

GAMES JAM

Online Creative Games for young people



30 Games & Activities
for Teachers &
Facilitators for KS2



This is an opensource Games Compendium of 30 creative ONLINE games and exercises to help support creative play for KS2.

We thought it might be useful to create a shared document of some ideas of new games, suitable for informal and informal settings. Created with and for Teacher's and Facilitators.

Play is not more important than science, literacy, physics, or math—it IS science, literacy, physics and math.

It is the FOUNDATION for learning. It is the foundation upon which we build the house—and so much more.

The Research:

Play teaches children are in control of their own life, they learn to solve problems, experience joy, how to get along, empathy, how to get over narcissism--and by definition teaches creativity and innovation.

Play is nature's means of ensuring that young mammals, including young human beings, acquire the skills that they need to acquire to develop successfully into adulthood.

Play in the classroom fosters improvements in such subjects as mathematics, language, early literacy, and socio-emotional skills, and it does so for children from both low and higher income environments.

Because play's benefits are so extensive, play has been asserted as a revolutionary and developmentally important activity.

Play should be viewed as a valuable classroom activity that enables children to develop a wide variety of social and academic skills.

Through play, children learn how to get along with others, solve problems, inhibit their impulses, and regulate their emotions.

In play, children make friends and learn to get along with others as equals. (Gray 2011; Lynch 2015)

Zoom/Online activities:

(all of these can be themed for a specific subject/tweaked)

Single Question Check-in

Each person is invited to check-in, answering a question.

Examples:- Most interesting thing yesterday -

Favourite colour / book / TV show -

What is your dream job?

Digital Handshake

Can the group create a digital handshake between all young people? How does this look?

Transform Yourself

Everyone has 1 minute. They turn their cameras off and try to transform themselves. You can leave this as open as you like or put parameters on this like they can only use one type of object, they can only use things of one colour, they can only use what is in the room they are in etc. You then count down and everyone turns their cameras back on at the same time. Reflect on what the minute felt like, what it felt like during the countdown, what did they notice first when the cameras were turned back on.





Anybody who

Everyone turns their camera off. Leader states 'Anybody who...' and a statement like 'likes dogs' anybody who this statement is true of turns their camera on. You could ask those who turn their cameras on to create an image to reflect this statement, e.g. them petting an imaginary dog. You could theme the questions to the topic you are exploring, swap leaders or ask the young people to write possible questions in the chat- things they are interested to learn about each other.

Names Storytelling

Each young person should change their name to any random word. As a group you are going to tell a story one person at a time. Each person must say at least one sentence, but could do more. They must include their word in their section of the story. Once the story is complete you could play silent movie music and repeat the story but they can only mime their part of the story.

Mystery person

Each young person changes their name to a question mark. Leader asks everyone a question like what is your favourite movie? Everyone should type their answer into the chat. Because everyone is named ? no one will know who answered what. One at a time, each person can try and guess who gave which answer. If they get it right they can guess again, if they get it wrong they pass onto the next person.

Justify Yourself

Share your audio and play musical statues. Each time everyone freezes you should shout 'NAME, justify yourself!' Whoever you called out must then try and justify the position that they froze in, such as 'I'm just trying to hold up the ceiling that is falling in' or 'I am just mixing a cake'.





Go Fetch

Leader states an item or theme (a spoon, something you use in the bathroom, something no one else will have etc.) and everyone has to go and fetch this and bring it back to the camera as quickly as possible. The first-person back wins. You can then ask a few of the young people to talk to you about this object. This could be to tell you the story behind getting it, they could imagine they are selling it on a shopping channel, they could imagine they are an explorer and have just discovered this object etc.

Evolution of Objects

Play two rounds of Go Fetch. The young people then have to imagine that the first object evolved into the second object and improvise telling everyone how this happened. They could imagine they are a scientist and are giving a lecture on this as their specialist subject.

Object Monologues

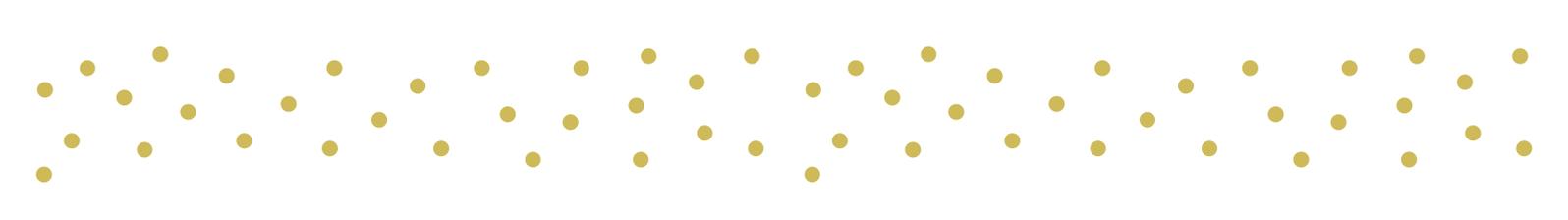
Young people should create a monologue as if they are one of the objects they have collected. You could leave this really open or give some more specific instructions such as narrate a day in the life of the object, write about everything that the object sees, write about the worst thing that has happened to that object. They could write this down or improvise.

This is not a Spoon

Everyone to go and fetch a spoon (of another object) One at a time they should say 'This is not a spoon, it's a...' and magic that object into something else by performing a mimed action, eg. Combining their hair. Everyone else to guess in the chat what that item is. Challenge the group to all come up with a different object.

Land of no Spoons

The leader imagines that they are the bouncer/gatekeeper of the Land of no Spoons. One at a time each young person has to improvise to try and enter the Land of no Spoons with their spoon and try and work their way past the gatekeeper by coming up with an excuse or lie, creating a tactic to be granted entry.



Dubbing

One person to talk about their hobby or explain how to do an everyday activity. They should try and use lots of gestures to demonstrate. They shouldn't tell anyone what they are going to talk about. They should do this on mute and another person should dub in their voice making up what they might be talking about.

Recipes

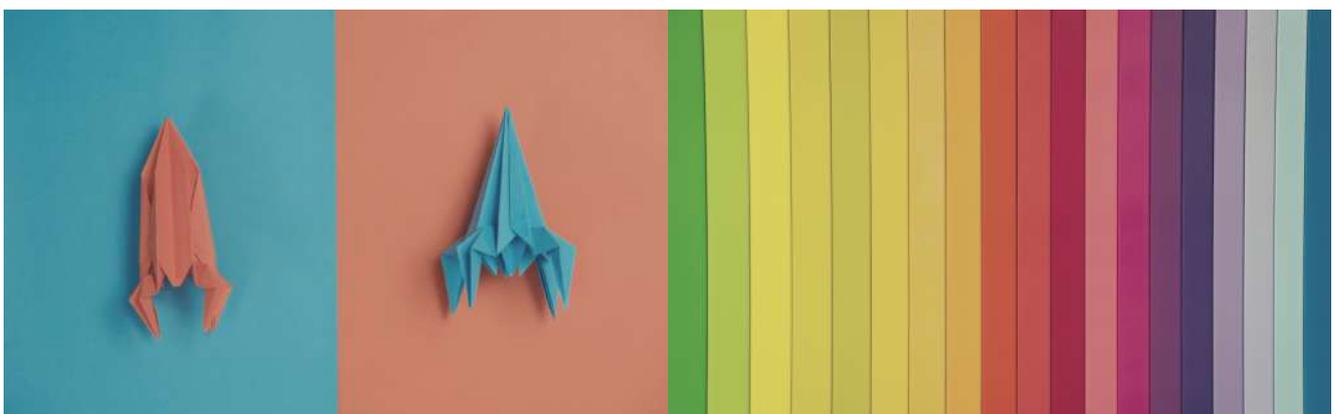
Everyone should pick a recipe they are great at making, their signature dish. This could be toast or cereal or a more complicated dish. They must then try and explain the recipe without using any words related to cooking. They can say ingredients but they couldn't say any equipment or processes like bowl, oven or chopping. If the group think they have said a cooking word they must stop them and then have to try again.

Mirror Me

Everyone to pair up and label themselves A and B. A should be moving in a slow controlled way and B should copy everything they do. You can share your audio and play some music to accompany this. Swap over so B is the leader. Then you can try and see if the pair can swap leader at any point. Reflect on what it was like being the leader and copier, what did they prefer, what did they notice etc.

Draw Someone

Everyone picks one other person and must draw them without looking down at the piece of paper and/or taking their pen off the paper. Everyone holds these up to the camera to create a gallery. Everyone tries to guess who each drawing is.





Proverb making

Decide an order for the young people. One at a time the group should create a proverb together. Each young person should say one word each. If the next person feels like the proverb is complete, they say 'Hmmm', then everyone should repeat the whole proverb back.

Balancing Act

Challenge everyone to have 30 secs to find something and balance it on their head.

Leader of the Band

One person is nominated as the detective, they are asked to leave the room they are in or are put in the waiting room if you have that function. A leader is then nominated. They must mime as if they are playing various instruments, they can change whenever they want. The rest of the group must copy them. The detective is welcomed back and has three chances to guess who the leader is.

Magic Box

Leader to imagine they have a magic box and mime pulling an object out of the box and miming an action to try and communicate what the object is. The rest of the group should guess in the chat what the object is. If the group cannot guess you should try a new action and then try adding sound to help. Once the group have guessed then the object should be put back in the box and passed to someone else, who can mime receiving the box, opening it and getting their own object out of the box.





Energy Ball

Decide an order for the group. First person to begin by imagining they are holding a ball. This is a magic ball. It can make a sound and can change shape, size, weight and quality. The person should animate the ball and then pass it to the next person who should take it from them and then magic it into a different ball to pass onto the next person. For example, the first person might imagine the ball is really heavy, the next person would struggle to take it and then magic it into a ball that buzzes in the air like a bee.

What are you Doing?

One person, A, begins by miming an action. The next person, B, asks 'What are you doing?' Person A then responds by telling a lie and saying that they are doing anything except what they are miming. Person B should then start miming this and then a new person, C, will ask 'What are you doing?' and the game continues.

Beat the Boss/ why are you late?

One person is nominated as the late employee and leaves the room or is put in the waiting room if you have that function. Everyone decides the reason why that employee is late and nominates one person to play the boss. The late employee comes back and everyone must try to mime to them the reason why they are late so that they can guess it. The boss (much like in Grandmother's Footsteps) must turn their back to the group. The group can only mime when the boss is looking away, if the boss looks round to check on them, they must pretend to be on the phone or typing an email. If the boss catches anyone not working, they will call them out and that person has one chance to come up with an excuse, e.g. I was just reaching for some files. If the boss feels like this is a good excuse, they can give that person a final warning, if it is not a good excuse, or if they have been caught already, they are out and are not allowed to mime (they could turn their camera off). The game continues until either the late employee has successfully worked out why they are late, or the boss has fired everyone else.





Change The Leader

The leader starts performing an action- clapping, clicking, tapping their head etc, anything at all. They shout change, and change the action they are doing. The rest of group should do the action they were doing previously. For example, the leader begins clapping and the group stay still, the leader shouts change and starts tapping their head and then the group start clapping, the leader shouts change and starts clicking and the group start tapping their heads etc.

Body Parts on Screen

The leader calls out a number of body parts for example, 5 hands, 4 feet, 3 elbows and one shoulder. The whole group should then try and ensure that only those body parts can be seen on the screen. It is useful to give the group a time limit to complete this in. You could give points, so if they achieve it they get a point, if they don't then you get a point and it is first to 3 points.

Treasure Hunt

Everyone picks an object and hides it somewhere in the house. They must describe where it is without telling us the location, such as it is the place the cheese goes to sleep would be the fridge. Or it's dark in here and sometimes quite smelly, some days it is pretty empty, but more often than not it is overflowing would be the washing basket. They should be as imaginative with the descriptions as possible.

I know a story about...

One person thinks of a story, say Cinderella. They then say I know a story about...and give a clue as to one thing the story is about such as I know a story about a slipper. The group in the chat have to then try and guess what the story is. If someone gets it right, they get to go next. If no one guesses it, then another clue is given by adding to the list, I know a story about a slipper and midnight etc.



I'm sorry...

Pick two volunteers and label themselves A & B. Person A must start an improvisation by saying 'I'm sorry...' and then come up with an apology for something and B must respond to this deciding how they want to react to the apology. You can set a line limit so each person must say 5 lines and try to wrap the scene up for example. Person B could then restart and say 'I'm sorry...' to person C, or you could pick a whole new pair to start a new scene.

Expert beginning with the letter...

One person is nominated and you assign them a letter. They then must improvise a 1 minute as an expert in something that begins with that letter. They can totally make up what they say, but they should sell everything as facts.

Samurai

If the leader calls out logs, everyone must jump to avoid the rolling logs. If the leader calls out blade, everyone ducks to avoid the swinging blade. You can make up your own moves.

Vampire

The person who is 'it' has to say someone else's name x3 times, before that person says their own name once. If they don't, they become a vampire and they become 'it'

Werewolf

Nominate through 1:1 chat (leader only) one werewolf and one seer. Tell the seer who the werewolf is. The rest of the group are villagers. The werewolf picks off a villager every other round. In between the group vote on who they think the werewolf is and pick them off in return.



Notes:

Turning your video on and off can be the same as turning round for mime games like why are you late and grandmother's footsteps. You can ask the group to freeze when your camera is on and to be miming when your camera is off.

Spotlight video is useful for improvisation - particularly justify yourself. You can share audio in the background, have music playing and spotlight a video at random to do a short improv.

When showing back I ask the group to switch from gallery view to single view and all the audience mute themselves. This is so you can see the people performing on the big screen.

If you spotlight video the rest of the group can remain off mute and the screen will not switch back to anyone making a noise. This is good if you want a sense of atmosphere. Sometimes ask the group to do positive heckling.

If we want a young person to "leave the room" like in wink murder, click put in waiting room. This gives the leader control of getting them back in quickly.



Put together by Laura Norman (Associate Artist, Ipswich Community Media). This list has been crowd sourced by a team of artists & teachers who have been working online this year. Please use and enjoy! We ask that you share your learning and that it remains a free resource.

If you would like some free online creative play sessions please contact laura@ipswichcm.org.uk

We are here to help. Also - Thank you for everything you do.
We think you're brilliant!