

(in Alphabetical  
Order)

# GAMES



## “A” WAS AN APPLE PIE

**Supplies:** none

Have your students sit in a circle and in turn add a verb beginning with the next letter of the alphabet. For instance, the leader says, “A was an apple pie. A ate it.”

In rotation the other players add things like “B bought it,” “C cooked it,” “D dunked it,” and so on, through something like “Z zoomed it.”

## ACTING ADVERBS

**Supplies:** none

This game involves some simple acting.

Choose one player to be “It.” Ask the player to leave the room, and when “It” is safely out of range, have the other players choose an adverb such as *humorously*, *gracefully*, or *furiously*. They’re not to reveal the adverb to “It.”

Call “It” back into the room and ask “It” to discover the word by asking players to do different things in the manner of the adverb. For example, “It” may ask various players to eat, walk, dance, read, or jump—each in accordance with the chosen adverb.

If “It” can’t guess the word after asking everybody to do something, reveal the adverb and choose another “It” for the next round.

Here’s a twist to simplify and speed up this game: Allow “It” to guess a synonym rather than the exact adverb. For example, if the adverb is “*furiously*,” and “It” guesses “*angrily*,” count the response as a correct answer.

## How to Select a Game (Part One)

First off, know your group's culture and know your group's interests. Just because you heard something was a big hit at a youth ministry on the other side of the country, don't assume it'll be the same in yours.

Questions to help determine which game will best suit your group include:

- How many people are expected?
- What equipment or supplies are required?
- What are the ages of the students?
- What is the physical ability of the students?
- Where will the game take place?
- What is the time of day?
- How much space do we have?
- How much time do we have?
- What will the weather be like?



**GAMING TIP**

## AFFINITIES

**Supplies:** paper, pens or pencils

Within a stated time, each player must write down as many familiar affinities (words commonly joined by "and") as possible. Examples include "Adam and Eve" and "Alpha and Omega."

**Game Twist:** Each player is provided with a list of unfinished affinities, such as Adam and \_\_\_\_\_, Alpha and \_\_\_\_\_.



## ALL ACROSS

**Supplies:** none

"It" stands between two goal lines or tape marks about 30 feet apart and calls "All across!" All the players cross from one line to the other and "It" tags them as they run across. Now the players are on the other side of the field and must run back to their original side, passing "It" and those who have been tagged by "It." The game continues until everybody has been tagged and is in the middle of the field or area. All who are caught assist until everyone is in the middle together.

**Game Twist:** Have only guys or only girls stand in a row on a line. The “capture” (instead of tagging) is made by lifting the person off the ground until “1-2-3” is counted. Or play “Gorilla and the Trees,” where “It” is the gorilla and can move all around the field. Those tagged become trees and can only move one step in any direction, using their arms like branches to tag those who run back and forth.



## ALL RUN

**Supplies:** ball (any kind)

“It” stands with the ball, and the other players gather close. “It” tosses the ball high into the air and the other players flee in any direction. “It” catches the ball and tosses it at the runners. A runner hit by the ball trades places with “It.” If the ball does not make contact with anyone, “It” tosses the ball up again.

**Game Twist:** “It” catches the ball and calls “Halt.” The runners must then stand still. The players must not move their feet at any time, but they can move their bodies. Or form a circle and have students number off. One person stands in the center of the circle, throws the ball into the air, and calls out a number. Whoever has that number runs for the ball as everyone else tries to run as far away as they can. The person running for the ball reaches it, yells out “halt,” and everyone else stops running. The person who has the ball then takes three steps toward anyone and tosses the ball at him or her.



## ALPHABET GAME

**Supplies:** none

Have students form pairs, and assign a topic for conversation. (Some examples: describe yesterday; describe your favorite restaurants; describe your favorite movies.) One partner will begin the conversation with one sentence about the assigned topic. The second person will comment on what the

first person said or add another comment on the topic. These one-sentence conversations go back and forth between the partners. The catch is that each participant has to begin a sentence using successive letters of the alphabet. Pairs don't have to start with the letter A. In fact, it's more challenging if you have pairs start with another letter and work their way back around to the starting letter. Pairs try to go as fast as they can to get through all the letters of the alphabet.

### **How to Select a Game (Part Two)**

Look for games that are fun to describe, fun to watch, and fun to play. If you select a game that may naturally become competitive, make sure it requires little or no skill.

Choose games where everyone is on an equal footing. These are games where there's no "first string." For example, choose a game in which everyone plays each position for a period of time, everyone gets to shoot, or everyone must touch the ball before a shot is taken.

**GAMING TIP**



## **ALPHABET POCKETS**

**Supplies:** items found among the players

Have students form groups of four to six. Everyone in the group should search through his or her own pocket, wallet, bag, and purse. The group tries to come up with one possession that begins with each letter of the alphabet.



## ALPHABET SOUP

**Supplies:** none

Have students form groups of eight to 10, and have each group choose a guiding coach. You will yell out a letter of the alphabet to all the teams. When the groups hear the letter, they should try as quickly as possible to form that letter lying on the floor using their bodies (coaches excluded). Coaches help in directing the other team members to their proper places and announce when the team has finished.

## ANATOMY CLUMPS

**Supplies:** none

Yell out a body part and a number. Students connect that part of the body (hands, feet, or elbows) in a group with that number of people (fives, threes, eights). Everyone runs to form groups as quickly as possible.



## ANATOMY SHUFFLE

**Supplies:** none

Have your students form pairs and make two concentric circles—one circle inside the other. At your mark, the outside circle moves clockwise and the inside circle moves counterclockwise. After a few moments, shout something like “finger, foot!” The partner from the inside circle finds his or her partner from the outside circle, who must stop altogether and remain in one position. The first body part called is always the inner circle’s instruction, and the second body part is the outer circle’s instruction. So, once the inside partner finds a partner, the pair touches a finger (inner circle partner) to a foot (outer circle partner).

Other examples might include combinations such as: “hand, ear” or “elbow, nose” or “nose, armpit.”

(Game adapted from Wayne Rice and Mike Yaconelli, *Play It!*)

**Game Twist:** Try Knight Rider, Donkey, Princess.

When the music stops, yell out either “Knight Rider,” “Donkey,” or “Princess.” The objective is for partners to find each other as quick as possible and get into the specific position of Knight Rider, Donkey, or Princess. Descriptions of positions:

- Knight Rider: One person piggybacks a partner.
- Princess: One person gets on bended knee and the partner sits on the knee.
- Donkey: One person gets on all fours while the partner hops on the back.



## ANIMAL, VEGETABLE, OR MINERAL

**Supplies:** none

Begin the game by thinking of a subject and telling the other players that you are thinking of either animal (including humans and animal products, such as fur and eggs), vegetable (including all types of plants and their products, such as cereal and wood), or mineral (including glass, stone, and metal). The other players take turns asking questions that can be answered “yes,” “no,” or “sometimes,” until one of them guesses the subject correctly. That person starts the next game. There is no limit on the number of questions, but I suggest an allotted five-minute time period.

**Game Twist:** One player leaves the room while the others agree on a subject. The player returns, and the others inform him that the subject is either animal, vegetable, or mineral. The player then asks questions until he discovers the answer.



## ANKLE BALLOON POP

**Supplies:** easily breakable balloon, piece of string or yarn

Give everyone a small, easily breakable balloon and a piece of string or yarn. Have them each blow up the balloon and tie it to their ankle. The string should be about 10 inches long (between the ankle and the balloon). Then

announce that they are to try to stomp out other people's balloons while keeping their own safe.

## APPLIANCES

**Supplies:** none

Have students form groups of five to 10 students. Privately assign each group an imaginary room in a typical home, such as the garage, living room, kitchen, bathroom, laundry room, or outside shed. The group is to then select an appliance, machine, or tool in that room and create a working, moving model of the machine. The catch is, they can use only their bodies and any props available in your meeting room. After a few minutes of planning, each team gets up and acts out its machine, and the other groups try to guess what it is.

## AROUND THE WORLD PING-PONG

**Supplies:** Ping-Pong table (or similar), Ping-Pong paddles, and ball

Here's a good way to add some excitement to an ordinary game of Ping-Pong. Have up to a dozen students stand around a regular Ping-Pong table. One player should be on each end of the table; the other players are at the sides. The first person serves the ball, just like regular Ping-Pong, but after the serve, that player puts the paddle down on the table (with the handle sticking over the edge). The next person in line (to the server's right) picks up the paddle and waits for the ball to be returned. The line keeps rotating around the table in a clockwise fashion, with each person hitting the ball once from whichever end of the table he or she happens to be. When someone drops the paddle, misses the ball, or hits it off the table, that player steps out of this round. When the last two people are playing, they must hit the ball, put the paddle down, turn completely around, pick up the paddle, and hit the ball again.

## BACK ARTIST

**Supplies:** paper, marker

This game is based on the old “telephone game” but involves touch rather than hearing. No talking is allowed. Divide the group into teams of four to six. Each team sits in a line, behind each other. The last person in each team is shown a simple drawing of an object (such as a house, star, duck, cat, dog, or Christmas tree). Children’s coloring books can provide more ideas. The person who sees the drawing then tries to draw an exact copy of it, using fingers, on the back of the person in front of the drawer. The drawing can only be done once. The second person then draws on the back of the person in front of him or her. This continues until the person at the front of the line draws what he or she felt on a piece of paper with a marker. The final picture rarely looks like the original!

**Game Twist:** Have the students form pairs and sit back to back. Give one person in each pair a simple drawing (without letting the other partner see it), and give the other partner a blank piece of paper and a pen. The person with the simple drawing must verbally communicate to the other person what is on the paper, and the partner must make an exact copy of it on his or her own paper.



**Supplies:** none

## BACK TO BACK

Have your students form pairs and have them sit on the floor back to back. (This works best when the partners are of similar size.) Have everyone pull their knees up to their chest with their feet flat on the floor and their arms linked with their partners’. Then tell pairs to stand up. With a little timing and cooperation, it shouldn’t be too hard.

Then combine pairs into foursomes. Have the foursomes sit on the floor back-to-back-to-back-to-back with arms linked. Tell foursomes to stand up. It is a little harder with four. Keep adding more people to the group until the giant blob of students can’t stand up anymore.

**Game Twist:** Try “Face to Face,” where partners sit facing each other and holding hands, with their knees up to their chests and toes to each other’s toes. They should try to stand up.

## BALLOON BASKETBALL

**Supplies:** large balloon, chairs

Arrange your chairs in rows with every other row facing the opposite direction. There should be the same number of people on each of the two teams that are playing. One team faces in one direction; the second team the other direction. The two rows of chairs on each end should face inward. There can be any number of players on a team.



After all the players are seated in their team’s chairs, toss a large 11-inch or 16-inch balloon (see Gaming Tip) into the center of the players. The players cannot stand, but they must try to bat the balloon with their hands into the end zone that they are facing. As soon as the balloon drops into the end zone over the heads of the last row of people, the team going that direction gets points. If the balloon goes out of bounds, throw it back into the center.

(Game adapted from Wayne Rice and Mike Yaconelli, *Play It!*)

## How to Include Balloons in Your Games

Balloons provide an inexpensive good time; use them as often as you can. Here are some balloon tips:

- Buy balloons in stores that specialize in balloons. Look up “balloons” in the yellow pages or on the Internet—you may be surprised at the number of balloon stores.
- Stretch balloons before blowing them up. This makes them easier to inflate.
- The higher the quality of the balloon, the harder it is to inflate (better balloons are made of thicker latex). The good news is that these balloons last longer.
- When it’s cold, balloons are harder to inflate. But when it’s hot outside, the opposite is true. When it’s hot, you can easily over-expand a balloon and pop it.
- You can tell when a balloon is inflated to full capacity because it gets rather transparent, and you can feel the tightness of the latex.
- If you’re playing rough games with balloons, they’ll be able to take more abuse if they’re underinflated.
- Most people know the basics about tying off a balloon once it’s inflated. But there’s a trick to it: After inflating the balloon, hold the neck in one hand, pinching it shut between thumb and first finger. With your free hand, stretch the neck up and twist it a few times. Then tie it off. The twisting keeps the air from escaping after it’s tied.

**GAMING TIP**



## BALLOON BOP

**Supplies:** balloon, small object such as marble or candy

Have students form teams of four to eight, and have each team stand in a circle holding hands. For each team, place a marble or small piece of candy in a balloon. Inflate and tie the balloon. Toss the marble-filled balloon into each team’s circle. Students will attempt to keep the balloon in the air without letting go of each other’s hands. The marble-filled balloon will move in unexpected ways.

# BALLOON HEAD

**Supplies:** 2 large boxes, balloons

Place two large empty boxes at opposite ends of a room. Have a large quantity of inflated balloons on the floor, in the center of the room. Divide your group into two teams, and position teams at opposite ends of the room. When the game begins, each team tries to put the balloons into its box—which is located at the *other* end of the room. Here's the catch: Students can only use heads (no arms, hands, legs, feet, or mouths)!

## GAMING TIP

### Fun Trivia About Balloons

Here's some random yet fascinating tidbits about a great game object!

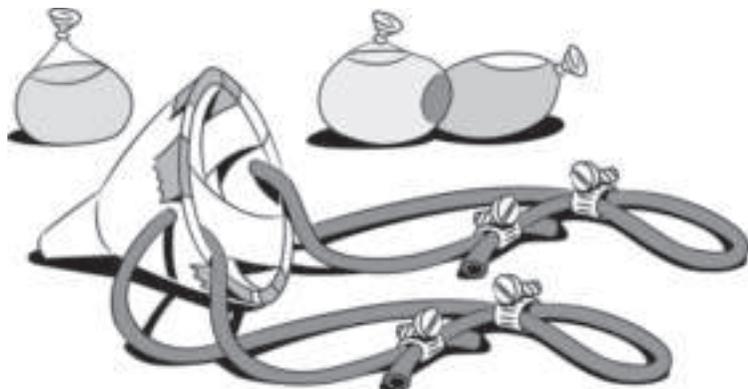
- Balloons were invented in 1824.
- The country of Malaysia produces the most latex (what balloons are made from) of any country in the world.
- Latex balloons come from rubber trees.
- Latex is collected by cutting the tree's bark, then catching the latex in a cup. Latex harvesting does not hurt the trees (it is environmentally safe).
- A tree can produce latex for up to 40 years.



## BALLOON LAUNCHERS

**Supplies:** balloons, water, 5 feet of surgical tubing that's a half-inch diameter (you can get this from a medical supply company), funnel with a 6-inch diameter mouth, four 1-inch hose clamps, drill, duct tape

To make inexpensive water balloon launchers, drill two holes on opposite sides of the funnel. The holes should be three-eighths-inch in diameter and about one-quarter-inch below the rim of the funnel. Cut the tubing in half and feed 3 inches of the first length into one hole. Then slip the hose clamp onto both ends of the tube to join them together. Tighten the hose clamp. Then repeat this process with the other length of tubing. At the other end, fold over the tubing to make a handle and use the other hose clamp to solidify it.



Now use some duct tape to make a cradle inside the funnel. Without this part, when the balloon is released, it will squeeze down inside the hole and burst.

Water balloon launchers can also be purchased on the Internet. Type in “water balloon launcher” in your search engine and discover several sites that sell launcher kits.

Fill the balloons with water, and let your students have fun by aiming and launching the balloons! Be sure to carefully oversee this activity. Note: Be kind to the environment and have your kids pick up any balloon fragments after the game.

## BALLOON NOSE BLOW

**Supplies:** balloons

Give students balloons and challenge them to each blow up and pop a balloon using their noses.

(Game adapted from Jonathan McKee’s Web site, [www.thesource4ym.com](http://www.thesource4ym.com))

## BANANA PEELING

**Supplies:** blindfolds, bananas

Two blindfolded players (ask for volunteers) stand toe-to-toe, each peel a banana, and feed it to the other. Remind students to dress for the mess!

## GAMING TIP

### How to Select a Game (Part Three)

- do not reflect your theology, values, and beliefs.
- require a lot of equipment or supplies.
- have a lot of complicated rules.
- make students feel like losers.
- waste large amounts of food.
- embarrass any of your students.



## BARNYARD

**Supplies:** paper, pen or pencil

In an empty area with no chairs or other obstacles, give each player a folded piece of paper with the name of an animal written on it (such as pig, horse, cow, chicken, duck, dog, sheep, frog, cat, cricket, or any other animal that makes a distinct noise). To ensure equal teams, assign the same six animals to every six people.

Students are not to say a word. When the lights are turned out, everyone is to immediately make the sound of his or her animal. As soon as students find someone else who is making the same noise, they lock arms and try to find others making the same sound. When the lights come back on, everyone sits down in their groups.

(Game adapted from Wayne Rice and Mike Yaconelli, *Play It!*)

## BARNYARD CHORUS

**Supplies:** none

This is not exactly a game of skill, but it does provide a wonderful excuse to make a lot of noise! One player starts by saying that he or she has some cows. This student starts to moo. Another player says he or she has some roosters and immediately begins to crow. The other players then tell what animal they own and start to make the right (or nearly right) sounds for those animals. In the end everybody is going at full volume, trying to drown out the others.

### **How to Lead Messy Games**

Have you ever noticed that you often can measure the level of fun little children have had by the amount of dirt, grass stains, or paint on their bodies? Sometimes teenagers, too, need to dive in and get dirty to have fun.

We often shy away from the messy type of games in fear of the potential repercussions from various church committees. But if we plan properly, openly communicate our purposes, and schedule cleanup times, we can have a blast.

If you will be playing messy games, let the students know in advance by advertising that they will need to "dress for the mess." If you don't, then only a few students will participate. Those inexpensive-looking jeans cost \$110, that ripped T-shirt costs \$39, and those old-looking shoes cost \$195. Teenagers don't want to have their favorite and expensive clothes wrecked. But, if they know in advance, they'll dress accordingly. Also, if you are playing messy games, have towels and changing rooms nearby for emergencies. It might be helpful to have a playing area covered with a tarp or dropcloth to protect floors. You may also want to have a cleanup crew handy to wipe up spills immediately so no one slips and hurts themselves.



## **BEANS AND TOOTHPICKS**

**Supplies:** plates, beans, toothpicks, table, chairs

All the players sit around a table or several tables. In front of each player, set a plate containing 10 beans and two toothpicks. Students will use the toothpicks to lift the beans from the plate and put them on the table. The game may continue until students get all 10 beans to the table.

# BEAT THE CLOCK

**Supplies:** stopwatch or timer

Have your students sit in a circle and hold hands. One designated player in the circle will say “start,” and you’ll hit a stopwatch or timer. The players in the circle, beginning with the person who says “start,” each squeeze the hand of the person to the right, until the squeeze goes all the way around the circle to the person who started. This person will say “stop,” and you’ll stop the time. The group will try to go around the circle as fast as they can. Have them try it again to beat their last record!

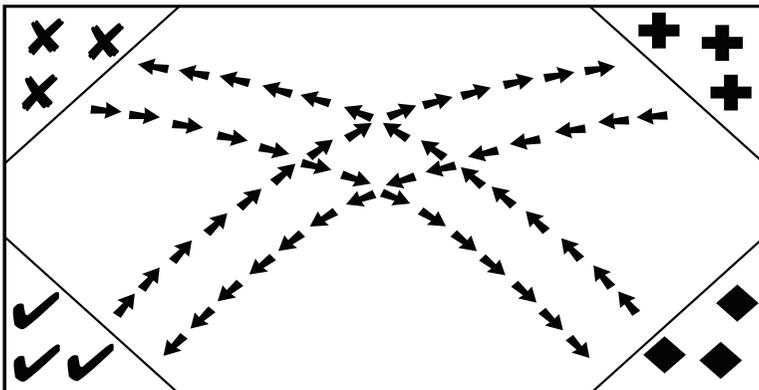


# BEDLAM

**Supplies:** none

This game requires groups of equal size. Each group stands in one corner of the room or playing field. The play area can be either square or rectangular. At a signal from you, each group attempts to move as quickly as possible to the corner diagonal from it. Each group must also perform a specific action as they go. The activities can include: walking backward, wheelbarrow racing (one person is the wheelbarrow), piggyback, rolling somersaults, hopping on one foot, skipping, or crab-walking.

There will be mass bedlam in the center as all four teams crisscross. (Do not have students simply run across because that’s a little boring, and they are more likely to get hurt.)



## BELLYBUTTON BASKETBALL

**Supplies:** small handheld fish net, rubber band, rubber ball

Bend the handle of a fish net (one used in a home aquarium) so that it fits securely in the front of your pants with the net straight out in front. Attach a rubber ball with a rubber band attached to it at the base of the net. (Remember those old ball and paddle games? Just remove the string and ball and use with the fish net.)

Teenagers must swing the ball into the net without using their hands.

(Game adapted from Jonathan McKee's Web site, [www.thesource4ym.com](http://www.thesource4ym.com))



## BIG MOUTH

**Supplies:** none

All you need is an open area. Get the students to line up, and explain that the object of the game is to run as far as they can and at the same time scream at the top of their lungs. When they run out of air, they have to stop running. Have the whole group run at once. The player who runs the farthest (screams the longest with one breath) is the "big mouth."

## BIRD, BEAST, FISH

**Supplies:** none

Players sit in a circle with a caller (you) standing in the center. Point to any student and say, "Bird, beast, fish—fish!" or "Bird, beast, fish—bird!" Or "Bird, beast, fish—beast!"

Then count to 10 and the player pointed to must name a kind of fish (or bird or beast—whatever is the last type of animal you said). If the student can't name an animal, then he or she takes your place in the center of the circle. If the student does name an animal, you remain in the center and call on a different person to name another animal. Animals cannot be repeated during the game.

**Game Twist:** Try “Earth, Air, Fire, and Water,” where the student in the center picks someone in the circle and calls out one of the following: “Earth,” “Air,” “Fire,” or “Water.” By the count of 10, the person called upon must name a creature, not already named, that walks on the ground, flies in the air, or swims in the water. If “Fire” is called, everyone changes seats.

### How to Do a Pre-Game Checklist

Some things to make sure of before leading a game:

- If you’ve never played or seen the specific game, test it before you use it.

Go over the directions for the game carefully beforehand, and practice giving them with some close friends to be sure you will be completely understood.

- Have the room and all supplies ready, and mark off any necessary boundaries. Also, have any starting and finish lines drawn.
- Select people to assist in the game; choose youth leaders or other volunteers who are enthusiastic and love to have fun. In order to have teenagers excited about a game, the leaders need to be jazzed about it, too!
- Set up early so that you can be free to greet the students as they arrive. This also shows them that you are prepared and ready to have fun.
- Delegate necessary tasks to volunteers (or students) so that each person is responsible for something.



**GAMING TIP**

## BIRDS FLY

**Supplies:** none

Say “Birds fly,” wave your arms in a flying motion three or four times, then drop your arms to your sides. All of the students follow your example.

Name a bird, beast, or fish while waving your arms. For example, “Cats fly,” “Ducks fly,” “Worms fly,” “Elephants fly,” “Moths fly,” or “Crabs fly.” The students,

however, should wave their arms only when anything that *can* fly is named. You try to confuse your students by moving your arms at the wrong time.

**Game Twist:** Say “Cats meow” with appropriate sounds or gestures that students must imitate. Continue, “Hens cluck,” “Sheep baa,” and so on, each time with an appropriate gesture or sound. At some point, substitute a false statement and motion such as “Cows bark” or “Elephants fly.” The players should try their best not to imitate the false motions or sounds at any time.

### How to Choose Cooperative Games

Cooperative games bring people together so that when the game is over, the players are better friends than when they started. Look for games in which cooperation among players is necessary.

In cooperative games, you play *with* one another rather than *against* one another. The emphasis should be on having fun. During this kind of cooperative game, winning becomes almost irrelevant or anticlimactic.

You can often turn competitive games into cooperative ones with a bit of adaptation. For example, change the classic game King of the Mountain into People of the Mountain. Rather than all the players trying to be the only one on top of the mountain, try to get everyone on top of the mountain.

We’ve done this with a 3x3-foot sturdy wooden table top that is one foot off the ground. We have had up to 12 kids on it at one time. Let me know if you beat that record!



**GAMING TIP**



## BLIND ANIMAL

**Supplies:** paper, marker, tape, index cards, pencils

As students arrive, write their names on paper in large letters and tape the names to their backs. Tell them not to let anyone else see the papers. When all the students have arrived, give them index cards and pencils. They are to write down as many other students' names as possible, while trying not to let anyone get theirs. There is only one rule: No one is allowed to stand with his or her back against anything.

In situations where all the students know each other, instead put names of animals on their backs. For instance, if a student is a rhinoceros, anyone who found it out would write on his own card the name of the student *and* the word *rhinoceros*.

## BODY BALLOON BURST

**Supplies:** pens or pencils, slips of paper, balloons

Write each of the following body parts on separate slips of paper (enough for everybody to have one slip): right hand, left hand, mouth, right foot, left foot, and rear end. Give each student one slip of paper.

Have students identify themselves by doing one of the following actions: hands (raise appropriate hand and shake it), feet (hop on appropriate foot), rear end (shake it), or mouth (yell "I'm a mouth"). On your signal, have them form groups and form a body (two feet, two hands, one rear end, and one mouth).

The feet then carry one of the hands to you. You give the hand a balloon. The feet carry the hand back to the mouth. Two hands hold the balloon. Mouth blows it up. Hands tie it off. Rear end sits on it and pops it!

## BOWLING PIN KNOCK OVER

**Supplies:** 2-liter soda bottles or bowling pins (1 for every 5 students), soft balls

Have students form into two groups and gather on opposite ends of the room. Place the bottles on the floor a few feet from the back wall of each group. Using relatively soft balls, the object of the game is to knock over the opposing group's bottles. Anyone who can get a ball may throw it at the bottles or pass the ball to a group mate. The only restriction is that all group members must remain in their half of the court. Defenders may block a ball by catching it or by stopping it with any part of their body. When a bottle is down it stays down, although students may slide it to one side to get it out of the way. Students are allowed to stand around the pins but must not come closer than 5 feet at any time.

**Game Twist:** Play with several different types of balls; try volleyballs, soccer balls, tennis balls, and so on.

## BROOM TWIST RELAY

**Supplies:** broom

Students are lined up in teams of five to eight people. Some 20 or 30 feet away, a team leader holds a broom. When the game begins, each player runs to the team leader, takes the broom, and holds it against the chest with the bristles up in the air over the player's head. Looking up at the broom, the player must turn around as fast as possible seven times, while the leader counts the number of turns. Then the player hands the broom back to the leader, runs back to the team, and tags the next player. Players become very dizzy!

For the utmost safety, ask youth leaders or volunteers to run alongside the students and act as spotters ready to catch them or break their fall.

**Game Twist:** Have students run to a bat, keep the bat on the ground with hand on top of bat and forehead on back of hand, spin around seven times, then run back and tag the next person.



## BUILDING SENTENCES

**Supplies:** none

Have students form groups of seven to 10. Group members should get into a circle. The object is for each group to form a sentence in which every word begins with the same letter. One person in each group begins by saying the first word, and the rest of the words must also begin with the same letter as that first word. Students will say words in order around the circle, until it reaches the person who started. That person will end the sentence. Each player must be careful not to give a word that completes the sentence, as the starting person is the only one who can finish the sentence. For example the first person says "An," the second person says "angry," the third person says "ape," the fourth person says "ate," and so on until a sentence is formed similar to this one: "An angry ape ate attractive, audacious, ancient April apples." This sentence is absurd, but the more ridiculous, the greater the fun.



## BULL IN THE RING

**Supplies:** none

Have students stand in a circle, facing inward and holding hands. Appoint one player to be the "bull," and place this student in the center of the ring. At your signal, the "bull" tries to break out of the ring by charging the players' arms so their clasped hands are forced apart. When the "bull" is successful in getting out, the two players whose hands were forced apart give chase and attempt to catch the "bull" within a designated area. The player catching and tagging the "bull" becomes the "bull" in the next round.

**Game Twist:** Have all the players chase the "bull" after he or she breaks free.

# BUMPETY-BUMP-BUMP

**Supplies:** none

The players stand or sit in a large circle. Have one player act as “It” for every 10 players in the circle. The “Its” are in the center of the circle.

Give students a moment to learn the names of their neighbors on either side. The “Its” should then run up to anyone in the circle, point to him or her, and say, “Right—bumpety, bump, bump,” to which the player pointed to must instantly respond with the name of the person to the player’s right. If the player fails to respond before “It” finishes saying, “Bumpety, bump, bump,” the player changes places with the “It” who pointed to him or her.

Likewise, if “It” says, “Left—bumpety, bump, bump” the player would respond with the name of the person to the player’s left.

## How to Determine the Role of “It”

The best way to find the person who will play the role of “It” during a game is for you to ask for volunteers. If the games have been fun, teenagers will be begging, “Choose me! Choose me!”

Or you can try other fun activities to select the person who will be “It.” You hold as many blades of grass in hand as there are players in the game. One of the blades of grass is shorter than the others, but they are arranged in your hand so they appear to be uniform length. Each player draws a blade of grass; the one who picks the short blade of grass is “It.”

Or players take a broomstick, baseball bat, or walking stick. One by one, in rapid succession—and in no particular order—each player wraps a hand around the broomstick, starting at the bottom just above the broom. (The sides of the fists must touch.) Up and up they go until there is just enough room at the top of the stick for one full fist. The player who secures this position is “It.”

Playing the role of “It” for great lengths of time can be embarrassing to some individuals. To eliminate this possibility, the number of times “It” remains in the role should be set before the game begins. “It” is then permitted to select another person to take his place while he joins the group.



**GAMING TIP**

# BUZZ BUZZ

**Supplies:** none

Have students form groups of four to six students, and have group members sit together in a circle. One of the students in each group should start the game by saying, "one." Moving around the circle, the others in turn will say, "two," "three," "four," "five," and "six." But when "seven" is reached, that player must instead say "buzz." The counting then continues around the circle with "eight," but each time there is a multiple of seven or any number with a seven in it, the player must say "Buzz" instead of the number. (So at 7, 14, 17, 21, 27, 28, 35, 37, 42, and 47 the person must say "Buzz.") The goal is to count to 50 without making a mistake. If students make a mistake they must start over again.

**Take it to the next level:** Same as Buzz, but with the addition of saying "fizz" instead of five and multiples of five (5, 10, 15, 20, 25, 30, 35, 40, 45, 50). For the number 35 (a multiple of 7 and 5) the player says "buzz-fizz."