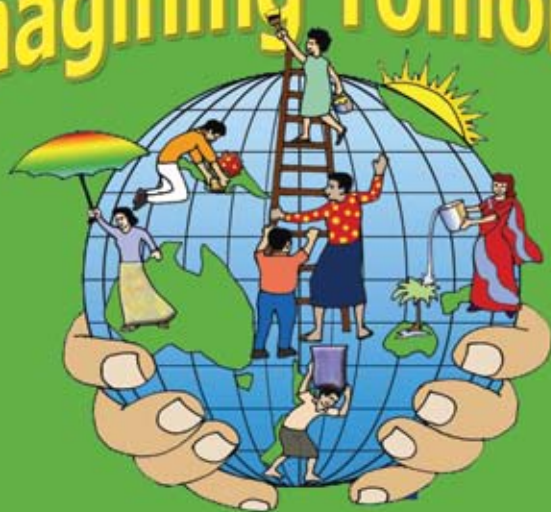


Games

Imagining Tomorrow



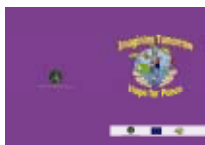
LIVE & LEARN ENVIRONMENTAL EDUCATION



The Imagining Tomorrow: Towards a Peaceful Building Education for Children in Fiji project is funded by the European Union. This project is aimed at heightening awareness among children of practical ways to achieve peace and multi-cultural dialogue. The *Imagining Tomorrow: HOPE (Helping Our Planet Earth) for Peace* toolkit weaves peace principles into environmental education. It is written as a response to all children and communities that strive towards building a future that is peaceful and sustainable.

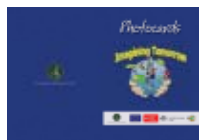
The *Imagining Tomorrow: HOPE (Helping Our Planet Earth) for Peace* toolkit has three tools:

Imagining Tomorrow: HOPE for Peace



A booklet filled with simple and practical activities and actions that strongly focus on peace principles in environmental education for children. This booklet is intended for individuals involved in educating children.

Photocards – Imagining Tomorrow



This tool contains a collection of 60 colorful photocards capturing common emotions felt and values. Although these photocards have been developed for peace building focusing on children, the pack is in no way limited for this use or to this target audience. The photocards pack has a booklet that has suggestions on ways of facilitating activities with these photocards.

Games – Imagining Tomorrow



“Learning has to be fun and where there’s fun there’s peace.” This rationale saw the birth of this **Games – Imagining Tomorrow** book. This book is filled with exciting energizers, relationship building games and environmental games. This book is intended to complement the other tools of this kit by adding “fun” to the process of peace building, so that peace is celebrated by all children on Earth.

Live & Learn Environmental Education.

Live & Learn Environmental Education is a non-profit, non-governmental organization. Live & Learn promotes greater understanding and action towards human and environment sustainability through education and dialogue building.

Our Purpose and Aims

- Develop and implement projects and programs for teachers, schools, communities and other target groups in the field of environmental and development education.
- Encourage individual and community attitudes, values and actions that are ethical and environmentally sustainable.
- Share knowledge, skills, learning experiences and resources with others for the benefit of the physical and human environment.
- Promote the integration of environment, human, cultural and peace concepts in all education projects and programs.

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Introduction

If we are to learn how to live together harmoniously, we all need to understand and appreciate how the different systems are interwoven. It is not humankind that holds these systems together but the Earth that encompasses all. We owe a sustainable Earth to all of her children. These immensely important lessons need to be learnt especially by our children, for their actions, behavior and attitudes shape the future. This **Games – Imagining Tomorrow** book is designed with important values nested within each game. Games speak to children of all ages and carry powerful lessons.

“Sports remain a great metaphor for life's more difficult lessons. It was through games that many of us first came to understand that fear can be tamed; that on a team the whole is more than the sum of its parts; and that the ability to be heroic lies, to a surprising degree, within.”

---Susan Casey

For this reason we hope that the **Games – Imagining Tomorrow** book provides this for your children.

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Hidden Path

Facilitator's Note:

This activity focuses on characteristics of leadership. It is a simple, yet practical way of getting children to examine leadership qualities within themselves and others.

Time: 30 minutes



Materials: 45-50 Square Mats measuring 35cm x 35cm.

What to Do:

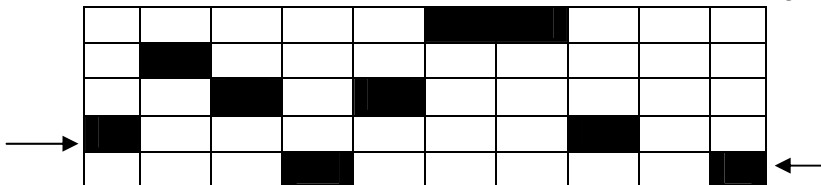
1. Draw out a 5x10 grid (the grid can be 4x10 or 4x8, depending on the space available) on the floor with a temporary marker. Indicate the **START** and **SAFE** locations.

2. Inform the participants that they will have to make their way together from the **START** to the **SAFE** areas following the lead.

3. Inform the group that the person in the front of the line is the leader and he/she decides on which 'square' to step on.

START

SAFE



4. Inform participants that each time the lead steps on the wrong path, he/she goes to the back of the line, allowing the person behind him/her to take on the role of leader.
5. The leader will then have to continue to locate the Hidden Path. The participants in the line will follow the leader (by occupying the correct “squares” that were previously chosen by the leader). This continues until all participants are on the SAFE end.

Suggested Questions to facilitate a Group Discussion

1. How did you feel being the leader? Follower?
2. What were some challenges you faced during the game?
3. Why were these challenges faced?
4. If you were asked to play this game again what would you do better?
5. What values, attitudes and skills did you learn from this activity?



Keeping Afloat

Facilitator's Note:

This activity is well played outside during a fine day. This activity has the capacity to develop children's communication skills, coordination and team building skills.

Time: 30 minutes

Materials: Light plastic balls, mat or cloth.

What to Do:

1. Divide the players into groups made up of 4 members.
2. Each group is given a mat or cloth.
3. Instruct group members to spread the cloth/mat out. All participants in their groups should be holding onto the cloth or mat.
4. Inform the group that the aim of this game is to keep the ball afloat (and not fall to the ground).
5. Tell participants that they are to catch the ball on their cloth or mat and quickly toss the ball to another group. The groups are to catch this ball with their mat/cloth.
6. Add further instructions or tasks for groups to carry out while holding or balancing the ball on the mat/cloth. Some instructions can be:
 - *Toss the ball up 10 times as fast as possible without it touching the ground.*
 - *Each group is to toss their balls at least 5 times to each other without the balls touching or hitting the ground.*
 - *Run and exchange your balls with at least 3 different groups. Each group is to swap their cloth/mat with each other (without dropping the ball).*

You can add more instructions.

7. The facilitator then removes one person from each group and then repeats the above instructions.

Suggested Questions to facilitate a Group Discussion

1. What were the things your team had to do to keep the ball afloat?
2. What challenges did your team have in keeping the ball afloat?
3. What did you learn from the game?



Birds of a Feather

Materials: Feathers and paper or plastic plates.

Facilitator's Note:

This activity will enable the players to recognize the importance of team work. It is a good game to play on the ground during fine and calm weather or in a big hall

Time: 10 minutes

What to Do:

1. The players are to be divided into four groups.
2. Mark the ground on both sides to indicate where to stand or stop.
3. Each team will divide into two so half of the team stands on one side and the other half on the other side.
4. The first player in the first group will try and carry the feather to the other team members on the plate without allowing the feather to fall on the ground.
5. When he/ she reach the other side, he/ she passes the plate of feather to the first person in the line to carry the plate back to the previous side.
6. The game goes on ad on until everyone had had a turn.
7. If the feather falls, whoever is carrying the feather will have to place the feather on the plate and start again.
8. The team that completes the rounds wins the game.

Suggested Questions to facilitate a Group Discussion

1. How did you feel when you won or lost the game?
2. What did you learn while or from playing the game?

**Facilitator's
Note:**

This activity will enable participants to appreciate the value of teamwork, examining characteristics that build a good team. It also highlights how teamwork can help make our community or place a more peaceful place.

The duration of the activity is approximately 45 minutes or depending on the facilitator.

Cooperative Pyramid

Materials: Paper cups (6 per group), rubber bands, strings, newsprint and felt pens. The materials are to be prepared before the activity.

What to Do:

1. Divide the players into groups (5 to 7 per group).
2. Give the strings (8 to 10" long) for each student in the group.
3. Tie one end of the string to the rubber band.
4. Each small group will get one rubber band with as many strings as there are students in the group.
5. Place the cup rims down and spread out the paper cups. Challenge the groups to stack the cups up to build their pyramids.
6. Read out the rules of the game:
7. All the groups must complete their task without talking.

RULES

- Group members are not allowed to touch the cups (or cans).
- Group members can only use the string and the rubber band (or elastic band) to build the pyramid.
- The pyramid should have 3 cups in a straight line at the bottom, 2 cups in the middle and 1 cup at the top.
- Each group is allowed less than 10 minutes to build the pyramid.
- Each group should have an observer, who will comment on the exercise after the task is completed.

Suggested Questions to facilitate a Group Discussion

1. What did your group do to finish building the pyramid?
2. What skills do people need to make teamwork happen?
3. How did you feel after building the pyramid?
4. How did you feel when your group could not build the pyramid on time?
(only to those applicable)
5. What lessons did you learn while playing the game?



Building Bridges

Facilitator's Note:

This activity can be facilitated with adults and children. It is fun and creates team spirit.

It is also important to consider the safety of children while playing the game.

While facilitating the game it is also important to stress that the limiting natural resource will run out or the endangered species will die out if left alone at the point of safety. Thus all members of the team will need to get to the safety point.

Materials: 4 chairs per group, material/scarf for blind-fold.

What to Do:

1. Divide the participants into smaller groups. (5-6 persons per group).
2. Brain-storm with participants on what they understand about “limiting natural resource” or “endangered species”, giving examples. Write their responses on newsprint.
3. Get groups to choose what “limiting natural resource” or “endangered species” they’d like to work with.
4. Get each group to select a person or volunteer to represent a limiting natural resource or an endangered species. (This person is to be blind-folded).
5. Tell participants that the objective of this activity is for the team to guide the “blind-folded” along a treacherous ecosystem to a safer one.
6. To get to a safer ecosystem the group is to build bridges by using chairs. The team will then guide the blind folded person to walk on the chairs.

Suggested Questions to facilitate a Group Discussion

1. What did each team do to get to safety?
2. How did each group feel while moving to safety?
3. Blind-folded: what were your experiences? How did you manage to get to safety? What helped you get to safety?
4. What did this activity show us?

Blind Square.

Facilitator's Note:

This activity encourages team work and builds observation and coordination skills. It generates a feeling of empathy towards those with physical disabilities and a better appreciation for all living things and nature.

Time: 10 minutes.

Materials: Rope/string, material pieces to blind fold.

What to do:

Warm up.

1. Divide the participants into groups of 10.
2. Ask participants to make a circle; allow them to see but not to talk.
3. Ask participants to make a triangle; allow them to see but not to talk.

Main activity:

1. Inform participants to remain in their groups. Blindfold all players.
2. Tell the participants (all blindfolded) that the objective of this initiative is to make the rope into a perfect square while being blindfolded, talking however is permitted.
3. Tell the groups that when all members have agreed that they have made a square, they may lay the rope down on the ground and tell the facilitator that they are done.
4. Once the groups have laid down the rope, instruct them to take off their blindfolds and observe their work.

Deconstruction:

1. What part of this activity did you enjoy most?
2. Looking at what each group has, did any of the groups form a perfect square?
3. What did you learn from this activity?

Name Adjective

Facilitator's Note:

This activity will allow time for participants to introduce their names in a more creative way. It develops thinking skills in a more fun way. The duration depends on the facilitator and number of the players.

Materials: none

What to do:

1. Inform the players that they will all introduce their names with an adjective beginning with the alphabet of their first name.
2. Give them two to five minutes to think of an adjective. Whoever is ready can start the introduction.
3. The names can be recorded if they want to.

Some Suggested Questions to facilitate a Group Discussion

1. How did you find the game?
2. What lessons/ skills do we learn while playing the game?

Burning Lava.

Facilitator's Note:

This activity encourages team work, cooperation, develops leadership skills and encourages creative and analytical thinking.

Time: 30 minutes



Materials: carpet squares, mat or tarpaulin

What to Do:

1. Divide the participants into 4 groups or more depending on the number of players present.
2. The number of carpet squares given to each group will be two or three less than the number in the group.
3. Mark two lines about 7 m away from each other as the marked area.
4. Tell the players that the space between the marked lines is the burning lava where they will try to cross as a group.
5. As a group they will try to all cross to the other side using the squares and at the end they will need to flip the mat to the other side in order for them to ride on it safely to the other side.
6. All groups will get a mat each. Give the participants carpet squares and someone has to place the mat on the other side of the line.

NOTE – The total number of mats given to the participants is to be **two less** than the total number of members in the group. So if there are 5 people in a group, they will receive **4 or 3 mats**.

Some Suggested Questions to facilitate a Group Discussion

1. How did you find the activity?
2. What did you do to ensure all members made it across the river?
3. How do you feel about what your group had done?
4. What lesson do you learn from the game?



The Sea & Her Children

Facilitator's Note:

This activity can be used to enable players identify "children of the sea" and develop an appreciation of their importance to all living things. A big space is required for this game. The duration of the game is approximately 30 minutes.

Materials: None

What to Do:

1. Get the participants to form a circle and mark their place with their shoe.
2. Ask participants to identify the "Children of the Sea", which are the animals that live in the sea. Choosing four (4) marine animals, assign one animal to each person.
 - For example, if the animals are Whales, Turtles, Fish and Crabs; Person 1 will be "Whale", Person 2 will be "Turtles", Person 3 will be "Fish", Person 4 will be "Crab", Person 5 will be "Whale", Person 6 will be "Turtles" and so on until everyone is assigned an animal.
3. Check and see that each participant knows which animal they are.
4. Stand in the middle of the circle and explain the rules to the students:

Rules:

The person in the centre of the circle will call out the name of one of the four animals. When he/she calls out that animal, the players who are assigned that particular animal will have to move **very quickly and change places with the animals of the same name.**

No one is to remain in their place! *For example, if the person in the middle calls out "Turtles!" all the Turtles will have to change places with the other turtles.*

- *No turtle is to remain in the same place.*

The objective of the person in the centre of the circle is to try and take the place of one of the animals that is called out. Whoever doesn't have a place, will be in the middle of the circle and has to call out the names of one of the animals (and try to find a new place).

When the person in the middle calls out “**Sea Storm**”, **everyone has to change place!**

Some Suggested Questions to facilitate a Group Discussion.

1. Why does everyone have to move when “**Sea Storm**” is called out?
What happens to the sea creatures?
2. How did you feel when your animal name was called out and you had to very quickly find a new place? Why?
3. What did you learn from the game?



Family Scavenger Hunt

Facilitator's Note:

This activity is best played outside, in an environment that has lots of natural objects in it. There is a need to be on alert while participants are out searching. Give them a certain area to work in. The duration of the activity is approximately 40 minutes.

Materials: Printed 5x10cm cards, an empty box or container or paper bag (made out of used paper).

What to Do:

Before the activity:

1. Create cards for family packets. The cards could be of a standard size of 5x10cm. Each family will get 6 cards per packet.
2. The cards created will depend on the age category of the participants.
3. For children younger than 8 years old, print sensation-based words on the cards e.g. “fuzzy”, “sticky”, “soft”, “icy”, “hot”, etc. For 9 – 12 year olds, use feeling-based words; and for 13 – 17 year olds, use the quality-based words.
4. If you are playing with families with children over 17 years old, use words like “interconnectedness”, “space”, “time”, “relationship” and “gratitude”.
5. Ensure that each set of family packets contain the same set of cards.

Main activity:

1. Divide the large group into smaller groups ensuring that there are at least 5-6 participants in each family group.
2. Give each family a packet. Tell participants that each family has been given a packet each.
3. Each packet contains cards with a word printed.
4. Tell participants that each member of the family shall get a card.

5. Tell participants that each family member must find whatever they feel best describe what is printed on the card.
6. Allow the family to interpret the rules broadly.
7. Finding the object, feeling, or quality may mean finding a tangible symbol, or it may mean offering something intangible. For example, one player may find “love” represented in a flower, while another player may hug someone.

Watch family relationships in this activity. Is everyone allowed to choose his/her own objects freely? Is there control or interference? What happens when there is? Once family groups are ready, gather all families to a central, quiet spot. Encourage family members to share how they have interpreted their cards.

Some Suggested Questions to facilitate a Group Discussion

1. What were some common interpretations?
2. How did each member get to choose his/her object or symbol?
3. What are some things you have learnt from this activity?



Blowing Up Your World

Facilitator's Note:

This activity will enable us to understand how a person's everyday decisions and behaviour affect the environment. The participants need to wear protective glasses before blowing the balloons. The duration of the activity is at least 40 minutes. It would be good to have a co facilitator in this activity.

Materials: 1 balloon, pencils, paper and safety glasses.

What to Do:

1. Select a participant or the co - facilitator to stand in front of the participants, put on the safety glasses, and blow up the balloon to its ordinary full size.
2. Ask the participant to hold the balloon closed with his/her fingers.
3. Tell the participants that the balloon represents the earth. The Earth is already suffering from problems caused by *having too many people, pollution and taking out too many resources from the Earth*. We are going to look at how we affect the Earth.
4. Ask each of the questions below. With each response to a question, count the number of hands up and the number of hands down.
5. *For every 3 participants whose behaviour damages the environment, blow one big breath of air into the balloon.*
6. *For every 3 participants whose behaviour is good for the environment, let some air out of the balloon.*
7. With each question, ask the participants to record their points (if any) on paper. *The points are in brackets after each question.*

Questions:

These are sample questions, feel free to change them, add more or have the participants make up some questions.

1. How many of you leave your bedroom (or any room) lights on when you are not in the room? (**Hands down get 2 points**)

Discussion: *Turning off lights saves energy as well as money. Where does electricity come from? More electricity means that more rivers are dammed and more fossil fuel is burned. This causes air pollution and increases levels of carbon dioxide- CO₂ in the air which contributes to global warming, i.e. the greenhouse effect.*

2. How many of you, when you drink a soft drink or eat a packet of twisties, throw the bottle/ can or packet into the normal garbage? (**Hands down get 3 points**)

Discussion: *Throwing away containers of any kind wastes energy and resources and increases our waste problem. Many towns are running out of landfill space. Is a landfill site a good use for land? What are some of the effects of landfills on the environment?*

3. How many of you eat vegetables grown in your own family's garden or by local farmers instead of mass- produced, canned or frozen vegetables? (**Hands up get 4 points**)

Discussion: *Vegetables that are mass-produced often use a lot of pesticides and inorganic fertilizers. How does this affect the environment? Some pesticides are linked to cancer. Transportation adds to pollution problems and packaging creates waste.*

4. How many of you when you go to a store, get a plastic bag for your purchases, even if you have only one or two small items to carry? (**Hands down get 3 points**)

Discussion: *Making paper and plastic bags uses energy and resources. The bags add to our litter and wastes problems, and plastics are not biodegradable.*

Recycling is not the best answer, because collecting and recycling materials requires energy. Instead carry a reusable cloth bag or a knapsack with you.

5. How many of you take your lunch to school/ work in a lunch-box or reusable container? **(Hands up get 3 points)**

Discussion: *Taking your own lunch to school/work in a lunch box or reusable container decreases use of foam containers and plastic or paper wrappers and thus results in less waste produced. If buying lunch from the canteen, participants can take empty lunch boxes to have lunch placed in, or canteens can give food on plates, or in containers that can be returned, washed and reused.*

6. How many of you use both sides of the paper before you throw it away? **(Hands up get 3 points)**

Discussion: *Paper comes from trees. The more of it we use, the more trees are cut down. Why is it important to conserve our forests?*

7. How many of you have belongings that you do not use or need? **(Hands down get 2 points)**

Discussion: *Before you purchase something, think carefully about whether you need it or are likely to use it for a long time. Shopping wisely and reducing our consumption are the first lines of defense in protecting the environment.*

8. How many of you burn your leaves and rubbish? **(Hands down get three points)**

9. How many of you leave the tap running when you brush your teeth? **(Hands down get 2 points)**

10. How many of you throw vegetable and fruit peelings in the normal garbage? **(Hands down get 2 points)**

Suggested Questions to facilitate a Group Discussion

1. Did your balloon blow up? *Point out to participants that the earth is very resilient and will survive. It is ourselves- human beings- and other species that we endanger by damaging our environment.*
2. What can we do as a class or individually to protect the environment?



Big Foot, Small Foot

Facilitator's Note:

This activity examines the impact of human behavior` on our environment. The materials are to be prepared well in advance before carrying out the activity. The instruction has to be made clear to the participants before they work in their little groups. This activity is best carried out after Blowing Up your World. The duration of the activity is approximately 30 minutes.



Materials: Pre-cut footprints (big and small sizes), Writing pens, Sticky tape, Newsprint to stick the footprints.



What to Do:

1. Divide the participants into groups of 5.
2. Distribute pre-cut footprints to each group.
3. Discuss with participants what the footprints represent. *The footprints show the damaging impact your actions have on the Earth's resources. The larger the footprint the more damage done.*
4. Instruct the participants to discuss which actions they took that led to the blowing up of the balloon (from Blowing Up Your World).
5. Groups are to write these actions that pose negative impacts onto the bigger footprint.
6. Instruct them to discuss which actions they took that led to the shrinking of the balloon (from Blowing Up Your World).
7. Groups are to write the actions that would create less damage to the environment onto the smaller footprint.
8. Discuss one action that each could do to protect the environment.
9. Get each group to paste their footprints on the newsprint and present this to the others.

Suggested Questions to facilitate a Group Discussion

1. How did each group decide on the behavior they'd like to change?
2. What are some challenges you may face in changing this behavior?
3. What are some benefits you would bring to the environment with the change of behavior?

Search by Sound

Facilitator's Note:

This activity is a good concluding activity. It emphasizes the importance of team work in a fun way. It is a good activity to play with children. The duration of the game is to be timed by the facilitator.

*Special Rule:

ONLY the team leaders may collect the gift parcels.

Materials: gift parcels, whistle, paper boxes.

What to Do:

Preparation for activity:

Before participants gather around site, hide gift parcels randomly across camp station. Ensure that campers are unaware of the placement of the gifts.

Main activity:

1. When participants have gathered divide them into teams of 9.
2. Each team is then to choose a leader.
3. Tell each team to select an animal of choice.

***Note:** Ensure that each group has a different animal.

4. Give each team 5 minutes to create a cheer or yell.
5. Let each team introduce itself to the other teams.
6. Tell teams that once the whistle blows, they are to search the area for gift parcels.

7. Instruct teams that as members find the parcels; they are to attract their leaders' attention by making the sound of their team's animal.

8. The leaders listen for their team's sound, and race to collect as many parcels as possible.

Once all members of the team have parcels,

the teams gather at the camp station centre and as a group, make their animal sound.

Some Suggested Questions to facilitate a Group Discussion

1. Did you enjoy the activity?
2. What did you learn from this activity?

All The Fish In The Sea

Facilitator's Note:

This activity highlights the effects of human depletion. Be careful when little ones are playing with bigger children. A safe playing area with enough space for the amount of students involved to run across the field. The duration of the activity is about 30 minutes.

***Special Rule:**

Whoever is tagged by the fisherman will also become fishermen who will try to catch the rest of the fish in the sea.

Materials: none

What to Do:

Preparation for activity:

Choose a marked place on the ground where the fisherman will stand.

Main activity:

1. Ask the participants to name five favorite fish they like to eat.
2. Divide the participants into five groups and then name them by the five names of fish that they had given. Take them to the ground. Ask for a volunteer to be the fisherman.
3. Explain to them the rule, the marked area, the boundary that they will use and the line where the fisherman will stand. When "All the Fish In the Sea" is called out, allow one team to run across the field where the fisherman stands trying their best not to be caught or tagged.
4. Continue the game until almost all the fish are tagged.

Suggested Questions to facilitate a Group Discussion

1. Did you enjoy the activity?
2. Was it easy to catch the fish when there was only one fisherman in the sea?
3. What happened when there were more fishermen in the sea?
4. What lessons did you learn from this activity?

Broken Peace

Facilitator's Note:

This activity examines the fragility of ecosystems. It means that once the environment is damaged, it would not be the same as before. Facilitators need to be careful with the type of magazines used if this activity involves children. If children are involved, pictures are to be selected and pre-cut before the activity. The duration of this activity is approximately 30 minutes.

Materials: Pictures of ecosystems, Newsprint, scissors, glue, old magazines.

What to Do:

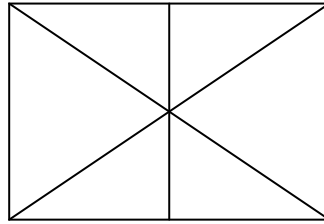
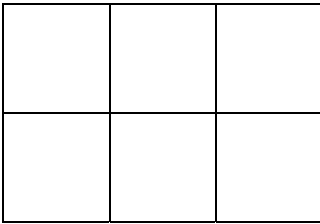
1. Divide the participants into small groups.
2. Distribute to each group a copy of a puzzle pattern. Examples are given.
3. Distribute old magazines and have participants locate nature scenes, preferably ones containing water.
4. Tell them to cut out a picture. Have participants carefully cut the picture along the lines of the puzzle pattern.
5. Instruct participants to scatter the pieces (face down) on the desk top.
6. Explain that this represents a natural area that has been altered.
7. Discuss complications of putting ecosystems back together again.
8. Tell participants to arrange their pieces so the cut-up picture is facedown.
9. Have them switch groups. Without turning the pieces over, the groups should try to put the puzzles together again.
10. Have groups tape the puzzles together and turn the puzzles over.
11. Some of the pictures may be accurately reconstructed, but because of pairs of mirror images that can be interchanged some may not.
12. This emphasizes the point that the parts of a system must fit together properly, and that incomplete knowledge of the parts can complicate its restoration.

13. Even if the puzzle has been put together properly, it is still different from the original because it has been cut apart.

Some Suggested Questions to facilitate a Group Discussion

1. How are ways by which ecosystems become altered?
2. How are some ways they can be restored?
3. How long can we put the puzzle together again?
4. What lessons did we learn from this activity?

Examples of puzzle patterns



Recycle Run

Facilitator's

Note:

This activity enables children to recognize recyclable waste. The activity has the potential for children to analytically look at the issue on waste and outline simple actions that could be done better reduce or manage waste.

This activity is best played where there's more space for children to move.

This activity can be facilitated in 30 minutes.

Materials:

6 sheets of paper (each with one of the following categories written – compost, fabric, glass, metal, paper, plastic).

An extract to read to the participants.

What to Do:

1. Stick each sheet of paper around the room.
2. This represents a “waste collection point”.
3. Gather participants to the centre of the room.
4. Tell the participants that the facilitator will read out a story and whilst the story is being read, each time they think that something is thrown away, they are to walk to the appropriate “waste collection point” and back to the centre of the room.
5. Participants are to also take note of the number of times they moved into the “waste collection points”.
6. The story continues when all participants are congregated in the centre of the room.

I woke up this morning and went to the bathroom. After squeezing out the last bit of toothpaste, I threw away the tube. I took a new bar of soap out of the cupboard and threw away the carton.

In the shower, I finished up the last drop of shampoo and threw away the bottle. After washing, I got dressed and noticed that my socks had holes, so I threw them into the trash can.

I went downstairs to prepare some breakfast, but had to feed the cats first. I threw away the empty milk carton. I poured the remaining cornflakes out of the box and ate them along with a banana. When I'd poured my glass of orange juice, the bottle was empty. I looked at the mail and saw that it was all advertising circulars that I didn't want. As I went towards the garbage, I knocked over my orange juice; fortunately, there was a roll of paper towels near by. However, the glass containing the juice was cracked. I wanted some toast, but the bread was stale. I finished off a box of cookies instead. I looked into my backpack and pulled out yesterday's sandwich bag, containing an apple core. I discarded some gloves that had become too small for me, and left for school.

Suggested Questions to facilitate a Group Discussion

1. What would be some advantages to having separate “waste collection points”?
2. What are some of the environmental impacts resulting from so much waste?
3. What lessons have you learnt from this activity?

Alphabet Game

Facilitator's Note:

This activity promotes the development of quick thinking and response to situations.

The players are to work together to understand the importance of caring and protecting the biological environment for future generation. The duration of the game depends on how fast the players come up with names.

Materials: Alphabet Box and alphabets.

What to Do:

1. Write all the alphabets on card board pieces and put them in a box.
2. Divide the participants into groups and explain to them that one from each team will have to run to the box and pick an alphabet.
3. Each team will then try and name an animal starting with the alphabet and the name is sent back to the facilitator.
4. The facilitator will then write the name of all the animals on newsprint.
5. The runner will keep coming to the facilitator until the facilitator says stop.
6. The facilitator will then mark all the endangered species with red marker.

Suggested Questions to facilitate a Group Discussion

1. Are these animals still alive?
2. Why are some animals marked with red crosses?
3. What can we do to protect some of these animals?
4. What lessons have we learnt from this activity?

Peacock and Rooster

Materials: a piece of cloth or a long ribbon



Facilitator's Note:

This activity helps participants to develop alertness and acting creatively. This activity has the potential to develop into an activity that allows children to explore more about birds – peacocks, roosters. It allows children to have empathy for other living organisms. Children could look at what “being too proud” leads to.

What to Do:

1. First talk about the peacock, and the rooster, how they look and their characteristics.
2. Ask for a volunteer to be the peacock. A piece of cloth or ribbon is tied onto his/her waist as the tail.
3. Explain to the players that the peacock will then walk in front of everyone gracefully and be aware that is not caught by the roosters.
4. The rest of the players will become roosters trying to catch the tail of the peacock.
5. But every time the peacock looks back, all roosters are to stand still.
6. Failure to do that will cause him/ her to go back to the starting line and start again after the roosters.
7. When the tail of the peacock is caught, a new person becomes the peacock.

Suggested Questions to facilitate a Group Discussion

1. How do you feel being the peacock?
2. What are some ways in which the roosters will never get caught by the peacock?
3. What lessons did you learn from this activity?

Stone Game.

Facilitator's Note:

The activity looks at the choices we make and factors that affect decision making. It is an activity that can be facilitated with both adults and children.

This activity could also look at diversity and valuing diversity.

The duration of the game is approximately 30 minutes.

Materials: *many pebbles, newsprint.*

What to Do:

1. Divide the players into groups of 5-6 participants and tell them to sit in a circle.
2. Give each group a newsprint to spread in the middle of their team.
3. Hand out 10 pebbles to each participant.
4. Tell the participants that they are to take turns to lay the stones one at a time anywhere they want on the newsprint.
5. Remind the participants that while doing this, there should be no form of verbal communication.
6. Tell the participants that they can miss turns, but they will need to place 3 more pebbles for every missed turn.
7. They have to continue until all the stones are placed on the newsprint.

Suggested Questions to facilitate a Group Discussion

1. Did you enjoy the activity?
2. What were some challenges you faced?
3. What can we learn from this activity?

Natural Objects

Facilitator's Note:

This activity will enable participants to create awareness and value the diversity of the natural environment. Be flexible with the natural objects around your area. The duration of the activity will depend on the number of participants or the groups; otherwise it will take approximately 40 minutes.

Materials: Rock, Leaf, seed, Plant, 1 table spoon soil, 1 cup of water.

What to Do:

Before the activity:

Collect natural objects i.e. Rock, leaf, seed, plant, soil, water. Prepare enough for each group to have a set each.

Main Activity:

1. Ask participants to sit in groups of 6-7 persons.
2. Ask each group to form a circular arrangement.
3. Place each “natural object” at the centre of each group.
4. Tell participants that the objects are natural objects, obtained from their surroundings.
5. Tell participants that each group is to discuss the value of that object.
6. Tell participants to select someone from the group to introduce each member of the group, before presenting their points.

Suggested Questions to facilitate a Group Discussion

1. Which objects did not have any value to nature? Why?
2. How would we be affected if some of these objects were not available?
3. What did this activity show us?

Nature's Web

Facilitator's Note:

This activity will help participants to appreciate the interconnectedness of plants and animals.

It also highlights the interconnectivity of various ecosystems in nature. E.g. Coral reefs, Mangroves, River and Forest.

The activity is approximately 30 minutes.

Note: *If the group identifies more than one animal feeding on the same plant, then the yarn gets passed to the corresponding number of group members.*

Materials: Balls of yarn or string, slips of paper, newsprint and permanent markers.

What to Do:

Introduction:

1. Brainstorm and list the different ecosystems.
2. Select 4 ecosystems probably those that are common to the participants.
3. Then list out organisms found in the different ecosystems chosen above.
4. Begin by naming a plant and link the plant to an animal that feeds on it, then an animal that feeds on the first animal and so forth.
5. This forms a food chain.
6. Divide the participants into groups of 6 or 7 and ask them to choose an ecosystem that the group would like to represent.
7. Let the participants stand around in a circle and remember the ecosystem they represent, then choose one to be their leader.
8. By looking at the list of organisms and plants found in the ecosystem, they are to select which one they represent according to the list provided during brainstorming. (They can think of others depending on their own environment).
9. Pass the ball of string to the leader and ask him/her to think of how he is connected to other organisms in his group.

10. You can ask the group to name an animal that feeds on the plant. The group leader then, passes the yarn across (whilst still holding onto one end) to a group member who represents this animal.
11. This continues until all members of the group are holding on to some portion of the length of the yarn and a web-like network is formed.
12. Allow participants to appreciate that what they have formed is a food web. Introduce a plausible disaster.
13. ***Tell participants that if they feel even a slight tug, this indicates that they become affected.*** Tug on the point of the web that represented that part of the environment that would be destroyed.
14. Who feels the tug?

Suggested Questions to facilitate a Group Discussion

1. What happens to the natural balance when one part of the environment is destroyed?
2. What did this activity teach us?

Anthro-PO-genic

Facilitator's Note:

This activity will enable participants to explore examples of human interference in natural ecosystems. Also it highlights actions that could result in species endangerment or extinction. It can be facilitated with both children and adult. The duration of this activity is approximately 20 – 30 minutes.

*Note:

If there are more participants, pair them with those holding onto animal cards. It may be that some participants form perfectly acceptable groups of three, but these particular groups prevent other groups from forming. Participants then have to decide how they can re-form so that all are included.

Materials: 8 sets of cards (3 pictures in each set) showing an animal, its habitat and an example of human interference.

What to Do:

1. Allow time for the participants to brainstorm the meaning of the term 'habitat'. Note this on the newsprint.

2. Give out cards randomly to each participant, so that each participant has a card.

Allow participants to move around the room, matching each animal with its habitat.

Note:

3. Once the participants have paired up, ask each pair to find an example of how humans have destroyed that habitat.

4. Allow each pair time to locate the card which best describes human interference. The activity is complete when all the players are in appropriate groups of three.

Some Suggested Questions to facilitate a Group Discussion

1. What did you do to identify the animal with it's habitat and human interference?

2. What ways have humans interfered with natural habitats?

3. What are some problems that animals may face as a result of human interference?

4. What lessons did you learn from the activity?

Endangered Species – Can We Help Them Survive?

Facilitator's Note:

The activity will enhance understanding of and the need for protection of endangered species and recognizing their value in the natural environment.

The duration of the activity is approximately 40 minutes.

Materials: Chart detailing the SCAMPER technique is needed.

Picture cards of local endangered animals – Crested Iguana, Hawksbill Turtle, Frog and a flying fox. Drawing paper, Pencil.

What to Do:

1. Introduce the lesson by recapping on children's understanding of endangered species. *What are endangered species? Ask participants to give examples.* Divide class into groups.
2. Give each group a card showing a picture of a local endangered animal. Instruct the group to:

- *identify its characteristics.
- *discuss what factors have caused it to become endangered.
- *use the SCAMPER technique to adapt the animal.
- *make an illustration of the groups SCAMPERed animal and present to the class.

3. Ask each group to explain how they have modified the given Endangered Animal and why have they done so?

Suggested Questions to facilitate a Group Discussion

1. What are some benefits this SCAMPERed animal would have over the original animal?
2. What are some problems the SCAMPERed animal would face?
3. How would other animals or plants be affected by the existence of the SCAMPERed animal and how would this affect the environment?
4. What can we do to prevent animals from becoming endangered or extinction?

Scamper Technique List

S (substitute)	Have a thing or person act or serve in another's place.
C (combine)	Bring together or unite.
A (Adapt)	Adjust to suit a condition or purpose.
M (Modify) (Magnify) (Minify)	Alter or change in form or quality. Enlarge or make greater in quality or form. Make smaller, lighter, slower, and less frequent.
P (Put to other uses)	Use for purposes other than the ones intended.
E (Eliminate)	Remove, omit, or get rid of a quality, part, or whole.
R (Rearrange)	Change order or adjust; create another layout or scheme.

Don't Use It All Up!

Facilitator's Note:

This activity helps to demonstrate an understanding of the fact that individuals place demands on natural resources and at the same time construct examples of how we can conserve natural resources.

The duration of the activity is approximately 50 minutes

Materials: A big clear container with a wide mouth opening, four sponges cut into eight pieces each, water, a bowl, marker or masking tape, paper towels, drawing paper, and materials.

What to Do:

Focus Phase:

1. Put about four cups of water in the container.
2. Ask participants to pretend that the container represents the earth and the water represents all the available water.
3. Discuss ways we use water (drinking, irrigation, recreation, cleaning, processing, bathing, transportation, etc.).

Challenge Phase:

4. With a marker or masking tape, mark the water level on the outside of the container.
 - a. Drop a piece of sponge into the container as you share one personal demand you made on water today.
 - b. Remove the wet sponge from the water level. It probably shows very little change.
 - c. Ask participants, one at a time, to name a personal demand they made on water today while dropping a piece of sponge in the container.
 - d. The participants may begin to notice a change in the water level.
 - e. After all the sponges have been dropped in the container, soaking up as much water as possible, remove all of them (don't squeeze them out) and set them aside in a bowl. Draw attention to the dramatic change in the water level.

5. Help participants understand that the demands of a lot of people have more effect than the demands of a few people on natural resources.

6. Ask: -What happens to the water level as we put in more sponges? -What will happen if we keep using water at this rate? -What can we do about this situation? -How can we give water back to the environment?

10. Once the participants have mentioned reducing, reusing, or recycling take one wet sponge, naming a way you can reduce or recycle, and squeeze the water out of the sponge back into the container.

There is a change in the water level, but not much. One person reducing or recycling does make a difference. The impact, however, will be greater when many individuals reduce, reuse, and recycle.

11. Ask them in what ways can you reduce, reuse, and recycle, or be more careful about the demands you make on water?

12. When participants have an idea about how they can give back to the environment, have them squeeze the water out of a wet sponge back into the container sharing their idea with the class. *The water level will go up. It won't go back to the original mark, however.*

13. Ask: -Why doesn't the water level return to the original mark even after all the sponges are squeezed out? *(Even by recycling resources, some of them will be used up.)*

Suggested Questions to facilitate a Group Discussion

1. Why is it important to reduce, reuse, and recycle, and/or make careful demands on water?

2. What are some of the things have you learned about conserving water through the sponge demonstration?

The Game of Life

Facilitator's Note:

The activity will enable the participants to understand the effects of human actions on natural resources as well as the effects of over fishing.

Note:

There are scenarios to be read out to the participants at different stages of the game.

The duration of the activity is about 50 minutes.

Fish are an important component of the oceans' web of life. People often forget or do not know how important they are as wildlife in interdependent ecosystems. The prevailing view of fish in the past was that they were an unending supply of food. The oceans were so vast and unexplored. As technology has increased, so has the ability of the scientific community to better understand the roles fish play in the ocean and the effects people have on them and the ecosystems in which they live.

Materials: Ball, labeled "life", Newsprint, Markers, Colour-coded cards

What to Do:

Warm-up (20 minutes)

1. Pose the following scenario to the participants and give them approximately 10 minutes to complete:

Imagine you live by yourself and are at least 100 kilometres away from any other human. This is also the case for every other human in the world. You have nothing but the clothes on your back.

2. Brainstorm how each would benefit from the above situation. Record their ideas on a piece of paper or

newsprint. Discuss and write down what problems it creates for survival onto the newsprint.

Main-Activity: (30 minutes)

1. Assign color cards to players as follows: for every 10 players, assign 1 red/pink (red/pink fish), 2 green (green fish), 3 blue (blue fish), and 4 yellow (yellow fish).
2. The number of colored cards will vary with class size, but try to approximate the above proportions as closely as possible.

3. Take the players outside, if the weather permits or ensure that there's a large area cleared for this activity. Each player is to stand 5 steps away from each other. Ensure that all the colors are spread out evenly around the space. (Check, by show of cards, if the colors are evenly spread).
4. Explain to the players that the ball represents life. Have them toss around the ball for a minute.
5. Discuss with the players – was it easy to toss/catch the ball? Why was this so?
6. Explain that if the ball represents life, what can they say about life?
7. Explain that when a species has a **sustainable population (or a population that is in no threat of becoming endangered or extinct)**, life is easy. Why? Gather feedback from students on reasons why life is easy in such situations. *They are close enough to each other to interact (to reproduce, to be protected by their school, etc.).*
8. **Tell the class that the facilitator will read out a scenario each time calling out to the group instructions to be followed.**

Facilitator reads out scenario:

*Individual fisherman or those on small boats were the first to take animals from the sea. Fish was only available to people who lived near the oceans and lakes. Two local fishermen in a small boat have entered their waters to fish. They take just a few fish from the waters. **Have the red/pink cardholders (red/pink fish) sit down.***

9. Have the players toss the ball around and then ask how the loss of the red fish affects the population.
 - Compared to the last time, is it easier to toss/catch the ball? Why?
 - Remind players that the ball represents life, how are their lives affected now?

(Village fishers have very little impact on a fish stock because they cannot extract a large amount of biomass using a hook and line or small net.)

Facilitator reads out scenario:

In the 20th century there was an increase in the demand for fish. Fish could be kept frozen and transported. Also, scientists and doctors studied the diet of people living near the coasts. They found that eating fish contributed to a

healthy diet and possibly longer life. When these findings were made known, people across the country began to want to eat a lot of fish from the oceans. Seafood was no longer food for those living by the sea.

Larger fishing boats sailed the seas with larger crews and could take more fish from the waters. Fish could also be kept fresh longer with more fridges.

10. Tell the players a ship manned with 20 fishermen has entered their waters and are catching more fish than the village fishermen ever could.
11. **Have all the players with blue cards (blue fish) sit down**, while the rest continue tossing the ball. Discuss what is happening as the game proceeds.
 - Compared to the last time, is it easier to toss/catch the ball? Why?
 - Remind players that the ball represents life, how are their lives affected now?

(some players are farther away from others than they previously were and it is hard to toss to them; more difficult to have interaction with member of their species).

Facilitator read out scenario:

*The demand for fish increases as the population of the world increases. Fishing boats can hold huge amounts of fish, can stay out at sea longer, and can catch and store thousands of fish during one fishing trip. These boats usually target **one species** of fish during a certain time of year and extract tons during the fishing season. Also, no matter when they fish, the boats have caught (other animals apart from fish) in the nets or on the fishing lines. What is happening now?*

*Not only are the populations of the target species quickly decreasing, other species are negatively affected as well. **Have all the players with the yellow cards sit down.***

Have the remaining green card players briefly toss around the ball. Discuss what happens to the game when so many people can no longer participate in the game.

Suggested Questions to facilitate a Group Discussion

1. Did you enjoy the activity?
2. What human actions have been demonstrated in this activity?
3. How has this affected the fish population?
4. How could such impacts or practices be reduced?
5. What lessons did you learn from this activity?

Extra notes for facilitator:

Through the game in this lesson, participants will understand the effects of over-fishing on the sustainability of fish stocks and, thus, the ability to meet the human demand for seafood. By the end of the lesson, they should understand that the removal of many individuals from a fish stock makes it difficult to replenish and sustain a population.

Increased distances between individuals make it difficult to reproduce. Also, for some species, the separation from their stock makes it difficult to find protection (e.g. schooling fish), difficult for some species to find food, difficult for young to survive, etc.

Pollution Bugs!

Facilitator's Note:

This activity describes ways in which humans impact the environment. It can create an understanding that pollution is harmful to all living things.

The duration of the activity is approximately 40 minutes.

Materials: 2 cups of beads, String or sticky tape, Markers, Colour code paper.

What to Do:

1. Tell participants that they are going to participate in a pollution activity.

Recap on their general knowledge of pollution – what types do they know of? What type of waste is generated?

1. Take participants outside or clear a large space in the classroom and have students stand in a large circle.
2. Tell them that the circle represents the coastal ecosystem (near the sea).
3. Divide the circle in half with masking tape, a rope, or by some other means. Next, create five groups of participants:

Group One: humans – pink colored slip

Group Two: plants – Green “

Group Three: fish – Blue colored slip

Group Four: plant-eating animals – White colored slip

Group Five: fish-eating animals – Yellow colored slip

6. Distribute colored paper to the participants and ask them to paste the paper on their chest, so this is visible to all.

****Discuss names of plant-eating and fish-eating animals with the participants. (Developing on what the participants know).***

7. Give **Group One handfuls of beads** and tell them to scatter them in both halves of the circle. Tell them that the beads represent exhaust, rubbish, oil, pesticides, and other pollutants from human activities. Have Group One (**humans - pink**) rejoin the circle.

8. Ask Group Two (**plants - green**) to enter the circle, pick up beads and then stand where they found the bead(s). Tell the participants that members of Group Two are plants that have been impacted by the pollution in their environment. Show them that one side of the circle represents water while the other side of the circle represents land. **Both land and water plants are affected by human activities.*

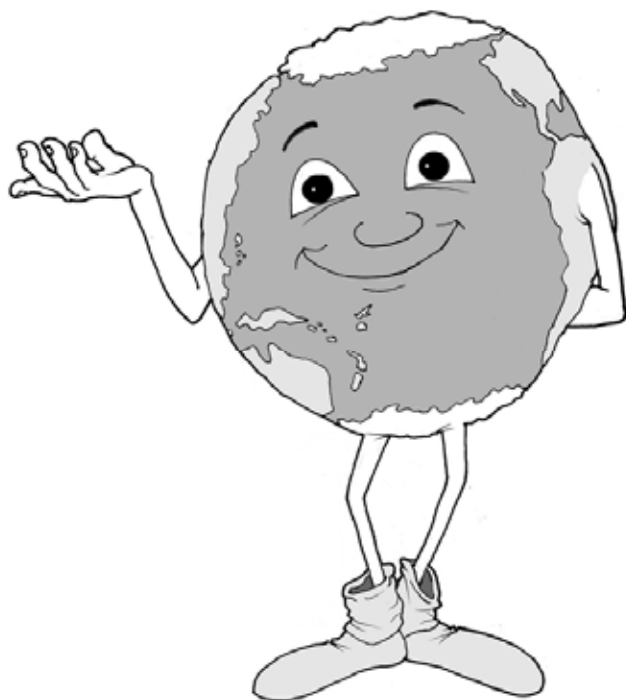
9. Next, ask Groups Three (**fish - blue**) and Four (**plant-eating animals - white**) to enter the circle, Group Three on the water side and Group Four on the land side. Instruct these groups to "eat" a plant by linking arms with a "plant" on their side of the circle. Discuss with the participants what would happen to these animals now? **Fish and plant-eating land animals are affected by pollution in many ways, including when they eat plants grown in polluted regions.*

10. Finally, have Group Five (**Fish-eating animal - yellow**) step into the circle and "eat" a fish or "plant-eating animal" by linking arms with either a "fish" or a "plant-eating" animal. Tell the participants to look around the circle. Who created the pollution? Which group looks like it wasn't affected by the pollution? Is that really true?

11. Have members of Group One (**humans - pink**) step back into the circle and "eat" a plant, a fish, a plant-eating animal, or a fish-eating animal by linking arms with members of these groups. Ask participants – which group is still not affected by the pollution?

Suggested Questions to facilitate a Group Discussion

1. Did you enjoy this activity?
2. How were plants affected? How were animals affected?
3. In your view which group was most affected?
4. What did this activity teach us?





Energizers

Quick Change

Facilitator's

Note:

This activity enhances coordination skills.

The aim of the game is to get the object that is in the parcel.

Time: 5 minutes

Material: A small prize that can be shared among the whole group, wrapping paper and tape, 3 to 4 items for clothing that everyone playing could put on over the top of their clothing, a pair of gloves, two dice.

What to Do:

1. Wrap the small prize in several layers of paper well in advance of the game.
2. Prepare the set of clothing they need to put on during the game.
3. Show the players the prize and tell them they have to unwrap it in order to find what is inside.
4. Let the players stand in a circle and explain how the game is played.
5. Show the two dice and the set of clothes they need to put on, saying that these are two sets of things needed for the game.
6. Whoever rips away the final layer has won the prize. You will have to stop if you are in the process of opening the parcel, when someone runs into the circle to put on the clothes, having rolled a dice double on the dice.

Some Suggested Questions to facilitate a Group Discussion

1. How did you find the game?
2. What lessons do you learn while playing the game?

You can only be given the chance to unwrap the prize if you are able to roll a double with the dice and wear the set of clothes as arranged. The two dice will be passed around the circle and each student takes a turn to roll the dice. Whoever rolls the double runs inside the circle to put on the clothing in order as it is arranged. The person who put on all the clothes and the gloves will be the one given to un wrap the parcel.

Monkey See

Facilitator's

Note:

This activity develops coordination skills. It would be good to play music during the game. However, it can still be played without music.

Time: 5 minutes.



Materials: A music player or a box to beat on. and it requires a big space.

What to Do:

1. Ask the players whether they have seen a monkey.
2. Ask if they have seen it walking and how does it walk, run, eat and other actions they make.
3. Ask for a volunteer to be the leader. The leader will be walking or doing an action that monkeys do while the music is played.
4. All the players must imitate the leader. The leader will then call out "Monkey See(a name of another player).
5. He/ she will become the leader making a different monkey action that the rest of the players will then have to follow.
6. The game continues until the facilitator stops it or when everyone had a turn to be leaders.

Suggested Questions to facilitate a Group Discussion

1. Did you like playing the game?
2. What have you learnt from the game?
3. What can we do to learn more about other animals?

Zombie

Materials: None

**Facilitator's
Note:**

This activity helps to build team spirit. It is good to play this game outside or in a spacious room. The duration of the game depends on the facilitator or it can be played in approximately 15 minutes.

What to Do:

1. Ask the participants to stand in a big circle.
2. Explain to the players that a zombie is a monster who will try and catch a person whose name is called out.
3. Ask for a volunteer to be the zombie.
4. The zombie will then call out a name and at the same time walk towards that person.
5. In order for the person not to be caught by the zombie, he will try to call another name.
6. The zombie will then leave the person and walk towards the person whose name was called out.
7. If someone is caught by the zombie, he/ she will then come inside to be the new zombie.
8. The game continues until the facilitator says stop.

Suggested Questions to facilitate a Group Discussion

1. Did you like playing the game?
2. What have you learnt from the game?

Electric Current

Materials: None

Facilitator's

Note:

This activity helps to build team spirit. It is good to play this game outside or in a spacious room. The duration of the game depends on the facilitator or it can be played in approximately 15 minutes.

What to Do:

1. Tell the participants to stand in a circle and get a volunteer from the group of participants to be the electrician.
2. Tell the group to choose someone to be the generator (starter).
3. The generator will be the source of electricity.

Note: This is done without the facilitator's knowledge.

4. Gather the participants, to stand in a circle.
5. Assign 4 participants to represent electrical appliances – bell, alarm clock (buzz), radio, drill, and electric toy soldier and practice the sound of the electrical appliances with them.
6. Tell the group to hold hands behind their backs, and they will have to pass the electricity by pressing their friend's hand. Call the electrician in.
7. Tell the group that the **role of the electrician** is to try and find out who the generator (starter) is.

8. Tell participants that as electricity passes the electric appliances, they begin to “work” by making sounds.
9. Ask the generator (starter) to start and press the hand in either direction.
10. During the game, the electrician will try and find out who the generator is.

Some Suggested Questions to facilitate a Group Discussion

1. Did you enjoy the activity?
2. What lessons did we learn from this activity?

Advise Column

Facilitator's Note:

This is a very interesting activity to examine the different issues that we have in life and the importance of providing the right solutions. The duration of the activity is approximately 15 minutes and also depends on the number of players too.

Materials: 2 boxes or containers, pieces of paper, pencils or pens

What to Do:

1. Give out the pieces of paper to each individual to write a question about any issue of life.
2. The pieces of paper will then be collected and placed in one box.
3. Another piece of paper is given to each player to write the answers to their first question.
4. Again the pieces of paper is collected and placed in the different box.
5. The boxes will then be passed around for the players to pick a question and an answer.
6. Allow time for the players to read the question they have and the answers. Most probably, the questions and answers will never match.

Some Suggested Questions to facilitate a Group Discussion

1. Did you enjoy the activity?
2. What lessons can we learn from it?

Six Word Story

Facilitator's Note:

This activity helps enhance creative thinking and writing skills.

It also could be used to understand children's strengths, thoughts and feeling about a subject.

Time: 5 minutes

Materials: Paper, pens.

What to Do:

1. Give out the pieces of paper to each individual to write a story on a particular theme or topic.
2. Remind the players that the story should have only six words.
3. Allow five minutes for the players to write their story.
4. After five minutes participants should be given time to read their story or they can paste them in the room.

Suggested Questions to facilitate a Group Discussion

1. Did you enjoy the activity?
2. What happens during the activity?
3. What lessons did you learn while doing the activity?

Rainstorm

Facilitator's Note:

In this activity participants will be able to appreciate individual's contributions to a team to achieve a particular goal.

10 -15 players would be a good number for the game. If the number is too big, then divide the players into two. A big space is required for this game.

Time: 5 minutes

Materials: None

What to Do:

1. Inform the participants to stand in a circle with the facilitator in the centre of the circle (who will be the conductor).
2. Inform the participants that when the "Conductor" makes eye contact with anyone, they have to copy the action that the Conductor is doing.
3. Starting from any person, the Conductor makes eye contact and **starts rubbing his/her hands together**.
4. Moving in a clockwise direction, the Conductor makes eye contact with each person, who has to copy his/her action (until **everyone** is copying his/her action)
5. The conductor makes eye contact with the first person and **starts snapping his/her fingers**.
6. Moving in a clockwise direction, the Conductor makes eye contact with each person, who has to copy his/her action (until **everyone** is copying his/her action).
7. As soon as the Conductor makes eye contact with a person, this person will change their action from rubbing their hands to snapping their fingers. (While the rest are still rubbing their hands until the conductor

looks at them.

8. The conductor then repeats the whole process with a new action – **hands slapping thighs** and then **stamping feet** (which makes the sound of the crescendo of the storm).

9. As with a sudden thunder, the Conductor can decrease the volume by going through the above steps **in reverse** (from **stamping feet**, **slapping thighs**, **snapping fingers** and **rubbing hands**) until the last person rubbing hands is silent.

Some Suggested Questions to facilitate a Group Discussion

1. Did you enjoy the activity? Why?
2. What would happen if some of the participants were not doing their part (or didn't follow the conductor?) Why?

10 Second Objects

Facilitator's Note:

This game develops children's creativity, coordination. It also develops drama skills.

This activity could also be used as an quick introductory activity before facilitating drama.

Time: 5 minutes



Materials: None.

What to Do:

1. Get participants to count from 1-5, until each person has said a number.
2. Tell participants that the number that they had counted indicates their group number.
3. Assign stations for each group and tell students to move to their stations.
4. Tell the participants that they shall be given 10 seconds to form the object that is called out.
5. The names of the object could be; House, Car, Flower, Tree etc.

Note: Remind participants that the whole group forms the object, by posing in such way to collectively show the structure of the object mentioned.

Suggested Questions to facilitate a Group Discussion

1. What were some difficulties faced during the 10 seconds given to the group?
2. What did you learn from this activity?

Puppet Says

Facilitator's Note:

This is an interesting activity to start introducing the use of puppets in drama. It helps participants to develop coordination skills. Can be played with a big number of players. The duration of the game depends on the facilitator.

Another way of playing the game is the facilitator put on a puppet and use the puppet to give them instructions.

Time: 5 minutes

Materials: *Puppets*



What to Do:

1. Give out a puppet to each child or group.
2. Ask them to put on their puppets. Tell them that the game is similar to “Simon Says”.
3. Instead of “Simon says” we will use “Puppet Says”.
4. The action is only followed when the facilitator calls out “Puppet Says”.
5. Have a short practice and then they can start proper. If you say “spin around” without saying “Puppet Says” the students should stay still.
6. Make sure the players try their best to move the puppets to match the action.

Suggested Questions to facilitate a Group Discussion

1. What was the game like with the use of puppets?
2. What did you have to do in order to play the game well?
3. How important are these skill(s) in our life?

We sincerely acknowledge the following sources of references:

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