

# GAME BOOK FOR PRE-SCHOOLERS



Erasmus+

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The book is compiled by the partners of Erasmus plus project "Creating a Learning Love" . In this book is written down different games from five different countries. Each country added two or more pleasant games of their opinion that their students like to play in school - so everyday learning could be more exiting.

The games are divided into 10 categories and partitioned into chapters by the game type.

Some games have extras added - video examples of the game, audio sound files and/or music sheets, links to the web-games. Some games are repetitive, because there is many ways to play them, but there's also some origins - made up by the participated educational institute teachers.

General aim of our project is creating the right learning environment with carefully organised games where every child feels comfortable through cross-border cooperation to strengthen quality of preschool education on partner schools.

Also our aims:

- To develop games with observation forms to support the individuality, self-confidence and integrity of children
- To supporting children's language development through games
- To encourage children to feel sociable by helping each other to respect each other
- To improve pupil's creativity and problem solving skills through games and coding
- To develop pupil's motor skills and muscles through games
- To prevent motionless life style with games

**The games instructions were compiled by:**

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Turkey - İsa Reşber, Adnan Menderes Primary School

North-Macedonia - Ljiljana Krstevska, JUDG Detska Radost

Bulgaria - Svetla Popova, Kindergarten "Latinka"

Estonia - Anneli Mötsmees, Lohkva Kindergarten

The book was put together by Anneli Mötsmees

We have parental consent to use childrens' photos and videos in this book.

Pictures from [www.pixabay.com](http://www.pixabay.com)

## MEET OUR PROJECT PARTNERS



## CEIP MA LUISA CAÑAS

Spain



CEIP Ma Luisa Cañas is a public school from Spain, located around 200 km from our capital Madrid. We are 18 teachers: two of them are English teachers, 1 Therapist teacher, 1 Psychologist, 1, Hearing and language teacher, 1 physiotherapist and others teacher, 1 Physical Education teacher, 1, Artistic and Musical Education and others teacher for preschool and primary school.

Our school have 215 pupils (majority of our families is middle class) They are 3 to 12 years old and there are about 15 students of other nationalities, mainly from Romania. Approximately 5 or 6 students have special learning difficulties, with disabilities( blind-visual disables, SMG, misbehaviours. These students are cared for one hour a day in a special classroom by our Orientation Team for learning. The rest of the time they are integrated in their classrooms, with the other students of their same age. In our school we have a small garden. For us it is very important that our students learn values related to the care of the environment, recycling and healthy habits. We have a healthy breakfast program and participate in sports activities organised by our Local Administration. We also participate in activities related to the proper use of the internet and social networks. We also work on small projects related to the knowledge of emotions and the peaceful resolution of conflicts. Our educational community is very motivated with participation in international projects. Our school works hard to improve communication skills in English and make our students aware of Europe from a young age. The families of the students collaborate with us to make this possible. Weekly we dedicate time to the work of our students through ICT,s. For this, we have some highly qualified teachers.





## ADNAN MENDERES ORTAOKULU

*Turkey*



Adnan Menderes primary school is a public school and opened 1994-1995 education year to provide education services to the three neighbourhood of Kütahya province centre. School has 1 headmaster, 1 vice headmaster, 2 pre-school teachers, 17 teachers, 1 civil servant and 2 servants. The School provides education services to the 264 students 4-6 years and 11-14 years old. Social and economic situation of the parents are low and lots of parents are unemployed or in the low income group. Also educational success average of the school is below the average of Kütahya province centre. Compulsory education period of Turkey is 12 years but lots of graduated students don't continue their formal education life and they choose distance education. Many of the students are part of the early school leaving risk group. Combating early school leaving is the first priority of our schools strategic plan. From 2019-2020 education year pre-school education will be compulsory and we will open one classes for 4-6 years old pupil. The school doesn't have any project experiences and don't participated to the any EU projects last 3 years. General aim of the school is to improve quality of the education services and strengthen connection of the students with school.



## JUDG DETSKA RADOST

*The Republic of North Macedonia*



Our kindergarten has 715 pupils and within our kindergarten we have 5 facilities in 5 different locations in Skopje. We have many different programs but the most important are the program for self-awareness, team awareness,

system of values, development of positive emotions, development of logic and mathematical thinking, network of statements (vocabulary), physical exercises, etc. Being part of a project with this scale it will be really important for our kindergarten as we will wide our network, build new partnership, exchange experiences and gain new knowledge. Also our pupils will be involved in new activities, which will help them to build as a person and have a better insight of the European culture. Our pupils are coming from different ethnic and cultural background. This practice helps in braking cultural barriers as well as braking stereotypes towards other cultures.



# KINDERGARTEN “LATINKA”

*Bulgaria*



Kindergarten “Latinka” is located close to downtown Shumen. Kindergarten “Latinka” was found in 1953. More than 120 children in the age 3 -7 are being educated in our kindergarten. We have handicap children who are integrated in our pre-school groups. The children are divided by age in 5 groups and are taken cared of by 10 teachers. The principal of the kindergarten as well as two teachers are Doctors of Science - pedagogy and didactic. We have additional classes like: dancing class, gymnastics, English class and art workshop. Primary themes of the education are green

environment, foreign languages, fundamental subjects and creating habits of studying. Our teachers are working hard to encourage the children to love reading books. We are experienced in working with children who are unconfident, with handicap children, and children whose parents have a lower position in society. We are trying to get the parents involved in the “life of the kindergarten”, so they realise the role of the teacher and the ways of socialising their children. The game is at the heart of our educational process. We have extensive experience in using gaming. Our teachers are creators of didactic games that are published in local and national magazines and online educational platforms.



# LOHKVA KINDERGARTEN

*Estonia*



Lohkva Kindergarten is located on the border of Luunja Parish, just near Tartu. There are 108 children from 2-7 and 31 staff members including 18 teachers in our kindergarten. There are 6 groups in our kindergarten – Nublud, Sipsikud, Sabatähed, Naerulinnud, Nöbininad ja Naksitrallid. The names of the groups originate from children literature.

We see our work as growing a tree. The staff members of kindergarten, environment and families are the roots of the tree. A strong stemmed tree will grow from the roots the child. In our kindergarten the tree has three strong branches – creativity, innovativeness and environmental awareness.

**Creativity** is expressed in creating favorable conditions in the learning environment where children can express themselves through play, art, music, moving and also through using technological devices.

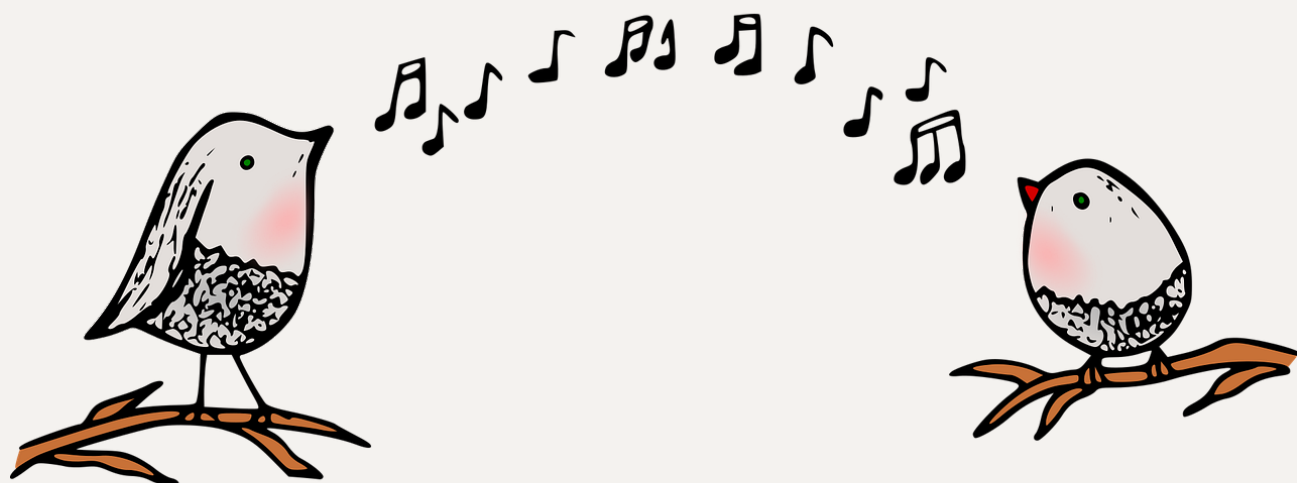
**Innovativeness** is expressed in using modern techniques in teaching including technological tools where the child can evolve STEAM skills and 21. century skills.

**Environmental awareness** is expressed in different topics, systemic outdoor studies and educational visits through which the child can learn to feel, maintain and enhance his or her surroundings through direct experience. We believe that the key to success lies in the collaboration with all parties in the kindergarten and the local community.





# I GAMES WITH MUSIC



THIS CHAPTER PRESENTS GAMES WHAT USE MUSIC TO IMPLEMENT -  
MUSIC FOR PLAYING THE GAME, SING ALONG OR MAKE MUSIC IN  
THE PROCESS OF THE GAME.

AIM OF THE GAMES IS TO GROWTH SOCIAL, CHARACTER, MIND AND  
EMOTIONAL IMPROVEMENT.



## "THE CHAIRS"

*Ceip Ma Luisa Canas, Spain*

**Game duration:** 20 minutes.

**Materials:** Chairs and music. Speakers and a device to play the song.

**Aim and Learning Outcome:**

- Students will be able to move weak and small muscles and, as a consequence, will have motor development.
- Students will be able to fulfil the responsibilities assigned to them
- Knowing how to share materials, joy of participating, of body expression in displacements
- Development of the auditory sense and the musculoskeletal system.

Rotation, displacement, hearing, quantity, fast / slow, etc ...

**Teaching-learning process:**

Put a certain number of chairs (unless there are participants), listen to music or sounds, when they cut they have to find a chair to sit on. The one who runs out of chair is eliminated. He takes off a chair and continues the game until there is only one left who will be the winner.



## “DANCING RAYUELA”

*Ceip Ma Luisa Canas, Spain*

**Game duration:** 30 minutes

**Materials:** Hopscotch and tile Digital board. Mobile or Tablet. QR codes

**Aim and Learning Outcome:**

- To know the numbers from 1 to 10
- To coordinate movements.
- To control launches to long and sort distances.
- To know and consolidate vocabulary in English related to the parts of the body.

**Teaching-learning process:**

The pupils, in turns, will throw the tile to make it falling down in one of the numbers of the hopscotch. With his/her electronic device and with help of the teacher, they will to scan QR code. On the digital board, a music video will appear that all the boys and girls must sing and dance at the same time.

Then repeat another boy or girl and so on. The QR can be changed if the teacher considers it necessary.



## FREEZE DANCE

*Adnan Menderes Primary School*

**Game duration:** Up to the teacher and children.

**Materials:** Any kids favourite song. Device for playing music.

**Aim and Learning Outcome:**

- She/he moves with music and rhythm.
- She/he makes simple dance steps.
- She/he dances to music and rhythm.
- She/he performs various movements one after another, accompanied by music and rhythm.

**Teaching-learning process:**

Play a favourite song, the kids have to “freeze” when the music is paused. Use a variety of musical styles and tempos to encourage different types of dance and movement. You can pause the music without tipping off the kids so they have to be very attentive.

## HOT POTATO

*Adnan Menderes Primary School*

**Game duration:**

**Materials:** a tennis ball, an orange, or even a real potato will suffice, music,

**Aim and Learning Outcome:**

Motor Development

- She/he moves with music and rhythm.
- She/he makes simple dance steps.
- She/he dances to music and rhythm.
- She/he performs various movements one after another, accompanied by music and rhythm.
- She/he can make movements that require object control.
- She/he controls objects individually and in conjunction.
- She/he can shoot small ball or small things.
- She/He holds the thrown ball with her/his hands.

**Teaching-learning process:**

Players arrange themselves in a circle and toss a small, round object (a tennis ball, an orange, or even a real potato will suffice) to each other while music plays. The player who is holding the “hot potato” when the music stops is out. The game continues until one player is left, that player is the winner.

## DANCING TOGETHER

*JUDG Detska Radost*

**Game duration:** 60 min.

**Materials:** Device for playing music.

**Aim and Learning Outcome:**

- develop cognitive understanding.

**Teaching-learning process:**

When the music starts the teachers propose simple movement to the children and together they must form a choreography. Then the children have to remember the sequence of movement. The dance can be made very simple with few movements or very difficult with many movements.



## WIND – RAIN- THUNDER - STORM

*JUDG Detska Radost*

**Game duration: 10 min.**

**Materials:** our body

**Aim and Learning Outcome:**

- Focusing the pupils to arrive to a common goal;
- Creating sounds from nature using only our body movements;
- We need to explain to the pupils to pay attention to the person on their left and not to begin until his colleague has finished.

**Teaching-learning process:**

1. We will require to kids to sit in a circle;
2. "The leader" of the activity will begin imitating the sound of wind by rubbing his hands, the pupil on his right will join and copying his moves and so on, till the circle will be complete and everyone participate.
3. When the circle is complete, the leader can change the movements in order to create different sounds, like: raindrops, thunder, storm.



# THE CUCKOO IN THE FOREST (MUSIC CAMILLE SAINT SAENCE)

Kindergarten "Latinka"

**Game duration:** 15 min

**Materials:** Plasticine and coloured feathers, Music

**Aim and Learning Outcome:**

- To be able to perform specific movements requiring physical coordination
- Spatial orientation
- To perform a certain movement in accordance with a sound signal / cuckoo voice /
- Body communication
- To achieve a specific goal by imitating the voice of a bird, clapping, body contact ...
- Development of fine motor skills as a part of the child's intellectual development
- Working with the senses

**Teaching-learning process:**

**I version:** Playing with cuckoo birds

Children make cuckoo birds of plasticine and coloured feathers. Under the sounds of music, children walk freely in the room. When they hear the cuckoo's voice, each child approaches his cuckoo to the closest standing cuckoo-children to him / the cuckoos greet/.



**II version:** Playing with cards

There are 116 cards on the floor. Some of them have an orange dot. One child is selected to show / indicate rhythmically card after card. It follows the tune and "walk" At the orange dots the cuckoo hook. The other children follow the first child's show and

when it reaches the orange point they can clap their hands, mimic the cuckoo's voice, snap their fingers ...

# TRAIN KOLO

Kindergarten “Latinka”

**Game duration:** 10 min

**Materials:** The drum or tambourine, music

**Aim and Learning Outcome:**

- Working with senses and reaction
- Motor response to auditory perception
- Rhythmic walking - to concentrate when performing a task - Attention
- Be able to perform specific movements requiring physical coordination
- Spatial orientation
- Zig-zag walking



**Teaching-learning process:**

Participants in a column with their hands clasped behind the back of a previous child, follow a leader/train driver. When the train driver hears a sound (the drum, tambourine...) he has to move to the back part of the train. Second child becomes the train driver.



## RHYTHM GAME

*Lohkva Kindergarten*

**Game duration:** 7 - 10 minutes

**Materials:** For the game you need 3 pictures - SUN, MOON, CLOUD

Picture card meanings:

Sunshine = TI-TI (Eight note)

Moon = TA (Quarter note)

Cloud = Shh (Quarter rest)

**Aim and Learning Outcome:**

- Children will develop rhythm skills.
- Children will develop memory skills.

**Teaching-learning process:**

First teach all the rhythms and link them to the cards as seen above. Next, let the children clap the rhythms one by one.

When all the rhythms are learned and practiced enough, then the teacher creates an exercise with the pictures and the child claps to the pictures. Children can later create exercises with the pictures to each other.



## THE SONG “SPRING”

*Lohkva Kindergarten*

Author of the game and song Laura Väljaots, Lohkva Kindergarten music teacher until sept. 2021

**Game duration:** 5 minutes

**Materials:** You need: Song notes (are included below) and mp3 file

**Aim and Learning Outcome:**

- Children will develop memory skills.
- Children will do teamwork.
- Children will develop singing skills.
- Children will learn rhythm skills by playing a drum.



**Teaching-learning process:**

Firstly, teach the lyrics and melody phrase by phrase. Add body movements when the lyrics and melody are taught. Left foot, right foot, clap – the body movements and sounds will be at the background of the song throughout.

An example:

Body movement: Left foot - Right foot - Clap

Sing at the same time: Spring Will Come

Later add drum play in a same rhythm to the song. Hands with drumsticks will mimic the movements of the feet.



An example:

Drums play: Left stick-Right stick-Both sticks to the side of the drum

Sing at the same time: Spring Will Come

During the lyrics “then I ride a bicycle” hands with wooden rhythm sticks will mimic the

movement of the bicycle pedals. At the end of the song the children can pick and choose who they want to go hiking with (for example: 18mother, father, sister, brother or somebody else).

## Spring song

Laura Väljaots

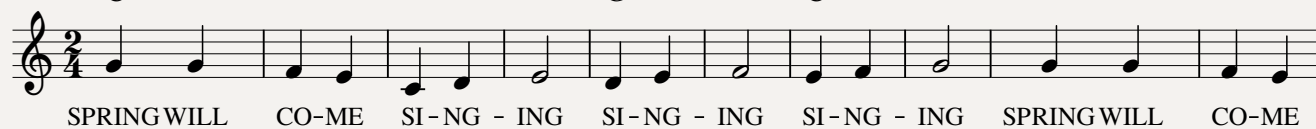
Laura Väljaots

♩ = 120

C

G

C



11

G

D

C

F

C

G

C



25

F

C

G

D

C





## II SELF-CENTERED GAMES



IN THIS CHAPTER YOU FIND DIFFERENT GAMES WHERE CHILDREN CAN EXPLORE THEIR BODY AND MIND.

AIM OF THE GAMES IS TO HELP RECOGNISE TO CHILDREN PART OF THEIR BODIES AND TO DEVELOP THEIR ATTENTION AND SENSES.

## TRY TO GUESS... “I KNOW MY BODY”

*Ceip Ma Luisa Canas, Spain*

**Game duration:** The time is undefined. The game will finish when the 50 riddles are solved.

**Materials:** 50 cards with a riddle on it.

Aim and Learning Outcome:

- To participate in games working in groups, respecting different opinions.
- To know the vocabulary related to different parts of the body, using riddles.
- To maintain the attention in order to guess the vocabulary.
- To learn how to work in groups, respecting the rules and accepting the mistakes.

### Teaching-learning process:

The game consists on solving different riddles. The objective in this game is to solve as many riddles as is possible working in groups. The riddles are related to the human body. The class is divided into two groups. Each group has a student who is the speaker. Once the answer has been thought by all the members of the group, the speaker is the responsible who gives the solution to the different riddles. If the answer is right, the group will continue answering more riddles, however if they fail, the turn will change to the other group.

THE MUSCLES WE HAVE IN THE ABDOMEN ARE CALLED.... <b>ABDOMINALS</b>	FOOD REACHES OUR BODY THROUGH THE <b>MOUTH</b>
LOOK WHAT MUSCLE I HAVE WHEN I FOLD MY ARM, IT'S CALLED ... <b>BICEPS</b>	THE HEAD AND THE TRUNK ARE UNITED BY THE .. <b>NECK</b>
IN THE HEAD IS THE.... AND IT HELPS ME THINK. <b>BRAIN</b>	IT IS A VERY IMPORTANT MUSCLE THAT DRIVES THE BLOOD ... <b>HEART</b>
IN OUR BODY WE HAVE 20 .. <b>FINGERS</b>	THE MOST IMPORTANT BODY DEEDS WHERE DIGESTION IS DONE ... <b>ESTOMACH</b>
I HAVE THE CHEST FROM THE FRONT AND THE ... FROM THE BEHIND <b>BACK</b>	THE LONGEST BONE IN THE BODY IS IN THE LEG, IT IS CALLED ... <b>FEMUR</b>

WHEN I RUN A LOT, MY ... LEGS <b>TRICEPS SURAE</b>	THE BONE OF THE ARM THAT JOINS THE SHOULDER AND ELBOW, IS THE .. <b>HUMERUS</b>
BREATHING HAS 2 MOVEMENTS: EXPIRATION AND ... <b>INSPIRATION</b>	THE ORGAN OF THE SENSE OF SIGHT, ARE THE .. <b>EYES</b>
THE ORGAN OF THE SENSE OF TASTE IS THE .. <b>TONGUE</b>	I CAN BEND MY HAND BECAUSE I HAVE... <b>WRIST</b>
WE BREATHE THROUGH THE MOUTH AND THROUGH THE ... <b>NOSE</b>	THE SMALLER FINGER IS CALLED ... <b>PINKIE</b>
WHEN WE WERE INSIDE OUR MOM, WE FEED THROUGH HIM ... <b>BELLY BUTTON</b>	I PUT MY SHOES ON THE ... <b>FEET</b>
WITH THEM I CAN BREATHE <b>LUNGS</b>	THE LIMBS THE LOWER ARE CALLED ... <b>LEGS</b>
ALL THE BONES OF THE HUMAN BODY FORM THE ... <b>SKELETON</b>	I BEND MY LEG FOR THE <b>KNEE</b>
THE ORGANS THAT ARE IN CHARGE OF MANUFACTURING URINE ARE THE ... <b>KIDNEYS</b>	RED LIQUID CIRCULATING THROUGH THE VEINS AND ARTERIES ... <b>BLOOD</b>
I HAVE BROKEN THE ..., I CAN'T WALK. <b>ANKLES</b>	AT THE END OF THE FINGERS WE HAVE.... <b>NAILS</b>
THROUGH THEM THE BLOOD CIRCULATES ... <b>VEINS</b>	LONG TUBE THAT COMMUNICATES WITH THE STOMACH, ... <b>EXOPHAGUS</b>
THE FINGER OF MY HAND IS CALLED <b>THUMB</b>	THE BODY IS DIVIDED IN THE BODY IS DIVIDED IN 3 TRUNK PARTS, LIMBS AND ... <b>HEAD</b>

CLEAN BLOOD CIRCULATES THROUGH THE .. <b>ARTERIES</b>	THE WASTE OF THE ORGANISM IS EXPELLED BY THE ... <b>ANO</b>
THE BONES THAT PROTECT THE HEART AND LUNGS ARE THE ... <b>RIBS</b>	THE LARGEST BONE IN THE HEAD IS CALLED .. <b>CRANIUM</b>
THE ARMS AND LEGS FORM THE... <b>EXTREMITIES</b>	THE LANGUAGE IS THE ORGAN AND THE MEANING IS THE ... <b>TASTE</b>
THERE ARE TWO, ONE THICK AND THE OTHER THIN, I TALK ABOUT THE <b>INTESTINE</b>	THE LOCOMOTIVE APPARATUS IS FORMED BY THE BONES AND THE <b>MUSCLES</b>
THE BRAIN SEND INFORMATION TO THE BONES AND MUSCLES THROUGH THE... <b>NERVES</b>	THE NOSE IS THE ORGAN OF THE SENSE OF .. <b>SMELL</b>
GIRLS HAVE VULVA AND BOYS ... <b>PENIS</b>	BOYS HAVE PENIS AND GIRLS .. <b>SMELL</b> <b>VULVA</b>
IN THE MOUTH THE ... <b>SALIVA</b>	THE BODY IS MADE OF THE HEAD, THE LIMBS AND THE ... <b>TRUNK</b>
THE TUBE THAT COMMUNICATES WITH THE LUNGS IS CALLED ... <b>WINDPIPE</b>	BAG THAT STORES URINE ... <b>BLADDER</b>
THE LARGEST ORGAN IN THE BODY IS THE ... <b>LIVER</b>	IT IS FORMED BY MANY VERTEBRAS, IT IS THE.... <b>SPINE</b>

## THINKING AND STEPPING

*Ceip Ma Luisa Canas, Spain*

**Game duration:** undefined

**Aim and Learning Outcome:**

- Strengthen laterality Learning outcomes
- Identify your left foot and your right foot using them alternately.
- Develop care strategies. Learning outcomes
- The child will be able to attend to the instruction and process it correctly
- Develop memory Learning outcomes
- The child will be able to remember instructions and execute them repeatedly.

**Teaching-learning process:**

The teacher shows a colour-coded poster and number of jumps. The tracks are distributed throughout the space forming a circuit.

Students carry out the tour complying with the numerical code and laterality.

## WHO IS THIS ?

*Adnan Menderes Primary School*

**Game duration:** 20 minutes

**Aim and Learning Outcome:**

- She/He knows her/himself
- Knows her/his physical properties.
- Tell the main affective characteristics.
- Being able to respect differences
- She/He accepts different characteristics of him/herself.
- She/he accepts the different characteristics of other persons.

**Teaching-learning process:**

The teacher requests from the students to sit in a circle.

The teacher asks to the students: I see a black-eyed and curly-haired girl, who is this? The children look towards to their friend who the teacher is looking to her and say friend's name. The game continues by asking other features.



# FEELINGS UNO

*Adnan Menderes Primary School*

## **Game duration:**

**Materials:** Uno Cards or you can use spinner with same colours

## **Aim and Learning Outcome:**

- Expresses emotions, thoughts and dreams in original ways.
- She/He explains his negative emotions using positive verbal expressions.
- She/he shows negative emotions with positive behaviour.
- She/he believe in oneself.
- She/He tells his likes and dislikes.
- She/He expresses himself in front of the group.
- She/he when necessary, expresses different opinions.
- 

## **Teaching-learning process:**

This game just adds a simple twist to your normal Uno game, which all kids absolutely LOVE! Using the Uno colours, discuss what each of the colours might mean.

**Blue** can stand for feeling sad, tired, bored, or sick.

**Green** stands for feeling happy, calm, focused, and in control.

**Yellow** means feelings frustrated, worried, or nervous.

**Red** should stand for angry. Every time a student plays a colour of a card, teach them to use an emotion word that matches the colour, share a time they felt that way, or discuss when someone might feel that way.

## GUESS WHAT CHANGED?

*JUDG Detska Radost*

**Game duration:** 10 minutes

**Materials:** pieces of clothing, accessories;

**Aim and Learning Outcome:**

- Develop the spirit of observation.
- Developing the capacity of stimuli selectivity.
- Development of attention and ability to concentrate.
- Training and development of creativity and spontaneity.

**Teaching-learning process:**

Instructions, rules, comments: Each child in the group will experience two situations, being in a circle or being in the middle of the circle.

The children sit in a circle, and one of them will go in the middle of the circle. It will present colleagues how it is dressed, the way that the clothes are arranged, accessories that he has on him (watch, bracelet, belt etc.). After that it will produce one change to his attire, for example: he will roll up a sleeve of his jacket, then he will pull out a sock; colleagues must identify what has changed in his outfit. The game may be complicated, adding new items to the outfit or two changes occurring at the same time, it can change body position, all depending on the age and the level of understanding of children.

## COLLAGE PICTURE OF ANIMALS

*JUDG Detska Radost*

**Game duration:** 30 minutes

**Materials:** magazines, scissors, glue, paper.

**Aim and Learning Outcome:**

- Better connection of the group

**Teaching-learning process:**

Instructions, rules, comments: The game gives the children opportunity to meet better each other as well as to become more familiar with the animals.

All of the children search pictures of animals from magazine, cut them and stick them on a piece of paper. Together with their parents they describe the animal they have found or they can imitate how it sounds or how it moves.

What comes out in the end is a beautiful poster with animals and cheerful mood.

# SPEAK LOUD. SPEAK QUIETLY. SPEAK WITHOUT VOICE.

*Kindergarten "Latinka"*

**Game duration: 20 minutes**

**Materials:**

**Aim and Learning Outcome:**

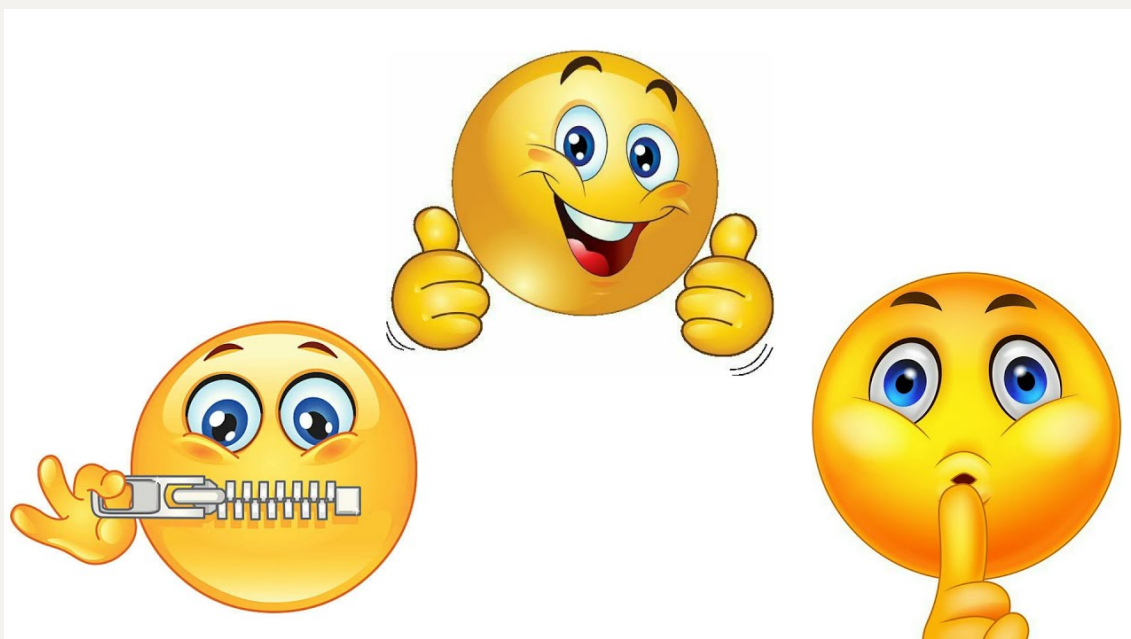
- Building declarative and interrogative sentences by model.
- Determining personal pronouns and conditional forms.
- Adjusting voice volume and speech pace.
- Development of exploration and examination skills.
- Development of effortful control and following rules.
- Development of willingness for cooperation and teamwork.
- Building a positive educational environment.

**Teaching-learning process:**

## **Option 1**

The presenter asks: "How are you feeling" and then selects the participant who should answer the question as well as the emoticon suggesting the volume of the voice that should be used:

- ❖ Emoticon "Speak loud" - the child should say the answer loudly;
- ❖ Emoticon "Speak quietly" - the child should say the answer quietly;
- ❖ Emoticon "Speak without voice" - the child should say the answer without making any sound, by only moving their lips;



## **Option 2**

The presenter asks the first participant a question and asks the rest of the group to answer it together by using the correct personal pronoun, depending on the sex of the participant.

For example:

Presenter: How are you feeling?

Child: I feel happy.

Presenter: (selects emoticon)

Group: He/She feels happy.

The exercise game ends when all children answer the question.

Recommendations: The presenter could complicate the rules by selection groups of children to answer the question (girls only, boys only, everyone wearing who is wearing a t-shirt, everyone who is wearing a dress, etc.). The presenter could invite one of the children to take over their role.

## COLLECTING TREASURES

*Kindergarten “Latinka”*

**Game duration:** 20 minutes

**Materials:**

**Aim and Learning Outcome:**

- To be able to perform activities that require concentration and physical coordination.
- Be able to follow instructions.
- Be able to decode information.
- To use acquired knowledge and skills.
- To make sense of the competitive element of the game.

**Teaching-learning process:**

The teacher explains the rules of the game and briefly explains the importance of teamwork. Divides the children into two teams. Each team sends a guide to help the racers on the track to the final destination - the bag of treasures / figures with different geometric shapes /.

The obstacles that must be overcome along the route are:

- ❖ jumping over a low obstacle / board placed 20 cm from the ground /
- ❖ bypassing cones / 2 pcs. / with zigzag movement
- ❖ drilling under a board placed 60 cm from the ground.



The competing player is blindfolded. Overcomes obstacles by following the instructions of the team leader :

“Make 1, 2....steps; lift your leg and step forward; squat; crawl; stop; go left, right; go straight; bend down; reach into the bag.

At the end of the race track is placed the bag, from which the competitor pulls out a

figure on which to feel the geometric shape. Figures whose shapes are known are considered to be a won treasure. The leader collects the won treasures. The figure that is not recognised is returned to the bag.

The game is won by the team that has collected more treasures.

## FIND YOUR PLACE

*Lohkva Kindergarten*

**Game duration:** 15-20 min

**Aim and Learning Outcome:**

- The child is able to see his/her own characteristic qualities and compare himself/herself with others.
- The child cooperates with his/her companions in order to achieve a common goal.
- The child uses comparative adjectives (taller-shorter, lighter-darker)
- The child knows his/her birth month and date.

**Participants** 10-12 children

**Teaching-learning process:**

Teacher asks children to form a line according to different characteristics.

The characteristics will change and children will adjust the line according to them. Children have to work together to make correct lines (for example: a third child decides which one of the two children is taller).

Teacher gives a task to one child to check if the other children are in line correctly according to the characteristics said. When the line is made correctly, children will say: I am taller than John, I am the tallest, my hair is the shortest etc.

Children can make lines according to these commands:

Line up according to your height from the tallest/the shortest.

Raise your hands up. Line up according to the length of your hands.

Line up according to the length of your hair from the longest/the shortest.

Line up according to your hair colour from the lightest/the darkest.

Line up according to the length of your trousers (length from the ground). Girls! You line up according to the length of your skirts or dresses.

Line up according to your birth months. If necessary the adult helps to rank the months. Then they have to consider their birth dates. The adult knows the children's birth dates and can help them.





# EMOTIONS GAME

*Lohkva Kindergarten*

**Game duration:** 30 minutes

**Materials:**

Pocket mirrors.

Emotion cards, where a child is recognisably happy, sad, angry, excited, scared, got hurt.

Situation cards where are presented different situations:

Happiness- The boy enjoys an ice cream. The boy is having fun on the slide. The girl has won a game.

Sadness- The girl is moving away, she has to leave her home and friends. The boy is the only one not to receive an invitation to a birthday party. The boy's bird has died.

Anger- The girl's dress got dirty. Another child has snatched the girl's toy car. Another child has knocked over the girl's tower.

Fear- The boy can see a thunderstorm happening outside. The boy is scared to jump off the diving board. The boy is supposed to get some drinks from the dark cellar.

Excitement- Grandfather has come to visit unexpectedly. The girl has found a "treasure" at the playground. Fireworks can be seen in the sky.

Pain- The girl tripped over and her knee is bleeding. The girl has banged her head. The girl has to have an injection.

**Participants:** 3-5 children

**Aim and Learning Outcome:**

- The child recognises different emotions (happy, sad, angry, excited, fear, pain) from the pictures
- The child tries to express the same emotion as shown in the picture.
- The child thinks of different reasons why somebody has an emotion and uses sentence "Are You ... (happy), because ...." to guess what happened.

**Teaching-learning process:**

The teacher shows one by one different emotion cards. The children try to guess what emotions are shown on the pictures and when do people may feel this way. With every emotion children take the pocket mirror and try to express the emotion in the mirror. On every emotion the teacher asks the children *when* they felt this way, *what* made them feel this way.

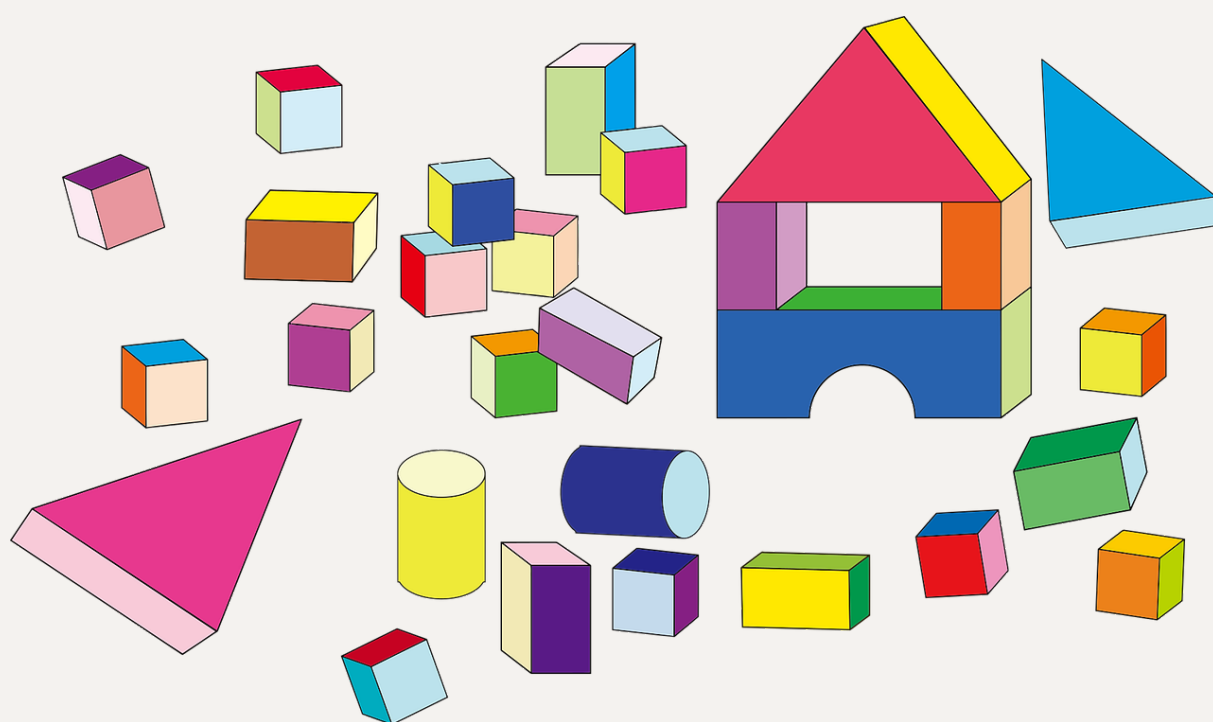
The teacher lays the emotion cards on the ground. The children select randomly one situation card and try to say what situation is shown on the picture. Then they discuss together to which emotion the situation fits (for example: the child eats ice cream- happy.) The teacher directs children to say "He is happy, because he eats the ice cream". This way all situation cards are distributed between different emotion cards.

The teacher takes all the emotion and situation cards in her hand and asks one of the children to accompany him (away from the others). The teacher lets one of the children randomly pick one situation card. Quietly, the child can tell what is in the picture and what emotion this situation causes. Now the child must try to show that emotion and go to others. Others have to guess what emotion he is showing and ask "Are you .. (happy, sad, etc.)". The child then answers whether it was correct or not. When children think correctly, they need to ask "Are you ... (happy) because ..." and give different reasons why they think he has that feeling. When others have offered 3-4 variations of why they feel this feeling and have not found the right reason, the child himself says "I am ... (happy) because ... (and describes the activity in the situation picture)".

If someone offers the right answer, he or she will go to select the next situation card. If no one answers correctly, the child himself chooses who goes next. The game is played until all situation cards have been played, or until all children have had at least 2 expressions of emotion.



### III GAMES WITHOUT TOOLS



IN THIS CHAPTER YOU FIND DIFFERENT GAMES WHERE CHILDREN CAN BE CREATIVE.

AIM OF THE GAMES IS TO DEVELOP CREATIVITY AND INNOVATION SKILLS OF THE STUDENTS.

# MOUSE, THE CAT WILL CATCH YOU

*Ceip Ma Luisa Canas, Spain*

**Game duration:** 15-20 minutes

**Materials:** music



## **Aim and Learning Outcome:**

- Children improve their motor skills.
- Children learn by working cooperatively
- Children respect rules and turns.

## **Teaching-learning process:**

**PREPARATION:** It can be played indoors and outdoors. We need a safe space where children can stand in a circle and move freely.

The children stand in a circle, holding hands and outstretched. They sing the song: "Mouse, the cat will catch you, Mouse, it's going to catch you. If it doesn't catch you tonight, It will catch you tomorrow." One of them is selected as a mouse and the other as a cat. The game consists in that the cat must run around the circle to catch the mouse. The others are opening and closing the circle to protect the mouse.



# CAPTAIN, CAPTAIN

*Adnan Menderes Primary School*

**Game duration:** 30 minutes

**Aim and Learning Outcome:**

- To be able to do some activities which requires physical coordination.
- To be able to do warm up exercises.
- To be able to become move easily do some movements which requires balance.
- To reach specific target by jumping.
- To be able to go to the target back and forward by double or single foot.
- To able to manage relationship with others.
- To be volunteer in the group activities.
- Pupils will be able to fulfil responsibilities which are given to them.
- To be able to become a leader or follow the commands of leader.
- To be able to describe what the teachers say correctly (listening).
- To be able to ask questions about what they listen and answer the questions asked by teacher.

**Teaching-learning process:**

Teacher asks to the pupils "Have you ever been on a seaside?" If any student say I have been there, teacher request please describe seaside. Pupils express their opinions about the seaside and after asking some ideas teacher gives more details about the sea. After that teacher gives the game rules. Teacher say to the all pupils to imagine there is a big sea in the middle of the class. At the beginning of the game the teacher selects a student as a captain and sends the leader across the sea.

The other students shouts the captain.

Students: Captain, Captain.

Captain: Yes, passengers.

Students: Can we pass across the sea?

Captain: yes, it is possible but with one condition

Students: Tell us what is it?

Captain: Captain thinks a moment and tell them to do one movement from listing below;  
-jumping by one foot, jumping by two feet, jumping back by one foot, jumping back by two feet, by rolling and by dancing.

A student who can do specific movement correctly and touch the captain first becomes new captain. After that game continue like this. At the end of the 30 minutes teacher finishes the game.





Bulgarian children playing "Captain, captain"



## MR./MRS. WOLF?

*Adnan Menderes Primary School*

**Game duration:** 30 minutes

**Aim and Learning Outcome:**

- Applies the instructions about the location in the class.
- She/He takes position in the space.
- She/he can do location change movements.
- She/he It walks in line with the instructions.

**Teaching-learning process:**

One child is chosen to be Mr (or Mrs) Wolf. He stands a good distance (3+ metres) away from the other players with his back to them. The other players stand side by side in a line, facing Mr Wolf's back. All together they call, "What's the time, Mr Wolf?" Mr Wolf responds by selecting and calling out an o'clock time (between 1 and 12). The other players take the required number of steps towards Mr Wolf. For example, "3 o'clock," would mean the players take three steps towards Mr Wolf. These two actions are repeated resulting in the other players moving closer and closer to Mr Wolf.

When Mr Wolf is ready (usually when the other players are getting close), he changes his response to the question, "What's the time, Mr Wolf?" to "Dinnertime!"

At this cue, all of the players must turn around and race back to the starting position with Mr Wolf chasing after them to try and catch his dinner.

The player who is caught becomes the next Mr Wolf and the game continues.

# THE BALL AND I

*JUDG Detska Radost*

**Game duration:** 60 minutes

**Materials:** 20 foam balls, one body flashcard;

**Aim and Learning Outcome:**

- Know and name the parts of our body.
- Moving in the space according to the instructions.

**Teaching-learning process:**

The children guess the different body parts from the flashcard. The game is in three parts: in the first part of the game the children play with the ball freely. In the second they play with ball listening to the teachers instructions. In the third part the teacher could propose the game like a contest.

Instructions, rules, comments: the children listen to the teachers instruction to put the ball in different position: laying on the floor, standing, sitting, kneeling,...

The instructions are: put the ball on your head, put the ball on your feet, neck, shoulder, tummy, ect. In the second part of the game the children must run around the gym bouncing or kicking the ball without hitting other children. In the third part of the game the children on all fours must push the ball forward using their head, their nose, their chin or their shoulder.

# THE TRAIN OF NATURE

*JUDG Detska Radost*

**Game duration:** 40 minutes

**Materials:** rope, flags, thumbnails, bells

**Aim and Learning Outcome:**

- Discovering and learning about nature.
- Walking in a column one by one.
- Identifying shapes and colours in nature.

**Teaching-learning process:**

The educator gives them a basket full of thumbs with insects of the children, and each child chooses one at a time. As he selects an image, each child catches the rope held by the educator and presents a train. On a given sign, ringing with a bell, the train starts, or the educator begins the journey by carrying the rope on which the children are caught.

The stations on which the train stops are marked with a dashboard that has pictures from the thumbnails of the children. A sign with the exclamation-Station, the children are taken off the train with the ticket that holds it on the flag.

Instructions: The game can be repeated several times and you can also sing a song for the train while playing the game.

# LABADA

Kindergarten "Latinka"

**Game duration:** 10 minutes

**Materials:** Labada music

**Aim and Learning Outcome:**

- To know the parts of the body
- To listen to the lyrics of the song and perform relevant movements
- Children have joy during the game
- To be able to understand what the lyrics of the Polish song say correctly (listening).



**Teaching-learning process:**

Lyrics of the Polish song	Translation
Tańczymy labada, labada, labada tańczymy labada, małego walczyka. Tańczą go harcerze, harcerze, harcerze, tańczą go harcerze i małe zuchy też.	We dance labada, labada, labada we are dancing labada, little waltz. It dance scouts, scouts, scouts, scouts and little boy also dance.

Children are arranged in a circle.

1-They place their hands on the head of the neighbouring peers. They go rhythmically in a circle.

2-They place their hands on the shoulders of neighbouring peers. They go rhythmically in a circle.

3-They place their hands on the stomachs of neighbouring peers. Dancing...

4-They place their hands on the knees of the neighbouring peers. Dancing...

5-They place their hands on the foot of the neighbouring peers. Dancing...

6- They dance rhythmically in a circle, holding hands



## WHO I AM?

*Kindergarten "Latinka"*

**Game duration:** 25 minutes

**Aim and Learning Outcome:**

- To know their peers according to their clothing - shoes, slippers.
- To know their peers on their appearance / hair, hairstyle, clothing, height, gender / without seeing them.
- To develop observation.
- For the development of tactile senses.
- To make friends.
- To trust others.
- Every child is special.

**Teaching-learning process:**

**A Version - Guess who I am based on my shoes / slippers**



A child stands with his back to his peers. It opens its legs. Another child stands behind him. He places his shoe / slipper so that the first child sees it. The first child tries to know his or her peer only by the type of his shoe / slipper. If the first child recognises him, he goes to the other children. If he doesn't know, the game goes on, with a third child behind him.

**A Version - Guess who I am - blindfolded game**

B/ A child stands blindfolded to his peers. A second child stands before him/her. The first child touches her/his hair, hairstyle, clothes, examines the height, and determines whether it is a boy or a girl. If the first child recognises him/her, he/her goes to the other children. If he/she doesn't know, the game goes on; a third child stands before him/her.



## FREEZE TAG

*Lohkva Kindergarten*

**Game duration:** 20-30 minutes

**Materials:** Game zone and the Tag is chosen, who will start chasing others.

**Aim and Learning Outcome:**

- Child follows the rules of the game
- Child develops attention skills
- Child cooperates with others

**Teaching-learning process:**

Player who is touched by the Tag will freeze. Others will try to unfreeze them by touching the frozen player and calling their name, for an example: "Free Mari!"

When the player is unfrozen they can run away from the Tag once again.

The game ends when every single player is frozen.





## SEA AND LAND

*Lohkva Kindergarten*

**Game duration:** 20 minutes

**Materials:** Forming a line of the children and choosing the leader of the game.

**Aim and Learning Outcome:**

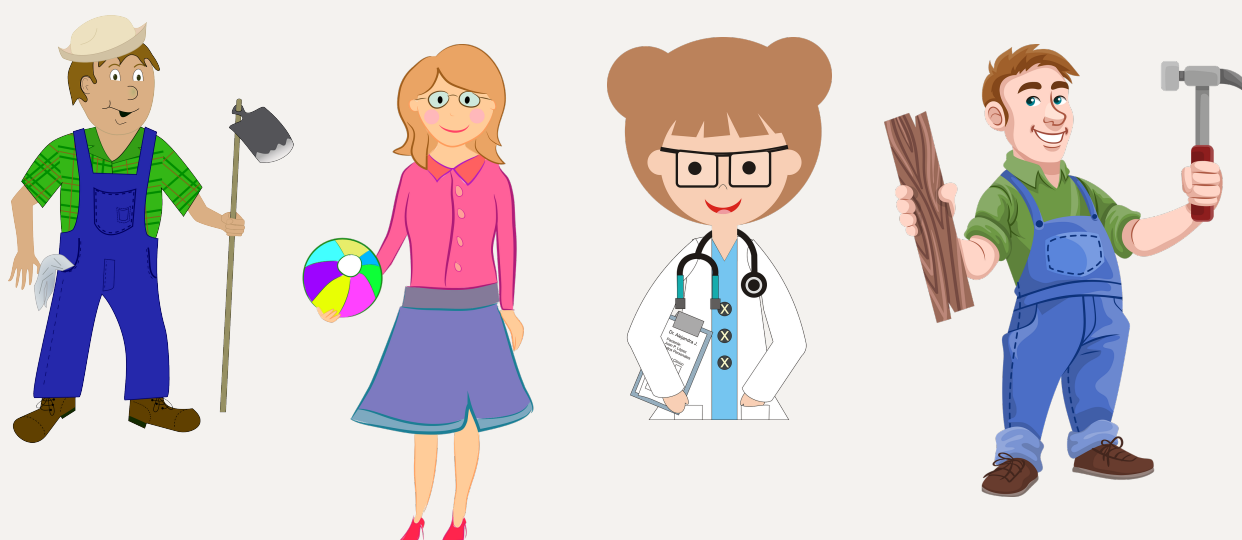
- Child cooperates
- Child is capable of forming a line
- Child develops attention skills
- Child follows the rules of the game

**Teaching-learning process:**

Determine the borders of "sea" and "land". The game leader is chosen. The players will stand in a line on the beach by the "sea". The game leader gives commands: if they say "sea" everyone has to jump in to the "sea", if they say "land" then everyone has to jump back to the "land". Who makes a mistake falls out of the game. The one who pays most attention to the game leaders orders and follows them wins.



## IV LIFE AND CAREER GAMES



IN THIS CHAPTER YOU FIND DIFFERENT GAMES WHERE CHILDREN CAN BE IN DIFFERENT ROLES.

AIM OF THE GAMES IS TO IMPROVE SOCIAL AND SELF-DIRECTION SKILLS OF THE STUDENTS.

## IN SEARCH OF THE LOST TREASURE

*Ceip Ma Luisa Canas, Spain*

**Game duration:** 30 minutes

**Materials:** A map, the playground, the playground equipment.

**Aim and Learning Outcome:**

- Development of gross motor skills, balance, laterality, coordination and directionality.
- Teamwork, the ability to understand and comply with the rules of the game, know how to wait for their turn, use imagination, have fun and participate in the game and learn to control frustration if we make a mistake in the game.
- Imagination, spatial-temporal structuring.
- Definitions - Fast, slow, careful, right, left, up and down, over, turn...

**Teaching-learning process:**

We tell them that in this game they have to imagine that they are pirates who are on an island and that there is a lost treasure that they have to find. They are shown the map, which contains the route they have to take to get the lost treasure.

We divide them into 4 groups, and explain how they have to perform the circuit. Then we explain to them that they will have to go around the circuit by teams, in such a way that there will only be one group performing it and while the others have to wait the turn. Once you've finished the four teams on the circuit, we'll ask them a question related to the pirates and finally they'll be able to open the treasure.

## THE FARM

*Ceip Ma Luisa Canas, Spain*

**Game duration:** 15-20 minutes

**Materials:** animal toys or pictures

**Aim and Learning Outcome:**

- Child follows the rules of the game.
- Child develops attention skills.
- Child learns about the animals.
- Child improve phonetic and phonological skills.

**Teaching-learning process:**

The children are separated in the classroom. One of the children is selected to guess. The teacher distributes cards with pictures of animals and their names on the floor, face down. 4 categories of animals are established and a playpen or corner of the classroom is prepared for each group of animals. We count to three. Then each child tries to imitate sound and movement. The selected student must group animals from the same category in their respective playpen. Finish the game when all the animals are collected.

## FROM SYMBOLS TO THE PROFESSIONS

*Adnan Menderes Primary School*

**Game duration:** 30 minutes

**Materials:** Covers, crayons, glue, A4 paper, images

**Aim and Learning Outcome:**

- She/he distinguishes objects or entities according to their shape.
- She/he makes a grammatically correct sentence.
- She/he tells the name and surname of her/his parents.
- She/he tells the profession of her/his parents.
- Definition - Stethoscope, hammer, microphone

**Teaching-learning process:**

The teacher chats with the children about the professions and says that a game will be played about the professions. Previously, the same visuals (stethoscope, hammer, letter, pot, book, microphone, hose, brush, tooth, etc.) are attached to the cover as much as the number of children.

The teacher tells the children that the game of find mate of caps will be played. The teacher puts the covers on the floor scattered. The music turns on and the children start dancing. When the music is stopped, each child gets a cover and matches their friend with the same image on the cover.

The game continues until all children find their partners. After the game, the children sit in a circle. The teacher asks the children which professions the images on the covers might belong to.

The teacher asks the students to describe the characteristics of the professions according to their answers. The teacher asks the children to explain their parents' professions. Also, the teacher asks the children what profession they want to pursue when they grow up. The students sit down at the table.

They paint about the profession they want to be when they grow up. They tell their friends about the picture they've done.

# I AM LEARNING WITH BOTTLES

*Adnan Menderes Primary School*

**Game duration:** 30 minutes

**Materials:** Pet bottle, images of different professions, balls, paper, pencil

**Aim and Learning Outcome:**

- She/he retells the object / situation / event after a while.
- She/He protects the rights of her/himself and others
- She/he makes movements that require object control.
- She/He comes and hits the ball standing still.
- He answers questions about visual materials.
- Definitions - addition, points, profession, measure, fabric, bucket, sew, numbers 1-20

**Teaching-learning process:**

The children sit in a U shape and the teacher asks them riddles about the professions.

- You are both mother and father Both my brother and sister I don't get tired of teaching I distribute my love to everyone (answer - teacher)
- Big hat on his head Ladle in hand Your delicious food He's the first taster (answer - cook)
- They choose the fabrics They cut with scissors Take good measure Then they sew clothes (answer - tailor)

After reaching the answers, the teacher places five small pet bottles, numbered from 1 to 5, containing images of professions previously introduced to children, in a suitable corner of the classroom. The teacher draws the attention of the children to this corner. The teacher asks the children what might be in the bottles and the students try to guess. The teacher tells the children that there are images of different professions in the bottles and asks the children to find out which professions these images are.

The teacher takes out the image in bottle number one and asks which profession it belongs to. The teacher guides the children to find the correct answer by giving tips when necessary. The teacher ensures that the children reach the correct answers regarding all the visuals in the bottle. Then the teacher says that they will play games with these bottles and explains the rules of the game.

Children are divided into two groups. Pet bottles are arranged side by side at certain intervals in a mixed manner and a ball is placed at a certain distance. Children take turns trying to drop the bottle or bottles by hitting the ball with their feet. They get as many points as the number written on the bottle they drop. In case of dropping more than one bottle, points are taken as much as the numbers written on the dropped bottles.

**Scoring:** It is expressed graphically by placing certain symbols on abacus, beads or paper. All children are congratulated on their efforts. The game continues in line with the interest of the children.



# BINGO IN NATURE

*JUDG Detska Radost*

**Game duration:** 30 minutes

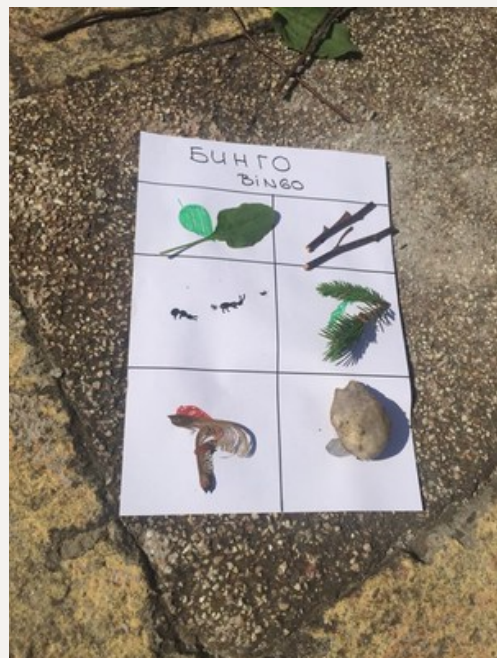
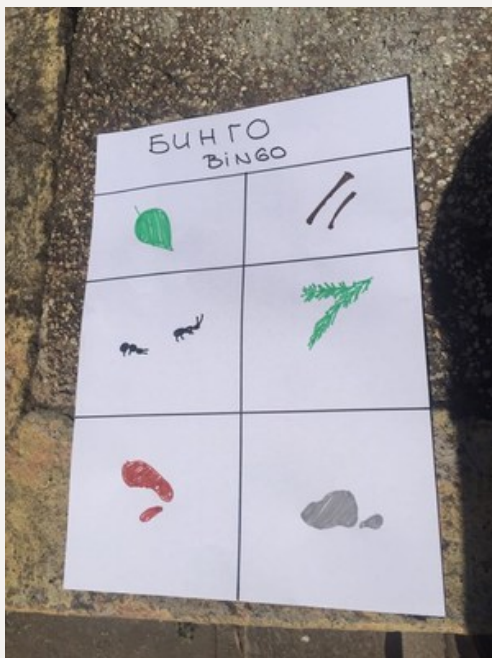
**Materials:** Worksheet with pictures of what can be found in nature.

## **Aim and Learning Outcome:**

- This game affects the development of the senses.
- Improving the function of the sensory organs- look and touch.
- Enhancing knowledge about nature.

## **Teaching-learning process:**

Instructions: The game is played while children do not find more of the things from the sheet. During the game, children can help each other, consult, cheer materials. First of all, the teacher has a conversation with children about materials from nature that can be found in our environment. Then the children are given a worksheet with pictures of nature materials and then they go to nature where they can find things from the leaf in a larger area. Each child receives one sheet and searches for what is on the sheet. When he finds it, he puts it on the tile where it has the same pictures.



# BODY LANGUAGE

*JUDG Detska Radost*

**Game duration:** 25 minutes

**Materials:** (props, costumes, scenery, etc): magazines, scissors, glue, paper.

**Aim and Learning Outcome:**

- development of the body skills

**Teaching-learning process:**

The exercise can be played on several different ways and after each playing follows conversation about how they felt during the exercise.

The teacher gives instructions to the children of how to make movements during the exercise while herself participates in the exercise:

- Show your teeth tightly pressed, lower your eyebrows - which emotion do we show like that?
- Upraise your eyebrows, smile - which emotion is it?
- Thrust your tongue, upraise your hands and jump - which emotion is it?

## OZOBOT GAME "I MOVE SAFELY"

Kindergarten "Latinka"

**Game duration:** 20 minutes

**Materials:** Ozobot, picture of crossroad, road signs, paper templates for the road to Ozobot, markers, Ozobot codes

**Aim and Learning Outcome:**

- Can explain visual materials / road signs /.
- Can ask questions about traffic situations.
- To answer questions.
- Concentration.
- Noticing objects or situations.
- Focusing on objects or events.
- Knowledge of basic road signs for road traffic.

**Teaching-learning process:**

The teacher shows the children a crossroads without road signs. He asks them if they can get to kindergarten safely. The children explain that the intersection is not safe because there are no road signs. The teacher takes out road signs and puts them together with children in certain places. The teacher explains that with the help of a toy - Ozobot, they can safely follow a route to the kindergarten.

They prepare together templates for the road to Ozobot, taking into account the placed road signs. Children need to program Ozobot using the codes. It must cross at the marked places. The children start its passage.

The game is played a second time. The teacher changes the places of the road signs, which means that the children have to reprogram Ozobot. In this way, their knowledge of safe street behaviour is strengthened.



## GAME WITH BEE BOT

Kindergarten "Latinka"

**Game duration:** 30 minutes

**Materials:** Toy Bee Bot and game boards with a square grid, pictures

**Aim and Learning Outcome:**

- formation and development of thinking.
- development of the skill for orientation in space.
- formation of skills for drafting a project.
- development of logical thinking.
- developing connected speech.
- concentration of attention.
- finding items.
- focusing on objects.

**Teaching-learning process:**

The "Funny Bee" educational product includes an interactive toy Bee Bot and game boards with a square grid. The bee is controlled with the help of several buttons located on its upper part. After pressing the "Go" button, the bee follows a previously given route.

The teacher has arranged 2 tables. On each table placed a square grid with different images. The pictures used are familiar to children. The children are divided into 2 teams. Each captain gets a different task for his team. The task is to find words that start with the same sound. There are 5 pictures in each square grid, but only 3 start with the same sound.



The children must program the bee so that it finds them without stopping its movement. The game begins when the children stand around the table, looking at the location of the objects. Then they have to program the path of the bee. The team that completes the task faster is the winner. The second task for each team is to

pronounce the word correctly and describe what the object is used for.

# DETECTIVE

Lohkva Kindergarten

**Game duration:** 10-15 minutes

**Materials:** magnifying glass, pattern example, geometrical shapes

**Aim and Learning Outcome:**

- Child forms a pattern with given shapes.
- Child finds suitable shapes to continue the pattern line.
- Child recognises shapes.

**Teaching-learning process:**

We're playing detectives! The policeman profession is much more than chasing bad guys. One of those interesting challenge is solving riddles. We're trying to solve a riddle that is hidden in the pattern line.

Child solves a riddle using magnifying glass and a bunch of leads. Leads are previously learned shapes and child uses magnifying glass to examine given pattern lines. Child finds right shapes to form that pattern line given as an example. There is one blank spot in the given pattern line and child finds the right shape to continue the pattern line correctly. Child names shapes that he used to make the pattern line.

\*Note: This game focuses on shapes, not colours

If the pattern line is done correctly, child gets a reward - a policeman badge (made previously)!

**Example of the Pattern line** (it must be small, so children can investigate it with magnifying glass)

A)



B)



Detectiv

## CALL HELP!

*Lohkva Kindergarten*

**Game duration:** 30 minutes

**Materials:** Costumes of doctor, telephone,

**Aim and Learning Outcome:**

- Children learn how to act correctly when an accident happens
- Children cooperate to succeed

**Teaching-learning process:**

Teacher assigns roles to children: Emergency Call operator, two playing children, random passerby.

The role play starts with the scene where two children are playing in the park. Suddenly one child falls badly and can't stand up anymore. The other child asks help from a random passerby. Unfortunately the passerby is a foreigner and speaks a foreign language. The child asks for his phone to call Emergency. Child dials Emergency phone number. The operator of the Emergency Center asks what has happened and the child calmly explains the situation. Operator asks the location of the accident. Child explains that they are in the park that's near their kindergarten (name of the kindergarten). Operator sends an ambulance to help. The Child on the phone knows that he should not hung up the phone until the help has arrived.





## V INDOOR GAMES



IN THIS CHAPTER YOU FIND DIFFERENT GAMES YOU CAN PLAY  
INSIDE THE ROOM.

AIM OF THE GAMES IS TO RAISE AWARENESS OF OBEYING RULES.  
TEACHERS WILL ENCOURAGE THE PUPILS TO DETERMINE GAME  
RULES BY THEMSELVES.

# MUSICAL STATUES

*Ceip Ma Luisa Canas, Spain*

**Game duration:** Up to the teacher and children.

**Materials:**

- Speakers and a device to play the song.
- Some music or songs.

**Aim and Learning Outcome:**

- Control of the body and gross motor skills.
- Children feel a sense of success, improving their self- esteem.
- Be able to perform specific movements requiring physical coordination
- Attention, creativity and coordination.

**Teaching-learning process:**

The teacher plays a song. While the music is playing, children dance around the room.

After a while, the teacher starts to stop the music every so often and everyone has to freeze in the exact position they were when the music stopped.

There are plenty of variations that provide different options to reach a number of objectives. For example, children can be asked to dance using just their left or right side so that the focus is on laterality. Another option is asking the kids to use a certain part of the body to dance, in order to help them identify the parts of the body. Therefore, this game can be adapted to different school contexts.

## I SEE, I SEE

*Ceip Ma Luisa Canas, Spain*

**Game duration:** 15-20 minutes

**Materials:** images to a specific vocabulary.

**Aim and Learning Outcome:**

- Child follows the rules of the game.
- Child develops attention skills.
- Child improve phonetic and phonological skills.
- Child improve their vocabulary.

**Teaching-learning process:**

The teacher presents some images to the children related to a specific vocabulary.

At the beginning she says: -I see I see

The students respond: -Do you see?

Teacher: - A little thing

Children: -With what letter?

The teacher, who has previously selected one of the images, says the letter with which she begins her name. The children will try to guess.



## BALLOON BLASTING GAME

*Adnan Menderes Primary School*

**Game duration:** 20 minutes

**Materials:** balloons

**Aim and Learning Outcome:**

- To be able to do warm-up exercises in accordance with verbal instructions.
- To be able to jump to back or forward.
- To reach specific target by jumping.
- To be able to go to the target back and forward by double or single foot.
- To be able to walk/dance with aesthetic bodily movements.

**Teaching-learning process:**

The teacher briefly gives information to the students about obesity. After that, teacher gives the rules of the game. The teacher ties the inflated balloons to the both feet of the students. When the music open the students start dancing. Also students try to blast gently the balloons of the other students with their feet.

## STEP, STEP

*Adnan Menderes Primary School*

**Game duration:** 30 minutes

**Aim and Learning Outcome:**

- To be able to do some activities which requires physical coordination.
- To be able to do warm up exercises.
- To be able to become move easily do some movements which requires balance.
- To reach specific target by jumping.
- To be able to go to the target back and forward by double or single foot .
- To able to manage relationship with others.
- To be volunteer in the group activities.
- Pupils will be able to fulfil responsibilities which are given to them.
- To be able to become a leader or follow the commands of leader.
- To be able to describe what the teachers say correctly (listening).
- To be able to ask questions about what they listen and answer the questions asked by teacher

**Teaching-learning process:**

Teacher gives short brief about benefits of physical activities for human body. Then, the students do a light warm-up exercises for 3 minutes. The teacher divides the class into two groups. The groups are arranged in a single row in front of the step boards. There is 4 step boards in front of each group. The teacher tells the students to do the movement the teacher has told with the start command. These movements may be jumping on the step board with one foot, jumping on the step board with two feet, and jumping over the step board. The group who passes the across first is applauded.

## CRAWL, WALK AND JUMP...LIKE ANIMALS

*JUDG Detska Radost*

**Game duration:** 30 minutes

**Materials:** wide and coloured scotch tape;

**Aim and Learning Outcome:**

Train all parts of the body to improve movement coordination.

**Teaching-learning process:**

To make the game funner the teacher could divide the class into two groups and have a competition.

The teacher establishes a route using the coloured scotch tape. Then invites the children to follow the route each time in a different way according to the command, for example:

- ❖ walk on all four, like a dog;
- ❖ jump like a kangaroo,
- ❖ stand up as high as you can on your tip toes and stretch your neck to walk like a giraffe...



# THE CIRCLE OF SIMILARITIES

*JUDG Detska Radost*

**Game duration:** 30 minutes

**Materials:** classroom, chairs

**Aim and Learning Outcome:**

Grouping of people participating in the game according to certain criteria; Development of memory, attention and speed of reaction.

**Teaching-learning process:**

The game involves identifying similar characteristics among participants and grouping them according to given criteria. Participants are arranged in a circle on chairs and custom are standing up play began. Play began to order children are standing up. The teacher explains the rules to be followed and then a student repeats.

Instructions, rules, comments:

Task 1: To start each participant tells his surname. Game task is. complicated, each participant must tell surname and the name of his colleague who is sitting to his right. Students who have difficulty are helped by fellow students and teachers.

Task 2: Will make a step forward all participants whose surname begins with the letter A. After executing the task returns to its initial position.

Task 3: Will make a step forward all those who have blond hair color. After executing the command all return to the starting position.

Task 4: Will make a step in front all those who wear blue clothing. After executing the command all return to the starting position.

Task 5: Will make a step towards all those who have black shoes. After executing the command all return to the starting position.

Task 6: Execute the command heard! When you hear red stand on one leg. When you hear blue you will put hands on the head . When your hear yellow will clap your hands.

# GIANTS AND DWARVES

Kindergarten “Latinka”

**Game duration:** 15 minutes

**Materials:** music

**Aim and Learning Outcome:**

- Focus and memory.
- Body communication and motor development.
- Motor control.
- Physical coordination



**Teaching-learning process:**

**1 st variation:** Children perceive fast and slow music. On the slow part of the tune, the boys take on the role of giants and step heavy and wide, slow and clumsy - the girls stand still. On the fast part, the giants stop, and the dwarfs - girls move in tiny steps, quickly and cheerfully past the giant boys.



**2 nd variation:** Drawing of note durations and tempo. Children have a piece of paper and a pencil. A sheet of paper is pre-painted with a giant and a dwarf. On the slow part, children draw long lines from the giant to the dwarf. On the fast track, kids draw small dots / staccato / from dwarf to giant.

# SIETE SALTOS

Kindergarten “Latinka”

**Game duration:** 10 minutes

**Materials:** music

**Aim and Learning Outcome:**

- Concentration and body memory.
- Motor control.
- Physical coordination
- Imagination.
- Body communication



**Teaching-learning process:**

Children are arranged in a circle. On the first part of the tune, they walk around, holding hands. In the second part, they perform various movements presented by the teacher.

The goal is to memorise the sequence of movements:

- ❖ hands up by placing the child's waist,
- ❖ left leg lift, knee bent,
- ❖ right leg lift, knee bent,
- ❖ squat on the left knee,
- ❖ squat on both knees,
- ❖ placing your left hand under your chin,
- ❖ placing both hands under the chin.

Different movements are performed with different duration. The children do not stop making the move while the music tone sounds.



## GRANNY'S YARN BALL

*Lohkva Kindergarten*

**Game duration:** 15 minutes

**Aim and Learning Outcome:**

- Children follow game rules.
- Children can form a circle with their peers.
- Children will do teamwork.

**Teaching-learning process:**

Preparation: Children form a circle with their peers and choose a child who will be "Granny".  
Game description: Children are standing in a circle holding hands. "Granny" is standing a little further with her back towards others. Children have to mess up the circle without letting go from other children's hands. When the messed up circle ("Yarn Ball") is done then Granny can turn around and start to untangle it. Granny has to untangle the Yarn Ball so that the children don't let go each other hands.





## SURPRISE EGG

*Lohkva Kindergarten*

**Game duration:** 15 minutes

**Materials:** Tags with children's last names, empty surprise eggs, printed letter tags, small pictures.

**Aim and Learning Outcome:**

- Children learn how to form words from letters.
- Children develop reading skills.
- Children can read the words.

**Teaching-learning process:**



Children find a basket with surprise eggs. The teacher rolls the surprise eggs out on the floor. Every child looks for the egg with his last name. Children open the surprise eggs and find a bunch of letters. They need to form a word from the letters. It's helpful to add a small picture of the word that must come from the letters. At first children may try to form the word without looking at the picture. Where necessary the teacher and the teacher assistant can help the children individually.



## VI GAMES WITH TOOLS



IN THIS CHAPTER YOU FIND DIFFERENT GAMES WHERE CHILDREN  
USE A DIFFERENT TOOLS AND EQUIPMENT.

AIM OF THE GAMES IS TO DEVELOP RESPONSIBILITY AND  
TECHNOLOGY SKILLS OF THE PUPILS.



## BEE BOT

*Ceip Ma Luisa Canas, Spain*

**Game duration:** variable according to the child's ability to play and the number of participants.

**Materials:** Mural Bee-bot Folios and markers. WORDS: Above, Down, On one side (left, depending on level), Other side (right, depending on level), Play, Tour.

**Aim and Learning Outcome:**

- There will be a development of fine motor skills, hand-eye coordination, reaction speed, laterality and directionality.
- Teamwork, acquisition of orders to execute the task, ability to wait and respect rules and tolerance to frustration if we do not achieve the goal.
- Memory, spatial structuring, temporal structuring and itinerary design.
- Numbering: count number of times to press.
- Structuring: right, left, front, back, turn, right, left.

**Teaching-learning process:**

A mural with different drawings will be put on the carpet, each in a 10 -centimetre square so that the Bee-Bot can carry out the order given by the children. The children design on tables the route that the Bee-Bot will have to make by writing it on white paper and then giving the directions to the Bee-Bot to do them. The children will mark the orders on the Bee-Bot buttons and the itinerary will be allowed to arrive at the desired drawing.



## COLOUR CARRYING WITH PIPETTE

*Adnan Menderes Primary School*

**Game duration:** 20 minutes

**Materials:** coloured papers as a circle, pipette or straw

**Aim and Learning Outcome:**

- To focus attention
- To notice object or situation or event
- To focus on object or situation or event
- To group the objects according to their colours
- To be able to make eye and hand coordination movements
- Using to be able to some equipment which are necessary hand skill

**Teaching-learning process:**

Teacher shows main colours which are cut from coloured papers as a circle, to the pupils. Teacher asks if the students are ready to play funny game. Teacher says to the pupils that they will do breathe exercise. The students do same exercise with teacher. Students are divided into two groups by teacher.

Teacher prepare two desks. The distance between the desks should be one meter. Teacher put the coloured papers on the first desk. Teacher put the coloured boxes another desk.

Teacher gives one pipette to each student and gives the game rules. Each group choose two colours to carry with

pipette. Students try to carry coloured paper to the same coloured box. If student carry the paper to wrong colour box it doesn't count as a score.

Students wait in a row at the corners of the tables.

Together with the teacher's start command, the students who is at the beginning of the row, try to carry the paper with pipette into the box with the same colour paper. The

student who can put his paper in the box on the other table passes behind the row, and the student who drops the paper goes behind the row too. Papers falling on the ground are not counted as scores. The group that finishes their task first is applauded as a reward.



## BUILD A WEIGHT STATION

*Adnan Menderes Primary School*

**Game duration:** 30 minutes

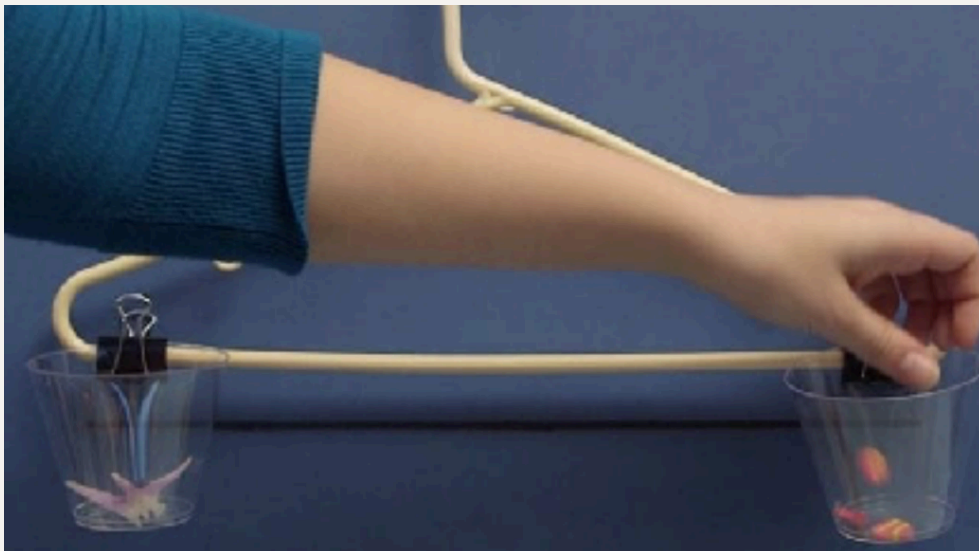
**Materials:** Hanger, 3 small binder clips, 3 large binder clips, 2 clear plastic cups, Bulletin board paper, Thumbtacks, Marker, Level

**Aim and Learning Outcome:**

- She/he sorts the object or entities according to their characteristics.
- She/he sorts the object / entities by weight.
- She/he predicts the measurement result.
- She/He measures in non-standard units.
- She/He tells the result of the measurement.
- She/He compares measurement results with predicted results.
- She/He tells the standard measuring tools.

**Teaching-learning process:**

Use a hanger and plastic cups to build a super simple weigh station. Children will love dropping items into the cups to see which weighs more or less. Turn it into a game by having them try to guess which object weighs more first or how many of one item equals another.



## CLOTHES PIN GAME

*Adnan Menderes Primary School*

**Game duration:** 20 minutes

**Materials:** coloured clothes pins

**and Learning Outcome:**

- Pupils will be able move the weak and small muscles and as a consequence they will have motor development.
- Pupils will be able collect the objects, remove them from the place they hung and hang them the target (on the clothes of chosen pupil).
- Pupils will be able to fulfil responsibilities which are given to them.
- Pupils will be able to have a willing to do a responsibility and gain the sense of responsibility.
- Pupils will be able to count the objects (from 1 to 10).
- Pupils will be able to count the object rhythmically one by one forward.
- Pupils will be able to show the amounts of specified number.
- Pupils will be able to tell how many objects he can count.

**Teaching-learning process:**

The teacher brings coloured clothes pins to the class and asks the pupils what they are used for. The students examine the shape and colour of the clothes pins. Teacher encourages all the students to tell their ideas about clothespins using aims. After their ideas are taken, the students are divided into groups of two by teacher. Teacher gives the rules of the game. The



group who finished hanging clothes pins on the group member clothes firstly will win the game. Each group distribute their own task. One pupil only waits standing without doing anything and second pupils hang the pins to clothes off the peer. Teacher gives ten pins to the each group. Pupils put the pins on the carpet. When the teacher say starting command, groups start the game. The group who completes the game first is applauded and congratulated by class as a reward.

## BALL OF THREAD

*JUDG Detska Rados*

**Game duration:** 10-15 minutes

**Materials:** a ball of thread;

**Aim and Learning Outcome:**

- Knowing each other in a group, the prominence of some positive aspects of the participants;

**Teaching-learning process:**

The participants will sit in a circle. The ball of thread will be passed on to all the players and they will have to execute the requirement given by the game leader. This game helps the students get to know each other and have a more powerful group bonding.

The game leader gives the ball of thread to one of the participants stating something he likes to do "I like to...", each participant will undo the thread, will state something that he likes to do and will pass on the ball. When the ball reached all the students it will go back on the same route and each participant will have to tell a story or talk about a favourite fairy tale character.

## SHEEP AND CATS

*JUDG Detska Rados*

**Game duration:** 60 minute

**Materials:** school materials, gym equipment

**Aim and Learning Outcome:**

- Promote problem solving,
- acquire topological concept

**Teaching-learning process:**

Create different sets of animals in the corner of the class or gym. The children stand in circle with their eyes closed; in turns they go around the circle and choose a classmate touching them on their shoulder. If they touch the right shoulder the child must make the sheep sound and run to the sheep corner. If they touch the left shoulder the child must make a cat sound and run to the cats corner.

At the end of activity the teacher asks who has the most sheep or cats.



## WHO DOES IT HOW?

*Kindergarten “Latinka”*

**Game duration:** 20 minutes

**Materials:** a ball

### **Aim and Learning Outcome:**

- Development of the skills to pass and catch a big dense rubber ball.
- Exhibition of motor skills.
- the children will be able to do the tasks that have been assigned to them.
- Display of emotional satisfaction from the playing motion activity.
- Development of proper pronunciation.
- Solidifying the children's knowledge about animals.

### **Teaching-learning process:**

The children form a circle, the teacher is in the centre of the circle. The teacher passes the ball to every child sequentially while saying the names of different animals. The child catches the ball and makes sounds that are distinct for the corresponding animal. A child from the group can also be in the role of the ball thrower but the teacher will give hints about the names of the animals. This way the game is more interesting and diverse. Only the animals that the children's have been acquainted with during the lessons about the surrounding world are to be picked - cat, dog, sparrow, chicken, chick, frog.





## GAME WITH BALLOONS

Kindergarten “Latinka”

**Game duration:** 20 minutes

**Materials:** different colours balloons, music

**Aim and Learning Outcome:**

- To focus attention.
- To focus on object or situation or event.
- To group the objects according to their colours.
- To be able to make eye and hand coordination movements.
- Using to be able to some equipment which are necessary movement skills.

**Teaching-learning process:**

There are balloons in different colours on the floor. Children listen to the lyrics (next pages) of the song and take in hands balloon whose colour related words. They perform movements with them - swinging them / knowing the colour of the balloon / and walking rhythmically in a circle. When the balloons burst, they jump and sit on the floor.



In Bulgarian	Translation
Сега деца ще надуваме балони	Now children we will inflate balloons
с различни цветове.	in different colors.
Вземаме жълт балон.	We take a yellow balloon.
<b>1. Жълт балон /2</b>	<b>1. Yellow balloon /2</b>
жълт е като слънцето.	yellow like the sun.
Балонът се надува/2	The balloon inflates /2
Надувайте го всички силно	Inflate it all of you
момичета, момчета – надувайте /3	girls, boys – inflate /3
Пук! Хайде, стана на парчета!	Pop! Come on, the balloon burst into pieces!
А сега какво? Ще вземем друг балон!	Now what? We'll get another balloon!
Ето, с цвят зелен...	Here it is, with the color green...
Готови ли сте да надуем зеления балон?	Are you ready to inflate the green balloon?
<b>2. Зелен балон /2</b>	<b>2. Green balloon /2</b>
зелен е като тревата.	green like the grass.
Балонът се надува/2	The balloon inflates /2
Надувайте го всички силно	Inflate it all of you
момичета, момчета – надувайте /3	girls, boys – inflate /3
Пук! Хайде, и зеленият балон се спуска!	Pop! Come on, the green balloon burst!
А сега какво? Ще вземем друг балонсин балон и ще го надуем.	Now what? We'll get another balloonblue balloon and we will blow it.
Готови ли сте?	Are you ready?
<b>3. Син балон /2</b>	<b>3. Blue balloon /2</b>
син като небето.	blue like the sky.
Балонът се надува/2	The balloon inflates /2
Надувайте го всички силно	Inflate it all of you
момичета, момчета – надувайте /3	girls, boys – inflate /3
А така! И синият се спуска!	And so! And the blue one burst!
Това е!	That's it!

## GAME WITH CHAIRS

*Lohkva Kindergarten*

**Game duration:** 10 minutes

**Materials:** chairs

**Aim and Learning Outcome:**

- Children develop attention skills
- Children improve their response speed
- Children know how to deal with loss

**Teaching-learning process:**

In the middle of the room, there are chairs against each other. There needs to be as many chairs as there is children. While music plays, children move around the chairs. When the music stops, all players must sit on the chairs. Every time one chair is taken away. Who doesn't get to sit, must leave the game.



## REFLECTION GAME

*Lohkva Kindergarten*

**Game duration:** 10 minutes

**Materials:** 5 different pairs of similar things

**Aim and Learning Outcome:**

- Children lay patterns according to the example
- Children improve their attention skills

**Teaching-learning process:**

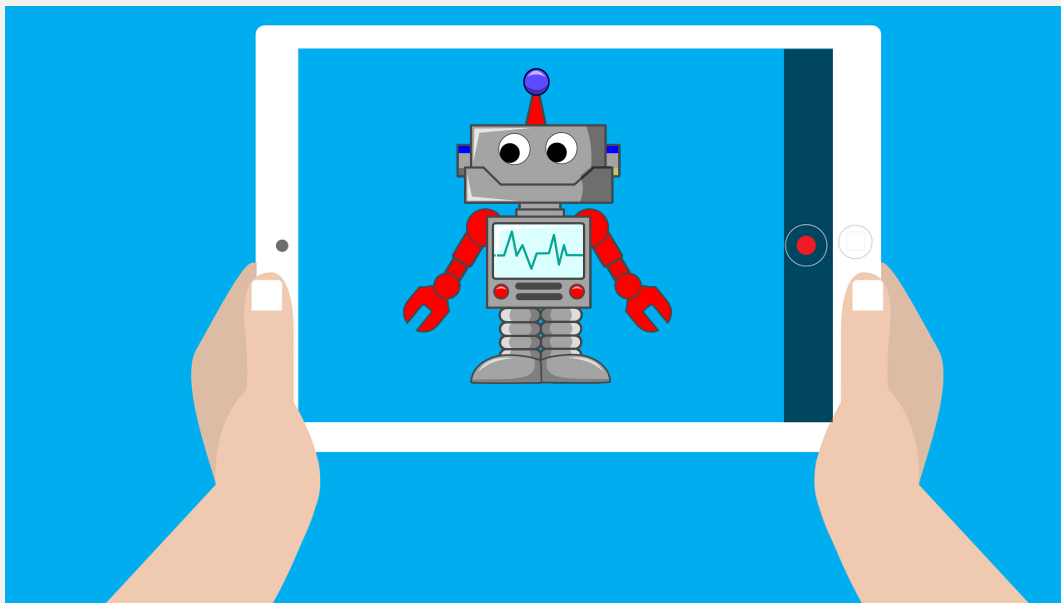
Teacher divides children into pairs and gives them 5 different pairs of similar things (for example 2 pencils, 2 similar animal toys, 2 similar lego blocks etc).

Player 1 makes a pattern out of the things (places them side by side). Player 2 has to copy that pattern- like in the mirror.

To make it more difficult the teacher can hide the pattern of the first player after the second player has memorised the order. And then the second player has to make the pattern by memory.



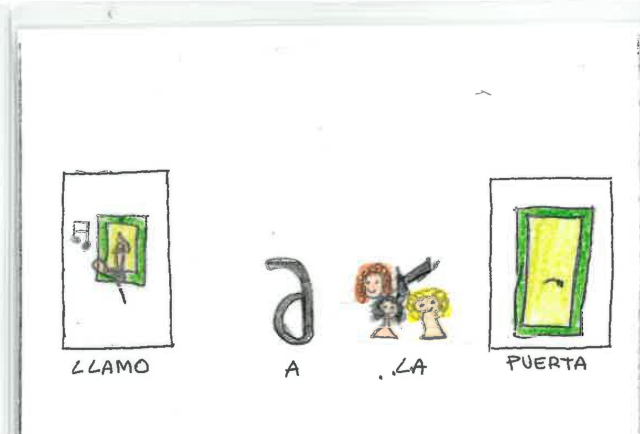
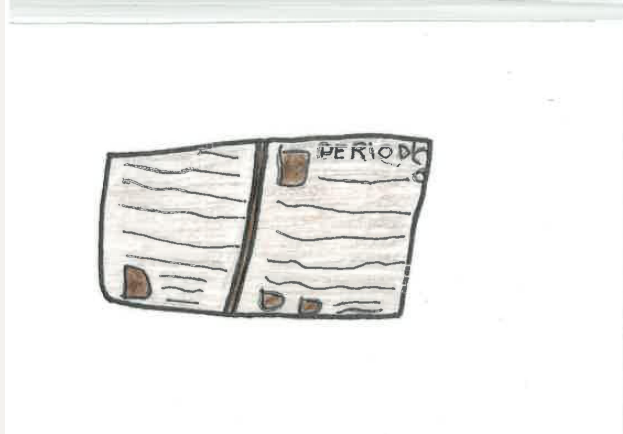
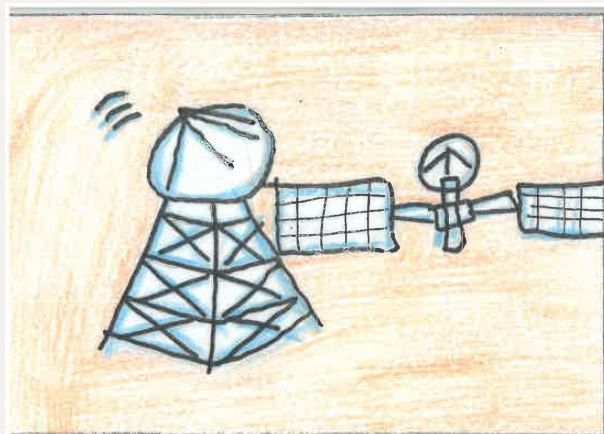
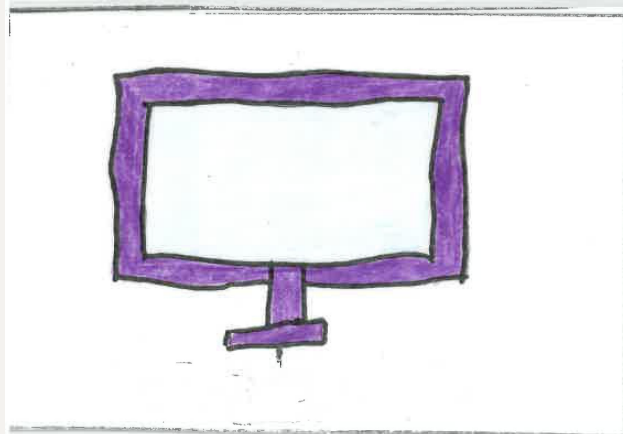
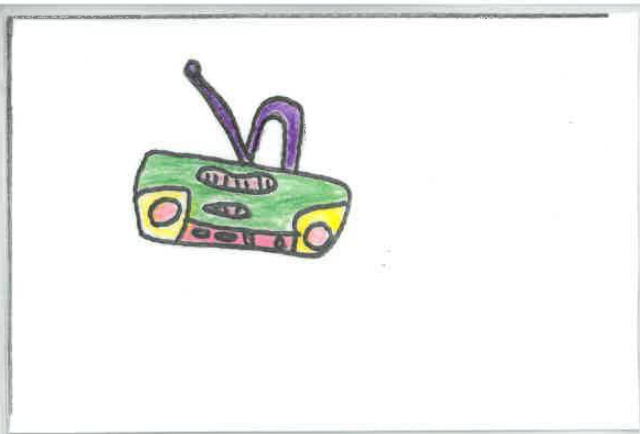
## VII GAMES WITH EQUIPMENT



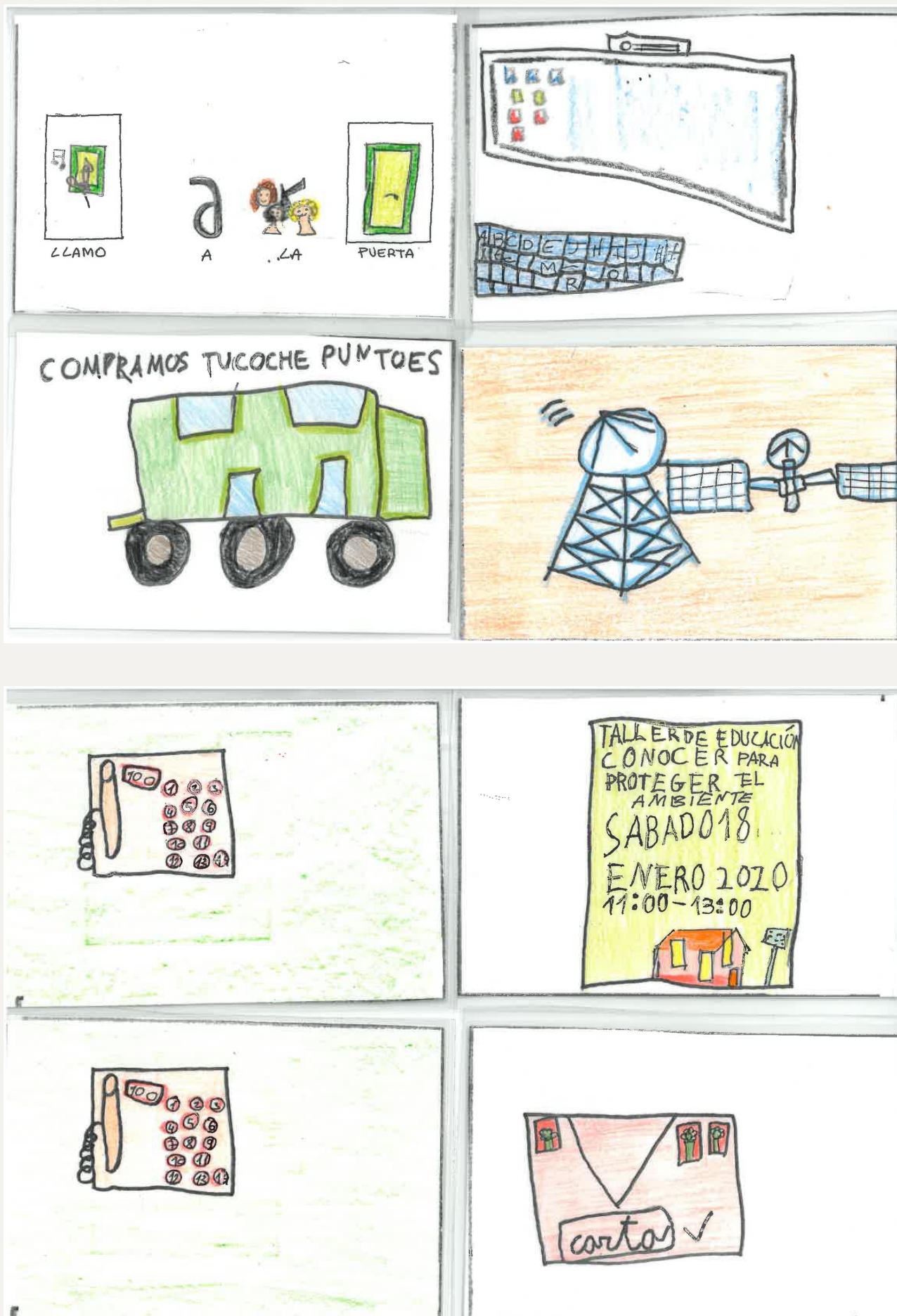
IN THIS CHAPTER YOU FIND DIFFERENT GAMES YOU CAN PLAY  
INSIDE THE ROOM.

AIM OF THE GAMES IS TO RAISE MEDIA AND INFORMATION SKILLS  
OF THE STUDENTS.









# MEMORY

*Ceip Ma Luisa Canas, Spain*

**Game duration:** There is no set time to play, it depends on how long it takes to find the pairs.

**Materials:** Cards with images. The number of cards depends on the age of the children.

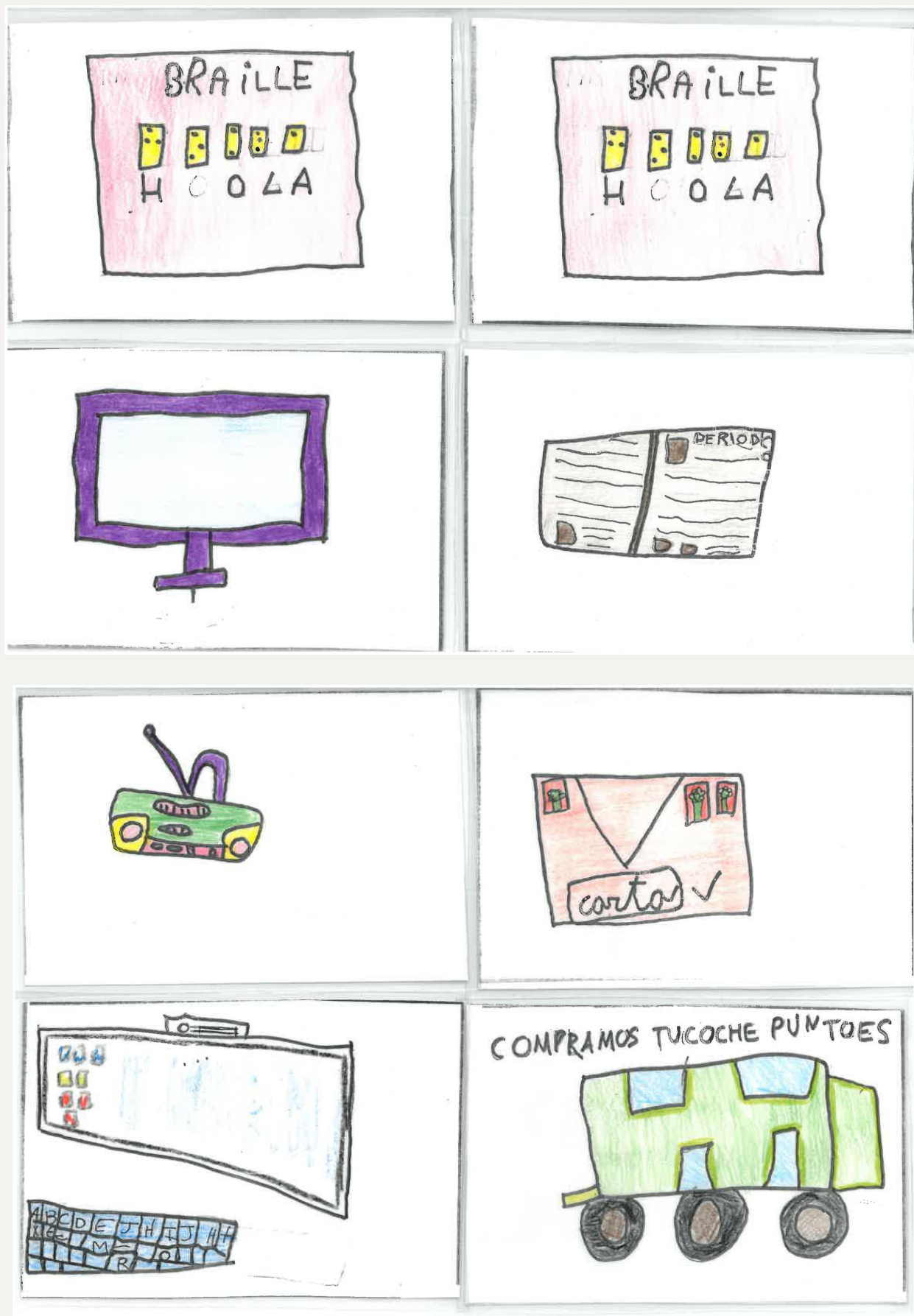
**Aim and Learning Outcome:**

- Develop the conception of space and the location of the cards
- Fine motor skills
- Impulse control and waiting time
- Participate following the turn, respect towards expressions of joy, sadness of peers, learn to play in a group.
- Maintain immediate memory .
- Identify objects and verbalise them.

**Teaching-learning process:**

The object of the game is to find 2 identical cards, enhance attention.

The cards are placed face down in an orderly manner so that it is easier to remember their position and they are raised 2 by 2 on each throw. Once a pair is revealed, the player takes it away and continues playing. If he does not get a partner, the turn passes to another partner.



## TV SIGNS GAME

Adnan Menderes Primary School

**Game duration:** 20 minutes

**Materials:** TV signs

**Aim and Learning Outcome:**

- To be able to read visual materials
- To be able to examine the visual materials.
- To be able to ask questions about visual materials.
- To be able to answer the questions about visual materials.
- To be able to explain the visual materials.
- To recognise the main TV signs used in daily life.
- To be able to tell the meaning of the sign shown.
- To be able to indicate the appropriate TV sign for the given description.

**Teaching-learning process:**

The teacher brings TV signs that he has already taught to the class. The teacher and the students repeat what the signs mean. Then the teacher tells the students that they will play a game using these signs. Each sign reflects a special movement. When the students see a TV sign they will do special movements for each sign such as closing eyes, turning back, calling parents and clapping hands. For example, if the mark is suitable for ages 7 and up, students close their eyes. If the sign is for the general audience, the students applaud. If the sign is for 13 years or older, the students turn their backs. If the sign is a sign of violence and fear, they call their parents.



## MEDIA GAME

*Adnan Menderes Primary School*

**Game duration:** 20 minutes

**Materials:** TV signs, photos <https://drive.google.com/drive/folders/1yDKjbZPKd6RvQkT0DJIHMIYYE4pwl2JQ>



### **Aim and Learning Outcome:**

- To be able to read visual materials
- To be able to examine the visual materials.
- To be able to ask questions about visual materials.
- To be able to answer the questions about visual materials.
- To be able to explain the visual materials.
- To recognise the main TV signs used in daily life
- To be able to tell the meaning of the sign shown.
- To be able to indicate the appropriate TV sign for the given description.

### **Teaching-learning process:**

The teacher mentions about the bad behaviours done by the children during them watch media (TV, tablet or pc). The teacher makes ready 16 pictures which include 8 good behaviours and 8 bad behaviours before. There must be two copies of these pictures. Because the class will be divided into two groups and the teacher will give 16 mixed visual materials to the each group. The teacher puts these visuals on the team tables. Then the teacher asks the students to divide these pictures as right and wrong behaviour. At the end of the 10 minute period, the group that separates the visuals correctly is applauded.



## FOUR CORNERS GAME

*Adnan Menderes Primary School*

**Game duration:** 20 minutes

**Aim and Learning Outcome:**

- To be able to feel the movements correctly.
- To be able to manage relationship with others.
- To be volunteer in the group activities.
- Pupils will be able to fulfil responsibilities which are given to them.
- Pupils will be able to count the object rhythmically one by one forward.
- Pupils will be able to tell how many objects he can count

**Teaching-learning process:**

Four corners is a classroom game. It can be played with whole class and we need the four corners of the classroom. If students don't know the numbers we can call the four corners as a colour such as red corner, yellow corner etc.

Teacher asks if the students are ready to play funny game. Teacher assigns each corner of the classroom a number one through four. After giving numbers to the corners, the teacher tell the pupils not to forget the numbers, as the numbers won't change during the game. They will need to remember them. Teacher chooses a volunteer to be "IT". IT will stand in the middle of the classroom.

Teacher will close the eyes of the volunteer and he/she will count to ten. While IT is counting, all of the other students silently move to a corner of the classroom. Each student can pick whichever corner they want.

When she/he finishes counting her/him keeps her/his eyes closed and tries to guess which corner has the most students according to the noise she/he heard while counting. She/he will say she heard a lot of noise in corner number 4 and IT will say the number out loudly.

IT will open his/her eyes and see if IT guesses the most students correctly. If she/he is right the pupils on this corner will sit down at their desks. She /he will begin another round for the other students. If IT is wrong nobody will sit. IT will count to ten again, the pupils will move to whichever corner they want. This game goes on till one pupil is left.

At the end, the last students becomes the new IT.



## ARTIST IN NATURE

*JUDG Detska Rados*

**Game duration:** 20 minutes

**Materials:** block, tube, tempered paint, water cups

**Aim and Learning Outcome:**

- To encourage independence of the child in performing simple artistic research activities;
- The kids use language for communication

**Teaching-learning process:**

Every child gets a sheet of block, tube and dissolved tempered colors. The child needs to put a brush, tube and dissolved tempered colors. The child with the brush with dissolved paint and with the tube need to blow to disperse the color of the sheet.

Instructions: Child drowns only with a tube.

## THE RING AROUND THE ROSY OF COLOURS

*JUDG Detska Rados*

**Game duration:** 60 minutes

**Materials:** paint and crepe paper

**Aim and Learning Outcome:**

- Recognise primary and secondary colour. Body expression;

**Teaching-learning process:**

Before the game the children learn through rhyme and song the primary and secondary colours and put into practice how the primary colours could be mixed to make secondary colour by putting the paint in the containers. Then the teachers gives each child a coloured bracelet with different secondary colour.

The children stand still in the class randomly when the teacher claps her hands, they walk around and when the teacher stops, they must gather by the same colour.

## GAME WITH 3 HOOPS

Kindergarten “Latinka”

**Game duration:** 20 minutes

**Materials:** different musical instruments, music

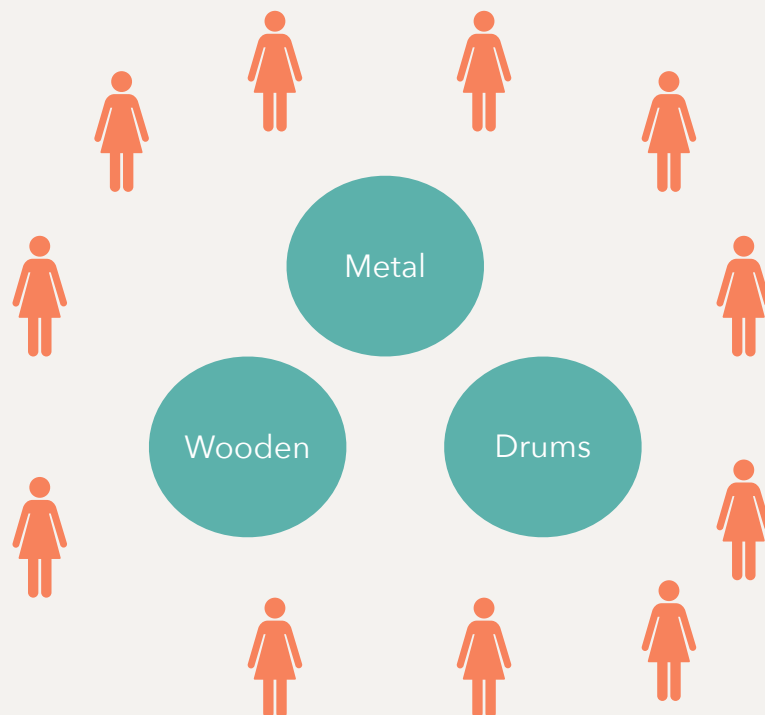


### Aim and Learning Outcome:

- To focus attention.
- To cooperate with other children.
- To make eye and hand coordination.
- To react with instrument.
- Sense of music form and phrasing.

### Teaching-learning process:

There are 3 hoops on the floor. There are different musical instruments in each hoop - wooden, metal and drums. All the children are sitting around the hoops and have musical instruments. One child is selected as conductor. A conductor steps on the circles and the group responds by making a sound/ rhythmic arrangement of melody. The conductor can step in 2 or 3 hoops at the same time.



# THE NUMBERS ARE LINED UP

Kindergarten "Latinka"

**Game duration:** 10 minutes

**Materials:** color cards with numbers

## Aim and Learning Outcome:

- -Children will know the numbers from 1 to 10.
- Children will be able to count from 1 to 10.
- Children will be able to group objects according to their colors.
- To be able to manage their relationships with others.
- Achieve a specific goal using different modes of movement initiated by the children themselves.
- To be able to walk towards the goal forward, backward, on two legs, on one leg, jumping.
- To be able to fulfil the responsibilities assigned to them

## Teaching-learning process:

The children are lined up in two rows - two teams. In the middle, there is an empty space with cards in two different colors. The teacher explains that the numbers from 1 to 10 are written on the cards. Each team must take from the floor the numbers from 1 to 10 with a color predetermined by the teacher and they must be arranged sequentially in ascending order. The colored cards with the numbers are taken from the ground, each child invents original movements to reach the corresponding card - dancing, jumping, and walking backwards... each movement must be different from the previous one. The movements are against the

background of music. The child who has taken a card with a number goes back to his place in the row / team. The victory is for the team that correctly arranged the numbers from 1 to 10 of one color. Not required speed of implementation.



## BEEBOT DRAWS THE PARTNERS FLAGS

*Lohkva Kindergarten*

**Game duration:** 45 minutes

**Materials:** Beebot / BlueBot, Drawing aid for the Beebot, felt, A3 paper, ruler, crayons

**Aim and Learning Outcome:**

- Child knows the flags of different countries.
- Child describes his/her activities.
- Child cooperates with his/her companions.
- Child uses technology to solve the task.
- Child programs the movement of the robot with directional commands.
- Child knows how to use a ruler.
- Child knows the colors.

**Teaching-learning process:**

1. Teacher shows the flags of different countries. Children have to name the country and the colors of the flag. Each group selects one flag.
2. Teacher asks what shape the flag is and what do we need to draw the flag with the Beebot. Drawing aid is attached to the Beebot.
3. Teacher asks - how do we find out which commands we need to give to the Beebot so we can draw a rectangle. Kids draw first line with Beebot on the paper and discuss the next step together. (the bee has to do 2 steps)
4. Teacher helps children to divide tasks so everyone can take part of the drawing.
5. Teacher reminds children to clear Beebots memory before next step. Children have to move Beebot back to the starting point.
6. Children decide how many steps Beebot has to take to draw a rectangle, not a square (1 step).
7. Children continue drawing until the sides of the flag are ready. Children have to make sure Beebot moves straight (angles have to be 90 degrees). Children need to use a ruler to correct the lines.
8. When the rectangle is ready, each group decides if they can finish the flag using the Beebot or they have to draw it by hand (symbols ect).
9. Children color and cut out the flags together.



Game with equipment -  
Drawing with BeeBot

# LETTER HUNT

*Lohkva Kindergarten*

**Game duration:** 30 minutes

**Materials:** printed QR codes, smart device with application for reading the QR code, paper and pencil, national flags.

**Aim and Learning Outcome:**

- Children know letters
- Children make a word from the letters
- Children know how to use smartphone or tablet to scan QR codes
- Children cooperate with each other
- Children know the names of familiar European countries in English and know how their flags look like
- Children know the colors

**Teaching-learning process:**







Teacher places the qr codes in different rooms. Children are divided into pairs or smaller groups. Each group or pair has a smart device, a paper and a pen.

Teacher tells the children which color QR codes they should look for and how many letters they have to find.

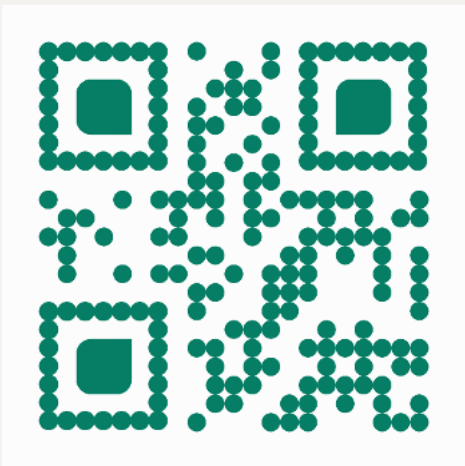
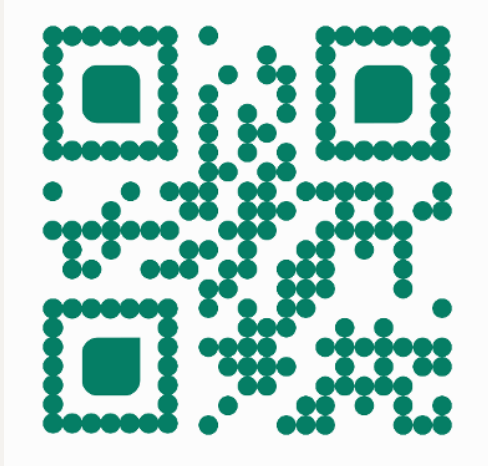
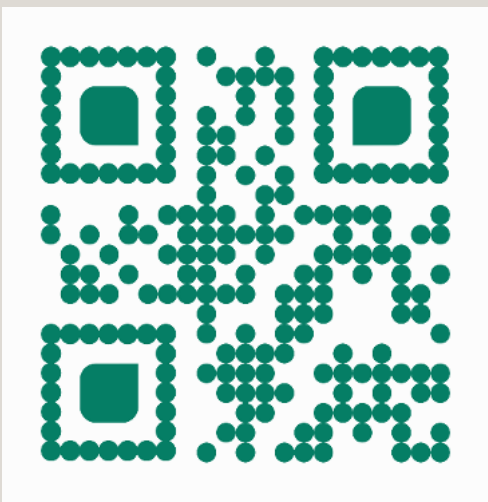
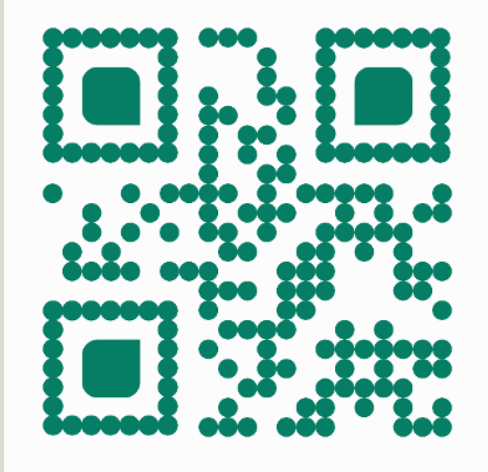
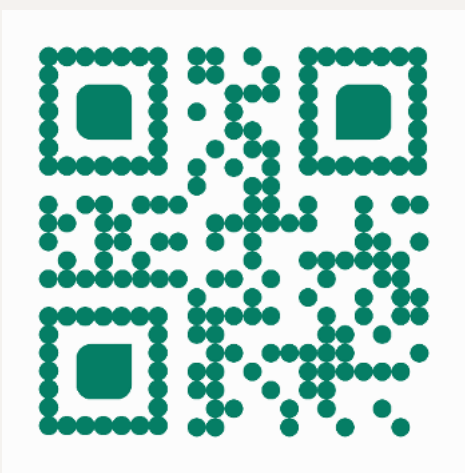
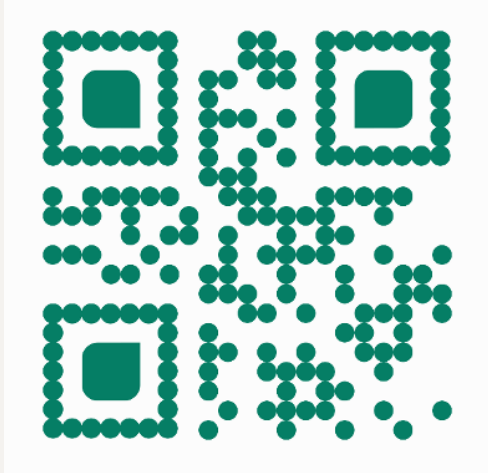
Children look for the codes and write all the letters on the paper.

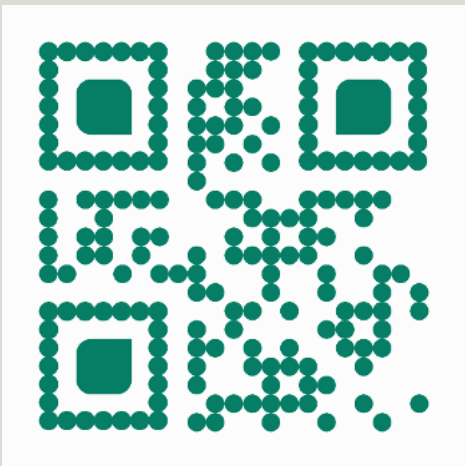
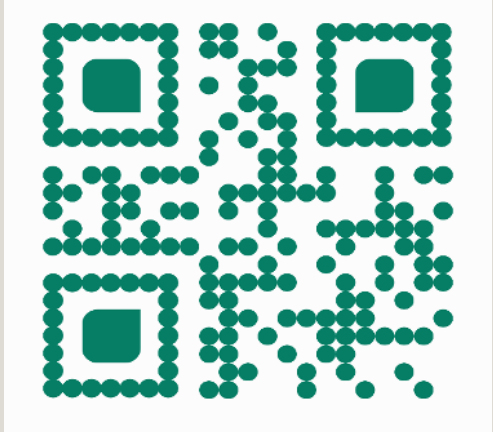
Once they have found all the letters children must form a name of a country and put it under the right flag . Examples of the names of the countries may be helpful.


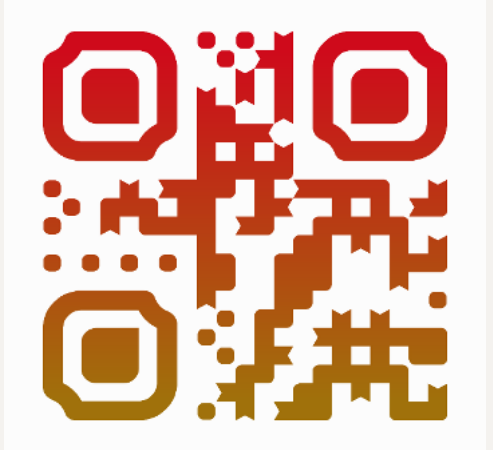





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## PROJECT LOGO PUZZLE

Lohkva Kindergarten

**Game duration:** 10 minutes

**Materials:** smart-board or computer, <https://www.jigsawplanet.com/?rc=play&pid=31836f838e82>

**Aim and Learning Outcome:**

- Children recognise the project logo
- Children put together a picture of the pieces
- Children now how to use ICT tool

**Teaching-learning process:**

Open the link of the game and let the children put together the puzzle.



## CONNECT CALL PROJECT PARTNERS FLAGS

Lohkva Kindergarten

**Game duration:** 10 minutes

**Materials:** smart-board or computer, <https://learningapps.org/display?v=p268e5evn21&fbclid=IwAR15FmAXa-clcE3vHEDtlTSQjh0rIYW77AQD-TgAcljN7fbLe1zFksATD2s>

**Aim and Learning Outcome:**

- Children recognise the project partners countries flags and names.
- Children put together a flags and names.
- Children now how to use ICT tool

**Teaching-learning process:**

Open the link of the game and let the children put flags and countries names.



## VIII IMAGINATION GAMES



IN THIS CHAPTER YOU FIND DIFFERENT GAMES WHERE CHILDREN CAN USE THEIR IMAGINATION.

AIM OF THE GAMES IS TO DEVELOP IMAGINATION OF THE STUDENTS THROUGH TO USING LITTLE OBJECT AS A DIFFERENT TOOLS.

## GRANDMOTHER WHAT TIME IS IT?

*Ceip Ma Luisa Canas, Spain*

**Game duration:** 30 minutes

**Aim and Learning Outcome:**

- Improved creative thinking.
- Knowledge of elements of the environment.

**Teaching-learning process:**

A boy or girl pretends to be the "grandmother". She stands in front of the other children, with her back to a stand, at a distance of about 15 meters. The group of boys and girls will be located longitudinally in front of the grandmother behind a mark or starting line.

One by one, the boys and girls, take turns asking granny: granny, what time is it?

Granny will answer things like: - a giant step; - 10 ant steps; 5 steps of spinning top, .....

In this way, the children swing or frolic in the direction of the wall where the "grandmother" is located. The winner will be the boy or girl, who obeying the orders of "the grandmother", arrives before touching the wall where it is located.

## SERVES FOR...

*Ceip Ma Luisa Canas, Spain*

**Game duration:** 30 minutes

**Materials:** different objects.

**Aim and Learning Outcome:**

- Improved creative thinking.
- Knowledge of elements of the environment.
- To improve communication skills.

**Teaching-learning process:**

The teacher has prepared an opaque sack with different objects. One by one, they will call the children and girls to choose one of the objects. Once the object is chosen, the boy or girl will say different uses. Up to a maximum of 5. The teacher will write down the object and answers. There is no winner, it is a collaborative game in which all the answers are valid.

# I AM GOING A TRIP AND I AM PACKING

*Adnan Menderes Primary School*

**Game duration:** unlimited time

**Aim and Learning Outcome:**

- She/he tells her/his feelings, thoughts and dreams.
- She/he expresses emotions, thoughts and dreams in original ways.
- She/her uses home / school items cleanly and with care.
- She/her collects items at home / school.
- She/her folds items in home / school.
- She/her hangs items at home / school.
- She/her places items in home / school.

**Teaching-learning process:**

The teacher chats with the children about the travel and says that a game will be played about the packing suitcases. The teacher starts with phrase "I am going to a trip and I am folding my socks" and wants from children complete the phrases with new things. The next child repeats "I am going to a trip and I am packing" and say new thing (a beach towel, camera, clothes, shampoo etc.)which needs during the journey. The teacher gives some tips for child who don't remember new thing. The game continues until last child say new thing.

## CREATE A BUSINESS

*Adnan Menderes Primary School*

**Game duration:** unlimited time

**Materials:** papers, pencils.

**Aim and Learning Outcome:**

She/he tells her/his feelings, thoughts and dreams. She/her creates compositions such as events and stories using visual materials. She/he expresses emotions, thoughts and dreams in original ways.

**Teaching-learning process:**

The teacher chats with the children about the business and says that a game will be played about the opening new business. The teacher asks them to create their own restaurant (or ice cream shop) and to give them creative names. Then children design menus to include entree, desserts and drinks along with prices for each item. The children coloring and decorate the menus to suit their restaurant's theme.

After they've finished their menus, children draw a floor plan for how they'd set up the restaurant. The teacher visit children often, and see how children build upon or modify the businesses over time.

The most important element in encouraging a child's imagination is letting them make the decisions. Pretend play not only strengthens emotional and social skills like improvisation and empathy, but it also gives kids a chance to build strong problem-solving abilities.

## COLLAGE PICTURE OF ANIMALS

*JUDG Detska Rados*

**Game duration:** 30 minutes

**Materials:** magazines, scissors, glue, paper.

**Aim and Learning Outcome:**

- Better connection of the group

**Teaching-learning process:**

The game gives the children opportunity to meet better each other as well as to become more familiar with the animals.

All of the children search pictures of animals, cut them and stick them on a piece of paper. Together with their parents they describe the animal they have found or they can imitate how it sounds or how it moves. What comes out in the end is a beautiful poster with animals and cheerful mood.





## SWEET SMILING, PASSING ON SMILES

*JUDG Detska Rados*

**Game duration:** 10 minutes

**Materials:** Skitablelying area.

**Aim and Learning Outcome:**

- relaxing, reliving the group from tension through laughter, increasing closeness among the children

**Teaching-learning process:**

The teacher should have thought previously of a thing that will smile the very first child.

One child lies down on the floor and there is second child who lays his head down on the stomach of the first child, then third child lays his head down on the stomach of the second and it continues this way till the last child. When they finish with this, the teacher whispers something funny to the first child and her/his stomach goes up and from the reaction of the stomach of the first child, the second one will smile then the third and it continues like that till the end of the game.

## TELEVISION

*Kindergarten "Latinka"*

**Game duration:** 20-25 minutes

**Materials:** cardboard TV frame, illustrations from well known stories

**Aim and Learning Outcome:**

- Development of expressive speech;
- Being able to express their thoughts in meaningful and grammatical manner;
- Being able to use correct words and phrases;
- To arouse different feelings and willingness to express personal opinion;
- To be able to paraphrase the story by using phrases from it;
- To be able to recognise parts of the story;
- To have good understanding of the content;
- To be able to concentrate and focus.
- Develop imagination of the students

**Teaching-learning process:**

The teacher puts the "Television" in front of the children and announces that today they will be watching a show called "Stories on TV". He puts on the screen a picture showing an episode of "The Wolf and the Seven Goats" story. Children should recognize the story and try to remember the characters in it. Pictures with different moments from the fairy tale change on the screen - the end of the fairy tale is not shown. Children are given the task of inventing a different ending. The teacher touches the children one by one with a magic wand, and they invent different end of the story.



## THE MAGIC POINT

*Kindergarten "Latinka"*

**Game duration:** indefinite time

**Materials:** large white sheet with a yellow dot, pastels, felt-tip pens or water-based paints

**Aim and Learning Outcome:**

- development of creative thinking by recreating images in a common composition
- consolidation of knowledge about the environment
- supporting the development of fine motor skills and speaking skills
- building self-confidence
- building skills for teamwork and satisfaction with the overall result

**Teaching-learning process:**

The teacher talks about his favourite season - summer. Provokes children to share their experiences and places they have visited.

The teacher challenges the children by placing a large white sheet in front of them with a yellow dot drawn on it. Invites the children to transform the memories they tell by drawing on a piece of paper, and they can add different images. This will create a common composition that "tells" about the children's favourite moments and recreate new ones. Children will improve their teamwork skills - spatial arrangement of the elements in the picture, will build self-confidence through their personal contribution to the overall activity, regardless of the level of their drawing skills.



# HOT POTATO

*Lohkva Kindergarten n*

**Game duration:** 10 minutes

**Materials:** Play Parachute, ball

**Aim and Learning Outcome:**

- Children will do teamwork and develop creativity.
- Children will react according to the situation.
- Children will improve their fine motor skills.

**Teaching-learning process:**

Children are standing in a circle, holding the Play Parachute with two hands.

The teacher puts a ball on the parachute and the children will try to keep it there.

- when the ball is near, they put their hands up
- when the ball is further from them, they put their hands down or squat

You can do this with two parachutes and make two teams compete



# THE COLOURS OF RAINBOW

*Lohkva Kindergarten*

**Game duration:** 10-15 minutes

**Materials:** Play Parachute

**Aim and Learning Outcome:**

- Children will improve attention and speed skills
- Children will feel joy and if needed, accept failure

**Teaching-learning process:**

The teacher will choose and say one of the colours on the Play Parachute and the children (max 12) have to find it and then hold the Parachute from there.

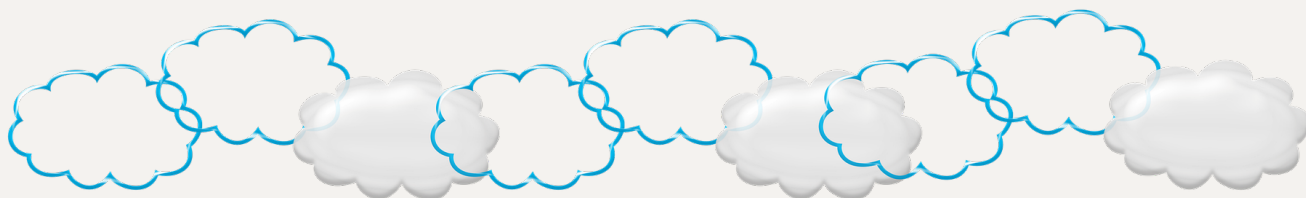
After the teachers alert the children holding of specific colours have to let go of the parachute, do a circle around the Parachute and get back to their place

Progress:

- the parachute is moving in the same direction
- the parachute is moving in the opposite direction
- the parachute will be raised up and down
- the parachute is in movement and is raised up and down.



## IX TEAM GAMES



IN THIS CHAPTER YOU FIND GAMES WHERE CHILDREN HAS TO  
SOLVE THE SITUATION TOGETHER.

AIM OF THE GAMES IS TO DEVELOP TEAMWORK SKILLS OF THE  
STUDENTS THROUGH COMPETITION AND PROBLEM SOLVING GAMES.



## BALLOON BLASTING GAME

*Ceip Ma Luisa Canas, Spain*

**Game duration:** 20 minutes

**Materials:** balloons, strip, music

**Aim and Learning Outcome:**

- To be able to do warm-up exercises in accordance with verbal instructions.
- To be able to jump to back or forward.
- To reach specific target by jumping.
- To be able to go to the target back and forward by double or single foot.
- To be able to walk/dance with aesthetic bodily movements

**Teaching-learning process:**

The teacher briefly gives information to the students about obesity. After that, teacher gives the rules of the game. The teacher ties the inflated balloons to the both feet of the students. When the music open the students start dancing. Also students try to blast gently the balloons of the other students with their feet.

## TEAM Pictionary

*Adnan Menderes Primary School*

**Game duration:** unlimited time

**Materials:** keyword cards, paper, pencil,

**Aim and Learning Outcome:**

- She/he exhibits what she/he listens / watches through painting.
- She/he paints using different materials.
- She/he tells her/his guess by combining the clues.
- She/He compares the forecast with the real situation.

**Teaching-learning process:**

The teacher chats with the children about the team games and says that a game will be played about the forecasting from drawings. The teacher divide the class to the two groups. Each team choose an artist who will draw for own their team. The teacher prepare the cards which include keywords before the game. The artists choose a card and teacher say the keywords quietly to the artist. The artists start to the drawing together. The catch is that the artist can only draw images and not words, so team members must work together to come up with what the artist is drawing. The team that guesses the phrase first wins! The game can continue again and again, as different artists from the group should be chosen.

# CATERPILLAR RIOT

*Adnan Menderes Primary School*

**Game duration:** unlimited time

**Materials:** different objects, hoop.

## **Aim and Learning Outcome:**

- She/he walks in line with the instructions.
- She/he collects objects.
- She/he makes balance movements individually and in pairs.

## **Teaching-learning process:**

The teacher chats with the children about the team games and says that a game will be played about the moving together for same target. The teacher divide the class three or four groups. Each team stands in a line with each student standing in a hoop (the hoops should be touching). Each team is called a caterpillar. The goal of the game is to collect as many objects off the ground by having your caterpillar move forward. To move forward, the last player in line steps into the player of front of their hoop, picks up their empty hoop, and passes it to the front. The front player then places the hoop on the ground and steps into it. Every player then shifts forward and the caterpillar has moved. Only the front player may pick up objects, but it is the team's job to carry collected objects throughout the game. The game ends when there are no more objects on the ground.

## ART IN NATURE

*JUDG Detska Rados*

**Game duration:** 40 minutes

**Materials:** From the nature with which it can be played and created

**Aim and Learning Outcome:**

- This game is affecting the development of the senses.
- Improving the function of the sensory organs- look and touch.
- Encourage creativity and fantasy.

**Teaching-learning process:**

The game is realised in the field and children with all the natural materials that they find will create their own artwork. Instructions: For the game does not need pre-preparation, it first collects everything that can be used and then queues.



# LISTEN WELL

*JUDG Detska Rados*

**Game duration:** unlimited time

**Materials:** balls

**Aim and Learning Outcome:**

- Develop an interactive relationship among children, attention and speed.
- Improving the function of the sensory organs- look and touch.
- Enhancing knowledge about our body.

**Teaching-learning process:**

The children are divided in two parallel lines facing towards each other (each child from the first line has a pair from the second line) and the distance between them is one meter. In the empty space between the lines there is a ball (there is a ball for each pair).

The teacher orders: "Listen well", and says a certain part of the body, for example: head, and the children have to touch their heads.

The teacher orders: "right hand", the children touch their right hands.

When the teacher says: "Listen well, a ball!" the children have to pick up the ball. The child who catches the ball faster is the winner and scores a point. The game continues with different orders and lasts as long as the children show interest.

The orders can be of various kinds, the faster child from the pair can continue the game in order to get a winning pair.

## WHO WILL GET THERE FIRST

Kindergarten “Latinka”

**Game duration:** 20 minutes

**Materials:** bowl of apples, , table, tray.

**Aim and Learning Outcome:**

- To be able to do things that require physical coordinations
- To be able to synchronise their movements
- Reaching a specific goal with the help of utilities
- to be able to quickly get to the goal
- To be able to create good relationships
- to fulfil the responsibilities given to them
- to think through the competitive element on the game

**Teaching-learning process:**

The teacher gives a quick briefing on the significance of working as a team and competitive nature of the game. Then they split the kids into two teams. In front of every team there is a table. The goal of the game is to balance 3 apples on a tray and to carry them over to the table in the quickest way possible. The first participant runs, leaves the apples on the table and goes back with an empty tray. The second participant runs with the empty tray, takes the apples from the table and balances them on their way back. And so on until all of the participants have had their turn. The game is won by the fastest and most precise team.

The prize is bowl of apples that the kids will eat as an afternoon snack.



# HOUSES FOR FRIENDS

Kindergarten "Latinka"

**Game duration:**

**Materials:** numbers 1 to 5, houses, music about friendship

**Aim and Learning Outcome:**

- development of attention related to the coordination of the auditory and motor apparatus.
- distribution of attention according to requirements.
- focusing on key information.
- developing observation.
- developing quality speed.
- ability to create motor expressiveness through dance movements
- numbers from 1 to 5.

**Teaching-learning process:**

The children are in the room where there are wide spaces remain for dancing. Here are positioned 5 houses with numbers from 1 to 5. Against the background of music about friendship, the children dance with numbers from 1 to 5 in their hands. When the music suddenly stops, each child must find his or her house corresponding to the number in his or her hand. The winner is the team who first "filled" house with children with the same number. Again dancing to the music. While dancing, the children have to exchange the numbers they hold in their hands. The music stops again. The children have to find their new houses. The game is played while there is interest, and can be varied with different dance moves.





# LIGHTHOUSE

*Lohkva Kindergarten*

**Game duration:** 15-20 minutes

**Aim and Learning Outcome:**

- Children will cooperate to achieve a common goal.
- Children will participate in collaboration games.
- Children will follow the rules.
- Children will orientate in space.
- Children will react according to the situation.

**Teaching-learning process:**

At first you have to make an agreement who will become the "Lighthouse" and who will be the "Ship". All the other players will be the "Reefs" and they will pick a random place on the play area and stay there. The "Ship's" eyes will be blindfolded. The "Lighthouse" and the "Ship" will both be moved to the opposite ends of the play area.

Ships task is to find the way to the Lighthouse. The Lighthouse makes constantly the „beep-beep“ sound (or whatever sound you will make an agreement on). The Reefs stand randomly on the Ships way and he has to avoid them. The Reefs must start making the „Ssss“ sound when The Ship gets closer to one of them than 2 steps. The Ship must change the course when he hears the Reefs sound. When the Ship reaches the Lighthouse, he will become a new Lighthouse and the new Ship will be chosen. It's much easier for the Ship to move while the Reefs are standing still on the same place so its important to make sure everybody understands that rule.



## CAME WITH CHAIRS

*Lohkva Kindergarten*

**Game duration:** 15 minutes

**Materials:** music, chairs

**Aim and Learning Outcome:**

- Child cares about others and offers help when needed.
- Child cooperates to achieve a common goal.
- Child participates in collaboration games.
- Child follows the rules

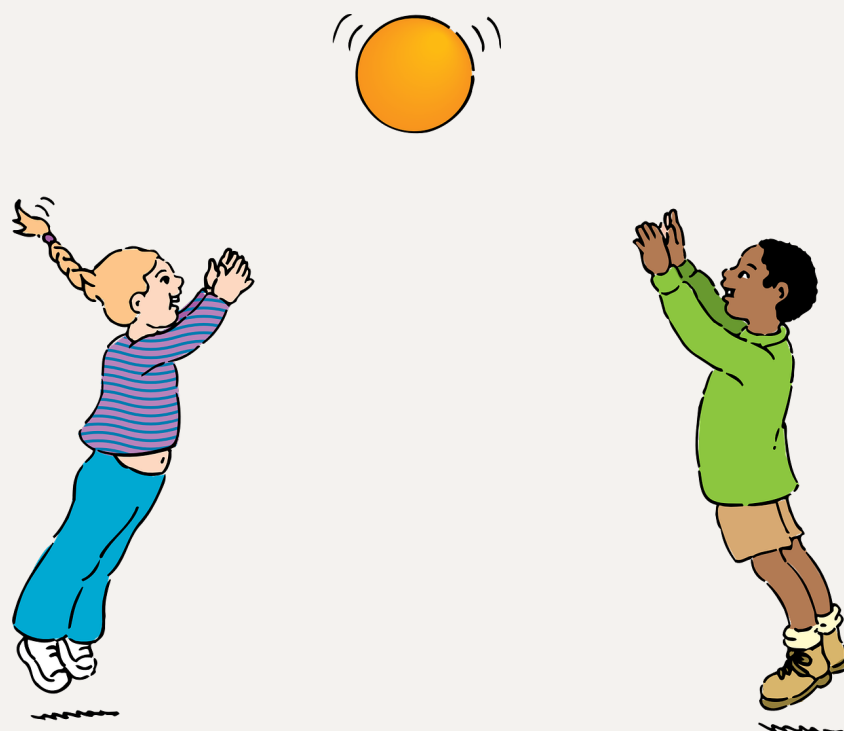
**Teaching-learning process:**

In the middle of the room, there are chairs against each other. There needs to be as many chairs as there is children.

While music plays, children move around the chairs. When the music stops, all players must sit on the chairs. Every time one or two chairs are taken away. Who doesn't get to sit, must still fit in a chair. Every players needs to notice and think how to fit in other players.



## X OUTDOOR GAMES



IN THIS CHAPTER YOU FIND DIFFERENT GAMES WHAT YOU CAN  
PLAY OUTSIDE.

AIM OF THE GAMES IS TO DEVELOP HAND-EYE COORDINATION OF  
THE STUDENTS.

## PASE MISI, PASE MISA

*Ceip Ma Luisa Canas, Spain*

**Game duration:** 10 minutes

**Aim and Learning Outcome:**

- The children will be able to control the force.
- Respect the turn of his teammates.
- Make decisions quickly.
- Is able not to get angry.
- Develop memory capacity.

**Teaching-learning process:**

Two participants are placed holding hands facing each other making an arc through which the other participants will pass under.

One of each participant will be awarded a color or a fruit or whatever you want, the following song will be sung:

When this song is sung the other children will be running in a circle and going under the arch, at the end of the song the end of the song will be matched with a child who passes at that time is locked in the arms of the who sing and those who are forming the arch.

The three will move aside so that they are not heard by others and will ask if they want fruit or color, in this case since they have chosen this. The child will be placed behind what they have chosen and will be done continuously until there are no children left.

When the two rows have been formed they will be taken by the waist and those of the ends that will be those that formed the arch will be taken from the hands and will be stretched between all.

The row that previously exceeds the line drawn on the ground will be the group that loses.

In Spanish	Translation
Pase-misí, pase-misá, por la Puerta de Alcalá, los de alante corren mucho, los de atrás se quedarán Pase-misí, pase-misá, por la puerta de Alcalá, los de alante corren mucho, los de atrás se quedarán	"Pass me through, pass Mass, through the door of Alcala, those in front run a lot, those in the back will stay, sad after."

## CHINESE WALL

*Ceip Ma Luisa Canas, Spain*

**Game duration:** 10 minutes

**Materials:**

**Aim and Learning Outcome:**

- Stimulate movement.
- Encourage listening.
- To cooperate with other children.

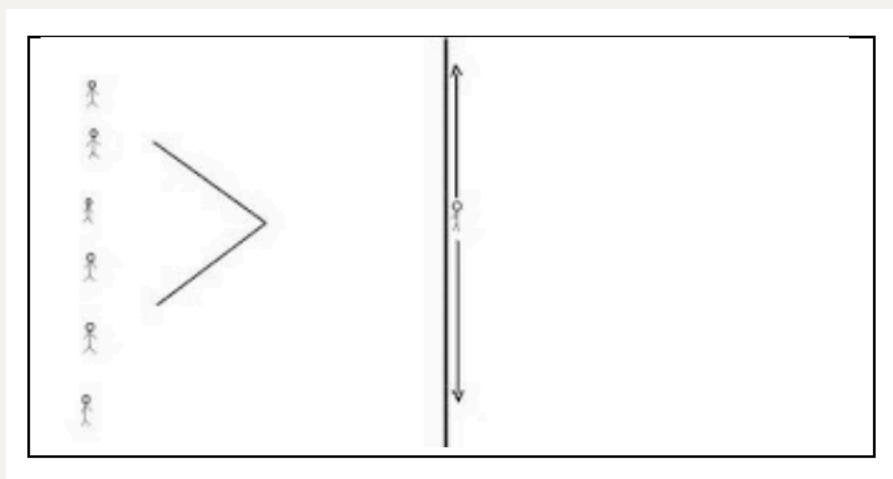
**Teaching-learning process:**

But the fundamental objective is playful. You can use the warm-up prior to some exercise in which the activation of the students is required, since this game is constantly moving.

All members of the group are located at one end of the field, except one that is placed in the centre line (the wall).

At its signal, all students must pass to the other end of the field without being touched by the wall, which can only move along the line that divides the space, that is, perpendicular to the direction of their classmates.

Those students who are touched by the wall join it with the mission of collaborating. The game ends when all the students have been converted into a wall.



# TRAFFIC POLICE

*Adnan Menderes Primary School*

**Game duration:** 30 minutes

**Aim and Learning Outcome:**

- She/He Indicates the symbol conforming to the given description.
- She/He tells the meaning of the symbol shown.
- She/He fulfils verbal instructions.
- She/He explain what they listen / watch.
- She/He makes comments about what they listen / watch.
- She/He says that rules are necessary. She/He acts in accordance with the rules when her/his requests and rules conflict.
- She/He tells the dangerous situations.
- She/He tells what needs to be done to protect herself/himself from dangers and accidents.
- She/He knows the basic traffic rules. She/He seeks help in case of any danger or accident.

**Teaching-learning process:**

The teacher chats with the children about the basic traffic rules and says that a game will be played about the pedestrian crossing.

The best area for this game is on a street with little to no traffic, or in a large paved area of some kind. You need traffic lights and pedestrians crossing. If the game will play in school garden or paved road, teacher should prepare traffic lights (you can use cardboard and colorful paper) and pedestrian crossing (you can use white cardboard or chalk) and "stop sign". To play this game one assistant should be ready for the game. If necessary the teacher can want helps from the local traffic police office.

Before the game children watch short movies about pedestrian crossing rules. The teacher gives information about the crossing the streets.

The volunteer student be traffic police and stand across the street (or opposite side of the students) with teaching assistant or a parent. The teacher remind the rules and students cross the street according to situation of the traffic lights. If a vehicle come to the street, traffic police student and teaching assistant show to the driver "stop sign". The game ends when all the children cross the street.



# TURTLES AND RABBITS

*Adnan Menderes Primary School*

**Game duration:** you can choose how long the game lasts.

**Materials:** white and red coloured yarns

**Aim and Learning Outcome:**

- She/He makes the warm-up and cooling movements accompanied by a guide.
- She/He walks in line with the instructions.
- She/He runs according to the instructions.
- She/He jumps from a certain height.
- She/He jumps to a certain height.
- She/He climbs to a certain height.
- She/He descends from the climbed height.
- She/He jumps over the obstacle.
- She/He runs and jumps over an obstacle.
- She/He collects objects.

**Teaching-learning process:**

Before the game, cut a bunch brown and green yarn to represent the "Turtles" and "Rabbits" and hide them around an outdoor area. Take the students out and divide them into two teams- the Turtles (green) and the Rabbits (white).

Designate two Captains for each team.

The Captains will stay on base, so if there are students who are less mobile, this would be a good position for them. The rest of the players on each team will be Searchers.

When you call go, the Searchers will run out into the designated area and search for their coloured yarn segments.

Once they find one, they will bring it back to their team's base and give it to the Captains.

The Captains' job is to tie the pieces of yarn together.

Set a specific amount of time. At the end of the time, the team have the longest yarn win the game.

# MINISTRY OF FUNNY WALKING

*JUDG Detska Rados*

**Game duration:** 10 minutes

**Materials:** props, costumes, scenery, etc

**Aim and Learning Outcome:**

- stimulating passive groups, stimulating creativity, relaxation

**Teaching-learning process:**

Teacher participates in the game obligatory - the participation of the teacher in the game stimulates shy children. In the end someone might be announced "the most successful minister" and that child starts the funny walk in the next round.

The game is played in an open area or in wide closed area where there are no barriers. One of the children starts walking funny and all the group follows this child. All of the children must be involved in the game and at least once and act "minister". The game is over when all of the children take the role of "minister" at least once.

# PUT THE PIG IN THE HOUSE

*JUDG Detska Rados*

**Game duration:**

**Materials:** Pink balloons, black marker, cardboard boxes and blades.

**Aim and Learning Outcome:**

- Improving the coordination of the locomotor system and development of the senses.
- Development of the movement eye-hand.
- Developing love and care for animals.

**Teaching-learning process:**

The game is played on a large open space. Pig house are made from the cardboard boxes and placed in the centre of the playground with a hole facing to the sides so that the balloons can be inserted inside. Every balloons is drawn to a character of a pig, and then the educator throws the balloons on the playground. Children are divided into two groups and on a given sign they need to push the balloons into the piglet cabin. The game ends when all the balloons are inserted into the pig cabin.

The winner is the group that will insert more balloons into the pig house.

## GAME BOARD ON THE STREET

Kindergarten “Latinka”

**Game duration:** 20 minutes

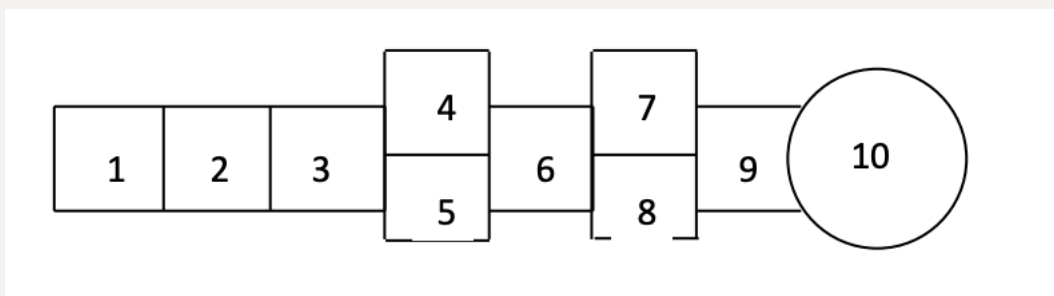
**Materials:** a chalk

**Aim and Learning Outcome:**

- Hopping on one leg.
- Two-leg leaps.
- Throw in a target.
- Balance
- Knows the numbers from 1 to 10

**Teaching-learning process:**

All you need is a chalk and a small pebble. The scheme / board is drawn on the street - usually 1 to 10 squares/boxes, but may be shorter or longer.



The first one has to throw the pebble into the number 1 box after he has to jump on one leg stepping into each field/box, and where two boxes, with both legs. In the last box, he turns and goes back, stopping before the box containing the pebble and while on a lame leg he has to bend over and lift it. Then he goes back to the beginning of the board and continues to box number 2 - to throw the pebble into. He returns the same way. Then he continues to box number 3 ... So until he gets to number 10.

If he makes a mistake (he steps on a line or steps with two legs where he should be on one) - the next player starts.

# I'M DROPPING A TOWEL

Kindergarten "Latinka"

**Game duration:** 20 minutes

**Materials:** Towel

**Aim and Learning Outcome:**

- To be able to do some activities which requires physical coordination.
- To be able to do some movements which requires synchronize movements.
- To throw at the target.
- Be able to coordinate their body.
- To able to fulfil responsibilities which are given to them.
- To be able to guide each other correctly and do while reaching the target.
- To able to manage relationship with others.

**Teaching-learning process:**

Children are in a circle and are seated. They choose one of them, which runs around the circle with a towel.

Everyone sings:

In Bulgarian	Translation
"Пускам - пускам кърпа, кучето я дърпа. Мама ми се скара, че съм я съдрала." /Puskam - puskam karpa kucheto ja darpa mama mi se skara che sam ja sadrala/	I'm dropping a towel the dog pulls it. My mom quarreled that I broke it.



The child running with the towel - from time to time lie to others in the circle, that he was supposedly dropping a towel behind someone. And when he let it real, the second one behind whom the towel is needs to understand this action and run after the first child around the circle. The child who dropped the towel also runs away. Who first reaches the place where the towel was dropped, sits there. The other continues to play with the towel.

# HERRING-HERRING, ONE, TWO, THREE!

*Lohkva Kindergarten*

**Game duration:** 15-20 minutes

**Aim and Learning Outcome:**

- Children will develop attention skills.
- Children will develop general body skills (balance, speed)
- Children will learn to be observant and notice the details.

**Teaching-learning process:**

To play the game you have to find a wall, a tree or a fence – a place where the game leader can stand. That place marks the games finish line. Game leader is facing the wall. Other players stand behind a starting line.

The game leader is saying "Herring-herring, one, two, three!", in that time the others are sneaking closer. When the game leader turns around, then they all have to freeze. The one, who moves, has to go back to startling. When nobody moves the game leader turns around again and says "Herring-herring, one, two, three!".

The first child, who arrives to the wall, is the new leader.





# ROTTEN EGG

*Lohkva Kindergarten*

**Game duration:** 30-40 minutes

**Materials:** Ball, chalk

**Aim and Learning Outcome:**

- Children will learn how to throw the ball up and how to catch it.
- Children will develop general body skills (balance, speed, throw accuracy)
- Children will do teamwork and develop creativity.

**Teaching-learning process:**

An "egg" is drawn on the ground (one small circle inside a bigger one). The game leader is inside the small circle, others around him in the bigger one.

The game leader (player with the ball) throws it up and shouts out someone's name, who has to catch the ball. The other players run out as far as they can. The player who catches the ball says "STOP!" and everyone has to stop.

Then the player with the ball goes back to the small circle.

Then he has two options:

- 1) Shout out "Free land", other players have to run back to the big circle, avoiding to get hit by the ball.
- 2) Second option is to choose one player and move towards him with one little and one big step. Then the game leader gives him three options:
  - a) "Tree" (he has to stand straight without moving),
  - b) "Leaf" (he has to stand on one spot, he can move his body and hands),
  - c) "Basket" (he does a basket with his hands, the game leader has to throw the ball inside it).

When he has chosen one of the options then the game leader tries to hit him with the ball.

When the game leader misses then everyone runs back to the circle. The game leader has to catch the ball quickly and try to hit someone else with it.

When the game leader does not hit any players then he gets first "egg" and has to throw the ball up again and shout out another players name.

When the game leader hits someone, then the game starts from the beginning and the one who gets hit by the ball is the new game leader and nobody gets an "egg".

The player who gets three "eggs" gets nickname from others, which is chosen together secretly. After the new nickname is chosen, it is shouted out, when the ball is thrown up to the sky again.



# ENJOY OUR GAMES!