

GAMES FOR CIRCLES

21

This game requires the group to count to 21 and is a game of elimination. The count must be in sequence from 1 -21. Each participant takes a turn and can count UP TO 3 numbers each time (they can choose less if they wish) until they get to the participant who would say '21'. That participant would be the person who is out. Remember each participant can choose to say up to 3 numbers at a time but may choose to say only the next one or two.

For example:

Fred, Jo, Angie, Ali and Radek are playing, Fred goes first

Fred: 1,2

Jo: 3

Angie:4,5,6

Ali:7,8,9

Radek:10

Fred:11,12,13

Jo: 14,15,16

Angie:17,18

Ali: 19

Radek: 20

Fred is 21 so Fred is out.

Participants cannot be 21 themselves so Radek could not say 20,21. Game can be played until two players are left where a duel can take place to determine the winner. Quiz master can say something like 'name something yellow' and the first person with a correct answer is the winner

After the game you can explore with the participants how they felt playing, bits that made them laugh or angry or uncomfortable or pleased. They can share any learning they made from this and strategies they used.

Asset Collage

Things needed for session:
Art and Craft materials
Junk modelling

Participants are asked to design or construct a collage that represents either their personality, strengths and skills. They can be encouraged to use anything to hand. Participants will have an opportunity to share their creation with the group and describe a bit about their creation if they wish.

When everyone has taken a turn each participant will then be asked to identify something that they like about the other creations, whether it's a shape, colour or a newly discovered commonality.

The purpose of this game is to help with grounding, to allow the participant to be able to focus on creating something they can then share with the group. There is the opportunity to extend the activity in making connections with the other participants and improve feelings of safety within the group.

This activity can be done through virtual platforms but you would ask participants to design their collage prior to the online meeting.

Bring Me

The Facilitator will set a number of 'bring me tasks'. Bring Me works like a scavenger hunt and can be an individual or team event. Bring Me works well on a virtual platform (Zoom, Teams Windows etc). Working within a classroom setting, teams would be better as turn taking will make social distancing easier. One member from each team will carry out the instructions set by the facilitator. The team can help with ideas but only the nominated player can provide what is required for that round. Everyone should be able to take a turn at being the nominated player. Ensure there is a start/stop point for the nominated player to bring the object etc to (one for each team). They only need to show the facilitator, not give them the object. Rules can be agreed before starting (respect social distance, only walk, etc)

The Facilitator always starts the request with Bring Me. Some examples are listed below but please use those that are appropriate for your setting and participants:

- Bring me something green.
- Bring me a sock tied up with a shoe lace.
- Bring me something you might use to catch a spider
- Bring me something to write with
- Bring me the number of steps to the toilet
- Bring me a paper plane
- Bring me something we use for Maths
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This game will enable students to reconnect with their environment and with their peers.

Adapted from jessejoyner.com/bring-me-game-ideas

Connect Me

Each participant will be given 5 random words (everyone will have the same) The Participants will then get some minutes to come up with something about themselves that associates or that has a connection with the words given. If using this in a virtual circle the words can be emailed out in advance so the participant is ready to share when the circle meets.

For example if one word is 'London' they may write something like 'I went to London last month' or 'London is where I'd like to live one day'

Each person reads out their association with that word for the five words given. This gives the participants time to make connections with each other. Participants should be asked to share how they found the activity, how it made them feel and one thing they learned from it.

Adapted from <http://www.dramatoolkit.co.uk/drama-games/item/getting-to-know-you/connect-me>

Count to 20

The idea is for the group to count to 20 one person saying one number at a time. Anyone can start the count. Then a different person says the next number. If two or more people happen to speak at the same time, counting must start again from the beginning. The aim is to get to 20 with only person saying each number consecutively.

This activity encourages participants to listen to each other and work together to achieve the task. After they could given the opportunity to share how they found the experience, how they felt and how they achieved the task or what they might do differently next time

Game adapted from [.https://dramaresource.com/count-to-20](https://dramaresource.com/count-to-20)

Exciting Sponge

Exciting sponge is a quick and easy storytelling game that you can use for remote team building and when social distancing. Each participant picks a random object. Taking turns each participant will then create a story about it. The goal is to exaggerate the truth about what makes that object amazing.

Some examples are:

An alarm clock, - "this is a relic from the past and someday Indian Jones 2.0, AI edition, will travel back in time and snatch it up for a museum collection."

A Mobile Phone: "This is the latest accessory used by James Bond. Each number completes a special function and my personal favourites are number 2 which flies you to your destination and number 9 which gives you access to all the rides at Universal Studios in Florida – with no queuing!"

If a participant just wants to describe the item in more simple terms then that is fine too.

The purpose of this game is to help with grounding, to allow the participant to hold an object that is comfortable to them, to use their voice and focus on it. It can then be used as their personal talking piece for any circle work you may wish to continue with in that session and will conform to social distancing rules.

Adapted from <https://museumhack.com/virtual-team-building-for-remote-teams>

Lets Talk Raisins

Things needed for session:

Individual snack boxes of raisins
(other food sources are also fine)

The Facilitator needs to set the rule that the participants need to follow each stage as shared by the Facilitator before the raisins are distributed.

Participants are each given a box of raisins. The Facilitator will ask them to shake the box and describe the sound and feel. The Participants will then be asked to move one raisin and just move it around their fingers. They will be asked to share what it feels like and how it smells. After this they will then be asked to pop the raisin into their mouth to think about how it tastes and to chew it slowly. The Facilitator will then tell them they can swallow the raisin. Afterwards the participants will be able to share what things stand out from that experience, what their thoughts and feelings were.

The purpose of this game is to help with grounding, to focus on the senses and describe the experience. The process needs to happen stage by stage to allow a mindfulness approach to the activity.

This can be done virtually and any food item can be used to suit.

Adapted from Rockpool Training

Never Have I Ever

Never Have I Ever is typically a knock-out game to play with a group. You start with five fingers up and lose a point for each of the topics that you **have in fact done**.

For example, if the prompt was “never have I ever eaten sushi”, Everyone that has eaten sushi would put a finger down.

This game allows the participants to make connections of commonality and has a fun competitive element. At the end of the game participants can be encouraged to share what connections they have made and how they felt playing the game.

Adapted from <https://icebreakerideas.com/never-have-i-ever>

One Word Story

The Facilitator explains that each participant will move the story around the circle one word at a time. Each participant can only say one word and it must make sense to the word before. The story must start with “Once upon a time...”

For example.

Participant one : Once

Participant two: up

Participant three: a

Participant four: time

Participant five - can use any one word that takes the story on

The game encourages each participant to be creative and to experience the loss of control over the direction of the story. Participants can talk about how the experience was for them, high or low points and how they are feeling about where their story ended.

Adapted from Geese Theatre Handbook

Pancakes or Waffles

Participants are put into teams. For round one, your team has to decide on whether the world is going to keep pancakes or waffles, and the other is to be obliterated from existence. Anyone can advocate for a favourite choice, and ultimately you must have a vote of majority to make the decision.

After one of the delicious breakfast foods is eliminated, you add a new competitor. For example, the game may become Waffles vs Pumpkins, and then Waffles vs Puppies, and then Puppies vs Kittens, and then Kittens vs Romantic Relationships, and similar.

To play this game virtually you will need a platform that allows you to have breakout groups and have an extra facilitator for each group.

This activity encourages participants to listen to different opinions, problem solve differences and then agree their way forward. After the task they could be given the opportunity to share how they found the experience, how they felt and resolved differences.

Adapted from <http://sites.middlebury.edu/pancakesorwaffles/example-game/>