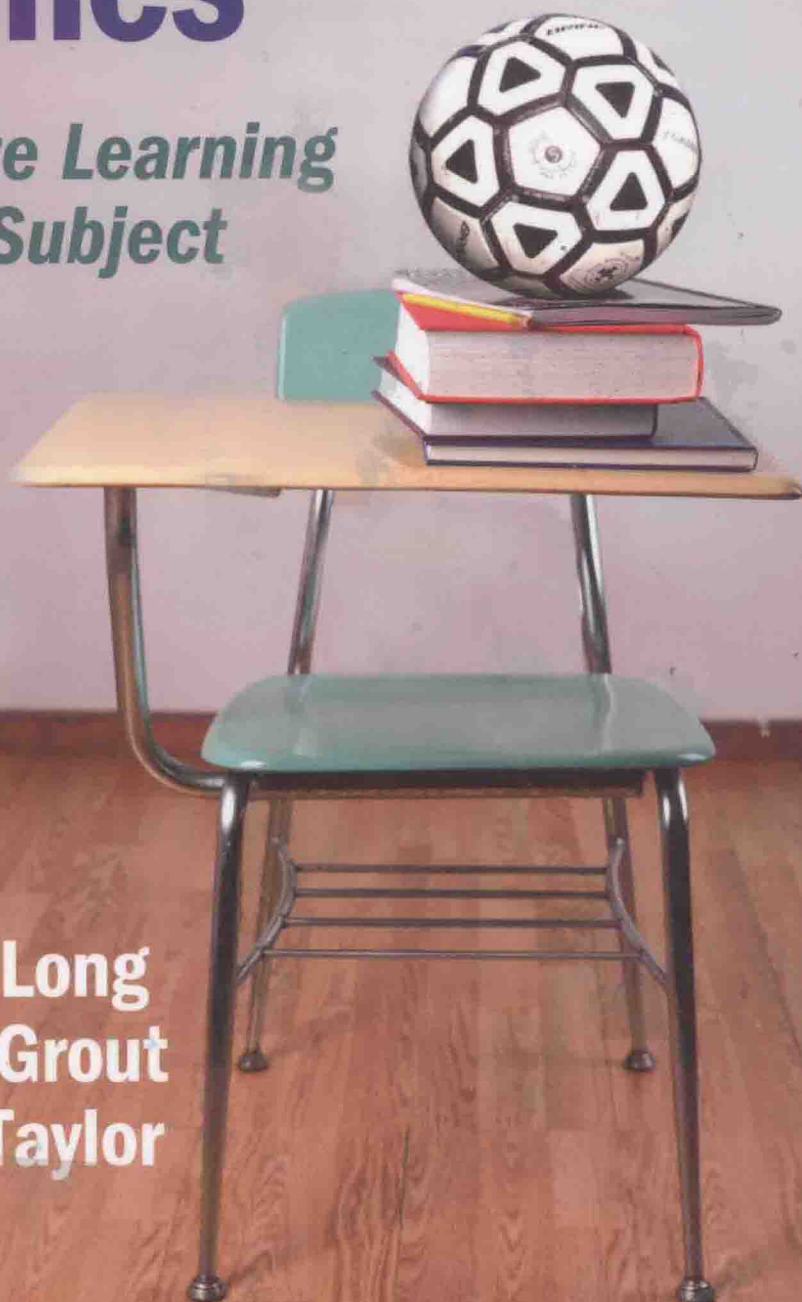


101 Classroom Games

*Energize Learning
in Any Subject*



Gareth Long
Harvey Grout
Stuart Taylor

101

CLASSROOM GAMES

Energize Learning in Any Subject



Gareth Long
Harvey Grout
Stuart Taylor



Human Kinetics

Library of Congress Cataloging-in-Publication Data

Long, Gareth, 1974-

101 classroom games : energize learning in any subject / Gareth Long, Harvey Grout, Stuart Taylor.
p. cm.

ISBN-13: 978-0-7360-9510-5 (soft cover)

ISBN-10: 0-7360-9510-1 (soft cover)

I. Educational games. I. Grout, Harvey. II. Taylor, Stuart, 1975- III. Title. IV. Title:
One hundred one classroom games. V. Title: One hundred and one classroom games.

LB1029.G3L66 2011

371.33'7--dc22

2010032222

ISBN-10: 0-7360-9510-1 (print)

ISBN-13: 978-0-7360-9510-5 (print)

Copyright © 2011 by Gareth Long, Harvey Grout, and Stuart Taylor

This book is copyrighted under the Berne Convention. All rights are reserved. Apart from any fair dealing for the purposes of private study, research, criticism, or review, as permitted under the Copyright, Designs, and Patents Act 1988, no part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, electrical, chemical, mechanical, optical, photocopying, recording, or otherwise, without prior written permission of the publisher.

Notice: Permission to reproduce the following material is granted to instructors and agencies who have purchased *101 Classroom Games*: pp. 4, 8, 12, 14, 18, 20, 25, 27, 28, 29, 39, 51, 60, 62, 68, 89, 102, 103, 104, 110, 118, 125, 128, 132. The reproduction of other parts of this book is expressly forbidden by the above copyright notice. Persons or agencies who have not purchased *101 Classroom Games* may not reproduce any material.

The Web addresses cited in this text were current as of October 13, 2010, unless otherwise noted.

Acquisitions Editor: John Dickinson; **Managing Editor:** Bethany J. Bentley; **Assistant Editor:** Derek Campbell; **Copyeditor:** Mary Rivers; **Graphic Designer:** Joe Buck; **Graphic Artist:** Dawn Sills; **Cover Designer:** Keith Blomberg; **Photographer (cover):** Sharon Dominick/Photodisc; **Art Manager:** Kelly Hendren; **Associate Art Manager:** Alan L. Wilborn; **Illustrations:** © Human Kinetics; **Printer:** Versa Press

Printed in the United States of America 10 9 8 7 6 5 4 3 2 1

The paper in this book is certified under a sustainable forestry program.

Human Kinetics

Web site: www.HumanKinetics.com

United States: Human Kinetics

P.O. Box 5076

Champaign, IL 61825-5076

800-747-4457

e-mail: humank@hkusa.com

Canada: Human Kinetics

475 Devonshire Road Unit 100

Windsor, ON N8Y 2L5

800-465-7301 (in Canada only)

e-mail: info@hkcanada.com

Europe: Human Kinetics

107 Bradford Road

Stanningley

Leeds LS28 6AT, United Kingdom

+44 (0) 113 255 5665

e-mail: hk@hkeurope.com

Australia: Human Kinetics

57A Price Avenue

Lower Mitcham, South Australia 5062

08 8372 0999

e-mail: info@hkaustralia.com

New Zealand: Human Kinetics

P.O. Box 80

Torrens Park, South Australia 5062

0800 222 062

e-mail: info@hknewzealand.com

For Rylan and Ashton.
—Gareth Long

For Rachel and Florence.
—Harvey Grout

For Rach and family.
—Stuart Taylor

PREFACE

We'll try not to keep you reading this too long since the best part of this book is the games. However, before you try them out, we will briefly explain why we believe that interactive games can be a great strategy for enhancing motivation and learning within the classroom, and why this should be a book that you keep in your classroom, ready to use!

Although they have many benefits, the best is their use in the classroom to help your pupils review what they already know about a subject or topic; games can help them relate the topic to enjoyable learning experiences and important study skills; and finally, games can be used prior to formal and informal assessments. Traditionally, teachers have too often provided pupils with information, and then assessed whether it has been remembered through a show of hands or tests and exams. We feel that games offer an additional way of contributing to a stimulating learning environment and provide an additional method for assessing learning. In short, we feel that the use of games can make learning more memorable, fun, and successful.

Interactive games are those in which there may be interaction with the environment, interaction with other pupils, interaction with tasks and problems, and of course, interaction with the teacher. If there can also be movement, music, and friendly competition, it's even better!

The games in this book can be used in a variety of ways. They are designed to be used as an effective starter activity, for the middle part of a lesson to reignite learning at a time when pupils may potentially switch off, or as a final plenary activity to assess pupil learning. Furthermore, they may be recommended to pupils and parents for learning outside the school environment. The games are arranged alphabetically, but we've included the key benefits at the top of each game so that you can see them at a glance while flipping through the book.

We hope that you like the 101 interactive classroom games outlined in this book; we hope even more that you play them with your class; and most of all, we hope that you adapt and improve them! All we ask is that if you do make changes, please let us know by contacting us at info@sport-iq.com.

Lor
10

IS
IS
I.
On
LI
37

ISE
ISE
Coi
Thi
fair
the
stor
che
per

Not
who
62,
exp
101

The

Acc
Der
Sill
Ma
Kir

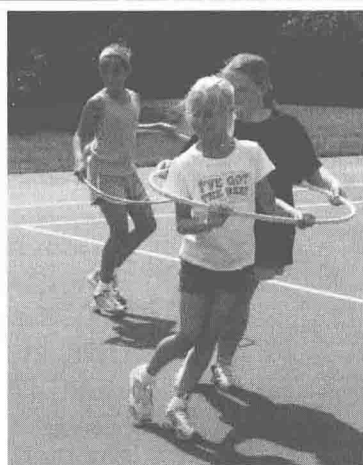
Pri

The
Hu
We

Un.
P.O
Ch.
800
e-n

Ca.
475
Wi
800
e-n

Eu.
107
Sta
Lec
+4
e-n



You'll find other outstanding
physical education resources at
www.HumanKinetics.com

In the U.S. call 1.800.747.4457
Australia 08 8372 0999
Canada 1.800.465.7301
Europe +44 (0) 113 255 5665
New Zealand . . . 0064 9 448 1207



HUMAN KINETICS

The Information Leader in Physical Activity
P.O. Box 5076 • Champaign, IL 61825-5076

CONTENTS

Preface viii

GAMES

1	Ace of Spades	2
2	All Bases Covered	3
3	Amnesia	5
4	Baseball	6
5	Basketball	7
6	Beach Volleyball	9
7	Bidding for Success	11
8	Boxing Clever	13
9	Bull's-Eye	15
10	Chain Gangs	16
11	Championship Golf	17
12	Connect 4	19
13	Crossfire	21
14	Definition Bingo	22
15	Domes and Dishes	23
16	Faster, Higher, Stronger	24
17	Fortune Teller	26
18	Four in a Row	30
19	Full House	31
20	Good Arrows	32
21	Great Balls of Fire!	33
22	Hand Over Hand	34
23	Head to Head	35

51	Pool Championships	67
52	Post-it Note Scramble	69
53	Puzzled	70
54	Question Ball	71
55	Question Conkers	72
56	Quizzical Chairs	73
57	Racing Cars	74
58	Randomizer	75
59	Red Herrings	76
60	Red or Black	77
61	Relay Runners	78
62	Remember My Name	79
63	Remember, Remember	80
64	Review Tennis	81
65	River Crossing	83
66	Rock, Paper, Scissors	84
67	Roll With It	85
68	Run Around	86
69	Sabotage	87
70	Show Jumping	88
71	Snakes and Ladders	90
72	Snap	91
73	Splat	92
74	Stand to Attention	93
75	Stand Up and Be Counted	94
76	Steal a Brain	95
77	Step Up to the Challenge	96

24	Heads or Tails	36
25	Heads, Shoulders, Knees and Toes	37
26	High Jump	38
27	Howzat!	40
28	I Am Not	41
29	It's Just a Jump to the Left	42
30	Judge and Jury	43
31	Killer Questions	44
32	Knockout Arguments	45
33	Ladders	46
34	Last Past the Finish Line	47
35	Let's Get Ready to Tumble	48
36	Lie Detectors	49
37	Make It, Draw It or Mime It	50
38	Marbles	52
39	Missing Links	53
40	Number Minefield	54
41	Our Survey Says...	55
42	Overtake	56
43	Pairs	57
44	Pass It On	58
45	Peek, Copy, All In or Save	59
46	Penalty Shootout	61
47	Phone a Friend	63
48	Pick and Mix	64
49	Picture Perfect	65
50	Pin the Tail on the...	66

78	Stop the Clock	98
79	Straws	99
80	Strike a Deal	100
81	Super Bowl	105
82	Surf's Up	107
83	Tenpin Bowling	109
84	The Hat	111
85	The Picture Board	112
86	Time Assault	113
87	Time Bombs	114
88	Topic Lotto	115
89	Traffic Lights	116
90	True or False?	117
91	Walkabout	119
92	What's the Question?	120
93	Which Way Is Best?	121
94	Who Am I?	123
95	Who Wants to Be a Smartie?	124
96	Winner	126
97	Wise Words	127
98	Withdrawal	129
99	Whiteboard Wonders	130
100	Word Grids	131
101	Word Rebounds	133

GAMES

Ace of Spades

Promote discussion about possible answers.
Work in groups.

Equipment

- A pack of cards
- A set of questions

Description

A pack of cards (with numbers 2 to 10) is spread out face down on a table at the back of the class, and the pupils stand at the front of the class.

The teacher reads a question (or it is projected onto the whiteboard), and without any talking, the pupils move to the cards; each turns over one card. The pupils then move to the table that corresponds with their number card (for instance, all pupils who turn over a four meet at table four).

The pupils discuss the question with their teammates, and after a set period of time, provide an answer. If the answer is correct, all team members get 10 points. The class then returns the cards to the original table and returns to the front of the class for the next question. Pupils will form a new team for each question. Pupils keep their own scores to see how many points they get by the end of the lesson.

Variations

Easier: Put the ace of spades in the pack. If a pupil picks that card, she can join a table of her choice, and if that table gets the question right, each pupil scores double points.

Harder: Have an uneven number of cards on the table (for instance, only two 5s). Therefore, some teams will have fewer pupils than others to discuss the answer.

All Bases Covered

Learn key concepts and definitions.
Practice multiple-choice questions and answers.

Equipment

- One A B C D card for each pupil (see page 4)
- 10 markers per pupil (counters or poker chips work well)
- Prepared multiple-choice questions

Description

This game is based on the TV game show *Dual*. Provide each pupil with a card that has an A, B, C and D on it. Each pupil will also need 10 markers.

Read or display a multiple-choice question, and have each pupil choose the correct answer by covering it with a marker. Reveal the right answer, and instruct the pupils that they may keep any marker covering a correct answer; any markers that are placed on incorrect answers are returned to the teacher. A pupil is out of the game if he fails to cover the correct answer with a marker (he may then join a classmate).

If the pupil is convinced he knows the answer, he will only use one marker (on the correct answer) and therefore will still have 10 markers at the end of the question. If he has no idea of the answer, he may use a marker on each answer (this way he will stay in the game but lose 3 markers).

You might play until only one pupil is left or to a set period of time and see which pupil has the most markers remaining.

Variations

Easier: Allow the pupils one lifeline that allows them to get out of their seats and look at their classmates' answers.

Harder: Give pupils a different number of markers when starting the game.

Cards for All Bases Covered

A

B

C

D

From G. Long, H. Grout, and S. Taylor, 2011, *101 Classroom Games* (Champaign, IL: Human Kinetics).

Amnesia

Learn how to ask questions.
Practice recall and interpretation.

Equipment

- Post-it notes
- Pens

Description

Place your pupils in groups of five or six and have them sit in a circle facing each other. Give the pupils a category from the subject area being studied and ask them to write down a concept or keyword on a Post-it without anyone else seeing it. Pupils place the completed Post-it on the forehead of the person to their left.

Taking it in turns, each pupil is allowed to ask a question of each of the other players within the circle in order to find out what is written on their own note. The other players can only answer yes or no to the questions. Pupils should keep track of the number of questions they must ask before they can determine the content of the Post-it. The pupil who asks the fewest questions wins.

Variations

Easier: Make the subject areas simple to guess by limiting the number of keywords available.

Harder: Place a time limit on the question period for each pupil.

Baseball

Learn key concepts.

Practice answering questions under pressure.

Provide more than one answer.

Equipment

A set of questions

Description

Pupils play this game in teams of three. Half of the teams consist of a pitcher and two fielders. The other half each has three batters. The batting teams play against the pitching teams.

To play, the first pupil on the batting team steps up to the plate. The pitcher on the opposing team fires a question (which must have at least 4 possible answers) at the batsman who has 20 seconds to answer. If she gives one correct answer, she moves to first base; two correct answers get her to second base; three correct answers move her to third base; and four correct answers are a home run.

However, if the batsman doesn't provide all four answers, then the two fielders have the opportunity to answer. If they can provide one more correct answer to the question, then the batsman is out. Each incorrect answer (including no answer) is a strike. Three strikes and the batsman is out.

Once the batters' team is all out, the fielding team goes to bat. The team that scores the most runs wins.

Variations

Easier: Play in larger teams or allow the team of three to collaborate on an answer.

Harder: Allow only 10-15 seconds for pupils to answer.

Basketball

Learn key concepts and definitions.
Use textbooks to locate answers.

Equipment

- Basketball board (see page 8)
- Die
- A set of questions

Description

The aim of the game is to score as many points as possible. Pupils play against each other in groups or pairs. The first player rolls the die and moves the number of squares shown on the die. What the pupil does next depends on the square he lands on.

Question	He answers a question.
Pass	He answers a question, but he is able to use his textbook.
Dribble	He rolls the dice again.
Foul	His turn is over, and the next pupil rolls the die.
Shoot	If he answers the question correctly, he scores a 3-point basket and starts back at the beginning.
Layup	If he answers the question correctly, he scores a 2-point basket and starts back at the beginning.

If a pupil answers a question incorrectly, or if he lands on a foul square, his turn is over and it is the next pupil's turn. The aim is to score as many points as possible in the time the match is taking place.

Variations

Easier: Add more pass squares to the board or work in pairs.

Harder: Before the game begins, the pupils design their own questions, with answers, to ask their partners.