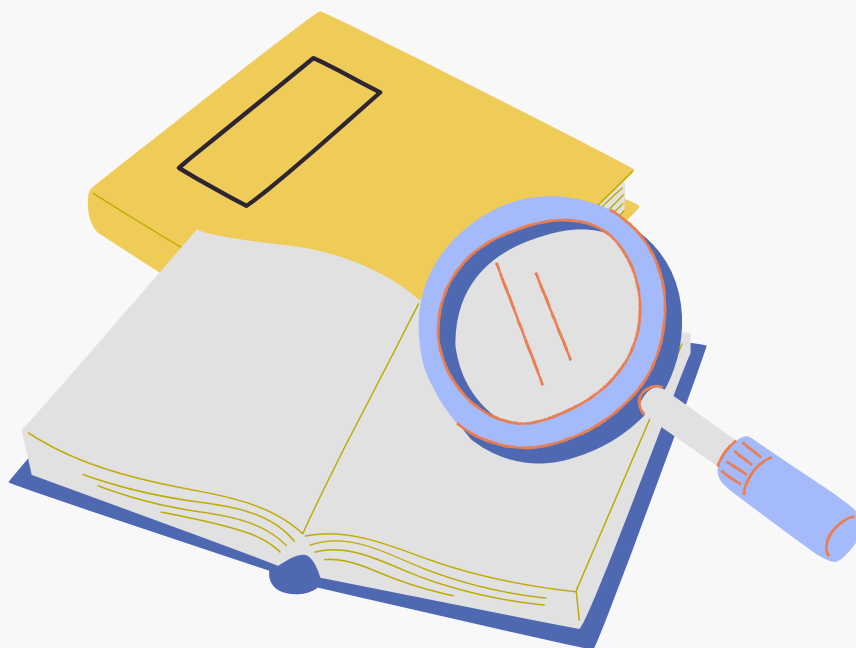


LEADERSHIP AND SOFT SKILLS GAMES for students



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INTRODUCTION

This collection of games is aimed for teachers of students aged 11-16 to develop their leadership skills and interpersonal competences, including understanding EU values and developing students' awareness.

The games include metacognitive activities and learning tasks designed to enhance problem-solving and promote self-assessment and reflection, all designed in a game format to motivate children to engage and participate.

- Each game is associated with one or more competences that it relates to and improves in students. Some games are designed to be 'played' offline and others are designed so that they can be 'played' both online and offline.
- The YoungLEAD project recognises the importance of developing leadership skills and therefore aims to support teachers of 11-16 year old students, especially those from disadvantaged and migrant backgrounds.

The EU is a union of Member States sharing common values such as democracy, human rights and the rule of law. Therefore, leadership skills in line with EU values are also those that prompt and defend these principles and are included in the games.



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Game collection

Navigating Through Conflict



Conflict resolution



Communication

Emotions in a Team



Managing emotions / Empathy



Decision making

Tower Building Challenge



Teamwork



Communication

The Resilient Journey



Resilience



Communication

Letter of Self-Affirmation



Self-esteem / Self-confidence

Human Chain



Teamwork



Resilience

Virtual Puzzle Challenge



Teamwork



Decision making



Communication

Story Orchestra



Teamwork



Communication

Follow the Leader



Communication



Decision making

Court Jester



Self-esteem / Self-confidence



Resilience

Minefield



Decision making



Communication

What Would I Do?



Conflict resolution



Managing emotions / Empathy

Get Off The Couch!



Conflict resolution



Managing emotions / Empathy

Desert Island



Decision making



Teamwork

Cooperative drawing



Teamwork



Communication

Opinion line



Decision making



Conflict resolution

Cake of values



Decision making



Communication

Handshakes with emotions



Self-esteem / Self-confidence



Managing emotions / Empathy

Self-talk



Self-esteem / Self-confidence



Resilience

Molecules



Self-esteem / Self-confidence



Resilience

Puppet



Self-esteem / Self-confidence



Resilience

Star of empathy



Self-esteem / Self-confidence



Teamwork



Decision making

Class Tree



Self-esteem / Self-confidence



Managing emotions / Empathy



Title of the game

Navigating Through Conflict

Students will have the opportunity to identify different types of conflicts and explore different strategies for resolving them.

Recommended age for this game:

11+

Duration:


35 min



Number of Students:

10 +

Game Use:

 In the classroom



Instructions:

Provide each group with a set of cards containing different conflict situations common in adolescents' daily lives, such as disputes with friends, disagreements at home or misunderstandings at school.

Explain to students that each group should choose one card and discuss how they would resolve the conflict presented in a peaceful and constructive way.

Once the groups have discussed and arrived at a solution, invite each group to present their conflict situation and their proposed resolution strategy.

After all groups have presented their situations, facilitate a whole class discussion on the different conflict resolution strategies that were put forward.



Materials:

Cards with conflict situations written on them.
Paper and pencils



Tips for the game:

- Listen actively: Pay attention to what the other person is saying.
- Express your feelings assertively.
- Look for solutions: Instead of focusing on the problem, concentrate on finding solutions.



Reflective questions for students:

- Which conflict situations did you find most challenging to resolve and why?
- What conflict resolution strategies did you find most effective during the game?

Title of the game

Emotions in a Team

Students will learn to recognise and manage different emotions.

Recommended age for this game:

11+

Duration:


20-45 min



Number of Students:

6+

Game Use:

 In the classroom



Instructions:

Each team will receive a list of situations or scenarios.

Teams should discuss and decide which emotion relates best to each situation and write them down on paper.

They should then discuss how they would handle that emotion effectively in that specific situation and write down strategies or solutions.

Teams will be given a set amount of time to complete the activity.

At the end of the allotted time, each team will share their responses and discuss the different perspectives and strategies together.



Materials:

Paper and pencils for each team.
List of situations or scenarios that provoke a variety of emotions.



Tips for the game:

- Encourage students to listen to the ideas of all team members and to work together to find solutions.
- Offer examples of genuine scenarios involving various emotions and describe how individuals effectively managed those situations.



Reflective questions for students:

- What emotions did you find most challenging?
- What strategies or solutions did you find most helpful in managing the different emotions?
- What did you learn about yourself and decision-making as you completed the activity?



Teamwork



Communication

Title of the game

Tower Building Challenge

Students will learn to work as part of a team through communication and active participation.

Recommended age for this game:

11+

Duration:


45 min



Number of Students:

10-20

Game Use:

 In the classroom



Instructions:

Divide the students into teams of 4 or 5 people. Provide each team with materials to build a tower. Materials can include raw spaghetti, marshmallows, wooden sticks, tape, rubber bands, newspapers, etc.

Explain that the aim of the challenge is to build the tallest and most stable tower possible using only the materials provided. The tower must be able to stand on its own for at least 10 seconds without falling over.

After the allotted time, have each team present their tower to the rest of the class. Ask them to explain their building process, the challenges they faced and the strategies they used to overcome them.

Finally, measure the height of each tower and see which team managed to build the tallest and most stable tower.

Materials:



Raw spaghetti
Marshmallows
Wooden sticks
Adhesive tape
Rubber bands
Newspapers or other similar materials



Tips for the game:

- During the activity, encourage teams to communicate with each other, share ideas, assign roles and work together to build the tower.
- Be sure to provide an equal amount of materials to each team.



Reflective questions for students:

- How did you feel about working as a team during the tower-building challenge?
- What roles did you play within your teams and how did you contribute to the team's success?
- What strategies did you find most effective for communicating and collaborating on tower building?



Resilience



Communication

Title of the game

The Resilient Journey

Students will explore and strengthen their resilience in the face of challenges.

Recommended age for this game:

11+

Duration:


20-45 min



Number of Students:

10-20

Game Use:

 In the classroom



Instructions:

Provide each group with a series of difficult scenarios or problems they might face in everyday life, such as academic failures, interpersonal conflicts or unexpected changes in their plans.

Set a time limit and ask each group to choose one of the scenarios and develop a strategy to overcome it in a resilient way. Encourage them to think creatively and consider different approaches to tackle the problem.

The groups should discuss as a team and come to a consensus on the best way to deal with the assigned scenario, with resilience as a key factor.

After a set amount of time, bring all groups together and ask each group to present their scenario and the resilience strategy they developed.

Materials:



Cards with challenging scenarios written on them.
Paper and pencils.



Tips for the game:

- Facilitate a whole class discussion on the different resilience strategies presented.
- Encourage students to reflect on the importance of resilience in everyday life and to share personal experiences related to the ability to overcome obstacles.



Reflective questions for students:

- What resilience strategies did you find most useful during the activity?
- How did you feel when facing different scenarios and developing resilient solutions?
- What did you learn about yourself and your ability to overcome challenges?



Self-esteem / Self-confidence

Title of the game

Letter of Self-Affirmation

Students increase their self-esteem, strengthen their self-confidence and foster a positive attitude towards life.

Recommended age for this game:

11+

Duration:

20-45 min



Number of Students:

10-20

Game Use:

In the classroom/
Online



Instructions:

Reflect on your strengths and achievements: Before starting, students should take some time to reflect on their past achievements, personal strengths and situations in which they have been proud of themselves.

Students will write a letter beginning with a kind greeting to themselves and then write positively about themselves. They will recognise their achievements, strengths and qualities that make them unique.

As well as reflecting on the past, it is important that they look to the future. They will describe in their letter the goals they would like to achieve and how they imagine themselves achieving them.

Close the letter with words of encouragement and motivation. Remind yourself that you are capable of facing whatever challenges lie ahead.

Materials:



Paper and pencils
Computer in the case of doing the activity online.

Tips for the game:



Once students have finished writing their letter, they will take the time to read it frequently. They can keep it in a place where they can easily access it.

- After each person has shared their letter, encourage the rest of the group to offer positive and supportive feedback.

Reflective questions for students:



- What are some qualities or achievements of yours that make you proud?
- What are the qualities or achievements that you find most difficult to recognise in yourself?
- How do you think this activity might impact your self-esteem and self-confidence in the future?



Teamwork



Resilience

Title of the game

Human Chain

It is an effective game for promoting teamwork, building confidence and resilience in pupils.

Recommended age for this game:

11+

Duration:


20-45 min



Number of Students:

10+

Game Use:

 In the classroom



Instructions:

Divide the students into teams of 6-10 people. Form a circle with each team and ask them to stand so that they are relatively close to each other.

Explain that the aim of the game is to pass the object from one end of the circle to the other, without dropping it on the ground, using only the participants' hands. One participant starts by holding the object in one hand. This participant must pass the object to his/her neighbour on the right (or left) without dropping it.

The object continues to be passed from person to person around the circle until it reaches the opposite end.

If the object falls to the ground at any point, the team must start again from the beginning.

Once the team has successfully passed the object from one end to the other, they can try to pass it in the opposite direction or increase the speed of the game.



Materials:

A light, easy-to-carry object (e.g. a ball, a balloon, an empty bottle, etc.).



Tips for the game:

- Encourages students to work together, keeping a steady pace and paying attention to each other's actions.
- Promote participants patience and perseverance.
- Remind participants to support each other and offer words of encouragement during the game.



Reflective questions for students:

- How did you feel about working as a team during the game?
- What strategies did they use to keep the object moving effectively?
- What did they learn about the importance of coordination and collaboration in teamwork?



Teamwork



Decision making



Communication

Title of the game

Virtual Puzzle Challenge

In this game, students will work in teams to solve an online puzzle within a given time.

Recommended age for this game:

11+

Duration:

20-45 min



Number of Students:

10+

Game Use:

In the classroom/
Online



Instructions:

Divide students into small teams (3-5 people per team). Share with each team the link to the online puzzle you have selected.

Set a time limit for completing the puzzle (e.g. 20-30 minutes). Explain that each team must work together to complete the puzzle within the allotted time.

Start the timer and let the teams begin working on the puzzle.

During the game, teams can communicate via video conferencing or online messaging platform to discuss strategies and coordinate their efforts.

Once the allotted time has passed, pause the game and observe the progress of each team.

Congratulate teams on their efforts and review the completed puzzles together.

Materials:



Devices with internet access for all participants.

An online puzzle (you can find several available for free on the internet, such as Jigsaw Planet, Jigsaw Explorer, among others).



Tips for the game:

- Encourage collaboration and communication between team members throughout the game.
- Encourage students to divide the puzzle into sections and assign specific tasks to each team member.
- Remind them to work together and support each other.

Reflective questions for students:



- What was it like to work as a team to complete the virtual puzzle?
- What strategies did you use to organise and divide the work among team members?
- What roles did each of you play during the game?
- What challenges did you face and how did you overcome them as a team?

Title of the game

Story Orchestra

Students learn to cooperate while creating common drawing

Recommended age for this game:

11+

Duration:


25-40 min



Number of Students:

6+

Game Use:

 In the classroom



Instructions:

Select a Conductor to stand in front of the group. The Conductor imagines they are conducting an orchestra, made up of other students. Instead of playing instruments, the orchestra members will create an original story. The teacher or facilitator can offer an opening line with a relevant theme.

The orchestra comes up with a story bit by bit, with the Conductor pointing at different people in any order, one by one. The Conductor decides how long each person tells the story before moving on to somebody new. The group should try to keep the narrative flowing - encourage them to consistently add and build on what has come before.

Once a story has reached a satisfactory conclusion, the Conductor can draw things to a finale and another student can take a turn.



Materials:

None



Tips for the game:

- The Conductor can decide to move on before an orchestra member has finished a sentence.
- Prepare the opening lines in advance to reflect a relevant theme.



Reflective questions for students:

- Did you prefer being a conductor or an orchestra member?
- What was the most challenging about either role?
- How did it feel to be responsible for the group?
- What did you learn about leadership?



Decision making



Communication

Title of the game

Follow the Leader

Students use powers of observation to identify the secret Leader of a group of Followers

Recommended age for this game:

11-13

Duration:


25 min



Number of Students:

7+

Game Use:

 In the classroom



Instructions:

Out of a group of students, select one to be an Inspector. The Inspector's job will be to try and identify a secret Leader amongst the rest of the group.

Once the Inspector has been selected and left the room, the facilitator selects one student to be the Leader. All other students are now Followers and they must copy everything the Leader does. This can be yawning, scratching their head, humming, skipping and so on. Call the Inspector to return to the room, where they must try to identify the Leader.

Once the Leader is identified, they become the Inspector and must leave the room. The game can be repeated as many times as is required.



Materials:

None



Tips for the game:

- If there isn't room to move around, this can be played in a circle.
- Make the task more challenging by encouraging Followers to look at each other as well as the Leader.



Reflective questions for students:

- How can we use posture, facial expression, gesture to communicate?
- What did you learn about non-verbal communication?
- How did it feel to be the Leader or the Inspector?



Self-esteem / Self-confidence



Resilience

Title of the game

Court Jester

One student tries to distract their classmates who are must remain serious and quiet

Recommended age for this game:

11+

Duration:


25 min



Number of Students:

6+

Game Use:

 In the classroom



Instructions:

Select one student to be Court Jester. They can volunteer or the facilitator can choose, depending on the group. Ask students to think of a situation in which people are usually serious and quiet such as a classroom, an army drill, or a museum.

Students now imagine themselves in that situation and begin to act, move, interact with each other as if they were really there. After a moment or two, the Court Jester will enter and try everything he can to make the others laugh. Any player who laughs has to leave the game. The game will continue until only one player remains.

The game can be repeated with a different situation and a different Jester.



Materials:

None



Tips for the game:

- Have a number of situations prepared in advance.
- Select a confident student for the first Jester.



Reflective questions for students:

- Reflect on a time where you had to “go against the crowd”. How did that feel?
- What did you learn about dealing with disruptive agents?
- Why is some behaviour encouraged in certain social situations but not in others?

Decision
making

Communication

Title of the game

Minefield

Students guide each other through a 'minefield' using communication skills

Recommended age for this game:

11+

Duration:

25 min



Number of Students:

6+

Game Use:



In the
classroom



Instructions:

In a wide, empty room scatter objects on the floor to create an obstacle course. This is now a 'minefield' and the objects are 'mines'. Select a start and end on either end of the minefield. Students must cross without setting off any mines.

Divide the group into pairs and give each pair a blindfold. One student in each pair will be blindfolded and must rely on their partner to verbally guide them through the minefield from the opposite side of the room. Guiding partners cannot enter the minefield to help.

Once the blindfolded partner manages to cross, they swap. If the blindfolded partner sets off a mine, he/she goes back to the starting point.



Materials:

- Blindfolds
- Objects to act as obstacles



Tips for the game:

- Use flat or stable objects to avoid trips.
- The game can be turned into a competition - the first pair to finish wins or played in groups rather than pairs if played with large numbers.



Reflective questions for students:

- How did it feel to so reliant on another?
- What did you learn about giving clear instructions?



Conflict resolution



Managing emotions / Empathy

Title of the game

What Would I Do?

Students improvise the ending to a scene where two characters are in conflict

Recommended age for this game:

14-16

Duration:

30 min



Number of Students:

4+

Game Use:

In the classroom/
Online



Instructions:

Students watch scenes in which two or more characters are in conflict with each other. Clips can be from the school curriculum if desired or from appropriate TV shows, films, or recorded performances.

The facilitator shows the group the clip but stops before any resolution takes place. In groups or pairs, the students discuss how they think the characters can resolve their issues fairly. Students take 15-20 minutes to script the end of the scene as they envision and then perform or read it for their peers.



Materials:

- Video clips of characters in conflict



Tips for the game:

- Encourage students to imagine positive solutions to the situation depicted in the scenes.
- This game can be played online using the breakout rooms feature on video calling platforms.



Reflective questions for students:

- What is the rationale behind your scripted ending?
- How difficult do you think these actions would be to take in your life?
- Did you disagree with your team members about what to do?



Conflict resolution



Managing emotions / Empathy

Title of the game

Get Off The Couch!

Students motivate each other to complete difficult tasks

Recommended age for this game:

11-13

Duration:


30 min



Number of Students:

4+

Game Use:

 In the classroom



Instructions:

Students brainstorm a list of tasks that are boring or difficult. These could be cleaning their bedroom or studying for exams but can be creative or wacky such as writing a thousand-page essay or spending a night in a cemetery. Students then brainstorm a list of factors that motivate people. Examples might include family, security, food, success, or money.

Following the brainstorm, one student is chosen to be the team leader. The team leader stands in front of the rest of the group, who are seated on the 'couch'. The team leader is assigned a task from the list, which they must persuade members of the group to 'get off the couch' and complete, using the various motivating factors.

The leader has 2-3 minutes to convince at least one member of their team to complete the task, after which a new leader is assigned.



Materials:

- Chairs
- Flipchart or whiteboard and pen



Tips for the game:

- Have a backup list of tasks and motivating factors prepared.
- Leaders can experiment with persuading individuals one by one, or the whole group.
- Team members should be open to persuasion - don't be stubborn for the sake of 'winning'!



- Are people motivated by different factors?
- Does knowing an individual's motivation help leaders to inspire them?
- How can you inspire a team to complete a common task?



Teamwork



Decision making

Title of the game

Desert Island

Students work together to decide what items to bring to a desert island

Recommended age for this game:

11+

Duration:

30-40 min



Number of Students:

8+

Game Use:

In the classroom/
Online



Instructions:

As individuals, students brainstorm five items they would bring to a desert island. Give each student five sheets of paper and ask them to write or draw an item on each sheet. After five or so minutes, ask students to place their sheets of paper on the floor or a display board. Remove duplicates. If playing online, students can use an interactive whiteboard.

In groups, students must select only three to bring with them. Students can bring multiples of items. For instance, they can choose to bring two cooking pots or two knives but can only bring one other item.

Allow 10-15 minutes for decision-making before bringing all students back together. Each group will then reveal which items they choose and why.



Materials:

- Paper and markers
- Whiteboard (optional)
- Digital whiteboard



Tips for the game:

- Suggest decision-making strategies such as ranking, a veto system etc.
- Encourage students to evaluate each other's priorities equally.
- Encourage students to advocate for themselves and their choices.



Reflective questions for students:

- What decision-making strategies did you use?
- What was the experience of compromising?
- Did a group leader emerge? How did that happen?
- Do you think you would survive better as an individual or as a team?

Title of the game

Cooperative drawing

Students learn to cooperate while creating common drawing

Recommended age for this game:

11+

Duration:


15 min



Number of Students:

2+

Game Use:

 In the classroom



Instructions:

Students are divided into pairs, they have one sheet of paper and one pencil together. They need to simultaneously hold the pencil and draw an image. The topic of the image is selected by a teacher and it is the same for all groups.

It can be played as a silent game where the students need to get non-verbal clues from each other or the students are allowed to talk and share their ideas for the progress.

The teachers should switch the pairs after the set time limit. The choice of the topic is important, The task also can be to try to copy a certain art piece or try an abstract painting and then describe the emotions or intentions hidden in the picture.

Another variant of the game is that a group of 3 to 4 students are using the same sheet of paper but everyone has their own pencil and their drawing cannot overlap. They need to respect the topic and reflect their results after time runs off.



Materials:

Sheets of paper,
pencils or water
colors



Tips for the game:

- Choose the topics wisely.
- Students can copy a template or solve a maze together or create an abstract painting...



Reflective questions for students:

- What was the hardest on the task?
- What part of the process required the most intensive communication?
- Is there any learning point for you in this game?

Decision
making

Conflict resolution

Title of the game

Opinion line

Students express their opinions while taking a position on the line

Recommended age for this game:

11+

Duration:


20-45 min



Number of Students:

6+

Game Use:

 In the
classroom



Instructions:

A line is drawn in the classroom with a clear centre point. The line symbolises the agreement / disagreement position of a student where the middle means I have no strong opinion about this topic and the ends of the line stand for "I strongly agree" and "I strongly disagree".

The teacher is a moderator of the discussion, s/he raises clear statements to the class and the students position themselves in the line based on their own opinion on the statement. The game should start with some simple statement such as "dogs are more useful than cats" and the complexity of the statements should rise towards the end of the game. An example of a more complex statement is: "There should be mandatory quotas for women in politics".

After the students take their position they can speak up and explain their stand and persuade the other participants to move closer to them. The role of the teacher is co-organise the discussion and the teacher might also summarise some facts at the end of the discussion.



Materials:

No particular materials needed.

Rope can be useful.



Tips for the game:

- Try to carefully prepare the statements before the lessons, choose the topics wisely
- The statements need to be appropriate for the classroom age group.



Reflective questions for students:

- What made you change your opinion?
- What makes a good argument?



Decision making



Communication

Title of the game

Cake of values

Students specify parts (ingredients) of different values such as friendship

Recommended age for this game:

9+

Duration:


20-45 min



Number of Students:

4+

Game Use:

 In the classroom



Instructions:

First, the teacher asks students to name the ingredients of some simple recipe such as pancakes or gingerbread.

Then we transfer the question into abstract values and instead of pancakes we are looking for ingredients of a “successful football team”, “happy school classroom”, “parenthood”, “friendship”, “European citizenship” etc.

The older the students, the more abstract and complex the “recipes” can be. Students can work in groups of 4 and then compare their recipes.



Materials:

Big sheets of paper (A3) for the cakes, drawing utensils



Tips for the game:

- Prepare enough different “cakes” - topics, starting from easy to more complex.



Reflective questions for students:

- what values are most important for you?
- what values did you agree on?
- what values you disagree about?

Title of the game

Handshakes with emotions

Students shake their hands and try to convey emotions only through the handshakes.

Recommended age for this game:

9+

Duration:


20-45 min



Number of Students:

4+

Game Use:

 In the classroom



Instructions:

The teacher needs cards with the names of emotions. Examples of emotions are written below. Students make 2 rows facing opposite each other. One row is the recipients of the handshakes and then the other row is the ones who give the handshakes (givers). Only the givers know what the selected emotion is and they try to convey it through their non-verbal communication and inner feelings.

After the handshake, all the receivers try to explain what they felt and what emotion was hidden in the handshake. After that reflection, the teachers choose another emotion and the parties switch roles.

For younger students, further context can be explained e.g. a situation in which this particular handshake is taking place.

Examples of emotions: Surprised, worried, excited, loving, disappointed, angry, shy, proud, nervous, bored, scared, humbled, distracted, confused.



Materials:

No particular materials needed.



Tips for the game:

- Some situations might be emotionally loaded, a teachers needs to always be careful when she works with emotions



Reflective questions for students:

- How did you manage to guess the emotions without any words?
- How did you feel in the role of a giver/ receiver?

Title of the game

Self-talk

Students learn about self-talk and experience situations accompanied by self-talk.

Recommended age for this game:

9+

Duration:


20-45 min



Number of Students:

2+

Game Use:

 In the classroom



Instructions:

The teacher describes what self-talk is and that it is divided into positive, negative and descriptive self-talk. Then the students come up with examples of different self-talk in basic situations such as: 1. A student is about to do a difficult test. 2. A student is about to enter a new class where he/she only knows one person.

After some examples are stated, the teacher summarises how many were positive self-talk examples, and how many were negative, and try to elicit the consequences of positive and negative self-talk.

Finally, the students are divided into a group of 3 where 2 of them play the positive and negative self-talk and the actor in the middle tries to follow their suggestion.

A situation for a game like this might be:

1. A student ran a cross-country race, he/she trained hard for the event but ended up in the last position.
2. A student has an agreement with a friend that they will share a meal together at the school canteen but when she enters the canteen her friend is already sitting with someone else.

In the end, the students reflect on possible outcomes of positive/negative self-talk and ways to influence their own experience.



Materials:

List of situations where various self-talk can be experienced



Tips for the game:

- Try to read a bit more psychological articles about self-talk and its effect on different professionals (e.g. athletes).



Reflective questions for students:

- How can self-talk influence your results?
- Did anything surprise you today?

Title of the game

Molecules

Students learn to cooperate and get to know each other

Recommended age for this game:

11+

Duration:


15 min



Number of Students:

4+

Game Use:

 In the classroom



Instructions:

Students move freely around the classroom. Tell the pupils that their task will be to create a molecule according to the given characteristics.

The molecule will always be formed only by those students who are affected by the given characteristic, the others will stand.

Molecule means that students form a group and touch each other.

Say or write the characteristics sequentially, e.g. "The molecule is created by the one who..."

- has a sibling...
- goes to the mountains in winter...
- has a cat...
- likes to play football
- likes watching a TV
- likes to listen to music
- sings in the shower...
- would like to become famous...
- prefers to wear pants rather than skirts...
- likes school...
- sometimes feels alone... etc.



Materials:

Prepared characteristics



Tips for the game:

- It is a movement recognition technique that you can adapt by providing various thematic characteristics.
- Enjoy learning about the class or what you think the students don't know about each other.
- You can also ask about attitudes to various current topics. It is important that with this technique pupils are not forced to uncover their personal or relationship problems in the classroom.



Reflective questions for students:

- Did you learn anything about anyone that you haven't met before? And what was it?
- Did any information surprise you?



Decision making



Self-esteem / Self-confidence



Managing emotions / Empathy

Title of the game

Puppet

Realise whether students tend to lead others or be led to enable more passive pupils to try out a leadership role

Recommended age for this game:

11+

Duration:


20+ min



Number of Students:

4+

Game Use:

 In the classroom



Instructions:

Divide the class into pairs by counting or another method. Arrange the space so that each pair has enough room and pupils do not disturb each other.

Give instructions to the class and tell the rules of the game:

- One of you will now be the puppeteer, the other will represent the puppet. The task of the puppeteer will be to lead imaginary strings to move the puppet. Imaginary strings can be placed in any body part of the puppet. The task of the puppet is to be guided by the puppeteer for a set period of time.
- The puppeteer treats the puppet with respect.
- The puppet cannot move by itself.
- No one speaks during the game.

Allow about five minutes to play and then switch the roles.

At the end, the pupils will sit in a circle so that everyone can see each other well.

The teacher will promote reflection by asking questions.



Materials:

Ropes / strings for each pair and chairs can be useful.



Tips for the game:

- During the game, pupils have the opportunity to try out both roles, to be a leader or to be led.
- You can discuss what a leadership position (leadership skills) means, how it can manifest itself, and whether it brings any obligations (responsibility towards the manager, respect, consideration, etc.).
- Similarly, focus on the benefits and responsibilities of the managing position. Support the fact that both roles are equal.
- The technique allows even more passive children to try out the leading role.



Reflective questions for students:

- How did you feel being a puppet?
- How did you like being a puppeteer?
- Who felt more comfortable in the role of the one who leads?
- And who in the role of the one who is being led?
- Do you feel the same in other situations?
- What else did you notice about yourself?



Title of the game

Star of empathy
 To develop empathy in pupils
 To promote mutual knowledge among pupils

Recommended age for this game:

11+

Duration:

10 + min

Number of Students:

3+

Game Use:

In the classroom



Instructions:

The class sits in a circle and each student takes a paper and a pencil. Instruct students to guess the most likely answers that most of the class could match in the following topics. The goal of each student is to guess what the others will answer! Pupils record their answers on paper. Topics may include:

<ul style="list-style-type: none"> • colours • an animal • a tree • a musical instrument • months in year 	<ul style="list-style-type: none"> • numbers • day of the week • specific songs • choosing a virgin or an eagle • a subject at school etc...
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Points, score:

1. After writing down all the answers, evaluate each one separately.
2. Points are awarded to students who agree on the choice, i.e. give the same answer. The more students agree the more points they get. Each of them gets as many points as the number of students who have made the same choice. E.g. in the colour category you will find that the following colours appeared in the answers: 6x blue, 12x black, 10x red, 2x pink, others only one each. Pupils who wrote blue get 6 points, pupils with black 12 points, etc.
3. If the answer is different from all the other answers, the student gets no points.
4. At the end of the game, the students add up the points.

Materials:

Paper, pen and board

Tips for the game:

- The game focuses on the student's knowledge of and attunement to the value system of the whole class.
- You can lead a discussion with the pupils about the chosen values, e.g. why did the majority choose Friday as the day of the week?
- You can use the outputs from the technique to discuss the topic of empathy, and classroom relationships.

Reflective questions for students:

- Who got the most points?
- Which issues did you most agree on and why?
- Which question did you not know which answer to choose?
- What does empathy mean and how does it affect relationships between people?



Title of the game

Class Tree

To realise what qualities a person can contribute to good relationships and to improve the classroom. To promote self-awareness.

Recommended age for this game:

11+

Duration:


40 + min



Number of Students:

10+

Game Use:

 In the classroom



Instructions:

Invite the pupils to choose one or several classmates to draw a fallen deciduous tree. Each student takes one piece of paper and draws a leaf on it, colours it, and cuts it out. You can use coloured papers. Then everyone writes on their sheet one of the good qualities that they can offer to the class for good functioning and good relationships. When all students have completed the task, they sit in a circle. One by one, everyone takes their paper, reads the written quality and sticks it on the picture of the tree. If the student wants, she or he can explain why they think this quality is important for the class. Read which properties the class can rely on, i.e. which appeared on the tree.

Pay attention:

1. If some of the students have a problem coming up with a positive quality of theirs, invite others to offer up the positive qualities they think the student has. The person can choose one.
2. If the student offers a negative quality, go back to the assignment and repeat that this should be a positive and useful quality for the class (redrawing the sheet).



Materials:

A2 paper,
crayons/chalks,
papers, scissors, glue



Tips for the game:

- Summarise the technique with the children, give them your own feedback on the progress of the technique, and appreciate what went well.
- This technique can also be used as a ritual with a message from pupils to their classmates, e.g. ending the school year or when saying goodbye to one of the classmates



Reflective questions for students:

- How satisfied are you with the class tree?
- Can you think of any other quality that your class would need?
- Do any of your classmates have this quality?



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