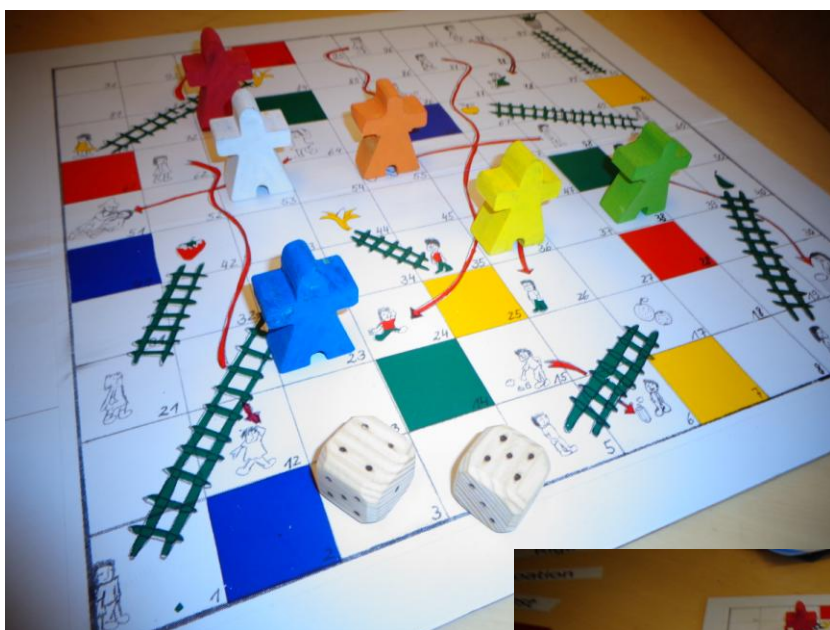
When you come in a box with a snake and you give a wrong answer, then you have to go down.

When you come in a coloured box, you provide a sport assignment and everyone has to participate

**If you come to one of the following numbers,** take a command or answer a question.

- **5** Which countries take part in this game?
- **9** Make the puzzle and identify the country that corresponds (contours).
- **15** Name the capital of Romania – Latvia.
- **21** Give the names of the students coming from Belgium – Croatia.
- **35** Give the names of the students from Romania – Latvia.
- **47** Draw the Croatian flag.
- **49** Describe a landmark of Belgium – Latvia - Romania.
- **58** Give the names of the supervisors in each country.
- **60** What is a part of what (flag, landmark, language, food, capital)?
- **62** Who's Who (photo / name)?
- **64** Indicate the participating countries on the map.
- **71** What colours come in all the flags of the participating countries?
- **80** For each participant do 5 x sit-ups and 5x push-ups.

- **87** Who lives in which country (flag picture)?
- **93** Puzzle and name the countries (tourist puzzle),
- **96** Which food is typical of each participating country?
- **98** Which sea borders has every country got?



**Feedback:** A bit more complicated game to play and to explain  
 Easy to make

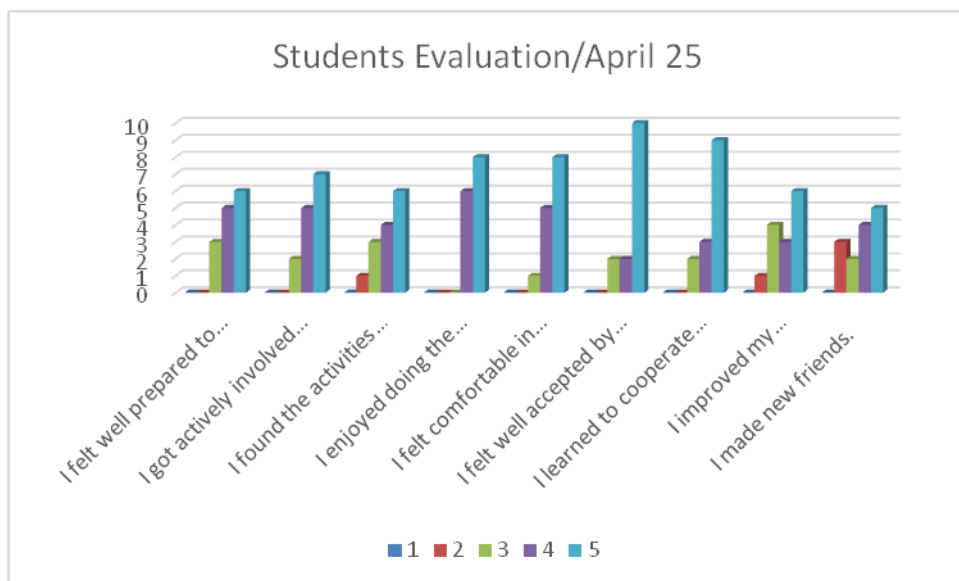
## *Students evaluations*

**All the games have been tested by all the students and their feedback is included below.**

A number of 14 students participated in A3 activities organized during the short term exchange of groups of students. After four activities they evaluated their participation giving “5” to the answers which showed the most positive answer.

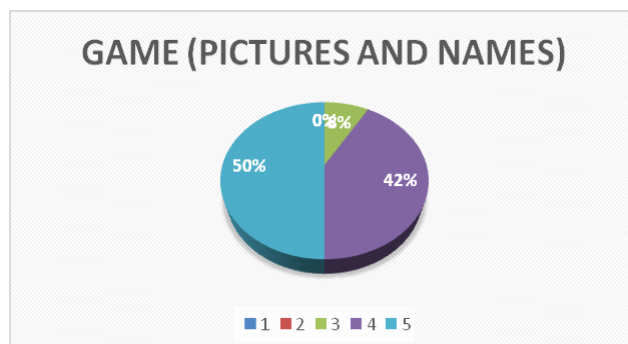
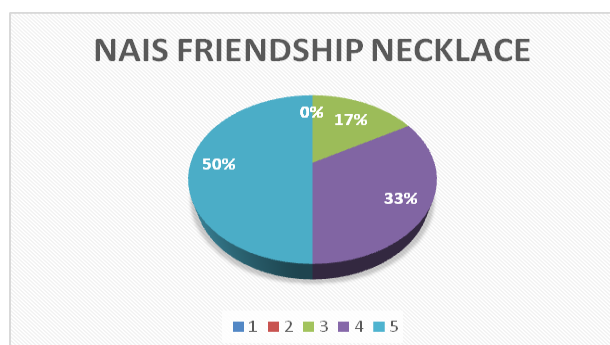
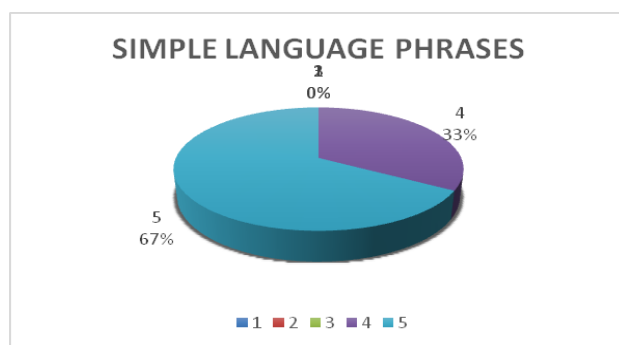
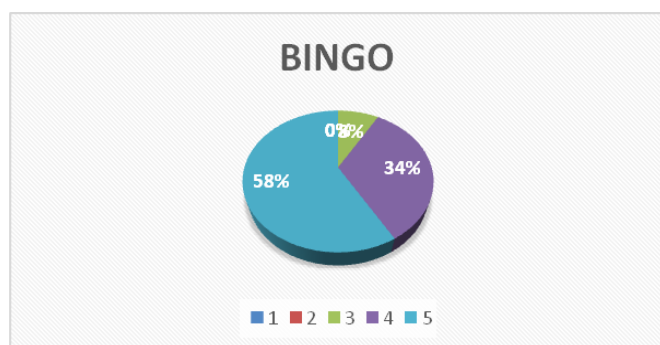
Item	1	2	3	4	5
I felt well prepared to participate					
I got actively involved in the activities					
I found the activities motivating for me					
I enjoyed doing the activities					
I felt comfortable in the group					
I felt well accepted by the other students					
I learned to cooperate with people from other countries					
I improved my speaking skills in English					
I made new friends					

Students answers after the first four activities show that they felt well accepted during the activities and learned to cooperate with students from different countries.



On 1<sup>st</sup> day students did “Bingo” activity, “Simple Language Phrases” activity, “NAIS Friendship Necklace” activity and “Game” (pictures and names). Students evaluated the activities done giving “1” to those activities they didn’t like at all and “5” to the activities they really enjoyed doing. *Nobody marked activities with ‘1’ and ‘2’ which means they really liked activities.*

Students evaluation of activities done on 1<sup>st</sup> day:



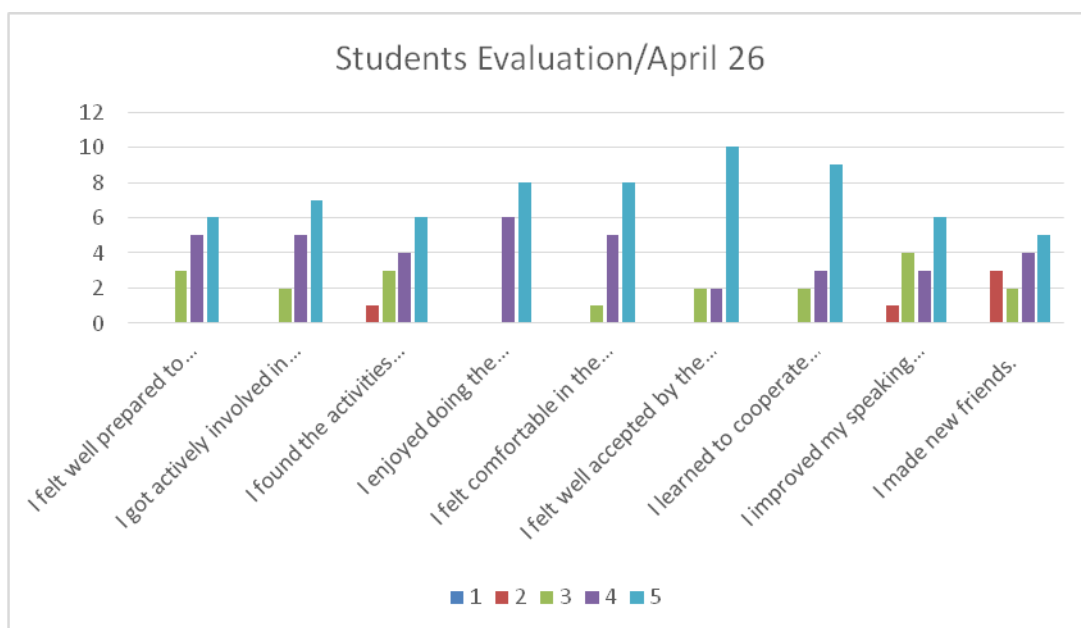


On 2<sup>nd</sup> day students participated in four activities organized by teachers of all four countries: “Guided line”, “Memory game 2” (countries, pictures images, information), “2 truths and 1 lie” and “Tropical rain” activity.

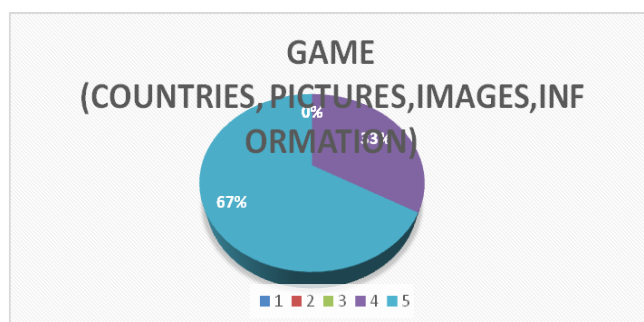
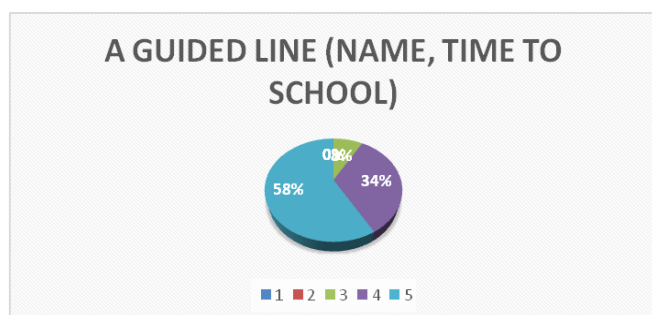
They felt comfortable and learned to cooperate but not all of them made new friends and improved their English because some students had great difficulties in communicating with others in English. Nevertheless, they managed to do all the activities.

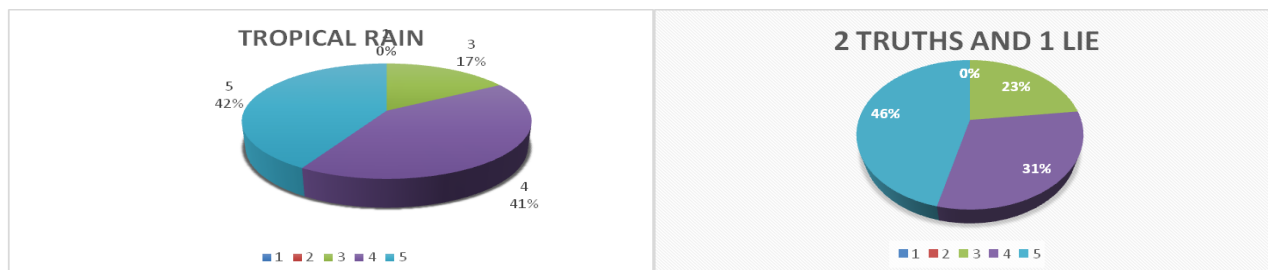
Students evaluated the activities done on 2<sup>nd</sup> day giving ‘1’ to those activities they didn’t like at all and ‘5’ to the activities they really enjoyed doing.

Students evaluation of participation in activities done on 2<sup>nd</sup> day:



Students evaluation of activities done on 2<sup>nd</sup> day:



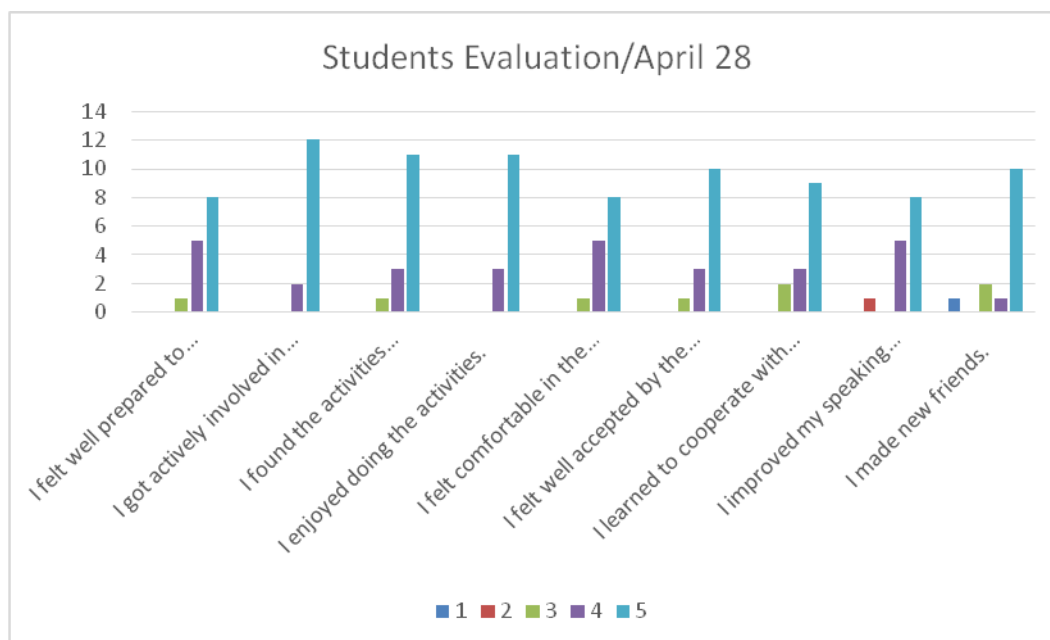


On 3<sup>rd</sup> day the following activities were organized: “Desert island”, “Balloon battle”, “NAIS puzzle” and “Memory game 3” (NAIS recognition game).

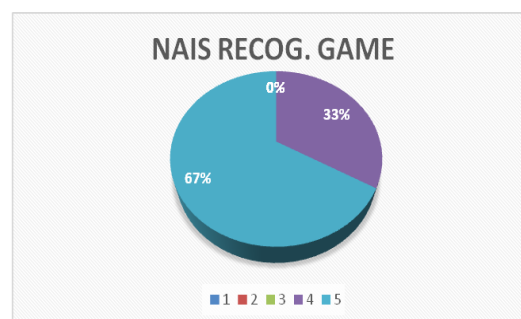
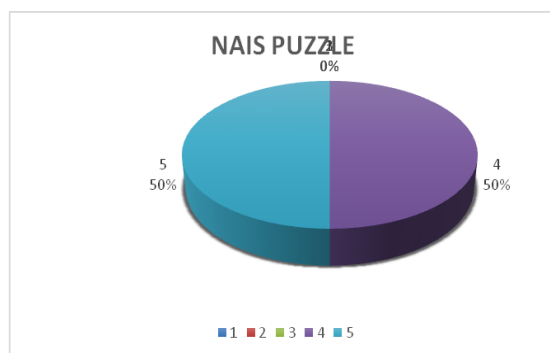
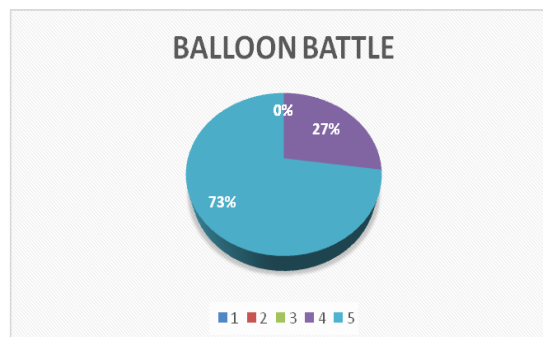
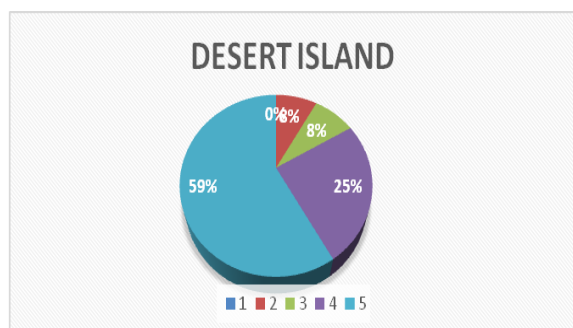
Students evaluated the activities done giving “1” to those activities they didn’t like at all and “5” to the activities they really enjoyed doing.

On the third day of the activities students felt very good and involved in activities.

Students evaluation of the participation in activities done on 3<sup>rd</sup> day:



Students evaluation of activities done on 3<sup>rd</sup> day:



The final evaluation of all the activities made by all students: the activities they didn't like were given "1" and activities they liked the best were given evaluation "5". No activities were given "1" and only one student gave "2" to one activity.

## *Teachers evaluations*

List of games:

LATVIA	ROMANIA	CROATIA	BELGIUM
Bingo	NAIS friendship necklace	Simple language phrases	Faces and names
A guided line	NAIS puzzle	Tropical rain	Countries – Capitals – Languages and landmarks
Desert island	2 truth and 1 lie	Balloon battle	Recog."NAIS"

### **Evaluation team Croatia**

#### 1) Latvia

Objectives in all three games were focused on student's communication among the group members. By getting to know each other more quickly, students can become more motivated and relax despite their individual differences. Preparation was not so heavy, instructions were simple so all students participated very well. A guided line was the funniest game and it didn't require constant feedback. The only disadvantage is language assistance for students who can't speak English and who are coming from linguistically diverse backgrounds.

#### IMPLEMENTATION

This game could be easily used at the beginning of a school year, in Homeroom classroom and in situations of new student's arrivals- as a part of a welcoming ritual.

#### 2) Romania

Objectives in first two games were focused on a team work in attempt to compose necklace or a puzzle. In situations when group of individuals, who do not know each other, are working together for the same goal teacher can indirectly facilitate communication. Both games are a little bit demanding because of the teacher's preparation (accessories and materials) but benefits are multiple. Both games offer variations according to student's abilities, creativity and motivation.

The last game was focused on student's communication trying to learn something new about each other. The only disadvantage is language assistance for students who can't speak English and who are coming from linguistically diverse backgrounds.



## IMPLEMENTATION

This game could be easily used at the beginning of a school year, in Homeroom classroom and in situations of new student's arrivals. Teacher can make puzzles of different cities and villages that represent each student's home. The main goal is getting to know each other and to overcome prejudices between urban and rural way of life.

### 3) Croatia

Main objective of the first game “Simple language phrases” was to break down barriers that exist between people from linguistically different countries using English language as a support language. The preparation was demanding. It included Internet research on basic language phrases of other countries and making plasticized cards for pair activity. The game was funny and it brought laughter to the learning process.

Some students participated excellent but for students who can't speak English and who are coming from linguistically diverse backgrounds, the game was heavy. They needed language assistance during the activity.

## IMPLEMENTATION

In our school we still do not have students who are coming from linguistically totally diverse backgrounds. Anyway, some variations of this game are possible for example if we have students with different dialect who are coming from distance rural regions or islands. This could facilitate communication, remove prejudices and enrich national language diversity.

### 4) Belgium

Objectives in first two games were focused on communication among students who do not know each other well. Games easily got attention and involved students quickly. All students became active participants, they felt comfortable and really enjoyed looking at the photos. The game with a board had a different objective because it checked up student's mutual knowledge about participants, countries - capitals, flags, food, etc. It was wisely used on the last day as evaluation activity. The all three games are well balanced but they require great deal of teacher's preparation.

## IMPLEMENTATION

Memory games could be easily used at the beginning of a school year, in Homeroom classroom and in situations of new student's arrivals- as a part of a welcoming ritual. The game “Recog. NAIS” is not only ice breaker game, it can be used in formative assessment of current learning outcomes. According to that, teacher only has to modify questions, and board game remains the same.

### *Evaluation team Belgium*

<b><u>Name of the game:</u></b>	<b>NAIS FRIENDSHIP NECKLACE</b>
<b><u>Idea from:</u></b>	Romania
<b><u>Organisation:</u></b>	OK
<b><u>Explanation:</u></b>	tied coloured paper strips of country flags that form a friendship band explanation: OK!
<b><u>Students participation:</u></b>	students don't have to work together
<b><u>Time:</u></b>	15 minutes
<b><u>Recommendations:</u></b>	do find a possibility to stimulate cooperation between the participants
<b><u>Name of the game:</u></b>	<b>NAIS PUZZLE</b>
<b><u>Idea from:</u></b>	Romania
<b><u>Organisation:</u></b>	perfect because it is so big
<b><u>Explanation:</u></b>	easy for every student
<b><u>Students participation:</u></b>	there were leaders and followers – the followers were not really involved
<b><u>Time:</u></b>	short but strong
<b><u>Recommendations:</u></b>	Coordinator has to stimulate the followers more
<b><u>Name of the game:</u></b>	<b>2 TRUTHS AND 1 LIE</b>
<b><u>Idea from:</u></b>	Romania
<b><u>Organisation:</u></b>	nice presentation
<b><u>Explanation:</u></b>	more than enough explanation – too abstract
<b><u>Students participation:</u></b>	no anonymous
<b><u>Time:</u></b>	too short to obtain the necessary insight after the first round it started to work better.
<b><u>Recommendations:</u></b>	to overcome the abstract asymmetry to give a well-defined subject matter
<b><u>Name of the game:</u></b>	<b>BINGO</b>
<b><u>Idea from:</u></b>	Latvia
<b><u>Organisation:</u></b>	OK
<b><u>Explanation:</u></b>	doesn't work for students who do not speak English
<b><u>Students participation:</u></b>	must be kept control for the students to participate permanently Aiva works on level one, our students do not speak that level of English
<b><u>Time:</u></b>	very short
<b><u>Recommendations:</u></b>	Bring differentiation into the game, Motivate students permanently at their level
<b><u>Name of the game:</u></b>	<b>A GUIDED LINE</b>
<b><u>Idea from:</u></b>	Latvia
<b><u>Organisation:</u></b>	Everyone in line with: -birthday -height -alphabetically by first name and family name -distance from home to school

Explanation: too difficult explanation for students with low language knowledge  
Students participation: threshold by embarrassment and failure fear  
Time: good by fast change of assignments  
Recommendations: looking for the right way to do the explanation for every level

**Name of the game:** **DESERT ISLAND**  
Idea from: Latvia  
Organisation: perfect  
Explanation: a lot of explanation and escort is needed  
Students participation: minimum for students with a lower level – animated reactions  
Time: OK  
Recommendations: more differentiated work is needed to integrate everyone into the game

**Name of the game:** **SIMPLE LANGUAGE PHRASES**  
Idea from: Croatia  
Organisation: too difficult to play all one without guidance  
Explanation: in the explanation the game seems to be easy  
Students participation: doesn't work for students who do not speak English or on a very low level  
Time: mix of students is OK  
Recommendations: too long for the lowest levels  
One-on-one guidance is required

**Name of the game:** **TROPICAL RAIN**  
Idea from: Croatia  
Organisation: Everyone in one circle making noise with: - whispering – finger clicking  
clapping on the thighs – stamping with the feet  
Explanation: easy by showing  
Students participation: good participation – difficult with closed eyes – help is needed  
Time: good by fast change of assignments  
Recommendations: training step by step (open eyes than closed eyes) is needed

**Name of the game:** **BALLOON BATTLE**  
Idea from: Croatia  
Organisation: perfect  
Explanation: perfect  
Students participation: OK  
Time: OK  
Recommendations: 2 or 3 times the game would be better  
with changing couples

**Name of the game:** **FACES AND NAMES**  
Idea from: Belgium  
Organisation: seem to be OK  
Explanation: easy for everyone

<b><u>Name of the game:</u></b>	<b>RECOG.” NAIS “</b>
<b><u>Idea from:</u></b>	Belgium
<b><u>Organisation:</u></b>	8 students – 1 mentor – lots of inclusion & differentiation
<b><u>Explanation:</u></b>	rolling the dice – number with a ladder is climbing up – number with a snake is going down – except when the assignment is well done – assignments can be adjusted to the level of the student
<b><u>Students participation:</u></b>	students are allowed to help each other – Assignments are about one and the other, each other's country
<b><u>Time:</u></b>	too long
<b><u>Recommendations:</u></b>	negative points: some assignments take too long some assignments are repeated
	positive points: assignments are easy to adjust student can help each other level is a trigger for everyone

<b><u>Name of the game:</u></b>	<b>SIMPLE LANGUAGE PHRASES</b>
<b><u>Idea from:</u></b>	Croatia
<b><u>Organisation:</u></b>	Good, simple, efficient
<b><u>Explanation:</u></b>	Clear



Students participation: Involved  
Time: OK for an icebreaker  
Recommendations: Presentation of each other should be first  
 More time for summarising can add value

**Name of the game:** **FACES AND NAMES**  
Idea from: Belgium  
Organisation: Good idea to turn a game into a learning opportunity  
Explanation: Good  
Students participation: Asking and answering  
Time: Well managed but it takes too long for a warming up game  
Recommendations: Game designed to improve knowledge

**Name of the game:** **A GUIDED LINE**  
Idea from: Latvia  
Organisation: Very good, dynamic, a lot of criteria  
Explanation: Clear  
Students participation: Had a lot of fun, joyful  
Time: OK  
Recommendations: Nothing to improve

**Name of the game:** **TROPICAL RAIN**  
Idea from: Croatia  
Organisation: Needed more time to get ready  
Explanation: Good exemplification, encourage everyone to participate  
Students participation: Involved  
Time: OK  
Recommendations: Give opportunity to voluntary students to change the movements/sounds

**Name of the game:** **COUNTRIES – CAPITALS – LANGUAGES AND LANDMARKS**  
Idea from: Belgium  
Organisation: Very good  
Explanation: Very clear  
Students participation: Active, had fun  
Time: Well managed  
Recommendations: Can be used in any subject

**Name of the game:** **DESERT ISLAND**  
Idea from: Latvia  
Organisation: Need to draw  
Explanation: Very clear instructions, good quality materials  
Students participation: Active, feedback questions, students communicate with each other

Time: OK.  
Recommendations: Good for communication, not boring.  
Students should motivate their choice.

**Name of the game:** **BALLOON BATTLE**  
Idea from: Croatia  
Organisation: Took a little bit too long to set up and too little to play;  
Explanation: Good  
Students participation: Interested, active  
Time: No balance between setting and playing time  
Recommendations: More balloons; materials should be stronger

**Name of the game:** **Recog.” NAIS”**  
Idea from: Belgium  
Organisation: Simple, efficient, a good way to consolidate knowledge, to know everyone  
Explanation: Very clear  
Students participation: Active, interested  
Time: Well managed, not too long or too boring  
Recommendations: All memory games were interconnected that is why they should be played gradually and can be adapted to any topic  
It takes long to prepare materials

### ***Evaluation team Latvia***

**Name of the game:** **NAIS FRIENDSHIP NECKLACE**  
Idea from: Romania  
Organisation and explanation: Clear and appropriate for everybody  
Students participation: All students were involved in activity and felt good  
Time: About 20-25 minutes is enough  
Recommendations: More communication among students should be encouraged;  
The activity can be also used at the beginning of the study year making  
The necklace representing everybody in the class (favourite colours and pictures showing likes and desires)

**Name of the game:** **BINGO**  
Idea from: Latvia  
Organisation and explanation: Explanation differs for different levels, asking additional questions and helping students to choose the pictures for the game so knowing the the level of the students first should be helpful  
Students participation: All students were involved and could participate but some of them didn't explain or comment on their choice because of their low level of English  
Time: Time depends on students' involvement and how long is their explanation of the chosen pictures and cards

**Recommendations:** Weaker students-teacher helps to choose the cards and asks additional questions to find out about their choice.  
Stronger students-tell about their choice themselves and ask questions to others about their choice.  
Topics and ideas used in the game can be different depending on the needs of the students. The game can be also used in any subject representing the material covered during the lessons.

**Name of the game:** **SIMPLE LANGUAGE PHRASES**

**Idea from:** Croatia

**Organisation and explanation:** It was clear and understandable but some students needed more help

**Students participation:** The activity helped to learn new phrases and stimulated communication  
Some students needed extra individual support to do the activity

**Time:** Some students needed more time than others because their level of English was not the same so the organizer should always decide how long should the activity take.

**Recommendations:** Students' level should be known before the activity

**Name of the game:** **FACES AND NAMES**

**Idea from:** Belgium

**Organisation and explanation:** Everybody knew what to do and were helped if needed

**Students participation:** students were actively involved and interested even some of them couldn't do the task immediately

**Time:** Time spent on activity differed for groups

**Recommendations:** Activity can be used at the beginning of the school year to help the students to memorize their classmates/schoolmates and teachers

**Name of the game:** **A GUIDED LINE**

**Idea from:** Latvia

**Organisation and explanation:** explanation was clear enough and help was given by the organizer (moving, asking individual students, body language)  
no preparation needed

**Students participation:** all students got actively involved and could do the task

**Time:** 10 minutes is enough if the group is not very big

**Recommendations:** activity can be used at the beginning of the lesson or as the way to organize groups  
Some other ways of organizing a line can be used, for example, time they get up, their age in full years and months

**Name of the game:** **TROPICAL RAIN**

**Idea from:** Croatia

**Organisation and explanation:** explained in words and showing the movements and giving sounds  
no preparation needed before the activity

**Students participation:** all students were involved and could do the activity when they understood what they have to do

**Time:** 5-10 minutes

Recommendations: the activity can be done when students know each other and trust each other  
The activity can be repeated several times and also some other sounds and movements could be used

**Name of the game:** **BALLOON BATTLE**

Idea from: Croatia

Organisation and explanation: getting ready was longer than the activity itself and created positive atmosphere

Students participation: students need to know each other so that they can trust each other  
Any number of students can participate

Time: very short, has to be done more than one time

Recommendations: organizing it several times should be done with different partners each time

**Name of the game:** **COUNTRIES – CAPITALS – LANGUAGES AND LANDMARKS**

Idea from: Belgium

Organisation and explanation: well organized, clear explanations

Students participation: all students participated and were actively involved

Time: 20-25 minutes

Recommendations: the principle of this game can be used to make a game in any subject at school when revising and checking of students' knowledge is needed  
Revising facts and information when the game is over

**Name of the game:** **RECOG." NAIS"**

Idea from: Belgium

Organisation and explanation: clear and understandable, students are assisted by the organizer  
limited number of participants which makes the organization problematic if there are more students than needed for a game

Students participation: students got involved and helped each other  
limited number of students which is not good if you have more students in the class

Time: too long

Recommendations: the idea of the game can be used also teaching different subjects at school

**Name of the game:** **NAIS Puzzle**

Idea from: Romania

Organisation and explanation: clear and understandable explanation

Students participation: everybody involved and helping each other, seemed to be too easy because they did it very quickly

Time: 5 minutes

Recommendations: the puzzle could be done several times but every time the level of difficulty increases (more and smaller pieces)  
It is also possible to take all the pieces one by one from a box (every time one piece per student) and then trying to put the piece you have



taken in the correct place (if you can't put it anywhere you keep the piece for the next round)

**Name of the game:** **2 TRUTHS AND 1 LIE**

**Idea from:** Romania

**Organisation and explanation:** clear and understandable

students also wrote facts about the country

**Students participation:** students were interested in the activity, some students needed more help than others

**Time:** 15-20 minutes is OK

**Recommendations:** the activity can be used also checking students' s knowledge about any topic taught at school

Students can be asked to remember something about the others

**Name of the game:** **DESERT ISLAND**

**Idea from:** Latvia

**Organisation and explanation:** explanation according to the level of the students

**Students participation:** drawing and writing possible depending on the level

**Time:** depends on the number of the students participating

**Recommendations:** Weaker students-they are asked to draw the objects and teacher asks them questions about their choice.

Stronger students-tell about their choice themselves and ask questions to others about their choice.