



LIFEGAMES

Pilot Program 2019



LIFEGAMES®
LET'S PLAY A BETTER WORLD!

LifeGames is a brand new educational product aimed at promoting values like empathy, respect, resilience, responsibility, confidence, good communication and many other skills through the medium of games and classroom activities.

We want to create a fun and safe way of learning valuable life lessons that can promote more compassionate and understanding behaviour.

Our Junior Series is designed for all ages between 3 and 12 and come in three age ranges – samples of which are denoted by these symbols in this book:



Our activities are also defined by six distinct categories:



1. Empathy, respect & responsibility

Self-respect, personal responsibility, compassion, empathy, general respect, trust, responsibility, etc.



2. Effective communication & confidence

Self-acceptance, self-appreciation, self-autonomy, self-awareness, self-confidence, realising personal potential, creative expression, effective communication, etc.



3. Personal health & well-being

Body awareness, breathing, hydration, nutrition, hygiene, self-awareness, the senses, meditation, massage, etc.



4. Appreciation of nature & other species

Respect of other species and environment, cycle of life, ecosystem, limit of resources, position in the world, the balance of nature, fragility of life systems, improving natural habitat, etc.



5. Community, sharing & cooperation

How community works, equality, position in the community, community service, sharing, relationships, leadership, teamwork, etc.



6. Problem solving & conflict resolution

Critical thinking, problem solving, resolving disputes, coping with negative feelings, creative arbitration, etc.

For more information on our products, please visit lifegamesbooks.com

The Most Important Person in the World

AGE
3-5



Effective Communication & Confidence



Activity objectives:

Promotes confidence and self-esteem.

Time: Between 20 and 30 minutes.

Materials: Highly decorative box with lid and a mirror that fits inside.

Warnings: -

Place a mirror inside a box that can be closed. Ideally it should be a highly decorative box or one that you can make yourself using a cardboard box and some decoration. (The box and mirror should be large enough so that a whole face can be reflected)

Take out the box and leave it on the table in front of you where the students can see it. The curiosity of young children will be a very important factor when carrying out this activity, so it's good to create great expectation before presenting it.

Now ask your students who they think is the most important person in the world. Take all their suggestions and write them on the board.

Now tell them that all the answers are wrong. Tell them that you have a 'magic box' and inside it is a picture of the most important person in the world. Ask them if they would like to see who it is.

Tell them that you will show them, but it has to be a secret. They can't tell anyone else who it is.

Now invite them to form a line so that everyone can look inside, one by one. Explain to them that they can look one at a time and

not to tell anybody what's inside until everyone has seen who it is.

Whisper to each child: "This is the the most important person in the world" as you open the box and show them their own reflection.

When everyone has seen it, ask them: What did you see? Why do you think you are the most important person in the world? If they are not able to communicate it, perhaps encourage them by saying things like: because you're so smart? Or because you're so kind? Or because you are so funny? etc.



**AGE
3-5**

The Toy Bank



Community, Sharing & Cooperation



Activity objectives:

This will teach children the importance of sharing, creating a new way of thinking; incorporating sharing as part of their life strategy.

Time: Between 4 and 5 minutes.

Materials: A table to place the toys on.

Warnings: Check each toy to make sure it is in good condition and suitable for the age group.

This is an activity that can continue throughout the year.

Create a space that the students can all access and place a paper sign over it saying 'Toy Bank'. Tell the class that we are creating a toy bank, so everyone can enjoy more toys simply by sharing. Place a few toys on the table to begin.

Ask all the students to bring in one of the toys they don't use anymore into school the next day. (Make sure that they ask their parents or guardians if it's OK to do so)

When they bring in their toy, check it to make sure it's intact and suitable for the age group, then ask them to place it into the Toy Bank.

At break time, the students can then go to the Toy Bank and pick out and play with any toy they like. In the event of disputes, organise a rota among the children that want the toy.

At regular intervals (say once a month), tell the students that they can bring home a toy if they like provided they bring another one in to replace it. Tell them the toys have to be clean and in good condition.

This will mean there will always be new toys for children to play with at home and in the class.

The more they play with the toys in class, the more they will understand that those toys do not belong to them anymore. They belong to the whole class, to everybody.


 AGE
3-5

Pulling Faces



Empathy, Respect & Responsibility



Activity objectives:

This activity will help children express their emotions easily, identify different emotions using day to day events – and of course be fun for everybody.

Time: Between 20 and 30 minutes.

Materials: -

Warnings: -

Using five basic emotions: happiness, sadness, anger, surprise and fear, the teacher will draw very basic faces on the board representing each one of these emotions, then ask the class if they can identify each emotion and what it means.

Then the teacher will try to make the same emotions on his/her own face, making it funny, and getting the children to do it as well.

Then, the teacher will go around one by one, putting on a funny face representing an emotion, and asking each child which emotion it is, and what kind of things can happen to make you feel like that.

Help them with some examples, eg. if your mummy was crying, how would that make you feel? (put a sad face); if someone was stealing your toy, how would that make you feel? (put an angry face), etc.

The idea is to do this activity regularly, introducing different and more complex emotions, such as gratitude, disgust, terror, love, shame, excitement, joy, trust, worry, jealousy, amusement, shock, relaxation, pride, pity, courage, repulsion, wonder. Can they think of other emotions? What kind of face will they make for it? What would make them feel like that?

Over time, the children will learn about all the different emotions, their meanings, and how to express them.



AGE
3-5

One For All But One



Community, Sharing & Cooperation



Activity objectives:

Teaches young children about equality, impressing into their minds the idea of respect for others and empathy, helping them to be more open-minded adults in the future.

Time: About 10 minutes.

Materials: A selection of toys, one less than the number of children.

Warnings: –

Take all the toys and give one out to each child, saying out loud “one for you” each time and deliberately leave out one child who gets no toy (use your discretion here, maybe a child who is too sensitive would not be a good choice to leave out, or you can deliberately omit the child who is different from the others, whether by gender or race).

Wait a minute to see if the rest of the class notice that one student didn’t get anything. If they did notice then play along with it. If they didn’t notice, then ask if everyone has got a toy, and if there’s anyone who didn’t get a toy?

Once everyone realises that one child got no toy, ask all the children to put down their toys. Ask them what they think about the fact that one child got no toy to play with? Was that fair? What solution would they propose? Let them answer. Tell them there are no more toys.

Using questions, guide them to the answer of sharing their toys or finding something else for the child to play with.

When the problem has been solved ask the child who didn’t get the toy how they feel now. It’s important to involve the whole class in discussing the resolution.

Once the problem has been solved, then the children they can play with their toys again.


 AGE
3-5

Who Can? I Can!



Effective Communication & Confidence



Activity objectives:

Promotes self-confidence. Helping children recognise and value their own learning and progress.

Time: Between 10 and 15 minutes.

Materials: –

Warnings: –

Compile a list of actions or tasks that your students may be learning to do or know already, for example:

- Tie your shoelaces
- Dance
- Play piano
- Wash your hair
- Get dressed
- Spell your name
- Brush your teeth

(add your own ideas - perhaps some tasks from your own lessons)

Now tell the students you are going to ask them what things they can do. If they can do it, they have to stand up quickly and say “I can!” then perform the action.

Read through all the actions and invent your own. Try and get as many of the class engaged as possible. Make the tasks very easy to get everyone moving.

See which actions everyone can do, find ones which no-one or only a small few can do.

Option: You can also use this activity after a normal lesson, to see who remembered what was taught.

Listen To The Silence



Personal Health & Well-Being



Activity objectives:

Improves self-awareness, alertness, awareness of their environment and the people around them in a challenging exercise.

Time: About 10 minutes.

Materials: –

Warnings: –

This is an activity you can do at any time during the normal day. Prepare students for it beforehand by explaining the game. The teacher will say 'listen to the silence', or use a signal to indicate the activity has begun.

The class (including the teacher) must then maintain absolute silence for 30 seconds. (Extend it to 60 seconds if you can)

The teacher will use a timer. If anyone in the class breaks the silence, then the whole class has to begin again until they achieve the objective. (Restart several times as necessary, but if it appears the class can't do it, try reducing the time and increasing it more each time you do it)

When the class is silent, they must listen to all the background noises they can hear in the distance. The cars beeping, phones ringing, workers drilling holes in the street, teachers talking in the corridor, birds singing. etc.

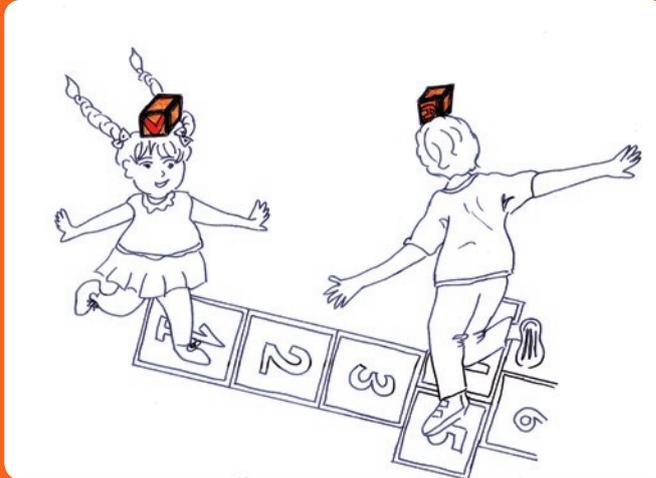
Afterwards, ask them to describe all the different sounds they heard. Did they all hear the same? Then, ask them how it felt to be in complete silence. Did it feel strange? Was it nice or uncomfortable?

This activity is a great way to build awareness and concentration.

Don't Drop the Battery!



Community, Sharing & Cooperation



Activity objectives:

This game rewards group cohesion, encourages children to find ways to work together to achieve a common goal, leave personal interests aside in favour of the group, and improve relationships.

Time: Between 30 and 40 minutes.

Materials: Plastic blocks or beanbags. Chalk or tape to make the hopscotch.

Warnings: -

Divide students into four or more teams, each with an equal number of participants. Draw the same hopscotch on the floor in front of each team.

Every team member is given a 'battery' that they must place on the top of their head throughout the exercise. The battery provides the student with 'energy' (it can be a piece of Lego, a wooden block, or a beanbag).

Each team begins the hopscotch, one player at a time. If their battery falls off, they are frozen and can't move until another player from their team picks up their battery and places it back on their head.

The difficulty lies in picking up another's battery without dropping one's own. In the event that the second player's battery falls, a third player must come to collect both batteries. If all players drop their batteries they must all pick up their batteries and start from the beginning again.

Each participant must complete the hopscotch before another member can begin. The team that gets all their members through first is the winner.

What Would You Do: At A Friend's House

AGE
6-9



Problem Solving & Conflict Resolution



Activity objectives:

Promotes problem-solving, positive self-image and self-esteem through role-playing situations. Encourages students to face their problems instead of escaping from them.

Time: Between 30 and 40 minutes.

Materials: Paper and pen.

Warnings: -

The idea is to present your students some situations of everyday life. Divide the class into two groups and give each group a different scenario.

For example:

Scenario 1: A friend invites you to dinner and you don't like the food they have made for you. What do you do?

- A. Don't say anything and eat it.
- B. Get angry and reject it.
- C. Thank them and explain that you don't want to eat it.
- D. Ask for something else.

Scenario 2: You invite a friend to eat at your house. Your mum or dad made a big effort to prepare dinner, but your friend doesn't like it and refuses to eat it. What do you do?

- A. Ignore it, it's not a big deal.
- B. Tell them the trouble your mum or dad went to to prepare it.
- C. Get angry and tell them to try it or there won't be dessert.
- D. Convince them to take a little bite.

Tell your students to act out the situations with each of the options and their possible consequences. What would most likely happen with each option?

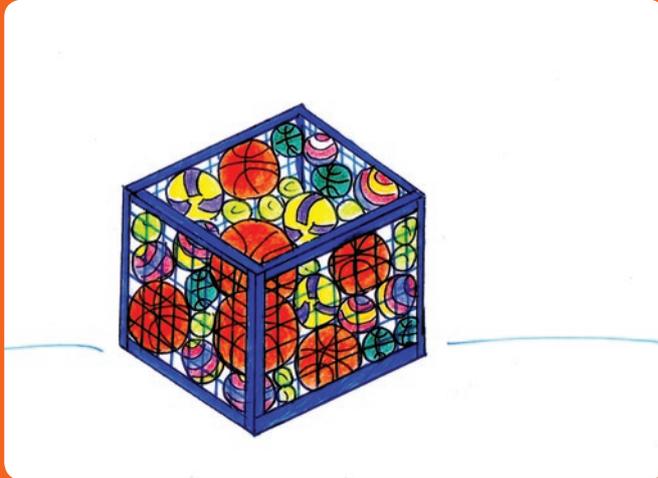
Ask each group to select two or more members to act out each scenario for the whole class. When both group dramatisations are done, talk about the consequences of each action. Was it a good outcome? Was it a good outcome for everyone? Who, if anyone, would be hurt by that decision?

Ask your students to vote on a blank piece of paper what they think would be the best option for each scenario based on what they've heard and why. Later, count all the answers and show the poll result to the class for each scenario. If there is a clear winner, pass around some of those voting papers for students to read out the reasons written for that answer.

How Much is Enough?



Community, Sharing & Cooperation



Activity objectives:

This teaches sharing and awareness of the needs of others.

Time: Between 10 and 20 minutes.

Materials: Large container, balls, or any small objects

Warnings: -

Fill a container with small balls (or any other readily available object). Make sure that the container has exactly the right number of balls to divide evenly among the class. (In this example, let's say there's exactly five balls per student)

But don't reveal to the students that you know how many objects are in the container!

Now place the filled container at the back of the class and ask all the students to stand up, go to the container and take some balls each. Don't suggest an amount.

When they have all taken some and the container is empty, next divide them into groups according to the number of balls they have. For example, "anyone who got no balls, please stand here, anyone who got one ball, please stand here.." and so on until all the students are grouped according to the number of balls they have.

Now ask them how do they feel about some having so many balls and others so few? Do they think it's fair? What could we do to fix this?

Now give them ten seconds to share the balls between them to make it fair for everyone. (Again, don't reveal the exact ideal amount).

When they're done, then ask them how many have got five balls (the target amount.) Tell them that that was the correct amount and well done. Now ask how many took five balls the first time from the container? Ask them why they took that amount. When they've explained, tell them that they are the winners!

This Is My Friend

AGE
6-9



Empathy, Respect & Responsibility



Activity objectives:

A great class bonding exercise to help everyone get to know and understand each other a lot better.

Time: Between 25 and 30 minutes.

Materials: -

Warnings: -

Sit your students in a circle on the floor, holding hands.

Starting anywhere in the circle, the first student will lift their right arm saying, "This is my friend..." stating the name of the person and at least two things they know about them.

For example, "This is my friend Sebastien. He has a dog called Pepe, and is very good at drawing." Then it will be Sebastien's turn to raise his right hand and say something about the person to his right. "This is Sarah, she likes wearing pink and loves animals."

Continue around the circle one by one until the last person has said something about the first person, then change direction, where the first person raises his left hand and says, "This is my friend," about the person on his left. And so on, back around the circle.

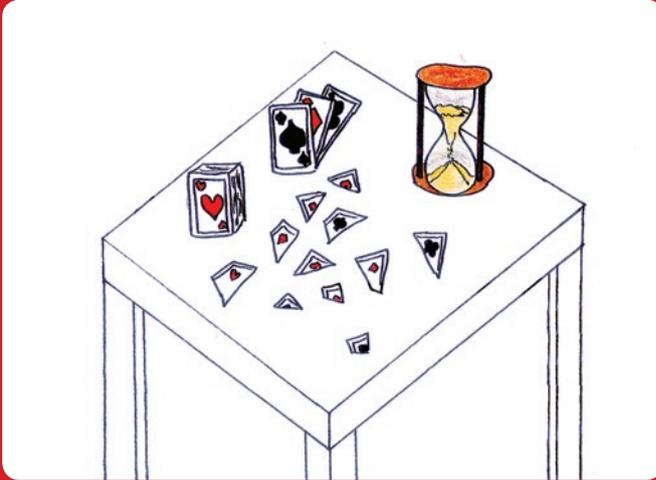
If they don't know something about the person, ask them to guess and see if they're right. Let everyone talk during the game and at the end, see if everyone can stand up together while still holding hands!


 AGE
6-9

Four Card Negotiation



Problem Solving & Conflict Resolution



Activity objectives:

This is about teamwork and improving negotiation skills

Time: Between 30 and 40 minutes.

Materials: Deck of playing cards, a timer.

Warnings: -

Divide the class into teams of four or five students each. From a deck of playing cards take out four random cards for each team (eg. if there are seven teams, take out 28 cards). Cut each card diagonally into four pieces and mix all of the pieces face down together.

Now divide the mixed-up pieces evenly among the teams and tell the students they have just 10 minutes to make as many complete cards as they can by swapping with other teams.

The goal of the game is for the students to use their negotiation skills with the other teams in order to gain as many complete cards as possible. The first team with four complete cards, or the team with the most complete cards after the 10 minutes are up, wins.

After the game:

Chat about their negotiation skills. What difficulties did they have convincing their classmates to exchange the cards? Did any of their negotiations involve breaking the rules of the game, how? How did that make them feel?

Did they feel the pressure to help their friends first more than other classmates? Why do they think that happened? How far would they go to get what they want?

Wants And Needs



Community, Sharing & Cooperation



Activity objectives:

Understanding the difference between wants and needs will help students learn responsibility, improving their sense of community and relationship with others.

Time: Between 45 and 50 minutes.

Materials: A box, two large jars or glass containers, cut pieces of paper

Warnings: -

Take two jars and write “NEEDS” on one and “WANTS” on the other. Put both at the top of your table and explain to your students the differences:

“Needs are the things essential to our survival like food, water, air, shelter, warmth, companionship.”

“Wants are things we desire but are not necessary for life, such as toys, cars, holidays, art, books, computers, etc.

Now ask the class to write down on separate pieces of paper all the things they can think of that will make them happy and healthy. Give them about three minutes, then go around and collect all the pieces of paper in a separate box.

Now take each paper one by one and read it aloud, asking the class if it’s a want or a need. Whatever the consensus is (prompt if necessary), place that piece of paper in the corresponding WANTS or NEEDS jar.

At the end, check which jar is fuller, and ask them:

Why is this jar fuller than the other?
 What happens if we want something but our needs aren’t being fulfilled?
 What happens to someone when their basic needs are not fulfilled?
 Do you know some people whose needs are not being fulfilled?
 What happens to a community if many people’s needs are not fulfilled?
 How can we help meet the needs of others in our community?

Discuss with them the last question and make a list of things the class can do to help people in their community meet their basic needs. If appropriate, ask them to make an actionable plan based on their ideas.

The Group Mind



Community, Sharing & Cooperation



Activity objectives:

This is to show that learning can be a multi-way, fun and collaborative process, and that often great knowledge is stored in the group as a whole.

Time: Between 15 and 20 minutes.

Materials: Some books or internet access for the students to check the answers

Warnings: -

Arrange the students in a circle and pick a question that everyone might have an interest in learning about. For example, what are the ten longest rivers in the world? What is the oldest man-made structure? How does a computer work? etc.

The teacher writes the name of the topic on the blackboard and acts merely as a neutral 'navigator', encouraging the students to contribute and combine whatever pieces of knowledge they have and write them on the blackboard. The idea is to consolidate the existing knowledge of the group in a way where all students are involved and can learn in the process.

In the case of debates, if two people disagree on, for example, the longest river, find out what the group consensus is. See how the consensus affects the debate. Then one person or the teacher can be nominated to check the correct answer either in a book or from the internet.

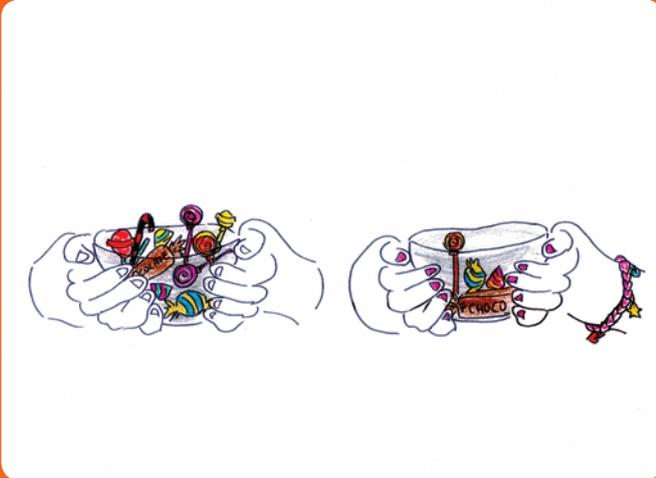
Once you have a definitive answer, you can move on to another question. Ask the class what else they are curious about and would like to learn as a group mind.

While learning some useful information, students are learning how to cooperate constructively as a team working towards a common goal.

We Are Equal!



Community, Sharing & Cooperation



Activity objectives:

Reflect on inequalities like gender, age, physical ability, social class, etc. and help children to learn respect for themselves and others through a simple demonstration of inequality in action.

Time: Between 20 and 25 minutes.

Materials: Two buckets, an equal amount of red and blue plastic balls, some kind of prizes like chocolates, candy, stickers, etc.

Warnings: -

Divide your students into three groups. Group A will collect the red balls, Group B the blue ones, and Group C will judge the game. Groups A and B can be determined by actual differences like gender, colour, religion or race if the teacher deems it appropriate (with Group C being a mix of both), or all groups can just be a random mix of pupils.

There will be two buckets and an equal number of red and blue balls hidden around the room. Tell the students how many balls are hidden. The groups will then work together to find all the balls and fill the buckets with the red balls in one and the blue in the other.

Once all the balls are found and both buckets are filled, Group C will then be asked to check and count the balls to make sure they are all there. Once confirmed, groups A and B will then be asked to come forward, close their eyes and extend their hands to receive a reward.

The teacher will then intentionally give one of the groups a considerably bigger reward than the other and ask the groups to open their eyes.

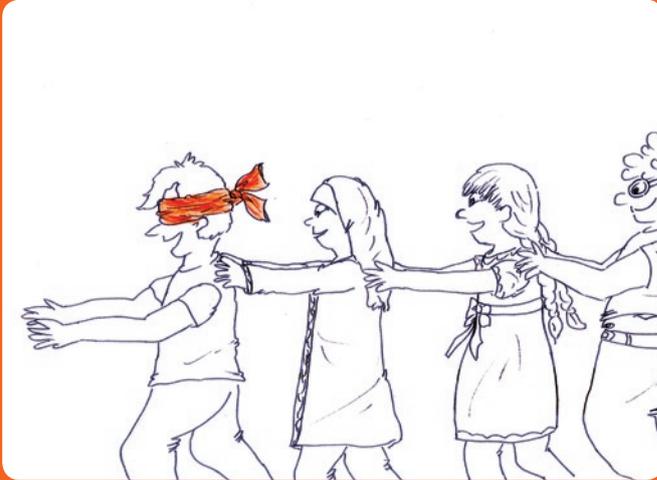
Group C, the judges, will then be asked to discuss the situation and propose possible solutions: Do they think the reward is fair if both groups did the same job? How can we change that? Is it possible to find a fair solution for everyone? The judges will be asked to make a decision for both teams.

If Group C decides to apportion the reward equally among groups A and B, then ask groups A and B what they think should happen with Group C that got no reward?

Catch The Snake's Tail



Community, Sharing & Cooperation



Activity objectives:

Promotes trust, cooperation and cohesion among students, helping each other through silent signals.

Time: Between 35 and 40 minutes.

Materials: -

Warnings: Make sure there are no dangerous obstacles and go slowly.

Divide the class into groups of around four students each. Each group will form a 'snake' by placing their hands on top of the shoulders of the person in front. The person at the front will be the 'head' of the snake and will be blindfolded, the people in the middle, the 'body', and the person at the back will be the driver. Get the students to decide themselves which members will play which roles.

The driver (at the back) will guide the snake through a series of hand signals:

Two taps on both shoulders = go straight
Two taps on the left shoulder = go left
Two taps on the right shoulder = go right
Pull back on both hands = stop
Squeeze hands on shoulders = capture

The signals must be passed along the snake from the 'driver' to the 'head' to navigate, with no verbal communication at all. The game must progress in silence.

The object of the game is for the students to capture other snakes. Once the driver sends the capture signal (squeezes hands), the signal is passed along and the 'head' of the snake raises his arms and tries to capture the driver in front by placing his hands on their shoulder.

Once another snake is captured, that driver is no longer in control and must convey signals from the new capturing driver. Remember, no talking allowed! Students will need to concentrate and pass the orders until it reaches the front. The game continues until there is only one long snake.

If you wish, place obstacles like tables in the way to make it harder to navigate. Also, you can try this with all the students blindfolded except the drivers.

Afterwards, ask the students if it is easy to work as a team, and in silence.

Bully Theatre

AGE
10-12



Empathy, Respect & Responsibility



Activity objectives:

Helps students recognise situations where there is harassment or disrespect between classmates.

Develops empathy by identifying the emotions that cause these actions in oneself and in the schoolmate.

Improves responsibility: every act we do with ourselves and others has consequences.

Time: Between 50 and 60 minutes.

Materials: Paper, pen, a bowl or box.

First of all, talk a bit about bullying and how sometimes what can seem like fun is actually really damaging to another person without us realising it.

Take ten pieces of paper and write down ten different bullying situations, for example:

- Shouting insults at someone.
 - Criticising someone for everything they do.
 - Stealing their things.
 - Not letting someone talk.
 - Telling lies about someone.
 - Not letting them play with the group.
 - Laughing at someone because of the way they look.
 - Pushing, kicking or hurting someone.
 - Posting a funny photo of them on the internet without asking.
 - Sending mean or insulting texts.
- (Add your own if you prefer)

Now fold the papers and mix them up in a bowl then choose 3 students to play the three roles in Bullying:

1. The Bully (who does the damage)
2. The Victim (who receives the damage)
3. The Witness (who sees the damage being done)

Let them choose a paper from the box, then ask them to act out that situation, playing their chosen role. Give them 10 minutes.

Now, ask each one of them how they felt. Ask them to express it as best as they can to the rest of the class.

- Then ask the whole class and write their best answers on the board to the questions:
- What did you think about this situation?
 - What could we do to solve this problem?
 - Why is the bully behaving like that, do you think?
 - How can we help the bully to behave in a better way?
 - How can we help the victim to stop that bullying?
 - What can we do if we are a witness?

Afterwards, or on another day, you can choose another three students to act out another one of the ten situations in the jar.

(Optional: Take all the best answers from your students and work them into a poster to hang somewhere in the school)

Today, I am the Teacher!



Empathy, Respect & Responsibility



Activity objectives:

This will help children to learn empathy, how to be responsible for and help others, and how to work and study as a group. The younger ones will learn respect for the older ones, while the older ones will learn empathy for the teacher.

Time: Between 40 and 50 minutes.

Materials: Another willing class!

Warnings: -

(Can be combined with the 6 - 9 group)

With the agreement of another teacher from a younger class, the teacher will invite half the students from the younger class to swap places with half of their own students and to mix both classes together into pairs of older ones with younger ones.

Both of the mixed classes can then continue with a normal curricular lesson aimed at the younger ones, where the older ones teach the younger ones on a one-to-one basis. The teacher will briefly explain the lesson to the older ones who will then set about teaching it to their own younger 'student'.

This could also be done in the form of a test, where the teacher sets a certain amount of questions for the younger ones to answer and the older ones help them complete it.

The teacher will supervise the development of the class and only intervene if necessary, giving the older students freedom to choose how to explain the activity.

The Nine Necessities Of Life



Community, Sharing & Cooperation



Activity objectives:

Teaches children to be aware of life's necessities and negotiate in a fun, cooperation game.

Time: Between 15 and 45 minutes.

Materials: Pre-prepared cards and a timer

Warnings: -

Some preparation is required. You can make the materials yourself, or even better, get the class to make the game parts themselves.

You need a 'board' (large card) for every team drawn with a 3 by 3 grid - each square written with the name of one of life's nine basic necessities (below). Then, for each board, you need nine smaller cards to fit into the grid - each one with a drawing of one necessity. (Make sure there are enough cards to cover all the squares exactly)

Life's nine basic necessities are:
Air, Water, Food, Shelter, Clothing, Love, Education, Energy and Communication. (The teacher can give a short explanation and why they are necessary for our survival if desired)

Arrange the class into teams of 3 to 5 students and give each team a board. Then, mix up all the cards and give each team nine cards face down.

Now ask the teams to see who can get their grid filled the fastest. Start a timer. The students will then have to decide which ones they have, which ones they need, and how to trade with the other teams to get what they need. When they have the grid complete, the team must all put their hands in the air and shout 'complete!'

The team who completes their grid first is the winner.

You can repeat it a few times, to see if one team is consistently better at negotiating a complete board.

OPTION: You can make the game a little more interesting by only giving each team eight cards (or less) and seeing if they can find a way to negotiate completing their grid. Teams cannot fill their grid unless some other team gives them what they need without trading. This promotes sharing and group interest.



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LET'S PLAY A BETTER WORLD!

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