



# ABC

# GAMES

ONLINE

**Learning and playing together  
even when we are apart.**



# ABC ONLINE GAMES

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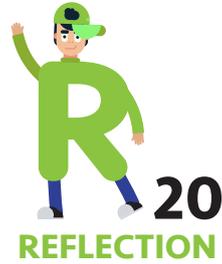
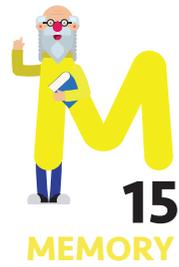
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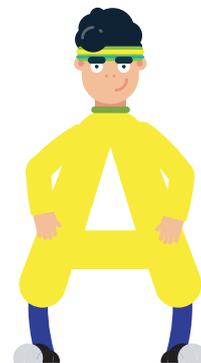
Dear Colleagues,

COVID 19 pandemic restrictions on organizing learning has made the importance of relationship even more conspicuous. The year 2020 became a strong momentum for all stakeholders of education to redefine teachers' competences to engage students in designing learning situations as equals to serve unconditional inclusion. Imposed on-line activities made teachers realize that their professionalism had to be based less on the delivery of content and more on their agility to share power and responsibility with students who appeared to be natives of digital world and could offer valuable assistance in co-designing classes. A virtual community of learners is built more effectively when hierarchical structures disappear and teachers recognize their students' digital expertise as part of their daily life, ability to find and share on-line resources, analyze and solve problems creatively and use knowledge for meaningful purposes. Even young pupils willingly and spontaneously take on the roles of instructors of their less privileged peers to include them in teamwork. Often, they also help teachers to cope with specific aspects of distant classes to address any special needs of peers, etc. During the lockdown, students demonstrated a strong commitment to both self-directed study and ownership of learning goals and the choice of collaborative methods of learning and assessment. On-line interaction became an opportunity for including students' valuable perspectives, initiative and joyful expression of collective success.

This special collection of games and energizers was created as a part of JOIN IN AND MAKE A CHANGE to support educators in making their distant and online work more interactive and relational. The material was contributed by practitioners from 4 countries on teachers for teachers creative commons basis. The activities have been described according to a unified simple structure (learning objectives, resources, number of players, description, warnings etc.), however, we recommend that they serve as an inspiration and good practice that should be adapted and changed according to specific students needs, exceptionality and so on. They have been tested mostly on young learners and inclusive teachers themselves and are recommended interculturally for building trust, focus, collaboration and to stimulate creative problem solving in teams. They work best in combination with drama techniques and student co-design learning processes based on "no penalty zone" pedagogical approach but you are free to use them in line with your instructional experience and personal meanings of inclusion.

# ALPHABET

The aim of the activity is to find words for every letter of the alphabet pertaining to the assigned topic.



**ABECEDA**

A _____	E _____	J _____	O _____	T _____
B _____	F _____	K _____	P _____	U _____
C _____	G _____	L _____	R _____	V _____
Č _____	H _____	M _____	S _____	Z _____
D _____	I _____	N _____	Š _____	Ž _____

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**○ Learning objectives:**

- Vocabulary development
- Identifying keywords

**○ Resources:**

- Paper and pencil

**○ Number of players:**

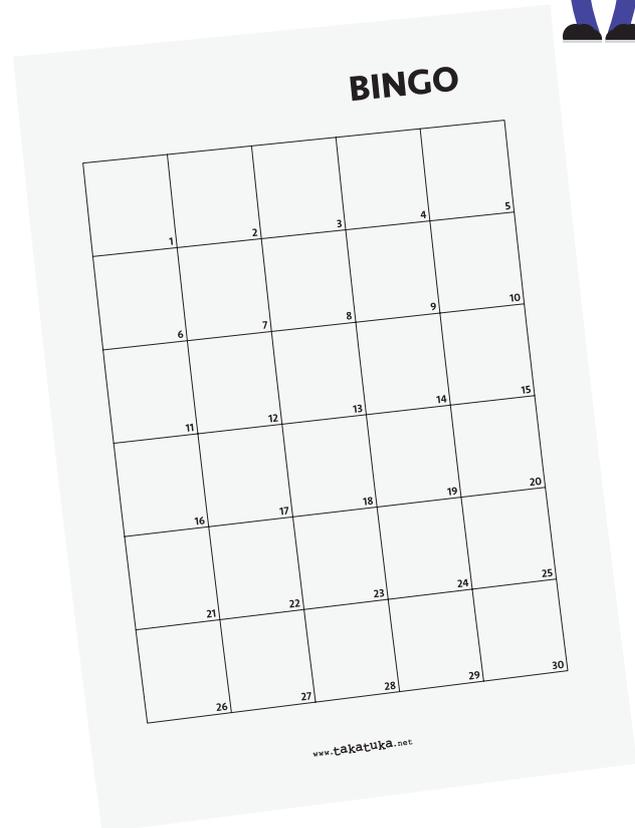
- Small group activity

Select a topic that you want to explore with your students. Divide the students into groups of 3-5. Ask them to find words related to the selected topic for every letter of the alphabet. Let them work for 15-20 minutes. Afterwards, have a group discussion on the words they have listed.

**Task for the teacher:** Find words for every letter of the alphabet with which you would best cover the concept of INCLUSIVE EDUCATION.

# BINGO!

The aim of the activity is to guess whose picture is being displayed.



## ○ Learning objectives:

- Fostering student to student connection
- Maintaining positive group dynamics

## ○ Resources:

- Pictures of students' keys
- Table with numbers

## ○ Number of players:

- Large group activity

Ask the students to send in pictures of their keys. Give each picture a number (1- no. of students) and prepare a slideshow. Before starting the activity, hand out tables with numbers to all students. Start projecting the pictures of the students' keys one by one. For each picture the students have to fill in the table with the name of the student they think is the owner of the projected keys.

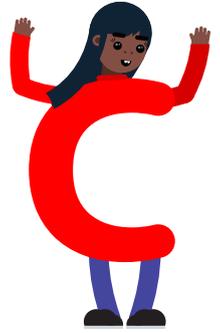
When you finish the slideshow, read the numbers and names of the keys' owners. The students should then count how many correct guesses they made. Discuss the process.

**Warning:** You can also open a discussion on what made the students guess the owners?

**Task for the teacher:** Search for a photo from your childhood. Ask your colleagues to find one as well and play bingo together.

# CREATE A STORY

The aim of the activity is to create a story using Taka Tuka cards.



## ○ Learning objectives:

- Promoting associative thinking
- Fostering imagination

## ○ Resources:

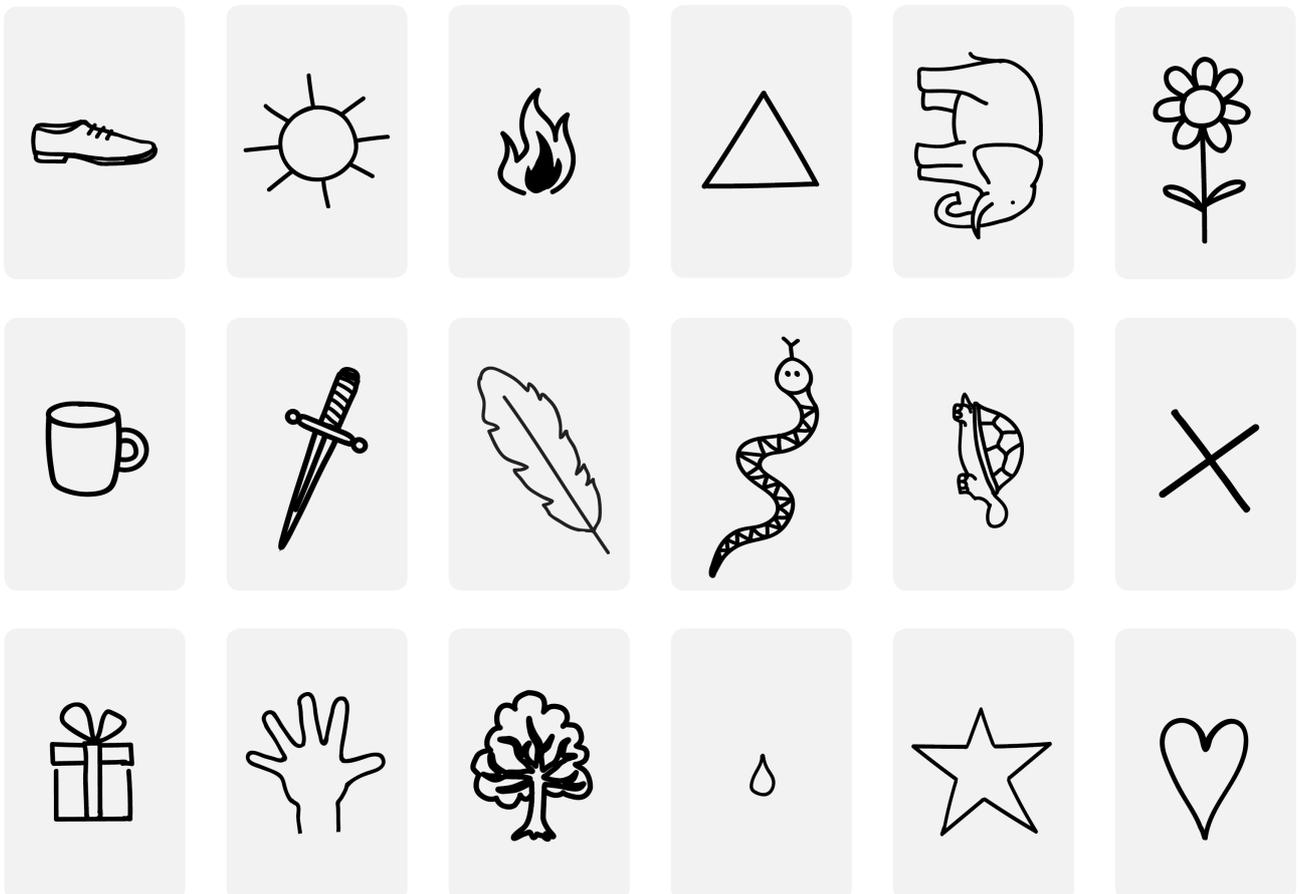
- Taka Tuka cards

## ○ Number of players:

- Large group activity

Display the Taka Tuka cards. Ask the students to create a story with the cards. The first student starts by using the first card, the second student continues with the second card... Continue the story in this manner until all the cards have been used.

**Task for the teacher:** Use the symbols below to write a short story.



# DANCING PAPER

The aim of the activity is to follow the movements of a piece of paper.



## ○ Learning objectives:

- Developing body awareness
- Improving observation skills

## ○ Resources:

- Piece of paper

## ○ Number of players:

- Large group activity

Show the students a piece of paper. Make sure that everyone can see it clearly. Ask the students to stand up and imagine that they are this piece of paper. You will move the paper, and the students will move in the same way.

# EMOTION CLOCK

The aim of the activity is to search for the underlying reasons for emotions.



## ○ Learning objectives:

- Exploring the underlying reasons for emotions
- Developing empathy

## ○ Resources:

- The wheel of emotions from the TAKA TUKA game

## ○ Number of players:

- Large group activity



Ask one student to volunteer. The volunteer selects one emotion and expresses it using their facial expressions and body language. The other students explain why the student in the middle might feel this way. Finally, the student expressing the emotion chooses the reason that seems the most meaningful to them. The student whose answer was chosen continues the activity by expressing their selected emotion.

# FIND OUT THE DIFFERENCES

The aim of the activity is to spot the differences.



## ○ Learning objectives:

- Improving attention to detail
- Developing observation skills

## ○ Number of players:

- Working in pairs

Divide the students into pairs. Tell them to carefully observe everything that they can see on each other's screens. Then everyone turns off their cameras for two minutes and makes 1-3 changes.

# GHOSTS

The aim of the activity is to find out who is hidden.

## ○ Learning objectives:

- Fostering attentiveness
- Developing a sense of community

## ○ Number of players:

- Large group activity



Choose the video layout that allows all of the students to see everyone. Tell them that you will "send" three students to a separate room. The students that remain in the main session need to identify which students were hidden as quickly as possible.

# HALLOWEEN

The aim of the activity is to create the sounds of Halloween.



## ○ Learning objectives:

- Fostering attentiveness
- Developing a sense of community

## ○ Resources:

- Digital spinner

## ○ Number of players:

- Large group activity

Select sounds related to Halloween.

For example:

- 1 - door creaking
- 2 - owl hooting
- 3 - witches laughing
- 4 - a haunted house
- 5 - cats meowing
- 6 - knocking



Write them in the digital spinner and share it. When the arrow points at one of the sounds, the students have to produce it; using their voices and other objects that they have in their rooms. Repeat the activity several times.



# IMAGINARY PLACE

The aim of the activity is to build an imaginary place.



**○ Learning objectives:**

- Building on each other's ideas
- Fostering imagination

**○ Number of players:**

- Large group activity

Choose the video layout that allows all of the students to see everyone. Select an imaginary place, such as a train station. Tell the students they will be “coming to the train station” one by one by taking the role of someone at the train station. Each student who “comes to the train station” stands up and takes their role. They can only use repetitive moves and are not allowed to speak. When five students have joined an “imaginary space” you tell them to freeze. The other students comment on the “picture” and give it a title. Continue the activity in the same way by setting a new place.



# JOIN IN

The aim of the activity is to build the character.



○ **Learning objectives:**

- Building on each other's ideas
- Fostering imagination

○ **Number of players:**

- Large group activity

Select a story that the students know and choose one character. Display the "role on the wall" and invite the students to start writing information about the selected character. What they write inside is the character's personal characteristics, wishes, dreams, feelings, ... and what they write outside are external facts, appearance, family, name, age, clothes...

**For example:** Little Red Riding Hood

# KEY



The aim of the activity is to use a specific object as if it were a different object.



## ○ Learning objectives:

- Being imaginative and expressing ideas
- Thinking out of the box

## ○ Resources:

- Key

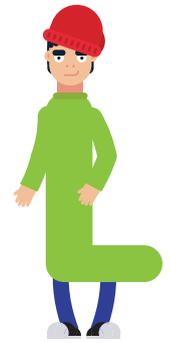
## ○ Number of players:

- Large group activity

Before starting the activity, ask students to prepare a key. Ask them to use their keys one by one. When they are using the key, they have to respect the following rule: The object is not allowed to be used in the conventional way!

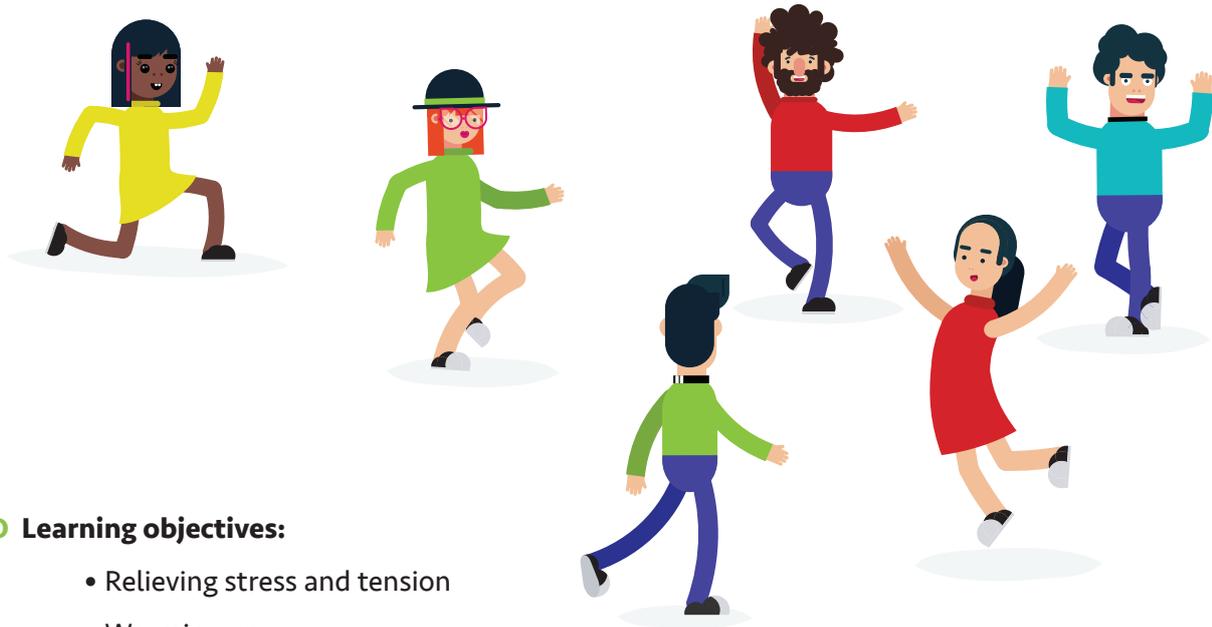
## Warning:

- You can use any object.
- Do not push students.



# LET'S DANCE

The aim of the activity is to dance when you hear the music.



## ○ Learning objectives:

- Relieving stress and tension
- Warming up

## ○ Number of players:

- Large group activity

Students create a space for moving in their rooms. Tell them to start dancing when they hear the music and to freeze when the music stops. Repeat the activity several times.

**Task for the teacher:** Put on your favourite song and choreograph your own dance.

Write down the steps.

# MEMORY

The aim of the activity is to collect matching pairs.



## ○ Learning objectives:

- Improving focus and concentration
- Memorizing

## ○ Number of players:

- Large group activity

This activity is based on the memory card game; however, there are no cards. Divide students into pairs. Appoint one pair to be players of the game. The other pairs have to pick a movement that they will use in the game. When they are ready, continue with playing the game in the main session. The players are invited to start choosing. The first player chooses one person who has to demonstrate their previously selected movement. The player then selects another person who has to demonstrate their previously selected movement. If they both demonstrate the same movement, they are a matching pair and they turn off their cameras. In this case, the player is awarded another turn. If the two selected persons are not a matching pair it is the next player's turn.



# NARRATE 1 MINUTE

The aim of the activity is to narrate for one minute.



## ○ Learning objectives:

- Getting to know each other
- Improving oral performance

## ○ Resources:

- One red card from Let's Talk

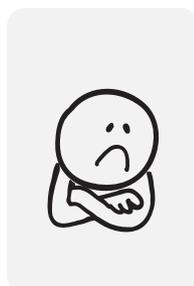
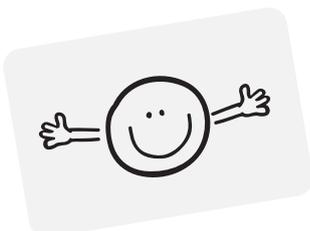
## ○ Number of players:

- Large group activity

Choose one red Let's Talk card and display it. Ask students to look at the card and think of one life event that is related to this card. Give them time to write or draw some notes about the event. When they are done, ask if someone wants to share their event with the others by speaking about it for one minute. The volunteer starts talking about their event. When one minute passes, say thank you and the student stops. Discuss the experience of talking for one minute.

## Task for the teacher:

Form a question for each card.



# ONE AT A TIME



The aim of the activity is for everyone in the session to say one word at the time.

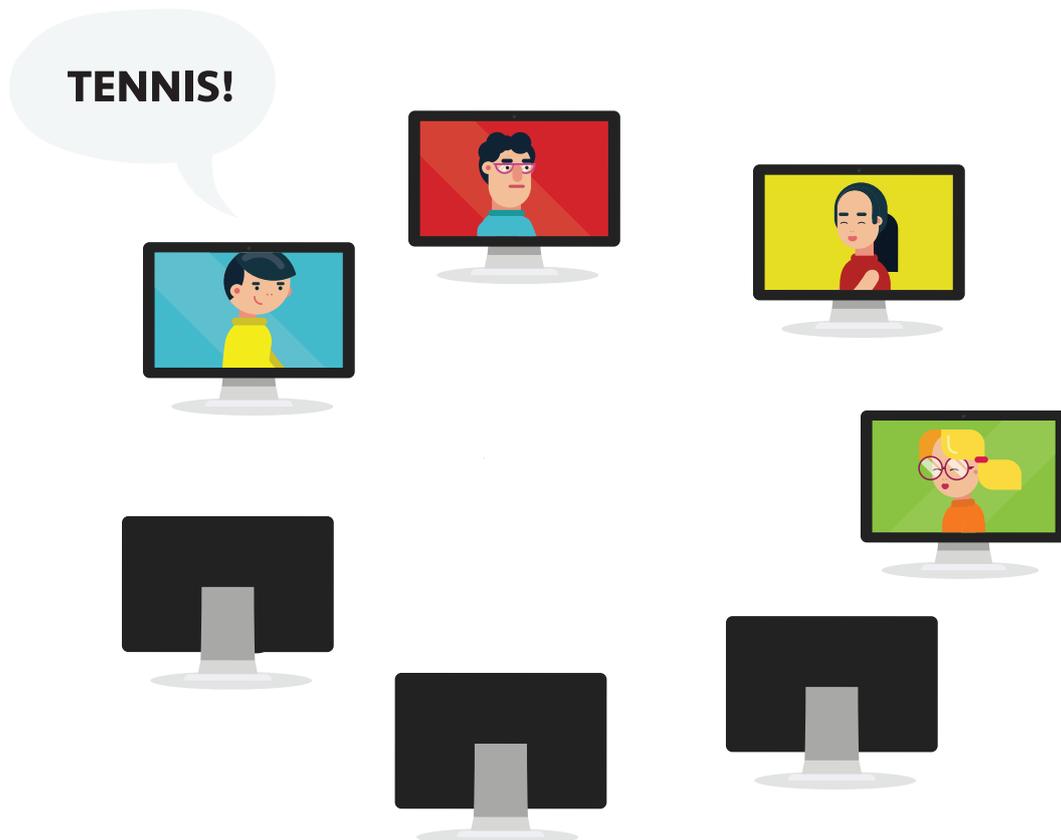
## ○ Learning objectives:

- Learning to be attentive
- Sustaining focus

## ○ Number of players:

- Large group activity

Choose the video layout that allows all of the students to see everyone. Select one topic, such as sports. The goal in the group is for every student to list one sport. They have to respect the following three rules: 1. The students say their words one at a time. 2. The group is not allowed to communicate. 3. When a student says their word, they turn off their camera. Anybody can start the game by saying their word and turning off their camera. Then another student says their word and turns off their camera. Everyone says the word when they feel it is their turn. If two or more students say their word at the same time, the activity has to start from the beginning.





# PRECIOUS OBJECT

The aim of the activity is to present an object of sentimental value.



## ○ Learning objectives:

- Speaking confidently and clearly
- Sharing personal stories

## ○ Resources:

- Students' objects

## ○ Number of players:

- Large group activity

Ask the students to bring an object that holds special value for them. Each student presents their object, explains why it is important to them, states where and how they obtained it, and finally, tells the story of the object.

### **Task for the teacher:**

Draw or paint a cup and answer the questions.

Whose cup is it?

Where did the owner get the cup?

What is the meaning of the cup for the owner?

# QUESTIONS I AM BEING ASKED AS...



The aim of the activity is to form questions for a selected person.



## ○ Learning objectives:

- Developing questioning skills
- Analyzing multiple and diverse perspectives

## ○ Number of players:

- Large group activity

Select or build an imaginary character (e.g. a new student, a tourist, a homeless person). Divide the students into smaller groups and ask them to think of questions other people would ask this person.



# REFLECTION

The aim of the activity is to repeat the leader's movement.



## ○ Learning objectives:

- Improving focus and concentration
- Gaining control of the body

## ○ Number of players:

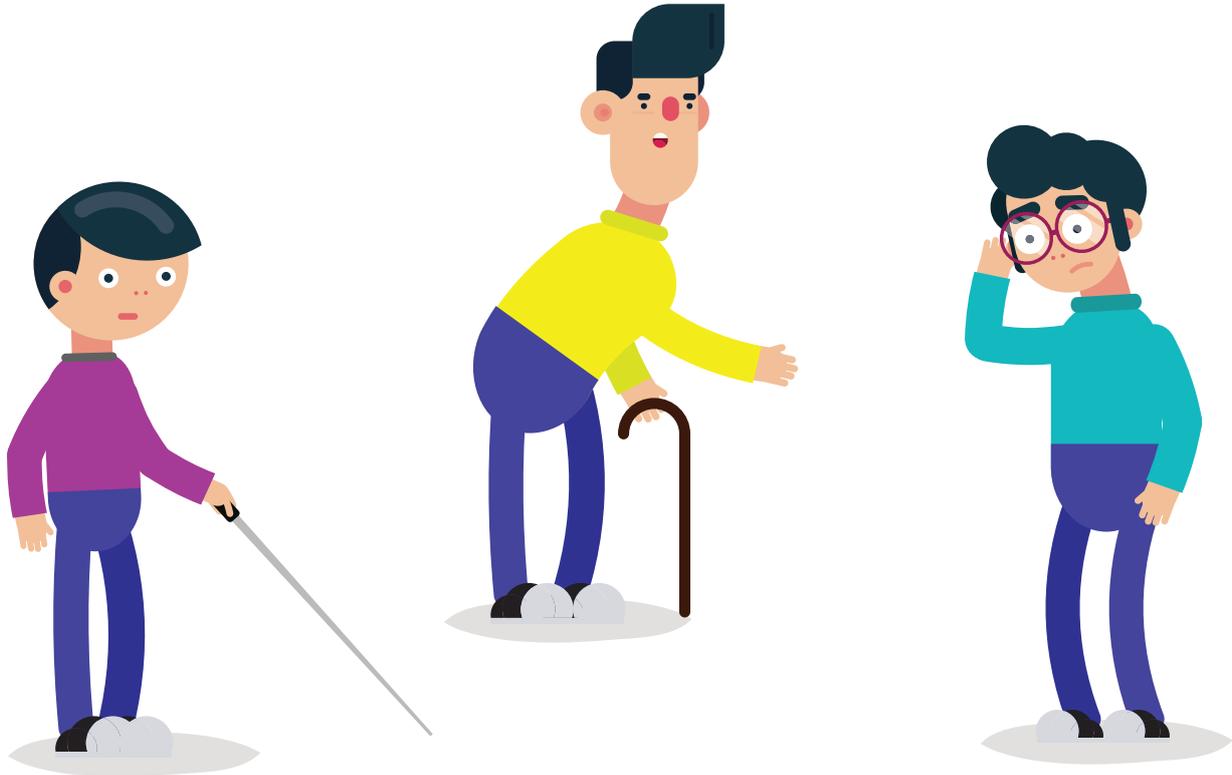
- Large group activity

Choose the video layout that allows all of the students to see everyone. Start leading the movement. Your moves should be slow and clear. The students simultaneously follow your moves.

**Task for the teacher:** How do you see yourself?

# STEREOTYPES

The aim of the activity is to depict the word with the body.



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## ○ Learning objectives:

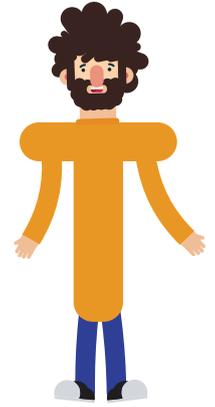
- Exploring stereotypes
- Expressing ideas with the body

## ○ Number of players:

- Large group activity

Ask students to stand up and turn their back towards the camera. Tell them you will call out various words (e.g. mother, super hero, old person). When they hear the word, they have to turn around and make a statue of it. Repeat the activity several times and discuss the process with the students.

# THREE COMMON THINGS



The aim of the activity is for groups to find three common things and present them in the most creative way.

## ○ Learning objectives:

- Getting to know each other
- Fostering creativity

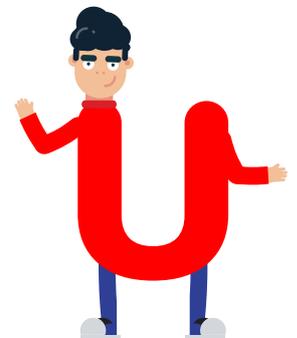
## ○ Number of players:

- Small group activity

Divide students into groups of 4-5. Ask them to find the three most interesting things they have in common and to present them in the most creative way.

**Task for the teacher:** List three things that you have in common with your best friends.

# UNCONVENTIONAL TRAVELLING



The aim of the activity is to find a way to travel without using the conventional means of transport.

## ○ Learning objectives:

- Developing imagination
- Fostering creativity

## ○ Number of players:

- Large group activity



Ask the students to think about how they would travel if they were not allowed to use the conventional means of transport (bike, car, plane, train, ship). The leader starts by miming, e.g. catapulting herself, and then a participant starts miming the same and asks: (name) how are you travelling? The answer is a suggestion for the next way, e.g. we are paddling on a chalkboard. The leader leaves while the participants are miming, and the next one asks a question and so on...



# VIRTUAL BALL

The aim of the activity is to play ball games.



## ○ Learning objectives:

- Improving focus on virtual communication
- Accepting and offering ideas

## ○ Number of players:

- Large group activity

The leader starts the game by describing their imaginary ball. They throw the ball to somebody with their camera on. First, they say the name of the person, then they say the word "catch". The person who mimed catching the ball says thank you and changes its shape, color, weight, etc. They pass it to the next person.

**Task for the teacher:** Describe your imaginary ball.

# WHAT IS IN THE BOX?



The aim of the activity is to guess if the person is telling the truth or not.



## ○ Learning objectives:

- Developing performing skills
- Improving oral language skills

## ○ Resources:

- Box
- Any object

## ○ Number of players:

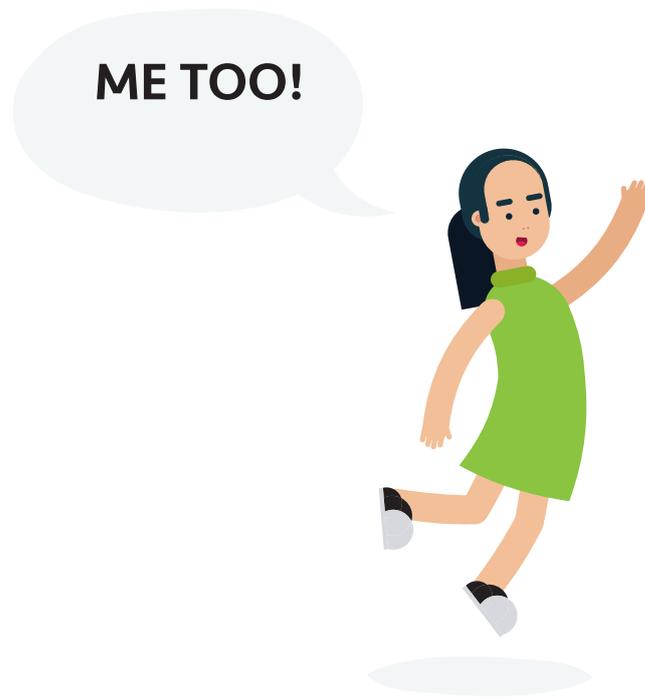
- Large group activity

Before the start of the activity, tell the students to choose one object and put it in a box. Ask for a volunteer. The volunteer's task is to describe the object that is in the box or any other object. They have to give a detailed description and convince the others that they are describing the object in the box. The other students have to listen and observe carefully. After the presentation, they vote. They have to decide if the student was telling the truth or lying. After the vote, discuss their choices. What made them think that the described object was in the box? What made them think that there was something else in the box?



# X SAYS

The aim of the activity is to find things that the group may have in common.



## ○ Learning objectives:

- Relating to the group
- Sharing preferences, values, likes, and dislikes

## ○ Number of players:

- Large group activity

The leader starts the game with a few sentences, such as: Anybody who has had a coffee today. Anybody who is sitting in front of a computer now. Anybody who likes animals, etc. The participants raise their virtual hands or type their names in the chat area. The last person to react continues with the next sentence.

**Task for the teacher:** Make a list of statements that describe you.

# YOUR BOOK COVER



The aim of the activity is to create a book cover.



## ○ Learning objectives:

- Sharing a personal point of view
- Expressing ideas by creating illustrations and titles

## ○ Resource:

- Paper and colored pencils

## ○ Number of players:

- Large group activity

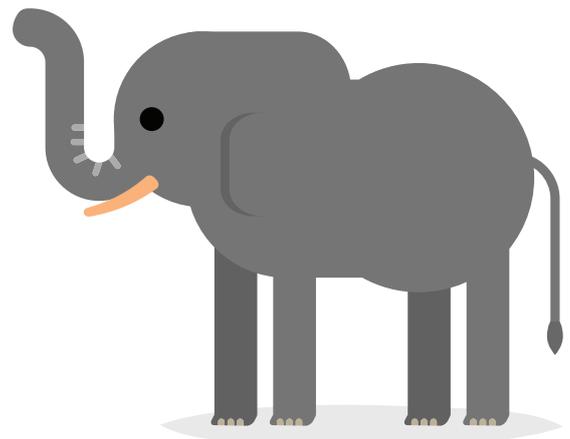
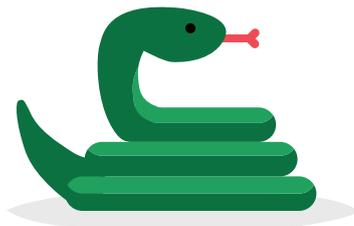
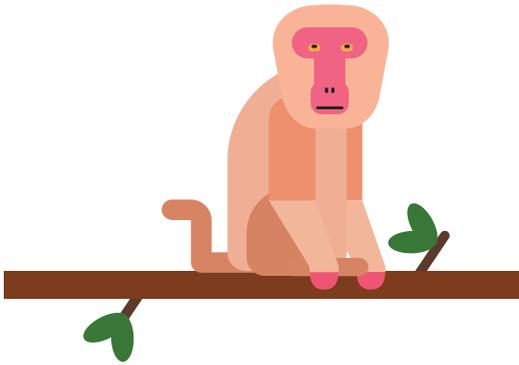
Ask students to create a book cover for their imaginary story. The cover should contain: the author's name and surname, a title, an illustration, and the book's literary genre.

**Task for the teacher:** Create a book cover for your fairytale.

# ZOO



The aim of the activity is to mime animals.



## ○ Learning objectives:

- Exploring the movement of animals
- Developing body language

## ○ Number of players:

- Large group activity

Ask the students to stand up and turn their backs towards the camera. Tell them they have entered a magic machine that will turn them into animals (monkeys, elephants, tigers, snakes). When they hear the word, they have to turn around and mime the movement of the animal. Repeat the activity several times.

**Task for the teacher:** If you were an animal, what would you be and why?

# ALPHABET

A \_\_\_\_\_ F \_\_\_\_\_ K \_\_\_\_\_ P \_\_\_\_\_ U \_\_\_\_\_

B \_\_\_\_\_ G \_\_\_\_\_ L \_\_\_\_\_ Q \_\_\_\_\_ V \_\_\_\_\_

C \_\_\_\_\_ H \_\_\_\_\_ M \_\_\_\_\_ R \_\_\_\_\_ W \_\_\_\_\_

D \_\_\_\_\_ I \_\_\_\_\_ N \_\_\_\_\_ S \_\_\_\_\_ X \_\_\_\_\_

E \_\_\_\_\_ J \_\_\_\_\_ O \_\_\_\_\_ T \_\_\_\_\_ Y \_\_\_\_\_

Z \_\_\_\_\_

# BINGO

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30

