

GAMES AND ACTIVITIES – TOOLS FOR IMPACT KIT

GAME/ACTIVITY	DESCRIPTION: HOW, WHEN, WHERE WE CAN DO IT?	SKILLS INVOLVED AND ACTIVATED	GOALS TO RICH
Blind Obstacle Race	In a free space (courtyard, gym, corridor) obstacles are scattered (balls, boxes, chairs, ...). The teachers create pairs of players: one is blindfolded and will have to walk the obstacle race reaching the finish line without hitting or touching the obstacles. The other player, positioned on the side of the race layout, will have to provide indications for the movements to reach the finish line. Every obstacle touched, overturned, every fall, produces penalties.	Cooperation between peers; Trust; Perseverance;	Improve the attitude to cooperate (also when the team is chosen by others); trust others; be resistant to achieve a goal; encourage the partner when he/she is in trouble; develop self efficacy.
Thieves at the museum.	In an open space free from obstacles (courtyard, gymnasium, classroom, corridor, ...) wires, ribbons, elastic bands fixed to the walls or to other fixed structures of the chosen space are arranged. This will create a tangle, as happens in museums, with alarm systems to protect precious works of art. The teacher will compose teams with at least 4 players. In each team, two players at the same time will have to enter the tangle and be able to reach the work of art. The peers outside the tangle will have to provide accurate indications on the most useful steps to reach the goal. The other classmates, from the other teams, will check that the threads, ribbons and rubber bands are never touched. If they are touched the alarm goes off and you have two minutes to go back and avoid prison (penalty).	Cooperation between peers; Trust; Perseverance; Problem solving; Creativity; Reflexivity and meta-cognition.	Improve the attitude to cooperate (also when the team is chosen by others); trust others; be resistant to achieve a goal; encourage the partner when he/she is in trouble; finding new solutions; invent new methods;

The centipede	In an open space free from obstacles (courtyard, gymnasium, classroom, corridor, ...) a starting line and a finish line, with a distance of at least ten meters are fixed. The teacher creates teams of 4 members. One player places himself on the ground, resting his hands, feet and knees (like a dog). Another player rests his ankles on the shoulders of the first partner and supports himself with his hands resting on the ground (belly down). The third player places his ankles on the back of the first player and supports himself on the ground with his hands and arms extended (face up); and the last is placed in the same position face up, placing the ankles on the shoulders of the partner and supporting himself with his hands and arms extended (face up). The result is a millipede that has to walk in a slow and coordinated way to get to the end of the path without falling.	Cooperation between peers; Energy;	Improve the attitude to cooperate (also when the team is chosen by others); trust others; be resistant to achieve a goal; improve energy and use it in a balanced way with that of others.
Circle time	Within the classroom, the pupils sit on the ground in a circle. Some were assigned positions of responsibility the previous month (ensuring the order of the queue while going to lunch; ensuring that separate waste collection is done; keeping the notebooks in the closet; measuring the outside and inside temperature every day, etc.). During the circle time each child who had an assignment must be evaluated by the peers; and it must also evaluate itself. The activity takes place every month with rotation of assignments between different pupils.	responsibility; critical thinking;	it helps to develop awareness of one's limitations and to imagine better and more effective ways to do things; favors respect for the tasks assigned for the common good
Debate	The teacher divides the class into two teams and assigns a topic on which each team will have to work to produce arguments and counter arguments with respect to the topic. The choice of the topic must be made with care, identifying a topic that animates a debate.	Cooperation; creativity; energy	The game favors the development of creativity, the association of ideas, the innovation, the problem solving attitude

Guess the title	Within the class, the teacher divides the pupils into groups of 4 or 5. Each group is assigned by the teacher a title of a book or a story (read by children in school years) or a film (known to children) . Two children will have to mime the words that make up that title and the others will have to guess.	Creativity; problem solving; Energy; cooperation	The game favors the development of creativity, the association of ideas, combines corporeality and intellectual abilities
Changing roles	Pupils are matched in pairs: they have to exchange roles. For one day one will be the other.	Creativity; Responsibility; Trust;	The experience improves the respect between peers; helps the inclusion and the contrast to gender and diversity stereotypes
Today I'm a teacher	The teacher identifies some pupils (from 2 to 5) who will give a lesson to the class and who will receive a grade from their peers for the quality of their lesson. The teacher can offer help with the preparation of the lesson but methods, research and division of roles must be organized by the pupils.	Cooperation; creativity;	The game favors the development of creativity, Self Confidence; it helps to be less shy.
Multiplication tables race	The teacher creates teams, with as many members as they like; and organizes competitions of tables with partial and final points	Cooperation; responsibility; perseverance	The activity helps the development of group spirit, respect of rules.
Vegetables/flowers garden	If inside schools a green space is present, teachers and pupils can create a vegetables/flowers garden	Responsibility; perseverance; problem solving; cooperation	Taking care of the green space (with a vegetable garden or a flower garden) is an opportunity to learn both on a cognitive and non-cognitive level. The activity could develop the work division inside a group.
The perch and the basket	In the gym, children are divided into groups of 4 or 5 players. Each team is placed in correspondence of a perch. A basket is attached to the top of the perch. The first player goes up, until he reaches the basket at the top and stands still, the second goes up and goes under him, and so on until the last player who remains on the ground and passes a ball to the closer player, which must pass by hand in hand until it is placed in the basket on top.	Cooperation; Resistance to stress; perseverance; Responsibility	The game is effective as long as everyone behaves cooperatively with each other and performs their role well

