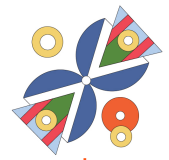


Playful Starters

Playful Learning Activity Card

Created by Elif Buldu (Bayburt University)



Purpose

Try or adapt any of these activities to get class started in a playful mood, get to know your learners, and explore topics of playful learning.

Activities

- ▶ **Meeting:** Students walk around the classroom freely with music. When the music stops, the students stop and say their name to the person they first come across in the class. The music turns on again and they continue to walk. This time, when the music stops, they come across another classmate and say their name, favorite game, and hometown to each other.

In the third round; they share their name, favorite music, movie, and food.

(The goal of this activity is to meet as many different classmates as possible and tell about themselves and get to know each other).

- ▶ **Bingo:** If there is a board in the classroom, various instructions are written on the board in a grid format – see the example below. For example; someone has been in Florida, loves tea, has a dog, does not like donuts, etc. Then, the students try to find someone in the class who fits each description by communicating with each other. The student who gets “Bingo” (e.g. finds a person in the class who fits each description in one row across or down) wins the game. This activity can also be done with previously prepared printed cards instead of writing on a board.

Who:

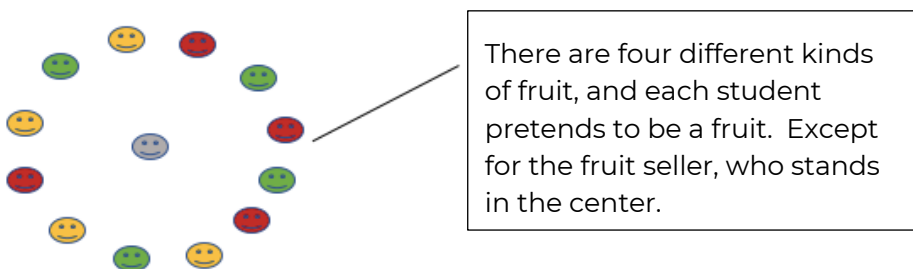
Has a dog	Doesn't like donuts	Has 1 sibling
Knows a language other than English	Has a non-Apple computer	Person is brunette
Has been in Florida	Likes tea instead of coffee	Doesn't know how to drive a car

- ▶ **Drawing Shapes on the Back:** Group students in 2 groups and form two rows in the form of a train. The educator shows a figure he/she has drawn to the two

students at the back of the row, and those in the back try to draw the shape with their fingers on the back of the students in front of them. When it comes to the top of the row, the student in front draws the picture he/she feels on a paper and it is decided which shape is correct. The group that most closely resembles the drawn figure wins.



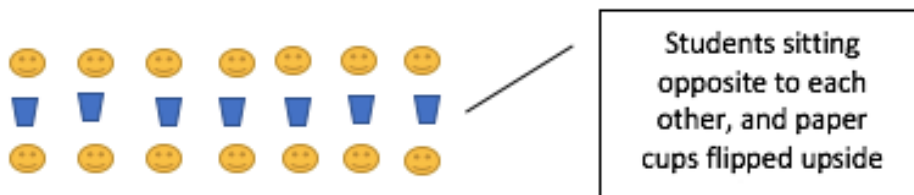
- ▷ **1, 2, 3, 4, BOOM:** The students come together in a circle. Students are asked to count from 1 to 50, while counting, they are asked to say "boom" instead of multiples of 5, such as 5-10-15-20. Any student starts by saying 1 and continues sequentially. Each student is asked to count as fast as possible. While counting, anyone who does not say "boom" or says wrong is eliminated.
- ▷ **Fruit Basket:** The class is divided into 4 groups. Each group is named a fruit (e.g. orange, strawberry, watermelon, and apple). Everyone stands in a circle at random and indicates the place where they stand with a colored post-it or sticker placed on the floor – one color post-it for each kind of fruit (see picture below). Then, a "fruit seller" is selected. The fruit seller is no longer a fruit, has to stand in the center of the circle and tries to find a place for themselves. When the fruit seller says one of the fruit's names (or two fruits at the same time), whoever is standing on that fruit's name must run to another spot in the circle while the fruit seller tries to replace the fruit. The fastest one gets to rejoin the fruit basket, and one person is left to be the next fruit seller.



- ▷ **Memory Game** (a kind of solitaire game): First, 2 students are selected and are asked to go outside the classroom and wait. While they are out of the classroom, the students inside form pairs and each pair decides on a movement they will

perform (like; clapping three times or flicking fingers two time). Pairs then move away from each other as much as possible different parts of the classroom. The 2 students outside come back to the class and try to match those who do the same movements. The person who finds the most pairs wins.

- ▷ **Grabbing a Cup:** The students sit on the floor opposite each other with their pair. A cup is given to each of the couple. The educator gives different instructions like; put your hands on head, hands on knee, hands on shoulders, hands on legs, nose, eyes...). When the educator says grab, they try to grab them at the same time. The first to grab the cup wins.



- ▷ **Word of Mouth:** Students sit or stand next to each other (shoulder to shoulder) in a row or circle. The student seated at the beginning says something in his/her friend's ear (the educator can get started with a rhyme or sentence). They whisper the message to the person next to them. Thus, it goes to the end of the row.
 - ▽ In round 1, the goal is to convey the sentence to the end correctly.
 - ▽ In round 2, the goal is to make the sentence break down as creatively as possible.

Role-playing activities

- ▷ **Play Memories:** The educator prints out the different pictures related to children's games (e.g. mancala, football, tag, building forts, etc) and hangs them on the classroom's wall.

The educator: "I will play some music and you will quietly and freely walk in the classroom looking at the pictures hanging on the walls". 1-2 minutes is given to students. When everyone has seen all of the game pictures, the educator says, "Now, please try to remember **your past memories related to games** you see in these pictures. You may have moments of good, bad, embarrassing or scary. Just focus on your memories that these pictures bring to your mind."

After 1-2 minutes, the educator explains, "Stand next to one picture you choose. You will have 5 minutes to tell the other students near your picture the memory you were thinking about."

A suggestion for music: Richard Hawley- Coles Corner

<https://www.youtube.com/watch?v=2U9BZVh3FM8>

- ▷ **Being a Child and Parent:** The whole class is divided into groups of 2 students. Then, one of the members of the group will play the role of the **parent** and the other the **child**. The educator: "What might be the biggest problems that can arise between parents and their children today". The students acting parents start the conversation by saying, "Wouldn't it be better this way?" and it continues like this. Every group starts improvisation at the same time. It takes a few minutes of conversation (the leader will follow, a few more minutes are allowed if needed). Then everyone freezes. The groups touched by the educator begin their improvisation...'
- ▷ **Design Principles for Playful Learning:** There are papers on the floor on which different sentences are written related to each design principle (like; *aim to provide learning experiences that are meaningful, and joyful* –you might use the Pedagogy of Play principles from Session 1). Music plays and students walk among these papers. When the music stops, each student takes a sheet of paper from the floor and the students try to find out what principles these writings belong to. Everyone reads each other's papers, and those who think they are on the same principle come together as a group. Finally, there will be 5 groups for 5 different principles.

Once the groups are created, everyone determines the most likely principle name for their group. The groups then take turns playing roles and try to explain these principles to their classmates.

During the role-playing part, fiction such as a commercial, public spot, dean's speech ... can be provided.

Sample pictures for play memories game:

