

**Elementary
Adventure
Manual
of
Activities
(with or without Spanish)**

Developed by

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Introduction

This Elementary Adventure activity manual was developed to bring groups of young children together through cooperative play. It was also designed to introduce children to some basics of the Spanish language.

The activities within this curriculum are meant to encourage the development, and or enhancement, of pro-social behaviors and skills - working together, being kind to each other, helping, listening, sharing and much more. In a phrase we call this, "Active Learning" - gaining insight by first doing, then exploring possible learning's. Spanish vocabulary and simple phrases can also be implemented in almost all of the activities. As the children play together, we hope, they will also learn together.

During Active Learning there are several principles and ideas we want to incorporate as we play together with our young groups. Nancy MacPhee Bower (Adventure Play, 1998, p. 3), details some objectives for her programs that fit this Elementary Adventure curriculum well:

During Elementary Adventure we intend to...

- focus on cooperation more than competition.
- challenge each individual to try new behaviors and skills. [pro-social and Spanish]
- encourage small groups of children to work together [peacefully].
- involve all players without eliminating anyone.
- offer opportunities for everyone to explore their own skill levels.

To help define and support these ideas throughout our adventures, we will introduce our participants to the Five Finger Contract (or Digital Contract) and Challenge by Choice (or Growing My Way - MacPhee). Using these tools (included below) will help us to create a safe space to grow and learn together.

As you, the facilitator, dive into these activities, please keep in mind that it was written with intentions of providing fun and joy to all. If you keep this in mind whatever comes next will be a memorable experience.

Have Fun!

Supplies List

Here is a list of items you will want to gather before you start the program or be ready to get when you need them. Little money is needed for these supplies and even less money if you get a little creative (or we could say, "resourceful.")

- Newspaper (lots and lots - you can always recycle if you don't use it all)
- Rolls of 1 inch or 1 $\frac{1}{2}$ masking tape (1 roll for every two children in the group)
- Small paper plates (At least one per child and several extras just in case. Get the cheap "paper" - this kind is great to write on)
- Colored markers or crayons (If you're working with children, colored writing instruments are usually close by)
- Small plastic grocery bags (1 for each child, plus a few extras. Most stores will give them to you free if you tell them what you are doing.)
- Large Plastic trash sacks (These are for storing and carrying around the game supplies the kids will be making. If you have another bag you can use, all the better!)
- A few bandanas for blindfolds if appropriate.
- 8 $\frac{1}{2}$ by 11 inch drawing paper.
- Six to eight different colors of construction paper cut into four pieces each.
- A couple of staplers
- 9 or 12 inch Balloons - assorted colors.
- Tissue Paper of all colors (if you are going to do Pinatas).
- White Glue (for Pinatas).
- White flour (for Pinatas, if you go this way).
- Music Source - Spanish and other fun, lively music.
- Access to a copy machine

Other items you find useful:

Progression Possibility

Please keep in mind that this is one possible way to progress through these activities. Many of these activities are meant to be repeated as well. Practicing is always a good thing - as long as it's fun!

Hola Welcome - Group interaction. Practicing Spanish greeting. Recognition from others.

Five Finger Contract - Setting up group expectations. Developed by the group or by the teacher/facilitator.

Challenge-by-Choice - Setting up group expectations.

Spanish Prayer - (Optional depending on program goals. Put a large copy on the Wall Collage.) Learning Spanish words and phrases.

Spanish Blessing - (Can be done before meals or snacks.) Learning Spanish words and phrases.

Name Plates - (You can make an extra Name Plate to put on the Wall Collage.) Creative expression. Creating a game prop.

Wall Collage - Creating a visual learning tool for group practice of Spanish words and skills.

Making Circles - Group organization and cooperation. Listening skills.

Where in the Circle Am I? - Group interaction through problem solving. Learning and practicing names.

Have You Ever - Listening skills. Learn more about group members. Personal choices and making decisions.

The Clock - Working together as a group. Problem solving. Group interaction safety skills.

Are You More Like - (This can be played throughout progression.) Making decisions. Finding common traits among group members.

Spanish Nicknames - Exposure to Spanish names. Opportunity for personal choice.

The Number Game - Attention to task. Developing persistence and patience skills. Spanish numbers.

Chosen - Observation skills. Practicing names - given and Spanish Nicknames.

Action Song #1 - Singing and action movements. Learn Spanish words through song and motion.

Spanish Welcome - Appropriate acquaintance skills. Group interaction. Spanish words.

Flashback (Tag) - Group interaction and safety awareness. Appropriate play skills. Practicing Spanish numbers.

Trash Balls - Creating game prop. Working with a partner. Following directions.

Challenge Tossing - Personal challenge development. Both group and personal problem solving. Spanish numbers.

Tossing Names - Learning names. Communication skills. Group interaction.

Spanish Moonball - Large group problem solving. Group goal setting. Spanish numbers.

What is Your Favorite - (Can be done throughout progression.) Group interaction. Decision making.

Pepe, Pacp & Marta - Complex direction skills. Name practice. Accepting mistakes.

Group Number Game - Group problem solving and inclusion. Verbal communication and listening. Practicing Spanish numbers.

Passing Parts (Set 1) - (Make extras to add to Wall Collage.) Working together as a group. Spanish words for body parts. Speaking in front of the group.

Flashback (with Trashballs) - Group interaction and safety awareness. Appropriate play skills and equipment. Practicing Spanish numbers.

Donde Esta - Group interaction. Working together with a partner. Learning and recognition of some common Spanish words and phrases.

Persona a Persona - Working together with different partners. Learning and practicing different words.

Loose Caboose - Group interaction. Strategy skills. Physical exercise.

Como - Focus skills during a complex task. Spanish words and colors.

Touch - Listening. Decision making skills. Helping each other. Spanish words.

Paco Says - Listening skills. Acceptance of mistakes. Practice and understanding of Spanish words and phrases.

Spanish Welcome #2 - Appropriate acquaintance skills. Group interaction. Spanish phrases.

Who Can Remember? - (This one can be done throughout the process to review learning.) Learning review.

How's Your Neighbor? - Learning Names. Making choices. Accepting the center of attention. Spanish phrases.

Speed Rabbit - Focus on complex task. Acceptance of center of attention. Spanish animal names.

Train Tag - Working together as a small group. Safe play interaction. Following directions.

Snow Blind - Developing trust and integrity. Use of Spanish phrases.

Before You're 25 - (Can be done at different points of the progression.) Contemplating the future. Speaking in front of a group. Listening to others.

Who Can Remember? - (Can be done at different points of the progression.)

Passing Parts (Set 2) - (Make extras to add to Wall Collage.) Working together as a group. Spanish words for body parts. Speaking in front of the group.

Birthday Line-up - Group problem solving. Communicating with others in different ways. Using Spanish numbers and months.

Spanish Faces - Creative expression. Making choices. Use of Spanish - parts of the head.

Candle Sticks - Making a game prop. Working together with a partner. Following directions.

Challenge Tossing (w/Candlesticks) - Personal challenge development. Both group and personal problem solving. Spanish numbers.

Parts Passing - (Different from Passing Parts.) Participation within a group. Communication with a partner. Practicing Spanish.

Chopper - Decision making skills. Accepting different roles in a game and playing fairly - developing skills.

Balloon Volley - Working together with a group. Problem solving. Practicing Spanish numbers and colors.

Partner Tag - Group awareness and safety. Tracking a specific moving object. Appropriate play.

Spanish Bingo - (This might be split up - making the cards, then playing another day.) Use and practice of Spanish words. Creating game prop. Making choices.

Partner Tag (w/Candle Sticks) - Group awareness and safety. Tracking a specific moving object. Appropriate use of equipment.

Making Shapes - Working together in small groups. Problem solving. Spanish shapes.

Making Words - Working together as a large group. Cooperation, leadership and problem solving skill development. Practicing Spanish words.

Crossing the River - Working together, problem solving, as a large group. Develop leadership and helping skills.

Direction Ball - Complex task skills. Using names. Using Spanish words for directions (left, right, stop, go, pass, under).

Fox & Squirrel - Concentration on complex task. Using Spanish directions (left, right, pass).

Making Friends - Using player's names. Accepting the center of attention. Spanish numbers and directions (left, right).

Crossing - Trust building. Working with a partner. Listening skills. Using and recognizing Spanish directions (left, right, stop, go).

Animal/Number Bags - (Construction) Making a game prop. Following directions. Working with a partner.

Flying Aces - Large group interaction. Attention to surroundings. Planning and persistence skills. Problem solving.

Changing Places - Safety skills within a group. Recognition of Spanish words. Listening skills.

Discovery - Working within small groups. Memory development. Using Spanish words for animals.

The Squares - Working together with small groups. Appropriate competition skills. Spanish numbers. Math skills.

Let Me See - Appropriate competitive play. Developing strategic skills. Spanish colors.

Red Light, Green Light - Playing fairly. Following rules. Using simple Spanish words.

Contact - Problem solving skills. Group interaction. Recognition of Spanish words.

Spanish Express - Working together in small groups. Recognition and application of Spanish phrases.

Number Run - Working together as a large group. Problem solving skills. Spanish numbers.

Round and Round - Large group cooperation. Listening. Following complex task. Learning and using Spanish phrases.

Trash Ball Transit - Working together in small and large groups. Problem solving. Use of Spanish words.

Cat and Mouse - Trust Building. Accepting the center-of-attention. Using Spanish phrases.

Singing Syllables - Sorting out a complex task. Working together in small groups. Using Spanish words.

The Stick - Listening skills. Developing trust. Making choices. Accepting mistakes. Using complex Spanish phrases.

Memories - Review learning's - English & Spanish. Short term memory development. Problem solving through group effort.

Action Songs

Objectives: Learn Spanish words through songs and motions. Learning from others.

Props: You will need the, *Spanish Songs* tape (if available) and a cassette player.

Space Needed: A nice comfortable area with enough room for some personal space for all the children.

Pre-Play: Before playing any of the songs, review the Spanish words the children will be using during the song. Practice as much as needed and as long as interest is focused.

Facilitator Notes: Take a little time to review the song you will be using so you will know where to stop and start the tape. Then before the song activity, make sure the tape is where you want it so you don't have to take time to find your spot while the group is waiting.

Also, one last little reminder from us to you. If you don't get into the singing and the fun, neither will the kids - but you knew that, right!?

Action Song #1 Head, Shoulders, Legs & Feet.

This song involves learning body parts in a fun and active way. Here's how the song goes:

Head, shoulders, legs, and feet, legs, and feet,
Head, shoulders, legs, and feet, legs, and feet,
Eyes, and ears, and mouth, and nose,
Head, shoulders, legs, and feet, legs, and feet.

As you sing the song the children will be touching, using both hands, the body parts they are saying. Go for a couple practice rounds in English before you introduce the Spanish words.

Cabeza, hombros, piernas, pies, piernas y, pies,
Cabeza, hombros, piernas, pies, piernas y, pies,
Ojos, orejas, boca, nariz,
Cabeza, hombros, piernas, pies, piernas y, pies.

As you will find on the tape there is an initial review of all the body parts that will be used during the song. After a short pause the first round of the song starts at a pretty slow pace. There will be another pause (time for you to stop the tape if you need to). During the next round the song will go a little faster. You get another little break and then faster still until the end. The song is done five times, with the last time going "super fast." As you come back to the tape you may not need to do the review part. So, just have the tape ready where the song begins. As the students are learning, we tend to stop the tape after a few rounds to make sure they have the words down. Then we come back another session and play a little longer until we finally get to the ultra fast part.

Animal/Number Bags

Objectives: Making a game prop. Following directions. Working with a partner.

Props: You will need copies of the animal cards provided - no less than one animal for every person in your group (create at least 24 Bags, making three bags of each animal.) You'll also need some crayons, some newspaper, and a stapler or two.

Space Needed: Just enough space to hang out and make the bags.

Pre-Play: Have all the supplies ready. Cut the animal card sheets into fours and some blank paper into fours for the other side of the bags.

Play: The basic concept here is to create, "bean bags" without the beans. Hand out one animal card and one blank card to each child. Take some time to decorate the animals a bit. Also, you're going to want to print large numbers on the blank card. Assign each child a number from 1 to 16 (or higher if you need to). Have them write the number they were given, nice and big, on one side of the blank card. If you don't have 16 children you can have some kids make two bags or make the extra bags yourself.

As the children finish up coloring, go around and staple three sides of the bag - make sure the animal and the number are visible on the outside of the bag. For a nicer look, fold the sides in towards the center a couple of times before you staple. This gives the bag a nice round edge.

Now have the children stuff the bag, through the open end, with small bits of newspaper - wads don't fill in the corners. Make the bag nice and puffy. Leave enough room to be able to fold down the last side a couple of times before stapling. And there you have an Animal/Number Bag.

Facilitator Notes: Encourage the process along. Helping each other makes the building go much smoother. If the older kids feel comfortable enough with the stapler, have them help out - watch out for finger though! Also, watch for the throwers, we don't want an eye out!

Are You More Like/Would You Rather

Objectives: The opportunity to make decisions. Finding common traits among group members.

Props: You will need a line for this one - circular, straight or imaginary. You could use tape or an activity rope of some sort if you have one.

Play: Clear out the center of the play area. If the straight line is the easiest for you, just place some masking tape down the center of the floor.

Ask your participants to make a, Double Chicken Wing circle (see, *Making Circles*). You will ask them to choose one of the two characteristics from each statement you are going to announce, starting with, "Are you more like." If they are more like the first characteristic, ask them to step to the right of the line. If they are more like the second characteristic, step to the left of the line. Leave a little time between each statement to give the kids a chance to see who else is standing with them. We like to play this one too, just stepping to one side or the other as we read. That's the simple gist. Down the road you can use this activity again to bring out more personal perspectives with the statements.

Facilitators Notes: We have had a great deal of fun with this activity. We try to encourage the children to think more about the characteristics of the each item in the question. We often hear, "but I don't like either." You might help them a bit by describing some of the characteristics of the items. This might help the kids, "get out of the box" so to speak. Also, you might spend a little time asking a few children why they chose what they did.

We have found, no matter how hard you try, they just aren't getting it. In this case change the question. Ask, "Would you rather (be, read, have, whatever works here)....? This seems to work well with the real young ones.

Final suggestion, step to your side after all the children are done moving.

The list below is not in any sort of order. You can pick and choose which statements will best serve your purpose at the time.

Are you more like...

1. chocolate or strawberry?
2. a carpet or wood floor?
3. a hard cover or paperback book?
4. skim milk or 2%?
5. a chair or a couch?
6. apples or oranges?
7. pants or shorts?
8. bath or shower?
9. jeans or khakis?
10. glass or plastic?
11. bunk bed or twin?
12. a bus or a plane?
13. a bracelet or necklace?
14. solids or stripes?
15. sandals or shoes?
16. shade or sun?
17. cursive or printing?
18. buttered or plain popcorn?
19. potato chips or pretzels?
20. a run or a walk?
21. soda or water?
22. panic or relaxed?
23. gel or paste?
24. a weekday or a weekend?
25. Chic Filet or McDonalds?
26. long hair or short hair?
27. fact or fiction?
28. Air mail or E-mail?
29. peanut or plain?
30. a cat or a dog?
31. salted or unsalted?
32. the escalator or the stairs?
33. a chocolate or oatmeal cookie?
34. cheerios or corn flakes?
35. math or art?
36. country or rock?
37. the ocean or a river?
38. a pen or a pencil?
39. fish or steak?
40. desk top or lap top?
41. 7up or Sprite?
42. diet or regular?
43. pasta or rice?
44. cheese or pepperoni?
45. hamburgers or hot dogs?

Balloon Volley

Objectives: Working together with a group. Problem solving. Practicing Spanish colors.

Props: Each player will need a *Candlestick* (see, *Candlesticks* if needed). You will also need a variety of different colored balloons - the best colors would be the ones you've been working on up to this point (see, *Como?*).

Space Needed: You'll want a good size open area for this one - indoor's is best (if you only have outside you'll need to play where there is no wind).

Pre-Play: You'll want to blow up all the balloons you'll need for this one. We find that about one balloon for every two players is a great challenge. Also, review the colors in Spanish with the children.

Play: Ask all the players to sit somewhere on the floor with their *Candlestick*. They should have enough room to move their *Candlestick* around freely without hitting anyone - while holding onto it of course.

You are going to toss one balloon at a time into the group - wait about 15 seconds before adding the next balloon. The objective is to keep the balloon up into the air hitting it only with the *Candlesticks*. If the balloon drops to the floor, just have the nearest player pick it up and toss it back into the group.

Add the Spanish component in as well. Every time a player hits a balloon, they must shout out, in Spanish, the color of that balloon. If they don't remember the color in Spanish, say it in English.

See how many balloons you can get in the group and still be manageable.

Additional Progressions: Before the large group Volley, you can have the children practice alone or work together in small groups hitting one balloon. Keep track of the hits counting in Spanish, (like in, *Spanish Moonball*) and create a world record. After some practice come together in one or two bigger groups.

Before Your 25

Objectives: Contemplation of the future. Speaking in front of a group. Listening to others.

Props: None

Space Needed: You just need a comfortable place to hang around.

Play: This is a nice activity to bring the group back together and re-focus. Give everyone a chance to answer this question,

“What is something you would like to do before you’re 25 years old?”

Every player has the choice to pass. Let them know, if they do pass, you will come back to them for another chance to answer (they still can pass then as well). When there is no pressure to answer, and the children are supported for their choice, they will often start to share with the group during future activities like this one.

Facilitator Notes: Use this activity any time you have some space to fill or you want the children to re-focus their energy into the group. One other thing, don’t forget to play too. The children like to know more about you as well.

Birthday Lineup

Objectives: Using Spanish words to communicate. Group problem solving.

Props: None (or, if you go to an additional problem solving level you will need a line of some kind - rope, chalk line, gym floor line, etc.. We do not recommend the use of any street lines for this game.)

Space Needed: Space enough for a large circle or a long line.

Pre-Play: If you are going to require Spanish words for this one you will want to do enough review so the children can use them.

Play: The objective of this activity will be for the group to line themselves up in birthday order, by the month and the day of each player's birthday - you don't need to use the year.

You will have to decide what level your group is ready for. Here are some options from easy to more challenging.

1. Line up in birthday order by month and day. (Anything goes for this one.)
2. Line up in birthday order. If you choose to talk you can only use Spanish words. (You still may need to help a bit here.)
3. Everyone needs to have at least one foot on the line (provide a line) at all times while lining themselves up in birthday order. (Any talking goes.)
4. Everyone needs to have at least one foot on the line (provide a line) at all times while lining yourselves up in birthday order. You can only use Spanish words if you choose to talk.

There is also one other step you could throw in there to add a progression to the activity. Ask the group to first line up from smallest to tallest. Then go for one of the birthday orders.

Facilitator Notes: This activity is very challenging for younger children. If you have older kids, have them help out as much as possible.

English - Spanish Months

January - Enero

February - Febrero

March - Marzo

April - Abril

May - Mayo

June - Junio

July - Julio

August - Agosto

September - Septiembre

October - Octubre

November - Noviembre

December - Diciembre

Candlesticks

Objectives: Working together with a partner. Making game props.

Props: You will need a bunch of newspaper and some masking tape - one roll for every 2 children.

Space Needed: Enough space to work comfortably - no big open area is needed.

Pre-Play: Each child will need a buddy. You can assign buddies or have the children choose who they want to work with - as long as no one is left out.

Play: Buddies will be working together to make a Candlestick - one per person. Working together makes the taping part of this activity easier. Candlesticks are rolled up newspaper with a bunch of tape holding the roll together. With this picture in mind, let me give you some details.

You will want to make the roll about an inch to an inch and a half in diameter. We roll the paper up the long way. If you unfold the paper like you were getting ready to read it, you roll from the side fold left to right. There is an art to this rolling. Start with one sheet of newspaper folded in half at the long fold. Have a bunch of folded sheets ready to add. Now, start rolling from the long fold towards the opening of the sheet. Once you get about 2 inches from the end, slide the folded side of another sheet of newspaper in between the two pages of the sheet you are rolling. Continue rolling, incorporating a new sheet of newspaper whenever you get close to the end. Follow this process until you get a nice inch to inch and a half roll. The last piece of newspaper you plan to add to your roll goes in between the sheets the opposite way this time so you end up with the fold on the outside of the roll. Have your partner hold up your roll so you can add some tape to hold it together. Tape around the ends of the Candlestick first, then tape a bunch of rounds in the middle to keep everything together.

Now that's art of it all. However, if that description left you scratching your head, I'm sure you can figure out how to roll up the newspaper your own way.

Facilitator Notes: Candlesticks are fun game props, but they can be misused. Discuss the appropriate use of the Candlesticks before you start making them. Once the children get done, ask them to wait quietly for the others to finish. And, if that's not an option, have them balance the Candlestick on their nose until everyone is finished. (The idea here is not to let them hit each other while they are waiting around.)

Cat and Mouse

Objectives: Trust building. Accepting the center of attentions (not misspelled). Using Spanish phrases.

Props: None (or two blindfolds if you think it is appropriate).

Space Needed: You will need enough room for a good size circle.

Pre-Play: You want to teach the group the two phrases they will need to know for the activity.

The Cat, "Donde estas, ratoncito?" - (Where are you little mouse?)

The Mouse, "Aqui estoy, gatito." - (I'm here kitty.)

Play: Create a, Double Arm Circle (see, *Making Circles* if needed) with your group (you might even make it a bit bigger if you have a small group). Then, ask them to sit down. We like to explain the rules first and then ask for volunteers. During each round one player is going to be the cat, the other the mouse. These two players will stand up within the circle - made up of all the other players. The cat and the mouse will need to keep their eyes closed throughout the round (or supply blindfolds if they feel comfortable enough to wear one). Once the cat and the mouse close their eyes, the facilitator will move the animals around within the circle so neither one knows where the other is. When the facilitator says to begin, the cat's objective is to find the mouse. The only thing the cat can say is, "Donde estas, ratoncito?" (Where are you little mouse?). The mouse must answer, each time, "Aqui estoy, gatito." (I'm here, kitty.). The cat and mouse are free to move around within the circle, with their eyes closed, whenever they feel the need to. For each round the cat can only call for the mouse three times. If the cat cannot find the mouse 30 seconds after the third call, the round is over. At this point we usually switch role and let the mouse, who is now the cat, go after the cat, who is now the mouse.

The main idea here is that the cat and the mouse are moving around within the circle - the cat trying to tag the mouse and the mouse trying to avoid the cat. All the other players are the boundary bumpers. If the cat or mouse

get too close to the boundary, the players near that point will touch the animal and softly say, "boundary." The players forming the circle will want to stay as quiet as possible during the game to give both the cat and the mouse equal advantage.

Make sure you have enough time for all the players in your group to have a chance to be in the center.

Facilitator Notes: This activity involves quite a bit of trust from the players. Make sure you play this one when your group is ready for this step. Stop the game any time there is any question about safety. If it isn't safe, it won't be fun.

Challenge by Choice or Growing My Way

Challenge by Choice or Growing My Way

Challenge by Choice is another important concept as we participate in Active Learning. Nancy MacPhee (Adventure Play, 1998, p. 11) has a wonderful way to explain how she uses this process. We like to convey this same message to our groups.

"The basic idea is that individuals choose when and how they will challenge themselves, or as I like to think of it, when and how they grow. To adults, what may appear to be an easy (unchallenging) activity, can be a huge challenge for a child."

What we want to make clear to the children is that they have the choice to participate in the activity in whatever way makes them the most comfortable, and (I like to add) does not disrupt the group. Participation can take many forms, playing in the game, standing on the sidelines of the game watching, being a safety person on the sidelines, helping the leader or facilitator observe how the group is working together. We find that in almost every case, children that choose to be less active tend to jump in once they see the game is fun and safe for them.

Also, it is important for you to explain to your group that when someone chooses to be less active they will be expected to stay in the area with the group. Let them know that you have some of the responsibility of keeping everyone in the group safe. Part of that safety is knowing where everyone is. If anyone is unable to stay with the group, you will have to stop what is going on and figure out, as a group, how we can stay together.

MacPhee (1998, p. 13) sums the idea up well.

"Invite children to try new experiences. Encourage them to join in if they seem withdrawn or hesitant [or are ready to play after they have chosen to stand out]. A participate or else approach will only push a child further away. Revise the game if it makes the children more comfortable. A game or activity that appears quite basic can be

divided into several pieces to meet the developmental needs of all the children. Praise them for attempting a new activity. Identify that it must have been difficult, scary, uncomfortable, whatever the case may be, for them to do what they did."

Using the foundations of the Five Finger Contract and Challenge by Choice, the children in your group will feel empowered and learn the principles of, Trust, Safety, Support, Respect, and the power of Choices we want to expose them to within this program.

Challenge Tossing

Objectives: Personal challenge development. Problem solving - personal and group. Learning Spanish numbers.

Props: Each player will need their own, *Trash Ball* (see the, *Trash Balls* if needed) or, one *Candlestick* (see, *Candlesticks* if needed) depending on the activity.

Space Needed: You will want a large open area for this one so the players can toss and catch their *Trash Balls* or *Candlesticks*.

Play: We like to move right into this activity right after we make our, *Trash Balls* or *Candlesticks*. The children are always ready to play with what they make. *Challenge Tossing* can be done in a variety of different ways. You can use the progression below, or adapt it to fit your group. Before you get started, ask your group to stand in a *Double Arm Circle* (see, *Making Circle* if needed). Then work through the challenges as you see fit.

Leader Challenge - This is where we give the children a challenge.

- Toss the ball/stick to yourself 5 times - use those Spanish numbers.
- How high can you toss the ball/stick up and catch it.
- How many times can you clap after tossing the ball/stick up, then catch it - use those Spanish numbers.
- Toss the ball/stick up and spin once before catching it.

(You get the idea)

Free Challenge Toss Exploration - Give the children some free time to explore personal *Challenge Tosses*.

Player Challenge Tossing - Ask any of the group members if they have a challenge toss they would like the group to try. Do a few of these as time an interest allows.

Small Group Challenge Tossing - You can split the group into pairs or small groups to explore different ways to toss all the *Trash Balls* or *Candlesticks* to each other at the same time. Then, give each group some time to share

their Challenge with the other groups. If there is time, let the groups try the Challenges that are shared.

Group Challenge Toss - If you think your group is ready give this a try. Have the group stand in a Double Chicken Wing circle. Ask every other player to set his or her Trash Ball/Candlestick down near the center of the circle. The objective for this part of the activity will be to face to center of the circle, toss the Trash Balls/Candlesticks up in the air at the same time and have each one of the players who did not have a ball/stick catch one that was tossed up. Can the group problem solve to get the fewest number of drops? Try this level a few times to get to a world record.

If the group does well with the every-other-one level, ask every player to toss a ball/stick up into the air at the same time and not catch the ball/stick they tossed up. What will be the fewest drops they can achieve?

Facilitators Notes: The key to *Challenge Tossing* will be to gage the group's interest in the activity. If you move along quickly, they might be motivated enough to try the group challenge. Remember to stop the game before it stops itself.

Also, keep a close eye, and ear, out for put-downs. Children tend to pick on each other if the ball/stick is dropped. Do not except this behavior. Stop it before it starts. Address it promptly if it happens. Use the Five Finger Contract to remind the group about put-downs and put-ups. How will each affect the group and it's players?

Changing Places

Objectives: Recognition of Spanish words. Listening skills.

Props: Each player will need one, *Animal/Number Bag* (see, *Animal/Number Bag* if needed).

Space Needed: You'll want a nice open area for this one.

Pre-Play: Spend a little time reviewing all the animal names you will be using during the game. *Ceballo* - Horse; *Pavo* - Turkey; *Gato* - Cat; *Conejo* - Rabbit; *Elefante* - Elephant; *Jirafa* - Giraffe; *Pez* - Fish; *Bellena* - Whale.

Play: Ask the players to spread out around the playing area so they have some good personal space. When they have a good spot ask them to place their, *Animal/Number Bag* down in between their feet - you don't want to step on it, just step over it.

In this position the leader will call out, in Spanish, two of the *Animals* on the bags. If a player has one of those animals he or she must move, fast walking only, to a different bag - players are allowed to go to a bag that has the same animal they came from. The idea here is that they need to step over a different bag.

After a few warm-ups, the caller will find a bag after calling a couple of animals, leaving a new caller for the next round. As the game goes on the caller is not limited to only two animals - call three or four. Play until the energy starts getting low.

This is an easy game that can be played with any Spanish learning. You can use the *Body Parts* cards, colors, shapes and so on.

Facilitator Notes: Be there to help with the Spanish words. Stop and review if needed to make sure the words are said correctly. Also, like any other fast walking game, remind the players to use their, "*Bumpers*" (see, *Flashback* if needed), hands up, as they move around to absorb any bumps.

Chopper

Objectives: Decision making skills. Accepting of the different roles in a game.

Props: You will need at least one Candlestick (see, *Candlestick* if needed) for every two players and some masking tape (or the rest of the Candlesticks might work too).

Space Needed: You will want a long, "alleyway" type of space for this one - a hallway, sidewalk, long gym, or driveway (no cars please).

Pre-Play: You will want to set up (make) a long runway about 4 feet wide and about 20 to 25 feet long. If we have floor space we use masking tape. If we are outside we use the left over Candlesticks to mark out the sides of the runway.

Play: Start out with about one third of the group as the choppers. The choppers stand at the sides (just outside) of the runway evenly spread out down both sides. Each chopper will have a Candlestick and make a motion of some sort over and into the runway. You might need to experiment and practice a few motions. The motions should be pretty slow and always be done at the same speed, no matter what. Motions can be up and down or side to side, whatever works.

To finish the picture in your head (if it's not clear yet), the remainder of the group is going to try and walk the runway without getting hit with a Candlestick. So, with this in mind, you might have to adjust the choppers around the runway to make the passing challenging doable. In relation to doable, remember the part we mentioned about, "same speed." When the choppers do their motion, ask them to keep it the same speed. We often see the speed of the Candlestick change as a player is passing. If this starts to happen, you might suggest that the choppers close their eyes and just focus on the movement and speed of the stick.

As the children make their way down the runway, you can set it up in one of two ways. You can let them go all the way to the end of the runway with as few hits as possible - trying a few times for a personal best or, if a player

gets hit, have them step out to the side of the runway and get back in line for another try.

After a while, ask some children to trade places with the choppers so everyone has the chance to try both roles if they want to. Also, change chopper motions every once in a while for some variety.

Facilitator Notes: If you're working with very young children the motions should be nice and slow. Also, you might not have that many choppers in the line. It will be up to you to read the group.

One more thing, keep a good eye on the choppers. If they are not able to be consistent, just ask them to trade with another player from the line.

Chosen

Objectives: Observation skills. Practicing names - given and/or Spanish Nicknames.

Props: None or hand out the, *Name Plates* to everyone to help the players remember and practice names.

Space Needed: You will want an area large enough for the group to be sitting in a circle.

Play: Have the group sit in a circle. Then, choose someone from the group that would be willing to be the first, *It*. You could choose this person before or after you explain the activity. Either choice promotes, *Its* own level of risk. The, *It* observes all the players seated in the circle and asks some of them to stand. (Use Spanish Nicknames during this game so the children can practice. We like to put the, *Name Plates* with the Spanish Nickname up so the, *It* can see the name if needed.) Those players selected to stand must have something in common that distinguishes them from those remaining seated. The, *It* also stands if she has the chosen trait. At this point the seated players can make guesses as to what trait the standers have. The seated players must raise their hand and be chosen by the, *It* (use those Nicknames). The first player to guess what the, *It* has chosen, becomes the new *It*. (There might be other similar characteristics between the players, however, the correct guess is the one the, *It* has chosen.)

This game is, "an excellent choice for helping students to become more comfortable looking at one another. It promotes an opportunity for students to actually look at peers without being critical." (Aycox, 1985, p. 51) Mr. Aycox also states that the more you play this game and the more the students get to know each other, the more sophisticated the trait selections become.

Facilitator Notes: If you have a group larger than 20 children, split them up into two groups to play this one. If you have time, let each child be the, *It* for one round. If someone guesses correctly after being, *It* already, have that person pick someone who has not been *It*.

Como? (What?)

Objectives: Focus during a complex task. Learning Spanish words for colors.

Props: You will need a set of colored cards, cut from construction paper, for each circle of players. It is up to you how many colors you want to learn with this game. You'll want at least two colors to make it interesting. Four colors are a good challenge. Six colors are a tough challenge. Eight colors are down right crazy!

Color ideas: Red - Rojo; Blue - Azul; Yellow - Amarillo; Green - Verde; Brown - Marron; Black - Negro; White - Blanco; Purple - Morado.

Space Needed: You will need enough space for the group to sit in 2 or 3 small circles.

Pre-Play: Do an introduction (if needed) of the Spanish names for the colors you will be using for the activity. When the kids have a good handle on them get to the game.

Play: For this game, we have found the most success (interest) when we play with groups of 10 or less. However, it is important to have a facilitator who can help with the Spanish in each group. So, adjust the numbers the way you can.

Sit in a circle with your group of players. Hold up a card (let's say a blue - azul, one), look at the player on your left and say, "Esto es azul" ("This is blue.") Then hand the card to this player. This player says back to you, "Como?" (What?) You say, "Esto es azul." Now, the player who has the blue card, turns to the left and says to the next player, "Esto es azul." This player takes the card and says, "Como?" The player that handed over the card says, "Esto es azul." Continue around the circle until the card returns to you. Now, start another color. This time hand it over to the right. Go around the circle.

After you practice one color going around, choose two new colors (or keep the same ones depending on how your group is doing). Start one color to the left. Then start the other color to the right - at about the same time. This

adds an interesting bit of fun when the two cards cross. You can wait for these two cards to get back to you or start two other colors when the other two colors cross at the middle.

Facilitators Notes: Be careful not to get to the point where it's so confusing that the children are not learning the Spanish words. Help when you can, stop when you feel it's time. Younger children can handle the two colors just fine. The older kids like the 6 color challenge - make sure they are learning the words correctly.

You can play this game with the body parts cards as well (*see, Passing Parts*).

Contact

Objectives: Recognition of Spanish words. Problem solving skills.

Props: None

Space Needed: You will want enough space to let everyone move around freely.

Pre-Play: Spend a few minutes reviewing numbers and body parts in Spanish so the children will recognize the words during play.

Play: Gather the group around for the directions. This is a fairly simple game that requires good listening skills, as well as knowing some Spanish. When you say, "Ya" (GO), everyone will go into a Mingle (see, *Making Circles* if needed), using a "Spanish Welcome" to meet other players. After a few moments you will call out, "Hola" to get the player's attention. All the players answer back, "Hola" (or anything else you want to add). Then call out a number in Spanish, let's say, "Cuatro" (four). When the players hear the number they must break out of the area and find some personal space and then make four points of contact with the floor - two feet and two hands come to mind right away, but it can be any four (does sitting down count as two or one point of contact?). Call, "Mingle" again and the players move around greeting other players until you say, "Hola" and another number is called. Play this several times as a warm-up.

Once the children have this down, add a bit more challenge. When you call out a number during this round add a body part (or several body parts) that need to be included in the contact with the floor. Let say you call, "Dos" (two), and, "Cabeza" (head). Each player must find a spot and make two points of contact with the floor - one of those points must be with the head. Depending on the Spanish ability and age of the group you can add more body parts to make it challenging. Also, you could have some of the children take turns being the caller if they feel confident enough with doing so.

Facilitator Notes: The big thing to watch out for hear (and tell the kids) is bumping cabezas (heads). If players are too close together this can happen. Make sure they spread out when they do there contacting.

Crossing

Objectives: Building trust. Using Spanish directions.

Props: You will need all the, Trash Balls and Name Plates that you have made, (see, *Trash Balls* and *Name Plates* if needed).

Space Needed: You will need a nice size open area to create a little obstacle field using the, Trash Balls and, Name Plates.

Pre-Play: Set out all the, Trash Balls and, Name Plates on the floor within a 12 foot long, by 6 foot wide area. Spread them out within the area so there will be room enough to move around each object. This will be the obstacle field for the crossing.

Before playing, you will also want to go over the Spanish words for the directions you will need during the game. The, "Crossing" can be done using the words, Left - (Izquierda); Right - (Derecha); Stop - (Paren); Go - (Adelante). Make sure all the players are able to use these words.

This is an activity that involves a bit more risk and trust. Players will be asked to close their eyes for an extended amount of time. You might need to go over some of the issues involving trust, how to build trust, what happens if we lose trust, how do we get it back, and so on.

Play: Players will need a buddy for this one. You can help players by partnering them up, or let them choose their own buddies. Here's how it works. Buddies can stand together on either side of the obstacle field along the 12 foot side - only crossing 6 feet. One player from each pair will need to close his or her eyes before stepping into the obstacle area. The sighted buddy must guide his or her blind partner across the obstacle field, using English and/or Spanish directions, trying to avoid touching any of the, Trash Balls or Name Plates. The sighted partner may not enter the obstacle field but can be anywhere outside of it. If the blinded partner touches an object there is no consequence, just back them away from it and keep going. Once the blinded partner makes it to the other side, switch roles so everyone gets a chance to cross.

There are a few considerations when setting up the, "Crossing." You can have all the pairs go at once - dealing with distractions, or just a couple pairs can go so others can watch how it works. You can also have the players cross the 12 foot length. In this way you can have the partners line up behind each other at one of the 6 foot ends, then stager the starts. This crossing allows the sighted partner to walk along outside of the obstacle field next to his or her buddy and give directions.

Facilitator Notes: Keep an eye on any unsafe actions. Stop and talk about any that occur. Encourage the use of the Spanish directions, but allow the children to use English if they need to.

Crossing the River

Objectives: Working together as a large group. Leadership and helping skills. Problem solving.

Props: Every player will need one, Candlestick (see, *Candlestick* if needed). You will also need a few, Name Plates - about 3 or 4 (see, *Name Plates* if needed).

Space Needed: You will need a mid-size open area.

Pre-Play: You can set up the river ahead of time or have the group help you. Make a river using the Candlesticks for the edges of either bank. Make the first river just wide enough for the smallest player in your group to step over to the other side without jumping. Use an even number of Candlesticks for both sides of the bank.

Play: With your river done, ask each player in your group to choose either side of the river to stand on - you'll want to end up with about half of your group on one side the other half on the other side. This is the main set up for each round of the activity. Here's the challenge:

- Cross the river without touching anyone.
- Cross the river without disturbing the riverbank (Candlesticks)
- For safety, there is no jumping over the river.
- If you touch the river with your hands or feet you must return to the side you started on and try to cross again.

The crossing will be timed. There are some, "time consequences" for this one. After the players have switched sides ask if anyone touched another player. Add 1 second to the time for each touch. Add 5 seconds for any part of the riverbank that was disturbed. Add 10 seconds to the time for any player who jumped. Once all the extra times are added in, give the group their crossing time. Can they do better? Give them a chance or two to try and establish a new group best.

If the group is ready, give them the next challenge. Spread the riverbanks out a bit more and give them some, "stepping stones" (Name Plates). The

first round we usually give out 1 plate for every 5 players. Add this rule to the rules above:

- Once you place a stepping-stone in the river you can use it to step on but you can't move (or slide) it.

Try a few crossings to see if they can work together to improve on their time. This ups the challenge for the group. They will have to work together to get a good time. If you are working with real young groups the children might not get the, "working together" part. Give them a chance or two to figure it out. They might get some of the simple concepts like sharing and waiting for their turn to cross. You decide how far you want to take it.

If you have a group that needs a greater challenge, spread the river out a bit more and take away some stepping-stones. See how they do.

Facilitator Notes: If you're playing on a slippery surface, be watchful of plate slipping. Warn the group and spot the plate areas.

One of the most clever crossings we have seen involved one of the players laying over the river, from bank to bank, and letting the group walk across his back to the other side - "you only said our hands and feet couldn't touch." If your group discovers this idea, make sure you spot the crossers as they move to the other side. Also, if there is a big weight difference in players you might have to throw some other rules in there just to be safer.

Direction Ball

Objectives: Learning Spanish words for directions. Thinking under pressure. Learning names.

Props: You will need a, Trash Ball (*see, Trash Balls if needed*), for every two players.

Space Needed: Space enough for one circle (or two smaller ones).

Pre-Play: Review and practice the Spanish directional phrases you will be using in the game. Left - (Izquierda); Right - (Derecha); Stop - (Pare); Go - (Adelante); Pass - (Pasen); Under - (Debajo)

Play: Ask the group to get into a, Double Chicken Wing circle (*see, Making Circles if needed*). Give one player a Trash Ball. Practice the movement of the ball. If you call, "Left" (Izquierda) the ball moves around the circle of players to the left - each player hands the ball to the player on his or her left. If you call out, "Right" the ball moves to the right. If you say, "Stop" the ball must be held. When you say, "Go" the action starts with the last movement the group did with that ball - in this case the ball would move again to the right. When you say, "Pass" the ball is thrown (nicely) in the air over to a player across the circle. If you say, "Under" the ball is rolled across the ground to a player on the other side of the circle.

Move the one Trash Ball around mixing up the calls as you go. When the group is ready, start adding balls to the circle. Each ball must do the same movement called. How many balls can the group handle?

If the group is ready for an advanced challenge, cover a few Trash Balls in a different color bag - let's use blue. Now, call the color of the bag and what movement it should have. "White right, blue left. White over, blue under. Blue stop, white right," and so on.

Facilitator Notes: Remind the group that catching the Trash Ball is not required. If a ball is dropped, just have them pick it up and return it to the game. Squelch any putdowns around catching!

Discovery

Objectives: Working within a small group. Memory development. Using Spanish words.

Props: You'll need 24 Animal/Number Bags - three bags of each animal (see, *Animal/Number Bags* if needed).

Space Needed: A mid-size open area is best for this one.

Pre-Play: *Discovery* is just like the game of Concentration. What you'll need to do is set out all the bags around the playing field with the animal sides face down. Spread the bags around a bit so players can move around between them.

Play: Gather your group together and make small teams of three or four players. Each small team will be given a, "home" spot a short distance from the overturned, Animal/Number Bags - make sure each team is the same distance away from the bags or you will get into a, "fair" discussion.

You will be playing different rounds of, *Discovery*. During each round the players follow these same rules:

1. Only one player from each small team may leave their home spot to enter the playing field of Animal/Number Bags.
2. A player can only look at one Animal/Number Bag per turn - one player looks at one bag, he can bring it home or leave it - animal down - in the playing field, then return back to his or her home so another player can go into the playing field.
3. Each player from the team must go into the playing field before one player can go again - everyone takes turns in order.
4. Teams may not have any more than 4 Animal/Number Bags at their home spot at any one time.
5. When a team matches what the leader called, the team yells, "Discovery."

Here are some possible combinations a leader can call:

1. Find four different animals.
2. Find two pairs of animals (you might have to explain this one to younger groups).
3. Find three of the same animal.

Each combination could be played a couple of times if the group gets into the excitement.

The big picture here : You call a combination. One player at a time, from each team, goes out to look at a bag. If they need the bag they keep it and bring it home. If they don't need the bag they leave it, animal down, at the same spot the found it. When a team gets the combination they yell, "Discovery" and the round ends. Return all the bags to the field. Have the players close their eyes as you mix up the bags for the next round.

If you have a small group, you could do the old concentration game. Play in teams. One player at a time - teams taking turns - goes in and flips over two bags. If the bags match the player takes them home to score a point for their team. If the bags don't match, the player flips them back over and the next team sends a player out to try and *Discover* a pair. Go around until all bags are matched. The team with the most pairs wins the game.

Facilitator Notes: As you have noticed, there is some competition here. We hope by this time the children have learned to play for the fun involved. Down play the winning side and praise the efforts given during the game.

Take the time to discuss any factors that lead to hurt feelings. We should be able to congratulate the winners and praise our competitors.

Donde Esta

Objectives: Group interaction. Working together with another person.
Learning and recognition of Spanish words.

Props: None

Space Needed: You will need a mid size open area for this one - a nice place for the kids to mingle (see, *Making Circles*) around.

Pre-Play: You will have to do a little pre-teaching for this activity. First, if the players don't know how to, "mingle" you'll want to teach them this (see, *Making Circles*). At this point in the program we like to use the, *Spanish Welcome - Mingle* (see, *Spanish Welcome*).

Once they have the mingle down, you'll want to teach them the Spanish words you will be using and the partner actions - or we might say, "poses."

Donde esta' el - Where is the

El bano - Bathroom

Telefono - Telephone

Autobus - Bus

Dormitorio - Bedroom

Restaurante - Restaurant

Explain how the words go together. Then, have each player get together with a buddy to practice the poses you will be explaining.

Donde esta' el bano - Where is the bathroom? Pose - One player (the oldest of the two if you need to set this up) kneels down on one knee with the other knee up so the partner can sit on that knee. The kneeling player also puts one arm up - the one opposite the knee that is up. The non-kneeling player sits on his partner's knee, pushes the arm down slightly and masks a nice, "flushing" sound.

Donde esta' el telefono - Where is the telephone? Pose - One player's hand is a phone, the partner takes the hand, puts it over her ear and says, "Hola."

Donde esta' el autobus - Where is the bus? Pose - One player (we recommend the more stout partner) goes down on all fours and becomes the bus driver's seat. The partner sits on the seat and pretends to be steering the bus - no bouncing please. Oh, and yes, we need some bus engine noise from the driver!

Donde esta' el dormitorio - Where is the bedroom. Pose - One partner lies on the floor as the pillow, the other partner lies down as well putting his head on the pillow.

Donde esta' el restaurante - Where is the restaurant? Pose - One partner goes down on all fours to be the table. The other partner knees down beside the table and pretends to eat.

Play: Once the children understand the poses, the next best thing is to play the game. You will be the caller. Explain to the group that when you say, "Mingle" the players mingle around using the, *Spanish Welcome*. When you call, "Donde esta'....." each player must find a partner (or, for younger groups we tell them to find the buddy they were practicing with), and make the specific pose together. When everyone is in the correct pose, you will call, "Mingle" again and the game continues.

When you think the group is ready for a greater challenge, here's what to do. You'll need an uneven number of players. So, you will have to decide if you can play or not. Each player will be finding a new partner for each pose this time. Choose a caller to start the game with, "Mingle!" When the caller says, "Donde esta'..... (whatever)" he or she finds a partner to pose with. This will leave one player remaining to be the next caller.

Facilitator Notes: It will be up to you to decide what role to take. Even if you get into the poses don't forget to help out when you can. It's okay to let them struggle a little, but make sure you are there when they need you. It might be scary for a child to be a caller. Give encouragement and explore options if needed. And in every case, support the children for their efforts.

Five Finger Contract or Digital Contract

Valuing ourselves and others.

Active Learning, as mentioned in the introduction, has its roots in Experiential Education. Experiential educators use "hands-on-get-in-the-action" learning. There are many areas of learning that benefit from experiential education. For this program we want to focus on two, positive pro-social behaviors and Spanish. While we engage in this process we want to, "create an environment that promotes learning. In order to learn, no matter what skill or subject, certain essential conditions must exist. These are:

- Trust
- Safety
- Support
- Respect
- Choices

When these conditions exist, children [of all ages] thrive, and learning becomes an enjoyable process in which they are eager to be involved." (MacPhee, 1998, p. 7)

If we follow these concepts and learn the skills that help us to live these concepts, we discover how to value ourselves and the others around us.

We have discovered, through the sharing of others, some tools we can use to present these ideas. The Five Finger Contract (or Digital Contract) and Challenge by Choice (or Growing My Way) can be used to establish the foundation of this Active Learning program - expectations you are asking the group to follow. As you move along through this program you and the group can adjust these tools to fit the needs that arise.

Five Finger Contract or Digital Contract

We call this a Contract (depending on your group, you might have to spend a little time discussing what a contract is) because we are going to ask the children to agree to make every effort to follow the ideas presented. It will be a challenge at times, but the group can help each other and discover how these values can make their time together more enjoyable and fun.

As the facilitator you can decide whether to use Five Finger or Digital - they are interchangeable. Certain age groups will have a better understanding of one over the other. Here's how it works:

You're going to ask the group you are with to follow some very important guidelines as you play and learn together. If anyone is unable to follow these guidelines you will all have to stop what you are doing and explore the factors that are preventing you from doing so (please feel free to use whatever intro works for you - mine just fell out of my brain this way!).

Hold up one hand and spread out the fingers (we're going to include the thumb as a finger here for those of you who consider the thumb a thumb and not a finger!?) Anyway, you take one finger at a time and give the group something to remember with each finger:

The Little Finger - This finger is the smallest on our hand, it can easily be hurt. We want to avoid, "hurt" as much as we possible can. What kinds of hurt are there (physical and mental)? What can we do, as a group, to avoid being hurt? What can we do to be safe? (Depending on the age of the group, you can go into defining how the group will keep each other safe or set up the safety yourself - what you will expect of them.)

The Ring Finger - This finger stands for commitment. (You could go into why it stands for that if you have a group that needs to know.) What is commitment? We are going to ask you to commit yourself to the group. Stay with the group and give your best effort whenever you can. Help the group members whenever possible. You will always have the choice as to how you participate (challenge-by-choice). What ways can you participate in an activity? No one, the teacher or other students, will ever make (or force)

you to "play" the game. The bottom line expectation is that you stay with the group and participate in some way. Together we can accomplish a lot.

The Middle Finger - (Avoid singling out this finger during your explanation. Keep all your fingers up in the air as you work through them. Just a suggestion.) What is this finger used for? (Most children know way to early what this is for, however, some don't. You will need to decide if this is something you want to teach or just move with the concept.) We are going to ask you not to use, "put-downs" during our time together. We want to respect each other, including the differences we might have. (You could talk a bit about respect here if needed.) It will be much more valuable to the group to use, "put-ups" (these go with the Thumb) as much as you can. Why do we want to avoid put-downs?

The Index Finger or Pointer Finger - This finger is often used to point at others. (You can add the, "However, if you use one to point, you are pointing three back at yourself" here if you wanted) This finger will remind us of our responsibility or "response ability" to ourselves and the group. You are the only one who will know how you feel. If you are willing to share your experiences by responding, good and bad, we can become closer together and understand what each of our needs will be. Why is important to get to know each other better? (My friend Molly says, "The more we know about each other, the less likely it is for use to hurt each other.") How will this help our group?

The Thumb Finger - This finger is for the, "thumbs up" encouragement we would like you to share with the group. What is important about encouragement? How can it benefit our group? What are some examples of encouragement? When can we use it?

We have found that using these visual cues help remind the children of the expectations we have. You and the group can define each finger to fit your needs, but don't get too wordy or the children will easily forget what you expect of them. Use the Five Fingers whenever you can to remind and practice.

Flashback

Objectives: Group interaction involving special awareness. Appropriate use of touching. Practicing Spanish numbers.

Props: Flashback Tag - no props needed. However, you will need some form of boundary markers - lines, cones, walls. Flashback Trash Balls - each player will need a (soft) *Trash Ball* (see, *Trash Balls* if needed).

Space Needed: This is a fast walking game, (hard to teach, but very important for safety), so a nice open area is great.

Pre-Play: During any fast walking game we like to teach the, "Bumpers Up" running position. We want to stress at all time that the students watch out for each other and avoid the, "crashes." However, sometimes they will happen. Having Bumpers Up, arms up in front of the player's chest area, fingers up, palms facing away from the players body, and a little bend in the elbows. This position will do a couple things. It will slow the players down a bit - it's hard to walk real fast with the arms up, and the hands and arms will be used to absorb some of the shock of another players body if they come too close to each other. (And, in this game, the hands are ready for tagging.)

Flashback Tag

Play: This is a group tag game. Each player will be tagging other players to gain a score. A tag can only be done using a hand and touching the "back" - not back-side - of any other player in the group. Each time a player touches someone's back they get a point. Encourage the players to use the Spanish numbers they have learned as they count. If they forget a number, just use the English one instead.

Outline the boundaries to the players. It's really helpful if you have someone run around the boundaries so everyone can tell or see where they are. (You don't want to make them too big - more running than you need, or too small where it is not a challenge. You will be able to determine what works.) In this game it really doesn't matter if someone goes out-of-bounds. If a player is out-of-bounds he or she will not be able to gain points - tags out-of-bounds do not count.

Each round lasts for 30 seconds (or more if you like - we don't go beyond 60 seconds). The objective is for the players to get as many points as they can during each round. Players will end up with different scores in 30 seconds, this is great - diversity. Explain that there is no overall "winner." The idea will be to play several rounds and try to achieve a new personal best each time. When they are ready, give them the, "GO" and start the time. Use the word, "FREEZE" to indicate that the 30 seconds is up, and for them to stop moving and tagging. Ask them how they did, give them a little rest, challenge them to beat their personal best, and then start another round.

Flashback Trash Balls

Play: This level of the game is just like the Tag level with one change. The players will be using the, *Trash Balls* they have made as a tagging device. Remember we stressed how important it was to make "soft" Trash Balls - this is why. If you haven't done so already, check all the Trash Balls to make sure they are safe (soft) enough for the game. Here's how it's played. The children will be tagging the backs of other players by tossing a Trash Ball - not holding the ball and touching. If the ball hits a back, it's a point for that player. Players may not have more than one ball in their hands at a time. Also, players can only use the ball they start with. Before you start this level, make sure the group understands that the most important thing to remember, like always, is safety. Is throwing the ball really fast, safe? Besides, if you throw the ball real fast and it goes way out of bounds, then you have to get it! Remember, fast walking is only allowed. Stop the game if there is any question about safety. Address the group to see if they can solve the issue. If they can, start up the game again. If they can't solve the issue, move on to another game.

Facilitators Notes: We usually play 3 or 4 rounds - the children seem to get into it for this long. If they are still into the game, tell them you will have more chances to play, but for now you must move on. This gives you a game to come back to if you have some time to fill.

The competition factor also tends to come up during these games. Remind the group about the objectives of this program - we would like to stress cooperation more than competition.

Flying Aces

Objectives: Attention to surroundings. Planning and persistence skills.

Props: Each player will need one, "Animal/Number Bag" (see, *Animal/Number Bag* if needed).

Space Needed: A mid size open area works well for this one.

Pre-Play: Spend a little time practicing the balance. Place the, Animal/Number Bag on the back of your hand. Now without holding the bag to your hand in any way, move around the room as fast and as safe as you can without letting the bag fall off the back of your hand.

Play: After some balance practice your group should be ready for some, Flying Aces. Establish a boundary area your group will agree to stay in - the larger the boundary the easier the game.

Every player is a Flying Ace. They place the, Animal/Number Bag on the back of either hand. The hand without the bag is placed behind the players back and must stay there throughout the game (unless it is used to pick up a bag from the floor and place it back on the back of the hand). Now, moving around throughout the other Flying Aces (players), each player tries to knock the bag off of the other player's hands - using the hand that is balancing the Animal/Number Bag. No, it's not easy to do, but it sure is fun to watch.

If your bag falls or is knocked off the back of your hand, just pick it up, place it back on the back of your hand, and get back into the game. (Do you want to go back over that?) We play until the energy starts dying down.

If the group can handle a little fun competition, start the game again. If you lose your Animal/Number Bag you go to the outside of the boundary area. You can still try and dislodge bags from player's hands, but you have to be standing outside of the boundary area. Play down to the last Ace. Games go pretty fast so you can play several.

Facilitator Notes: The idea here is just fun and a bit a coordination work.

Fox and Squirrel

Objectives: Concentration on a complex task. Learning Spanish directions.

Props: You will need three, Trash Balls (see, *Trash Balls* if needed). One of the balls needs to be a different color - two whites and one blue.

Space Needed: You want to make one circle with your group. If there are more than 15 players, you'll need space for two circles.

Pre-Play: Review the Spanish words for left - izquierda; right - derecha; and pass - pasen. Make sure all the players can use each word.

Play: Arrange the group into a, Double Chicken Wing circle (see, *Making Circles* if needed). For the example here, let's use two white balls and one blue one. The white balls will be the foxes. The blue ball will be the squirrel. The fox balls travel around the circle either to the left or to the right - being handed off from player to player. The fox balls never skip a player as they travel around the circle. Have the players practice moving the foxes around the circle. As a player hands a fox to the right, the player must say, "derecha" (right). If the fox goes to the left, the passer must say, "izquierda." So as the foxes are passed around everyone should hear, in Spanish, the direction they are going. Remember, the foxes can go in any direction and can change directions at any time. How fast can the group get the foxes going?

The blue ball is the squirrel. The squirrel jumps around across the circle. Put the white balls aside for a minute and practice passing the squirrel across the circle from player to player. To keep everyone alert, say, "pasen" ("pass") before the squirrel is passed across the circle.

Now for the real action. Get all the balls in the circle - make sure the squirrel is far away from any fox at this point. The object of the game is for the foxes to catch the squirrel by tagging whoever is holding the squirrel ball with one of the fox balls. If a player is tagged with a fox ball while holding the squirrel, this player keeps the squirrel ball and moves to a new place in the circle - far from the foxes - and starts the, "pasen" again.

Facilitator Notes: Have fun with this one. The main purpose we like to instill is the use of the Spanish directions. It may take a few rounds to get into the swing of the game. Encourage the players to keep the balls moving.

Group Number Game

Objectives: Group problem solving and inclusion. Verbal Communication and listening. Practicing Spanish numbers.

Props: Each small group of students will need one copy of the, *Group Number Game* handout and something to write with. You also may want to read, *The Number Game* activity if you haven't yet.

Space Needed: A nice comfortable place for the small groups to work.

Pre-Play: Have the *Number Game* handouts ready to pass back to the children after this one is over.

Play: We find this activity works very well with groups of three. Pairs would be my next choice, then fours. Each group should find a comfortable place to work - on the floor or at desks. Hand out one writing tool and one, *Group Number Game* handout face down to each group. They are not to turn the sheet over until you give instructions to do so.

Tell the students that,

1) this activity is just like, *The Number Game* they did a while back. However, this time they will be working together in small groups to accomplish the same task.

or

2) this activity is a hand-eye coordination exercise in which each group will be working as fast as they can, to find the numbers on the sheet, in sequential order, within the given time period. (If they haven't played, *The Number Game* yet.)

When you say "Go," a player in the group will turn the paper over and locate the number "1" (the only number that is circled on the page. This is a different sheet of numbers, but you knew that!?) and place their index finger on this number. Encourage the use of the Spanish numbers they know as they play. We allow the groups to say the number out loud this time.

After that number 1, look for the number "2" and place an index finger on the number, then find the number "3" and place an index finger on this number, then "4" and 5, 6, you get the idea. It is important for the class to understand that they must "physically " put their finger on each number before they locate the next number. Continue locating the numbers until time is up. Each round will last 60 seconds. When time is up say, "Please stop. Remember the last number you are touching. Turn over your papers and write this last number on the back of the sheet."

If you have played, *The Number Game* and have saved the number handout, compare each students initial number to the group number they obtained. Any difference?

In this number game, I give the groups a 60 second planning time between each round - no planning before the first round. (Can something be planned before it is experienced? Maybe.) And, as before, each round has the same rules - building on known skills. Always starting with the number "1," using the index fingers, and counting up as high as they can in 60 seconds. "Go." Repeat this procedure at least 6 or 7 times.

The *Group Number Game* is a great way to emphasize the power of groups - or in this case, the power of a group this size.

Facilitator Notes: Before starting, you might want to practice Spanish numbers for as long as the group can stay on task and interested. It would be great to get them up to 20 at this point in the program.

Have You Ever

Objectives: Learn more about each other. Personal choice and making a decision.

Props: Each player will need their, *Name Plate* as a spot to stand on.

Space Needed: A large enough area for the group to make a large circle.

Play: Ask the group to get into a, "Double Chicken Wing" circle (see, *Making Circles*). Hand out the *Name Plates* (if you need to) and then ask each person to stand on their name spot.

You as the facilitator will be the first caller for the game - the caller may or may not change during the game depending on how you would like to play it. Standing somewhere among the circle (not in the circle), ask the group a, "Have you ever...?" question. (You can use some of the suggestions provided below, or make up your own.) If any player in the group has done what is called, that player (or players) will need to step off their spot (don't take the spot with you) and move to a different spot left open by another player who has moved. If only one player has done the, "Have you ever...?" then they are allowed to step back onto the spot they were standing on (for now).

It is very important that you stress the safety needed during this activity - remind them of the Five Finger Contract (Digital Contract) you set up earlier. It is common to see children bump into each other during this one - we really want to avoid this as much as possible.

There are a few ways to play, "Have you ever...?" The basic way is to just let the children find another spot in the circle. To add some name recognition to the activity, have the children do an, *Hola Welcome* in the center area of the circle with at least one or two other players before they find another spot - we like to add a little hand shake into the action as well. For added excitement, after a few rounds of calling, you can step into the middle of the circle for the next call. This time, tell the group that you will be going for a spot. This will leave one of the other players in the center as the next caller. The next caller asks a, "Have you ever...?" and the game continues.

Facilitator Notes: Stop the game while the action is still fun so the children will want to come back to the game again - about 10 to 15 calls seems to keep the interest. If you play too long, it becomes "boring" for them and it will be hard to motivate the group to play at another time - "stop the game, before it stops itself." Also, if you choose to move into changing the caller, we have found that younger children like to be in the center (of attention). You'll see them not really trying to get a spot. This slows the game down and others lose interest real fast. If this starts to happen, jump back in as caller to get the game going again, or move on to another game.

Have you ever....

- spoken Spanish before?
- been to Dallas, Texas?
- eaten an ice cream cone?
- flown in an airplane?
- jumped in a puddle of water?
- had a pet?
- gone a whole day without taking a bath or shower?
- made your own lunch?
- cleaned a bathroom?
- had McDonald's french fries?
- been to an amusement park?
- gone down a big water slide?
- played kickball?
- eaten a snow cone?
- played in snow?
- read a comic book?
- used a computer?
- been on a train?
- swam in a lake?
- been in a boat?
- climbed up into a tree?
- slept in a tent?
- baked cookies?
- slept over at a friend's house?
- eaten liver?
- gone fishing?
- written a letter to someone?

Hola Welcome

Objective: Introductions and recognition from others.

Props: None

Space Needed: An area large enough for the group to stand in a circle.

Play: Ask the group to stand in a large circle. Explain that you would like them to introduce themselves to the group, one at a time. Each person will use the Spanish word *Hola* (Oh-la), which means "Hello", and my name is.... For example, "Hola, my name is Chris." The group together, will respond with, "Hola Chris." Continue around the circle until all the students have had the chance to introduce themselves.

Spanish

"Hola, my name is Chris." (one player)

"Hola, Chris." (everyone else in the group responds)

(If you decide to choose *Spanish Names*, you can substitute them for the given names here.)

Facilitator Notes: If you have a group of more than 20 children, you may want to split the group in half to learn names. The challenge will be to play enough name games so that everyone will learn each other's name before the third day of the program. Another way to learn names would be to use name tags. If you do this, please make sure you take the time to practice "learning" names and not just relying on the tags.

How's Your Neighbor?

Objectives: Learning Names. Learning Spanish Phrases. Making choices. Accepting the center of attention.

Props: Each player will need their, Name Plate (*see, Name Plates*).

Space Needed: You'll need a large enough area to make one large circle or two smaller ones - depending on the size of your group.

Pre-Play: You may want to take a little time before the game starts to go over the Spanish phrases the children will have to use for this activity.

Play: Ask the group to make a, Double Chicken Wing circle, (*see, Making Circles*). If you have a large group, you might want to split them in half and have two different games going. Once the circle is formed, have the kids stand on their, *Name Plate* (you can hand the plates out before or after the circle).

You (the facilitator) will need to do some demonstration in the center of the circle - you'll be the first, "It." You will go up to any player in the circle and give them a, "*Spanish Welcome*," (*see, Spanish Welcome* if needed) "Hola Mary Sonia. Como esta usted?" Mary will answer back, "Muy bien, gracias." (We like to do the handshake thing at the same time as well). Now, you will ask, "Quienes son tus vecinos" ("Who are your neighbors?) Mary will tell you the names of the players standing next to her - it's okay for Mary to ask for their names if she doesn't know them yet. After you get the names, you ask, "Como esan tus vecinos" ("How are your neighbors?) Now, at this point, Mary has three ways she could answer. Mary could say, "They are alright," "They just left," or "They're all mixed up!" After Mary responds, all the players in the circle are going to move. If Mary says, "..all right" each player moves one plate (place) to the right. If she says, "..just left" each player moves one plate to the left. If Mary says, "..mixed up" every player must find a new plate to stand on - and one that is not directly to their right of left.

Practice this action a few times going to different players. Depending on the age of the group, you can go to the next step or just stay in the middle until you have met everyone.

The next step. If you think the children are ready, let them know that you will now try and get an open plate, leaving someone else in the middle to be the greeter - at least you'll try to get a plate. Play as many rounds as interest permits. Don't forget to help with the Spanish part if needed - but you knew that!

Facilitator Notes: A couple things to keep in mind here. When you get into switching out of the center, remind the children about taking care of themselves and each other. Obtaining a plate tends to be more important than safety at times. Also, keep an eye out for the children who don't really try to find a spot. They like the attention the middle brings. If the game slows down because of this, jump out as the greeter again or change games. You could also spend a little time talking about the "not-really-playing-the-game-right" concept - up to you!

La Pinata

Objectives: Creative expression. Working together in small groups.

Props: Depending on the type of Pinata you will want to make will determine what you need. The common list of supplies includes: Newspaper, White Glue, A variety of colored tissue paper, a couple staplers, some yarn or string, and maybe some balloons, and white flour.

Space Needed: You'll need enough room for the children to spread out and be creative.

Pre-Play: Again, depending on the depth of your creations, you might want to lay down some drop cloths or cover some tables for the messy parts of the making.

Play: Pinatas are traditional hanging ornaments that come in a variety of shapes like a bird, a burro, or an airplane, filled with candy that children will break open with a stick and scramble to gather the candy. You will have to decide how elaborate you want to get. One of the first considerations is if you want to (or can) fill the Pinatas with candy. If not, just stuff them with newspaper to make them nice and puffy. The next consideration will be the construction. Here the two options we use most:

The simplest process is cutting the desired shape out of several layers of newspaper and stapling around the outside edges - leaving a good size hole to stuff in whatever you are going to use. You want to make it nice and fat. Then, glue little pieces of colored tissue paper all around so the tissue paper can flap a bit in the wind. Use lots of colors to make it look nice.

The more complex design involves flower and water and two different days of work (No, it doesn't take that long, there's some drying time in here). This gets messy so you want lots of coverage - ground coverage as well as adult. Make a few bowls of a flour and water mixture - 1 cup of flour to every 1 cup of water - mix this up well. You'll need all the children to help get paper strips ready. Tear up newspaper strips about 1 to 2 inches wide and 6 inches long. You're going to need a lot of strips. If you don't make enough to start with it's going to be real messy trying to tear more with flour paste on your

hands. So, you have your flour mix and your paper strips ready. Each child will now need an inflated balloon. Balloons don't need to be real big here. The bigger they are the longer it will take to make. Now, here's the process. Dip a strip of paper in the flour mixture until its nice and soaked. Squeeze the paper through your fingers to get the excess goop off the paper - do this over the mixture bowl please. Then, take the soaked piece of paper and plaster it to your balloon. Continue this process until the entire balloon is covered with the paper strips. You can get creative, if possible, by adding legs and arms, or wings and heads - whatever you have time for and can figure out.

When all the balloons are covered you will need to let them dry over night. The next day you can glue colored tissue paper all over the Pinatas to give them some life. After everything dries again you can cut a small opening in the Pinata to add the candy or just leave it like it is to hang up. You can add a creatively bent paper clip to the Pinata as a place to tie a string and hang it up. I'm sure you can figure that part out.

Facilitator Notes: This can be quite a long process. If you break all the jobs up in stages, over several days, it works out pretty well. The final Pinatas are a wonderful take-home reminder of their experience.

Let Me See

Objectives: Developing strategy. Practicing Spanish colors.

Props: You will need two sets of color cards - you'll want each card about 4 inches by 4 inches square. Use the colors the children know in Spanish - six different colors are usually enough. You will also need some masking tape.

Space Needed: A mid size open area is best for this one.

Pre-Play: Review the Spanish names for the colors they will be using in the game.

Play: Sit on the floor in a large circle (if you have more than 12 players you might want to make two groups). Ask for two players willing to demonstrate the game for the group. Have these players to stand up where they are. Walk around behind them and tape one colored square on the back of each player - do not let either player see the colors you are taping to each back. (We use a nice long piece of tape on the cloths so it sticks - it's a bummer if the color falls off during play.)

Now, with the colors on, each player moves into the circle made up of the rest of the group - they must stay within the circle at all times. The objective for the two players is to find out what color the other player has on his or her back. When a player sees the other players color, he or she calls out the name of the color in Spanish. If the correct word/color is said, that player wins the round. At this point you can have this player stay in for the next round, or have two new players come into the circle. Use two new colors in either case. We like to make sure everyone has a chance to get into the middle before we move onto another activity.

Facilitator Notes: There is lots of moving around by the two center players. This might be a hazard to the players sitting down. If you don't think the activity will be safe enough, have the players create a standing circle. We set it up sitting to prevent the circle from drifting in to small around the players. Use your best judgment here.

Loose Caboose

Objectives: Group interaction. Physical exercise.

Props: You will need 2 or 3 soft, *Trash Balls* (see, *Trash Balls* if needed).

Space Needed: This is a running game, so you will want a nice big area to run around. You will also need some way to create boundaries - cones, jackets, or maybe even some extra, *Trash Balls* clustered in a group of 3 at the corners.

Pre-Play: Set up some nice big boundaries depending on the size of your group. You will probably just need to guess at first and then move them around as the game goes on if you want more or less room.

Play: Find 2 players willing to be the, "switcher" and the, "loose caboose" to start out the game - don't worry they won't have to stay this way. Have the remaining players in the group make trains - 3 or 4 players lined up with their hands on the shoulders or hips of the player in front of them. Have the trains scatter themselves around the playing area. The trains are free to move around the area slowly as the game is played - safety is the key!

The object of the game is for the switcher, armed with a, *Trash Ball*, to try and tag the loose caboose with the ball before the caboose can hook on to the back of a train. The switcher can throw the ball (bummer if you miss) or touch the caboose with the ball. If the caboose does manage to link up with the back of a train, the locomotive (the player in front) of that train, breaks away to become the new loose caboose. The switcher then tries to tag this new caboose.

If the switcher tags the loose caboose, the caboose becomes the new switcher and picks up the ball. The old switcher hooks on to the back of any train as fast as possible to release a locomotive as the new loose caboose.

As the group gets comfortable with the game there are some other play options you can add to make the action more interesting:

1. Have the trains to their best to avoid the losses caboose by moving around a bit quicker.

2. Let the switcher hook up with a train after handing the ball to the front player of that train. This gives the choice of play and gives a tired runner a rest.
3. Add another switcher and loose cabooses to the action. Either switcher can now tag either cabooses.

Facilitator Notes: Big warning here - there is the potential for de-railing (crashing) in this one. Before you get started make sure the players are ready to be safe. Remind them to move with, "Bumpers Up" (see, *Flashback Tag*) and eyes open - looking where they are going. Be extra watchful with younger players!! This goes double if you choose to add more switchers and cabooses!

Making Circles or The Circle Game

Objective: Cooperatively make circles.

Props: None

Space Needed: Enough room for the group to make a large circle.

Pre-Game: Circling up a group can often be one of the most challenging activities you will ever attempt - especially, as we have found, with younger students. However, the circle formation will be used to communicate with each other and be the set up for many games. So, here is a fun little game we use to practice circling up.

Depending on what you are doing, you may need different size circles. Here are the ones we have found to be most useful: *Velcro Shoulders*, *Single Chicken Wing* (right or left), *Double Chicken Wing*, *Single Arm* (right or left), and *Double Arm*.

The *Velcro Shoulder* or *Chicken Soup* circle involves all players standing, with arms straight down at their sides, close enough together so the arms are touching each other as if Velcroed together.

The *Single Chicken Wing* (right or left) will require players to put one hand on their hip (if you call, "right" it will be the right hand, if you call, "left"...), bent at the elbow. This represents a little chicken wing - we like to flap the wing around a bit for fun as we play (chicken noises work good for some groups too!). To form this circle, players sort of work their way around each other until everybody's *Chicken Wing* is touching the player next to them.

The *Double Chicken Wing* circle I'll bet you can guess - both arms in winged fashion. Players move about to touch elbow-to-elbow all the way around.

The *Single Arm* (right or left) resembles the *Chicken Wing* except that players stick their arm straight out to the side. The circle is formed when players are touching fingers to the shoulder of the person next to them.

The *Double Arm* or *Flying Chicken* - you guessed it! Finger tips to finger tips all the way around.

Chicken Dumplings - You might want to have all your players find their own "personal space." This would be where everyone finds a place in the room or boundary where they have enough room to move around their arms without touching anyone else.

We also need to teach the, "Mingle" during this activity. The Mingle is a great filler and addition to many games. Mingling involves players walking around in a little group, shaking hands and saying, "hello" to each other. There are several Mingle interludes. If the group is still getting to know each other there would be, "Hello, I'm Chris," with a response of, "Hello, I'm Susana." The two break off to Mingle with others. If the players know each other, it might go like this, "Hello Susana," "Hello Chris!" then Mingle on. If you're working on Spanish, you can do the, *Hola Welcome* - "Hola Susana," "Hola Chris!" Or, get into the *Spanish Welcome* if the group knows it (see activity write up).

Play: Okay, now we can play. As the group is gathered around you, explain the different types of circles you are going to be using during the game - no need to set any up at this point, they will do this during play. Then, explain Mingling and do a little practice. When the players understand Mingling, have them stop for the final directions. When you call out, "Mingle" the group will do just that - Mingle. At some point during the Mingle you will call out a circle formation - Velcro, Chicken Wing, or Arm type. The group, as quickly and care-fully as possible, must get into that circle formation. When the circle is made, call, "Mingle" again, and the group blends and Mingles until the next circle is called. Ask if there are any questions. Once you answer all the questions (or you just want to get into the game), call, "MINGLE!" and the game is on.

When, and if, you think the group is ready for some problem solving, you can time how long it takes them to get into a circle. Give them a chance each round to do a little problem solving before calling Mingle.

Facilitators Note: Be patient when you first try this one. If you have real young players it will take a while to get the circle you're looking for. Make

sure you get the players to help each other out - that's what this is all about, right! Besides, delegation is a skill too!

The Circle Game can be played over and over. Especially if you have a, "world record time" the group is motivated to beat.

Making Friends

Objectives: Using Spanish directions and numbers. Using player's names.

Props: One, Name Plate (*see, Name Plates* if needed) for each player.

Space Needed: You will need space for one circle. If you have more than 15 players, you'll need room for two circles.

Pre-Play: Do a quick review of Spanish left & right - izquierda & derecha. If needed, do a quick review of 1 to 10 in Spanish as well.

Play: Ask the group to get into a, Double Chicken Wing circle (*see, Making Circles* if needed). Have each player stand on his or her, Name Plate. As the facilitator you can start in the center or choose a player from the circle to be in. Give the circle of players a little time to make sure they know the names of the player's to either side of them. When ready, the center player will walk up to a player among the circle and, with lightning speed, point to this player and say, "izquierda" (left) or "derecha" (right). If it's left, the player who is being pointed at must say the name (given name and Spanish name if they have one) of the player to his or her left before the center player counts to diez (10) - you could make it just 6 if the group needs the challenge. If the center player says, "right" the player who is being pointed at must say the name (given name and Spanish name if they have one) of the player to his or her right before the center player counts to diez (10).

If the player who is pointed at makes a mistake - confuses left & right, says an incorrect name, or doesn't get the name out before the count of 10, this player must change place with the player in the center to be the next pointer. (See "Facilitator Notes for an optional start.)

The center player can also call (at any time), "Making Friends." At this time everyone must go into the circle, greet at least two players using one of the, "Spanish Welcomes" they have learned (you can choose one before you start the game), then, find a new spot among the circle - standing on a, Name Plate. The player left without a plate is the new center-caller-pointer. Play as long as interest lasts.

Facilitator Notes: During the onset of the game we (the facilitators) tend to stay in the middle for a few rounds so the players can get use to the game. If a player makes a mistake we send them skipping around the circle until they get back to their spot. When we think the group is ready for the, "switching out center player level" we move into it. The switching level may not work out. Don't worry, just wrap up the game in a fun way and move on.

Watch out (as in other games) for the children who like to stay in the middle. Do what you can to instill the games excitement over finding a spot. If the game drags jump back in as the caller or switch games.

Making Shapes

Objectives: Work together in small and large groups. Problem solving.
Learning Spanish shapes.

Props: Each player will need one Candlestick (see, *Candlesticks* if needed).

Space Needs: You'll want a nice open area with lots of floor room for this one.

Pre-Play: You might want to do some review of the Spanish words you intend to use during the game.

Play: This activity can be presented in many different ways depending on the size of your group. Here's the big picture. You will be calling out something you have learned in Spanish - numbers, shapes, animals, body parts, anything else you might have studied. Then, using each candlestick in the group they will make what you called out using the floor as the paper - without bending their Candlesticks in any way. For example, if you call out, "Triangle" the group would lay down all their Candlesticks in the shape of a triangle - making only one triangle per group. Remember, every player's Candlestick must be used in the shape.

With this in mind, decide how large you want your groups. To be able to call out a wide variety of things, it's good to have 10 to 12 players in the group. If the groups are smaller you will have to make sure you are calling something they can make with the number a Candlesticks they have in their group. Also, if you do split into groups, watch for the "competition factor." Is the activity competitive? They might think so. Emphasize the working together more than competing with each other.

Facilitator Note: Play as long as interest allows. And, don't forget to help out when you need to. Sometimes we like to add this rule: Each player is only allowed to touch their own Candlestick. This prevents those "helpful" leaders from taking all the Candlesticks and making the shape themselves.

Making Words

Objectives: Working together as a large group. Cooperation, leadership, and problem solving skill development.

Props: Each player will need one, Candlestick (see, *Candlesticks* if needed).

Space Needed: You will want some open floor space to create the words on.

Play: Ask the children to gather around you, with their Candlesticks in hand, as you give the directions. You are going to call out a word - using words that they are learning in Spanish or English. The group will then work together to spell out that word, using their Candlesticks, on the floor - laying the sticks down together to form the letters of the word. All the Candlesticks must be used in the word - if there are 10 players in the group, all 10 sticks must be part of the word.

If you are working with younger children who are not into much spelling yet, you might want to make out word cards from the learning's you have been presenting. You can give one of the players in the group the card so they can work together to copy the picture.

Present as many words as interest allows. If you have a real big group, you could split the group in half. Each group works on the same word. Is it competition? It might seem that way, but that's not the objective here. You might have to talk to this topic a bit if needed.

Facilitator Notes: This activity works as a filler whenever you have some extra time. Have your word cards ready or use words from the, Wall Collage(s).

Memories

Objectives: Review Spanish learning. Short-term memory development.

Props: You will want a copy of all the learning cards you worked with during the program as well as some shape cards and colored squares.

Space Needed: You'll need enough room to sit around comfortably.

Play: There are several ways to set this activity up. You can decide what works best for your situation. Sitting in a circle works well for us.

Have all the players close their eyes. Set out a few of the learning cards face up on the floor. Ask the players to open their eyes and study the cards without talking - give them 20 seconds. Then ask them to close their eyes again while you pick up the cards. Now, who remembers what cards were out on the floor - looking for the Spanish word for each item. Pick from the hands that go up. Get one answer from each hand until you get all the items or close to all the items - you don't want to let it drag on too long.

Continue the game following the same process. If you add more cards to the floor, add some more time for them to study the cards.

Facilitator Notes: If you can get any three dimensional items, add them with the cards. The visual appeal makes the game more interesting.

Name Plates

Objectives: Creating a game prop - name plate. Creative expression.

Props: One white paper plate for each person and some colored writing tools - crayons, markers, pencils. (Keep some extra plates around just in case someone needs to make another.)

Space Needs: A nice place to hang out and color.

Play: What do you think, would coloring be considered playing? In any case, this is the, "doing" part. Hand out a plate to each, "player". Have a bunch of colors around to share - this could turn out to be a nice problem solving activity. Ask everyone in the group to write their first name - given name, nice and big, on the plate so if they were to hold up their plate everyone in the group would be able to read the name on it. Encourage them to add colors and make it, "their own" work of art.

(Later on the children will be adding their *Spanish Nicknames* to the other side of the plate, so ask them to use only one side at this time.)

Facilitator Notes: Keep in mind clean-up prevention. You may want to have newspapers down to prevent colors from creatively expressing themselves off of the plates onto something the clean-up crew might have a hard time cleaning up. (If you use newspapers, you can save them for making *Trash Balls*.)

Play the *Spanish Songs Tape* (if available) while the children are working so they can get some exposure to the words and music of the songs.

Number Run

Objectives: Working together as a large group. Problem solving skills.
Practicing Spanish numbers.

Props: You will need one, Animal/Number Bag (see, *Animal/Number Bags* if needed) for each player. You will also need something for a finish line - masking tape for inside or, Candlesticks for outside.

Space Needed: A good size open area if you're outside, or two rooms close together if you're inside.

Pre-Play: You will want to set out the, Animal/Number Bags before you start. You will be using the Number side of the bags for this activity. If you have 16 players you will need the numbers 1 through 16 (you could add some extra for an additional challenge). Set the bags out, numbers up, in random fashion within a 5 foot by 10 foot space. Leave enough room between the bags for the players to move around among them. Also, you might want to review Spanish numbers if needed.

Play: Gather your group together in an area away from the Animal/Number Bags - we like to be at least 50 feet away. Set out a, "start/finish line" so every player can see where it is. Give them this challenge. When you say, "Ya" (GO), the time will start. The group will need to go into the area where the Number Bags are, then count up from 1 to 16 (in Spanish) touching each bag then come back across the start/finish line. Each player is only allowed to touch and say one number (in Spanish) during each trial. When the last player crosses the finish line the time will stop.

In short, time starts, the group goes to the numbers, each player touches one number and says that number (in Spanish), then everyone has to get back across the finish line to stop the time. Go for as many trials as interest allows to establish a world record.

Facilitator Notes: Depending on the age of your group, you might want to give some problem solving ideas for them to choose from - we can still learn by suggestion. Be aware of the running danger towards the finish line.

Paco Says

Objectives: Listening for proper directions. Practicing and understanding Spanish phrases.

Props: None

Space Needed: You will want a large enough area for the group to spread out having their own personal space.

Pre-Play: If you need to take the time, review the Spanish words the children will need for this game. As the leader you can decide what level of challenge/Spanish you will be using depending on when you play this game.

Play: This is a good old game of, Simon Says with a bit of a cooperative twist. Have the group stand up in front of you. Ask them to move around to a space so they have enough room to work. Then, split the group down the middle - create an open isle between the two smaller groups - you could make a tape line down the middle if you need a visual.

You're ready for a little, *Paco Says* (you can use a girls name too if you like). You will be giving the group directions to do something. If you use the words, "Paco dice" (Paco says) before the directions, the players are required to do the action. If you give the players an action without the, "Paco dice" they are not suppose to do the action. Any player that performs the action (without the Paco dice) is required to move over to the other group. Once there, they continue playing the game from their new spot.

For example: "Paco dice, touch your hombres" (you can mix and match words depending on how you want to play and what level the children are at with their Spanish.) The children need to touch their shoulders.

We like to play with the OOPS! This means that if someone makes a mistake they throw up their hands and say, OOPS! The rest of the group gives them a nice recognition round of applause as the oopsers move to the other group. Use this if it works. However, some groups may get distracted with this so you might choose to leave the oops's at home.

Facilitators Notes: When we first play this game, we will act out the motions to help the players see what they should do. As you play this game throughout the program, stop doing the actions - just call them. This will give you some indication of their level of learning to that point. Yes, you will see players watching each other but that's okay. We learn the right as well as the wrong from each other.

As you play on, speed up the game to make it exciting.

Partner Tag

Objectives: Proximity awareness. Tracking a moving object. Appropriate use of equipment.

Props: One Candlestick (see, *Candlesticks* if needed) for every two players.

Space Needed: You will want a nice open area for this one.

Pre-Play: The boundaries for this game will be up to you. Large boundaries involve lots of running (usually fast). Smaller boundaries tend to slow things down a bit and involve more strategy - you decide.

Play: Ask the players in your group to buddy up with someone. (You can help here or you can also make up the pairs if needed.) Hand someone in each pair one Candlestick.

The objective in, *Partner Tag* is to tag your partner, no one else. To tag your partner you must first find them in the crowd, then tag them NICELY on a leg with the Candlestick. Once the leg tag is made, drop the Candlestick and get away from your partner. The player tagged must first spin around 360 degrees, then pick up the Candlestick to go off and first find, then tag their partner back - and the game goes on. We like to play several 60 second rounds - it's about all they have wind for!?

So, the picture here is all the pairs are playing their own game of tag with each other, at the same time avoiding the other players in the area. Avoiding and being safe involves only fast walking (you might have to teach this if you haven't yet) and most importantly, watching where you are going. We like to stress the, "bumpers up" position we have been using for some of the other games (see, *Flashback* if needed) while the children are moving around the area.

Facilitator Notes: Crashing is a major concern here. If the other games of this nature have been working out, this one probably will too. However, if you're having a hard time getting your group to keep it slow, you might want to start out with a watchful eye and stop at the first sigh of danger. Use your best judgment here. You want everyone to have a fun experience.

Parts Passing

Objectives: Working together. Practicing Spanish words.

Props: You will need a bunch of Candlesticks for this one. The number you need will be dependant on the size of your group.

Space Needed: Enough space for your group to make one circle.

Play: Ask your group to make a Single Chicken Wing circle (see, *Making Circles* if needed). Here's the big picture. As a group the children will be passing around the Candlesticks using different parts of their bodies. First they will be passing around a stick stuck up under their armpits. Then, a stick goes around squeezed between their knees. The last pass is a stick going around squeezed under the chin and chest. By the end, all of these passes will be going on at the same time.

Setting this up will depend on the size of your group. If you have a large group you can start with more Candlesticks. Here's a small group example, let's say we have 12 children in our group. We will give one stick to each player at the 12, and 6, o'clock positions and ask them to put the stick up under their armpit and then pass these around to the right - armpit passing only. After a few passes we'll stop the group (hold onto those pit sticks), and then hand out two more sticks to some players who don't have a pit stick. These Candlesticks go in the knee-squeeze position and get passed around to the left. Ready go - both armpits and knee passing. Stop the group after a few of these passes and add in two chin passes to the right. All the passes go on simultaneously for a while. Stop the action while there is still laughter.

Add in some Spanish to this game. Teach the children (if they don't already know) the Spanish words for arm (brazo), knees (rodilla), and chin (barbilla). As the children perform the pass have them say the part they are passing to.

Facilitator Notes: The use of hands is optional. We will allow the children to adjust the stick if they need to. Also, squelch any sexual joking, letting the children know that it is unacceptable in your program - them move right on.

Passing Parts

Objective: Learn the Spanish names for parts of the body. Spaeaking in front of a group.

Props: You will need to make copies of the Body Parts, Set 1, cards so that each player will have one card after you cut them out. (So, I guess you will need a copy machine and some scissors as well.) You will notice that these are the same parts the children will be learning in the Spanish Song #1.

Set #1 - These are the cards you will need,

Head - Cabeza; Shoulders - Hombros; Legs - Piernas; Feet - Pies; Eye - Ojos; Ears - Orejas; Mouth - Boca; Nose - Nariz.

Set #2 - These are the cards you will need,

Hand - (Span); Finger - (Span); Knee - (Span); Back - (Span); Elbow - (Span); Hair - (Span); Belly - (Span); Arms - (Span).

You will also need a cassette player and some Spanish music to play during the game (use the Spanish Songs tape if available).

Space Needed: You will want enough space for your group to sit in one or two circles on the floor.

Play: Have the group sit in a circle and then pass out a Body Part card to each player. When everyone has a card, go around the circle and have each player hold up the card they have and tell the group, in English, what part it is. You, as the Spanish speaking facilitator, will tell the player, as well as the group, what the name for that part is in Spanish. The player holding the card will repeat the Spanish name back to the group. The next player in the circle holds up his card and does the same thing. After the children hear some of the same body parts in Spanish they might be able to tell you and the group the Spanish name for the part right away. After the last player shows his or her card, do a little review. Call out each body part in Spanish. Any player who has that part should hold up their card and repeat the Spanish word.

Now you are ready for the next level. Get the music ready. Turn the music on and have the players pass their cards around, to the left, with the beat of the music - or as close as they can get. When the music stops the players need to stop passing the cards. Call out a Spanish Body Part. Who ever is holding that part needs to hold up his or her card and say the name in Spanish. Call out all the parts before you start the music again. When the music is on the parts are passing. Play a few rounds at this level.

When you think the group is ready, try the final level. When the music stops, ask each player, in turn, to say the Spanish name of the body part they are holding. Play a few rounds of this one as long as the interest is there.

Facilitators Notes: Adjust this activity in any way you need to. If you have a larger group, you might want to split them up into smaller groups to learn the names of the parts. Whatever works for you and the group.

Pepe, Paco & Marta

Objectives: Learning Spanish names. Remembering complex directions. Accepting mistakes - our own and others.

Props: None (unless you want to use the, *Name Plates* for help)

Space Needs: A small area big enough for the group to sit in a circle.

Play: Ask your group to sit in a circle, somewhat close together, with their legs crossed in front of them. Keep a small space open somewhere in the circle formation for a player to sit there when needed. This is a name game that can get a little tricky, but don't worry, you are never out! Here's how it goes. Choose someone to start the game. This player will point to someone in the circle by extending his or her arm and fingers straight out. Then say the name of that person - include those Spanish Nicknames (see, *Spanish Nicknames*). This person must then say the names of one of the players sitting next him or her on the left or right. At the same time the name is called the player must touch the person they called on the shoulder. The shoulder touch needs to be done with the arm farthest from the player called. For example, Mary Marta starts the game and points to Paul Paco. Paul Paco calls Bill Pepe, sitting to Paul Paco's left - Paul Paco uses his right arm to reach over to touch Bill Pepe on the shoulder. At this point the game continues with Bill Pepe pointing to someone with his straight arm and saying that players given and Spanish Nickname - "Chris Santiago". Chris reaches with his left arm across to touch Lee Lupe who is sitting to Chris's right. Lee Lupe points to someone with a straight arm and the game continues.

Start out slow with this one. It takes a little while to get the actions. Once the players are comfortable with this, add the next component. If any player makes a mistake, that player will need to move to the open spot available, and then start the game again by pointing to someone with a straight arm and calling their name. A mistake can be saying the wrong name, using the wrong arm motion, or taking too long to act. The group will have to decide what, "too long" is. This game is meant to be fast paced - that's what makes it fun and exciting.

Facilitator Notes: This game is best played with groups of 10 or less. Also, if you have a wide age span, split groups into age ranges so that each group can go at a speed that is challenging for them. Younger kids tend to take it slow, while the older kids like the speed challenge. Change any of the motions to fit your needs.

Making mistake is often very hard - especially in front of peers. Make sure you as the facilitator you are supporting the fact that mistake are okay. We need to support each other no matter what. If we are willing to take a chance at making mistakes, we will be more willing to try new things and learn more ways to have fun and grow.

Persona a Persona

Objectives: Working together with different buddies. Learning and practicing Spanish words.

Props: None

Space Needed: You'll want a midsize open area for this one.

Pre-Play: Before you start you might want to do a little review of the Spanish names they are learning for the body parts (*see, Passing Parts*). If you want, throw in a few news ones. Here are the one's they should know, Head - Cabeza; Shoulders - Hombros; Legs - Piernas; Feet - Pies; Eyes - Ojos; Ears - Orejas; Mouth - Boca; Nose - Nariz.

Play: When the group is ready, ask each player to stand next to a buddy - or pair the kids up yourself if needed. Play a couple, "English" word rounds so the kids get an idea of how it works. As the caller you will be saying different body parts like, "shoulder to shoulder." When you say this, each player is going to reach out and touch the shoulder of his or her buddy. If you say, "knee to knee," buddies reach down and touch knees. When you call, "person to person" ("persona a persona") every player must find another partner to stand with. When every player has a partner, start the body parts calling again. After a couple practice rounds, start using the Spanish words. In the beginning we will use the Spanish words then say the English words right after. Then, take out the English words if the group seems to be getting it.

Here are a couple of challenges you might get to if you think the group is ready. You can mix up the words like, "shoulder to knee" or "nose to ear." You can also play the variation from, *Donde esta'*, With an odd number of players, the caller finds a partner after calling, "people to people" ("persona a persona"), leaving another player as the new caller. Don't forget to help out!

Facilitators Notes: Keep in mind that the more fun you have, the more fun the kids will have. Practice as much of the Spanish as you need so the group feels comfortable playing.

Red Light, Green Light

Objectives: Playing fairly. Using Spanish words. Accepting others directions.

Props: None

Space Needed: A nice open area about 50 feet long.

Pre-Play: Do a quick review of the Spanish needed for this game.

Red light - Luz Roja; Green light - Luz Verde

Play: This is an old favorite done with Spanish. The first caller (we usually will be one of the first to demonstrate) stands at one end of the playing area with his or her back to the group who is standing about 50 feet behind the caller. To start the game, the caller, with his or her back to the group, says, "Luz Verde" (green light). With a green light the players behind the caller can start to move towards the caller - the main objective of each player is to be the next caller by being the first person to touch the player calling. Now, at any time during the action the caller can say, "Luz Roja." Right after the caller says this, she or he can turn around. If any player is caught moving, the caller can send them back to the starting line. The caller then turns his or her back to the group and says, "Luz Verde" again to continue the game in this fashion until someone tags the caller.

The main "fair" key to this game is that the caller must turn around after saying, "Luz Roja." If the caller turns around as he or she is saying, "Luz Roja" it becomes a disadvantage to the other players.

If turning around early becomes a problem, here's what you can do. Stand in front of the calling player. Be in a position to see the group behind the caller. In this version you are the caller. When you say, "Luz Roja" the calling player is allowed to turn around to catch any movers. When you say, "Luz Verde" the calling player turns his or her back to the players again so they can move once more. This variation seems to keep it quite fair.

Facilitator Notes: We love to play this one if we don't have to help. Don't forget to stop the game before it stops itself.

Round and Round

Objectives: Learning Spanish phrases. Working together.

Props: You will need one, Name Plate for each player and four, Trash Balls (see, *Name Plates* and *Trash Balls*, if needed).

Space Needed: Enough room for your group to make two circles.

Pre-Play: Teach the group the rhyme needed for this activity. When they have it down, they're ready to play - English and Spanish provided.

"I pass the ball from me to you. I pass like this until we're through."

Or

"Pase misi, pase misa, la pelota viene y va." (...the ball comes and goes.)

Play: Create two, Double Chicken Wing circles fairly close to each other. Have each player step on a, Name Plate to mark their spot. Give each group one, Trash Ball. Now, start the ball moving around the circle in either direction saying the phrase together. When the facilitator says, "Paren" (Stop), who ever is holding the ball must change circles - taking the ball with them. Start the phrase again, moving the ball around the circle. Play the game until the energy starts to go down. Younger groups seem to stick with this level pretty long. If you have a group that loses interest fast, try some additional challenges.

1. Incorporate this game with, *Direction Ball* (see rules if needed). Call out a direction. The group starts the ball and the phrase. The caller can then give a direction change or call, "Paren" (Stop).
2. Add another ball to each circle for double the action.
3. Add a little competition - sort of. When, "Paren" is called, the player who reaches the spot at the other circle first, wins a point for the circle they came from. There is an interesting dynamic here. What circle do you play for as they go back and forth from circle to circle?

Facilitator Note: Watch the interest level of the group. If they are not getting into the action, change it up. Saying the phrase faster tends to speed the passing up a bit. Your energy can be contagious.

Singing Syllables

Objectives: Sorting out a complex task. Working together within small groups. Review of Spanish words.

Props: None

Space Needed: All you need is a nice area to sit around with your group.

Pre-Play: You might take some time to do a group review of the Spanish learning that has been going on throughout the program. *Singing Syllables* is then another great way to work in more review.

Play: Ask one player to leave the room - to a place where they cannot hear what the rest of the group is doing. The rest of the group will decide a Spanish word to sing - don't panic yet. Let's pick an easy one first, like, "Hola" (Hello). Half of the group will sing (say), "Ho" the other half will sing (say), "La" - at the same time. We like to give the group a hand signal tempo to sing their syllable on so all the syllables of each word are said at the same time. (Including some musical flavor adds a bit more joy to the activity.)

Now, the child who left the room can return to try and figure out what Spanish word the other children are sounding out.

We like to start out with the two syllable words and then build up to the longer words. Make sure everyone that wants to be a guesser has a try. Also, let the children who know more Spanish go towards the end with the longer words. This way the children who are just learning Spanish have the shorter words.

Facilitator Note: One thing we found helpful is if you physically divide each syllable group away from the groups next to them - have a little walkway between groups. In this formation the guesser can recognize how many syllable there are and walk from group to group.

Word ideas: Numbers, Body Parts, Colors, Animals, Shapes, Directions.

Snow-blind

Objectives: Developing trust and integrity. Learning Spanish phrases.

Props: None

Space Needed: You will want a nice open area for this one.

Pre-Play: Review the Spanish phrases the children will need to know for this activity.

Play: Show the children the boundary area. (Make the boundaries kind of cozy. If they are too big the game will drag - trust us.) You can be the first player to be, "It" or, choose one of the children to start. The first player (the caller) must close his or her eyes (there is a trust issue here - one that might need to be discussed?), stand still, and then call out,

"Rojo, Amarillo, Blanco, Azul, cierro los ojos, te mueves to."
(Red, Yellow, White, Blue, I close my eyes and you move.)

At this time, the other players, can move around within the boundaries - usually away from the caller. When the caller stops talking, the other players must stop (freeze) where they are and echo back,

"Rojo, Amarillo, Blanco, Azul, cierro los ojos, te mueves to."
(Red, Yellow, White, Blue, I close my eyes and you move.)

While these players echo back, the blinded player can now move and tries to tag someone - following the voices to the players. If someone is tagged, this person becomes the new blinded caller who stands in front of the first caller. The first caller places his or her hands on the hips of the new caller, forming a train for the next round. The new caller calls, the players answer, the caller train goes for the tag. One final rule, tags will only count if the train is fully connected. Play as many rounds as interest, and safety, allow.

Every time a player is tagged, he or she becomes the new caller at the front of the train. You decide, as the facilitator, based on the age of your group, if you will let the train cars see or not. We have found that it really doesn't

make a difference. We don't let the train cars talk, however, we never say anything about physically directing - nothing wrong with a little teamwork.

Facilitator Notes: If you have a real large group, you might want to consider playing two games. Also, when the train gets real long, we have split it in half creating two calling engines - calling at the same time.

Spanish Bingo

Objectives: Review Spanish learning. Creativity and making choices.

Props: Each player will need a Spanish Bingo card and some sort of place markers - we like to use M&Ms or Skittles. You will also want to provide some coloring materials or magazines, scissors and glue if you have time to make collages (these are fun!).

Space Needed: You need enough space to create the cards and then room to hang around and play Bingo.

Pre-Play: Take some time with your group to create a Spanish Bingo card. Come up with a list of 16 Spanish words/items you will want to use for the Bingo game - we tend to use the words we've been working on in different games. (We have provided a grid sheet for you to list the items you choose to use and check boxes to keep track of the items you call during each game.) Give one blank copy of the Bingo template provided to each player (or, if you have a large group or wide age range have the children buddy up with another person to make one card). Take the time to let the children find or draw pictures of the items on the list. They will have to choose for themselves where they want to place the items on the card - one item per square.

Play: When everyone has a card ready you can start the game. (Creating a Spanish Bingo Card might take a few sessions. We have found it a nice build up to the game. When creating those cards, don't forget to practice that Spanish!) Use your check sheet to call out your item - calling the item out in Spanish will give them a chance to do some practicing. It might also be necessary to call the item out in English as well. When a player has four in a row, or four corners, they yell out BINGO or it's Spanish equivalent. Verify all the items - we like to ask them to tell us in Spanish what they have marked. If they get them all correct, give them a big cheer, clear your cards and play another round.

If you have the chance to play for prizes, this is what we like to do. We like to make sure every player gets something before you're through. When someone wins, we have that player pick a prize from the prize bag and then

choose another player (who does not have a prize yet) to come up and get a prize. If someone wins a game, and they already have a prize, they can choose two other players in the group to go up and pick out a prize. In this manner, everyone in the group will get a prize in a fair amount of time. If you have a smaller group, and enough time, you may need to only go with one prize-picker each game.

Facilitator Notes: Have Fun!

Spanish Blessing

Objectives: Learn Spanish words and phrases. Explore spiritual directions.

Props: The "Food Blessing" sign - a visual of this often helps.

Space Needed: Any area the group can gather.

Pre-Play: Please understand that this Blessing was developed for a specific program and may not be appropriate for all settings. However, we wanted to include it in the manual in case some programs could use it.

Play: We will teach a line until the group is comfortable with the Spanish - this might take a few sessions/days. Then we add a line until we can say the entire prayer.

FOOD BLESSING - ORACION ANTES DE COMER

Bendice Señor estos alimentos que vamos a tomar.
(Bless Lord this food that we are going to eat.)

para que sirvan para Tu gloria
(for your glory)

y nuestra salud. Amen
(and our health)

ORACION ANTES DE COMER - FOOD
BLESSING

**Bendice Señor estos
alimentos
que vamos a tomar.**

(Bless Lord this food that we
are going to eat.)

**para que sirvan para Tu
Gloria**

(for your glory)

y nuestra salud. Amen

(and our health. Amen)

Spanish Express

Objectives: Working together in small groups. Recognition of Spanish words.

Props: Each player will need to have one, Name Plate (see, *Name Plates* if needed). Also, find a nice whistle for the engine - or you could do the, "toot toot" thing yourself.

Space Needed: You want lots of open room for this one. If you play outside, you might need heavier spots as stations.

Pre-Play: Review the words and actions you will need to use during this activity. You might want to play, *Direction Ball* as a review and then add any new words that will fit into the game - "expreso" & "despacio."

Play: The first thing you will need to do is have some engines. It works really well to have the adult facilitators as the engines (there is another method explained below as well). If you only have two this is how it works (more engines are better). One engine (facilitator) is the, Spanish Express, the other (facilitator) is the, Whistle Flyer. To practice the game, all the players hook up to the, Spanish Express by holding onto the hips (or hands on shoulders) of the player in front of them. The conductor (who is also the, Whistle Flyer) of the, Whistle Flyer will call out the actions for the train(s) - Spanish Express and the Whistle Flyer. The train's movement is determined by what is called. Here are some possible movements:

Go - (Adelante) - this will indicate moving forward.

Stop - (Pare) - all motion must stop

Slow - (Despacio) - all motion is slow

Express - (Expreso) - the train motion speeds up - BE CAREFUL!

Back up - (Hacia atras) - the train moves backwards - BE CAREFUL!

Tunnel - (Tunel) - cars hunch down like they are ducking under something.

Stand up - (Levantense) - all cars can stand up after the tunnel.

The conductor can put any of these calls together in a logical order for the trains to follow. After some practice motion, add the next challenge.

Set out one, Name Plate, around the area, for all but one player - do not include engine players. Now, start up the motion of the trains. Do a few changes, then, the conductor blows the whistle (or says, "toot toot"). At this time all the cars (players) connected to the, Spanish Express engine have to find a station (Name Plate) to park at. The car that is left without a station connects with the, Whistle Flyer engine. The conductor blows the whistle again indicating the trains are leaving the station. At this time all the cars standing at (on) a station reconnect with the, Spanish Flyer engine and start up with the motions. Now both engines have cars and do all the motions called out by the conductor.

During these next motions the Whistle Flyer engine will pick up one (or two) of the stations along the way (Name Plates). When the whistle blows again, the cars from the, Spanish Express go to find a station. The car(s) attached to the Whistle Flyer engine stay attached and get to watch the mad dash for the stations. Any car(s) left without a station attach to the, Whistle Flyer engine for the next rounds. Continue this process until you get down to the last two cars on the Spanish Express.

If you have a group that can make up trains by themselves have them do so. The trains have to be at least three cars long - including the engine - until the group is down to five players, then, these five make one train. After each station parking the players must get into their own trains of three - these trains are often made up of different players each time. If you think the group can do this, give it a try.

Facilitator Notes: If this activity is played farther into the program, the hope is that the players will not harm each other as they go for stations. Remind the group that, "safety" is always the most important consideration when playing together. If two people are going for a station, what should happen?

Spanish Faces

Objectives: Review, learn, and practice parts of the head in Spanish.
Creative expression through drawing.

Props: You will need a piece of drawing paper for each child and lots of drawing/coloring tools - watch out for markers soaking through the paper.

Space Needed: You will want a place big enough for one large circle. If this is not possible, you could use a space that could hold several small circles.

Play: Create one large circle with the children sitting, or laying down, on the floor. If you don't have space for this, split the group into several smaller circles - we like to have at least four in a circle for this one. *Spanish Faces* is a good activity for reviewing the parts of the head. Here's how it works. Go down the list below one item at a time. For the first round, ask each player to draw the outline of a head - nice and big, fill up the page (use those Spanish words as much as possible). Only draw the head! Why? Because, before you move onto the next part, you will have the students pass the paper one person to the right. With this new paper, and head, ask the children to add a nose (Spanish) to this head. Pass the paper. Add a mouth. You get the idea. Give each round the time it needs. Encourage the children to be creative and colorful. You might take a few breaks to change colors if needed.

Head - Cabeza; Nose - Nariz; Mouth - Boca;
Eyes & Eyebrows - Ojos & Cejas
Ears - Orejas; Hair - Pelo; Name - Nombre

After you get through the list, you can facilitate the group to come up with a name for each face or have the last child decide what name the face should have. Hang the papers up somewhere in the room so you can use them for future review of the parts of the head.

Facilitator Notes: Keep a watchful eye on the drawings. Make sure the children are drawing only the part that you called.

Spanish Moon(ball)

Objectives: Large group problem solving. Group goal setting through consensus. Learning/Practicing Spanish numbers.

Props: One or two large, *Trash Balls* (see, *Trash Balls* if needed), or a couple of nice big Beach-Balls work well too.

Space Needed: You want a nice large open area for this one. Outside with lots of overhead space is best. If you only have an indoor space and low overhead, play this one sitting down.

Play: This game is pretty good with 4 to 15 players. If you have more than this, split them up into groups and give each group a, *Trash Ball*. (If you choose to split the group up, you could come back together as one group and try a few attempts at a large group record.)

Spread the group out a bit within the area before you start - you don't need any boundaries for this one. The group's objective is to hit the, *Trash Ball* aloft as many times as possible - gaining as many points as they can - before the ball touches the ground. If you want, set a goal before getting started, or try a couple of rounds and then have the group set the, "ultimate" goal. Here are the rules:

1. A player cannot hit the ball twice in succession (can't hit it two or more times in a row).
2. Count one point for each hand/arm type hit.
3. When the ball touches the ground, the round is over.
4. If anyone "catches" the ball the round is over.
(if you want, add rule 5)
5. Count two points for any head hit.

Have the group use Spanish numbers as much as possible. If they can't remember the number, or they haven't learned it yet, use the English number.

When the ball touches the ground the group might want to do some problem solving to avoid some of the setbacks they were encountering. Also, you

might include some processing about how they are speaking to each other and treating each other. It is not uncommon for players to, "blame" other players for the ball dropping to the ground. How does this communication affect the group?

Facilitators Notes: You will have to determine when it is time to stop playing, *Spanish Moon(ball)*. Some groups will establish a pretty good record right off the bat and then find it hard to break it. Your time may be limited so you will have to move on. This might be a good point to reflect on the process and find out what they have learned about themselves and their group members before moving on. Sometimes we have to get to the point and say, "Okay, our time only allows up one more attempt for now. Give it your best shot and see what happens!" More often than not, the group(s) will break the record on that last try!

If the group is ready for a greater challenge, after a couple warm-up rounds add this rule: A player cannot hit the ball again until everyone in the group has hit the ball once. How fast can the group get through one round - each player hitting the ball once. Start the time on the first hit, stop it on the last.

Spanish Nicknames

Objectives: Providing an opportunity for personal choice. Exposure to Spanish given names. Possible problem solving.

Props: You will want to have a list of Boy's names and Girls names for each group (a list for each is provided). If you plan to write the names on the, *Name Plates* you will need some colored writing tools.

Space Needed: All you need is a nice comfortable place to sit around. If you plan to add the names to the, *Name Plates* you will want the appropriate setting for coloring.

Play: For the sake of time we often split the group into girls and boys. At this point we hand out the girl's and boy's name lists to each group. It will be up to the groups, and each child, to choose a Spanish Nickname they would like to add to their first name and use during the program. It is okay if two children want to use the same name, however, if they have the same English given name encourage some compromise so there will be less confusion during the program. Examples: Billy Luis or Sam Lucas. Susan Amalia or Sara Teresa.

Facilitators Notes: If there are two facilitators during your program, it is nice to have one in each group. This way you can help keep the flow going. Let the group work out their issues if they can so everyone feels a part of the process. I'm sure you will know when to step in if needed.

Once the children have the name they want to use, we like to put them on the, *Name Plates* - adding them to the given name (if it is on the plate). If you aren't using the, *Name Plates*, do some name games to practice using the new Spanish names they have chosen.

Also, don't forget, *Challenge By Choice*. If anyone is uncomfortable about choosing a, *Spanish Nickname* assure them that it is just fine to use their given name and if they want to choose a nickname later they sure can.

NOMBRES FEMENINOS -Names for the Girls

Ana,
Alicia,
Amalia,
Beatriz,
Carmen,
Cristina,
Corina,
Elena,
Felicia,
Isabel,
Luisa,
Lara,
Marta,
Maria,
Maite,
Mercedes,
Monica,
Nuria,
Olga,
Patricia,
Paca,
Susana,
Sonia,
Silvia,
Teresa,
Yolanda,

NOMBRES MASCULINOS - Names for the Boys

Arturo,
Antonio,
Alberto,
Alejandro,
Carlos,
Cristobal,
Dario,
Esteban,
Enrique,
Fernando,
Felipe,
Gabriel,
Gregorio,
Ivan,
Jorge,
Jesus,
Juan,
Julio,
Luis,
Lucas,
Martin,
Miguel,
Paco,
Pepe,
Roberto,
Santiago ,

Spanish Prayer

(Please read the "Spanish Blessing" for considerations.)

Teach and add a line each day of the program. By the end of the program the children will have a wonderful prayer to remember.

MORNING PRAYER - ORACION DE LA MANANA

Te ofrezco Padre este dia, con amor y alegria !
(I offer you father this day with love and joy.)

Gracias por mi familia y amigos
(Thank you for my family and friends)

Por mis ojos para mirar,
(for my eyes that look)

mis orejas para escuchar,
(for my ears that hear)

mi boca para reir,
(for my mouth that smiles)

mi nariz para olfatear.
(for my nose that smells)

Gracias por mis piernas para correr,
(Thank you for my legs that run)

mis brazos para abrazar,
(for my arms that hug)

y todo lo que cada dia me das. Amen.
(and for everything that each day you give me)

**ORACION DE LA MANANA -
(MORNING PRAYER)**

**Te ofrezco Padre este
dia, con amor y alegria**

(I offer you father this day with
love and joy.)

**Gracias por mi
familia y amigos**

(Thank you for my family
and friends)

Por mis ojos para mirar,

(for my eyes that look)

**mis orejas para
escuchar,**

(for my ears that hear)

mi boca para reir,

(for my mouth that smiles)

mi nariz para olfatear.

(for my nose that smells)

**Gracias por mis piernas
para correr,**

(Thank you for my legs that run)

**mis brazos para
abrazar,**

(for my arms that hug)

**y todo lo que cada dia
me das. Amen.**

(and for everything that each
day you give me)

Spanish Welcome

Objectives: Learn more Spanish through a greeting.

Props: None

Space Needed: Enough room for the group to be standing around comfortably.

Spanish Welcome #1

Play: Let's add more Spanish to our *Hola Welcome*. Have the group form a, Double Chicken Wing circle (see, *Making Circles*), or use any formation that fits your need, and have them introduce themselves one at a time using their Given name and Spanish Nickname together. We're going to add, *me llamo* (may ah mo), which means, I call myself. Here's how it works. "Hola, me llamo Chris Luis. The group responds with, "Hola, Chris Luis." Continue around the group until everyone has had a chance to introduce themselves.

Facilitators Notes: If you have a large group, you might want to split them in half to learn this welcome. Make sure you take the time throughout the program to mix the kids up enough to learn everyone's name.

Spanish Welcome #2

Play: Let's add even more Spanish to our *Hola Welcome*. Use any formation that fits your needs. Have each child introduce him or herself one at a time using their Given name and Spanish nickname as in the Spanish Welcome #1. "Hola, me llamo Chris Luis." We (the facilitator/teacher) usually answer back saying, "Hola Chris Luis, Como esta usted?" (How are you?) Chris will answer back, "Muy bien, gracias." (Very well, thanks. We are going to hope they are well!) After a few days we have the group say the, "Como esta usted" part. Each time, make sure each student has a chance to say the Spanish welcome and be recognized.

Facilitators Notes: Again, if you have a large group, you might want to split them in half to learn this welcome. Make sure you take the time throughout the program to mix the kids up enough to learn everyone's name.

Spanish Welcome Mingle

There are some times during this program where you will ask your group to do a *Spanish Welcome Mingle*. See, *Making Circles* for the description on the Mingle. As the group mingles, ask them to communicate with the *Spanish Welcome*.

Speed Rabbit

Objectives: Learning Spanish animal names. Focusing on the task at hand.
Acceptance of being in the center of attention.

Props: None (You might want to use the, *Name Plates* as spot markers just to keep the spacing open.)

Space Needed: You need a space large enough for one or two circles.

Pre-Play: Take some time before you start to review the English and Spanish names for the poses they will be performing. Also, do some practice posing just for fun.

Solo Speed Rabbit - done by one person

Cat - Gato; Your fingers will be the cat's whiskers. Put your left palm on your right cheek, and your right palm on your left cheek. Wiggle the fingers around.

Rabbit - (Conejo); Your arms go straight up in the air for the ears and you stomp one foot really fast like Thumper (that rabbit in *Bambie*, remember?)

Elephant - (Elefante); Put one arm straight out under your chin - touch your chin to your shoulder. Then, wrap the other arm under and around the elbow of the straight arm and pinch your nose. Give a big Elephant trumpet noise after you pinch your nose. Excellent!

Play: Ask all the players to stand in a, *Double Chicken Wing* circle (see, *Making Circles*). You start off in the middle. Tell the children you will be walking around the inside of the circle. With lightning speed you are going to point to a player and say one of the animals they have practiced. The player pointed to must make that animal pose before you count to 6 - in Spanish. If the player pointed to misses the pose (does not get it in 6 seconds or does the wrong pose) have them skip around the outside of the circle back to their spot. Continue the game even if a player is skipping around.

For most groups, this level is a basic warm-up for the next level. We usually count sort of slow. We use the Spanish word first, then after the count of

three we throw in the English word if they're not getting the pose. Then, finish counting.

If you think your group is ready for it, teach them, Group Speed Rabbit.

Group Speed Rabbit - groups of 3 children work make the poses together. Cat - Gatto; The player who was pointed to must do the same whisker part as in Solo Speed Rabbit. Also, the players to either side of the whiskers must make the paws - bring up both hands under the chin with fingers curled down towards the ground. Also, they have to bend over a bit so they are under the level of the whiskers.

Rabbit - (Conejo); The player pointed to brings up both hands under her chin with fingers curled down (like the paws on the cat) - these are the teeth. The players to either side raise both arms straight up in the air and move over towards the player with the teeth to be the ears of the rabbit.

Elephant - (Elefante); The player pointed to does the same pose as in Solo Speed rabbit. The players to either side of the nose need to make the ears. They do this by making a big circle with their arms and then placing their hands near the center player's head.

Pre-Play: Circle up and practice these poses a few times before starting.

Play: When the group is ready, start out in the center again as the chooser/counter. With lightning speed, point at someone and say one of the animals and start counting. If one of the players can't make the pose before the time is up, that player will go into the center and you will take the empty spot within the circle. If more than one poser makes a mistake, the chooser/counter decides who goes in the middle.

Beware of the children who like to be in the middle and, "forget" what the pose is so they can get there. You might need to stick with the skipping option if this starts to happen. Besides, if someone is skipping around and there is a spot open, the children have to pay a bit more attention to the calls! The kids really like this one. Have fun!

The Clock

Objectives: Working together as a group. Problem solving. Taking care of each other.

Props: One, *Name Plate* for each player (see, *Name Plates*).

Space Needed: You will need a space large enough to make a large circle with the group.

Pre-Play: You can go right into, *The Clock* after you have done another circle game using the, *Name Plates*.

Play: Ask the group to get into a, *Single Chicken Wing* circle (see, *Making Circles*) and then step on their, *Name Plate*. At this point you are going to ask everyone to step off their plate and stand behind it. Then, hold hands with the players next to them. They're ready!

Here is the challenge. You are going to ask the group to move around the outside of the plates and return to their original plate as quickly as possible, without letting go of their hand-holds. Seems simple enough, right!? Give them a, "GO" when they are ready. Stop the time when they reach their plate.

We will always take the time to go over the, "safety" aspect of this activity before we start. Legs and feet can get caught up in each other during this one. Be especially mindful of very young children. Encourage the group to go slow the first round or two. Then after they get use to the movement, and do a little problem solving, they can pick up the speed during the next rounds.

If you think the group can handle another level of challenge, ask them to go around once, get to their plate, then return back in the opposite direction around to their plate again. Sounds easy. You will be surprised.

Facilitator Notes: Again, set up the activity well so the group understands the safety aspects involved. Ask them to take care of each other and themselves.

The Number Game

Objectives: Developing persistence & patience skills. Attention to the task at hand. Learning Spanish numbers.

Props: Each player will need one copy of, *The Number Game* handout and something to write with.

Space Needed: A comfortable place to hang around works great.

Pre-Play: Sit the group down in a little group and introduce them to Spanish numbers. Most children can grasp 1 - 10 pretty quickly. Once they have 1 to 10, see if you can plant some seeds up to 20. Practice a little but don't go on too long, there will be other opportunities. With the 1 - 10 down you can move on to the *Play* section below.

Play: Ask each player to find a comfortable place to sit. Hand out a writing tool and the number sheet face down to each child. They are not to turn the sheet over until you give instructions to do so. (It will be fine if students are trying to look "through" the back of the sheet at the numbers. I have found that there is no advantage gained. There's an interesting process to explore here: Why are they looking for an advantage?)

Tell the children that this activity is a hand-eye coordination exercise in which each student is to work independently, without talking, as fast as they can within the given time period. When you say "Go," each player will turn their paper over and locate the number "1" (the only number that is circled on the page) and place their index finger on this number (encourage the children to use the Spanish word for the number as they are looking for it. If they don't remember the Spanish word, or haven't learned it yet, use the English word). Then, they should look for the number "2" and place their index finger on the number, then find the number "3" and place their index finger on this number, then "4" and 5, 6, you get the idea. It is important for the players to understand that they must "physically" put their finger on each number before they locate the next number. Continue locating the numbers until time is up. Each round will last 60 seconds. When time is up say, "Please stop. Remember the last number you are touching. Turn over your papers and write this last number on the back of the sheet."

At this point of the game (don't worry there's more) you have a choice on-to-which-way you would like to continue. You can ask everyone to share their numbers with the group (good issues here), you can do a general sharing: "Who made it above 5, 10, 15, 20,...." This way the students can fit within a group (issues here). You can also just continue with the next round.

"Get ready for round two." Ask the children how they did with the Spanish numbers. Maybe you want to do some more practice before starting again. Each round has the same rules - building on known skills. Always starting with the number "1," using the index finger, and counting up as high as you can in 60 seconds. "Go." Repeat this procedure at least 6 or 7 times - I like to do 10 rounds if I have the time (oh yes, more issues) and don't forget to write the numbers on the back.

When you have completed all the rounds (you and they can possibly stand) it will be time for a little discussion. But first we would like to share an insight. We have presented this activity over 100 times. More often than not there will be a few scores that are less than the first one or two scores, then the numbers tend to go up above the first number by the end - pointing out the process of, "practice pumps performance" (I think I just made that up). I have called this the, "Learning Wall." We face a pressure to do better as we learn things - especially if someone else is grading us for it. This pressure can be related to stress of different kinds. Stress is related to physiological responses of the body. One of the responses, among other things, the body deals with is lack of oxygen to the brain. Lack of oxygen to the brain...the Wall. You can see the road here. So how did the children get over the wall? Using effort, perseverance, practice and so on. The outcome of anything is the product of effort. If we can show this to our students, the light might turn on. We like to refer back to this activity whenever the group hits the "Wall" at another time. We will ask them what it is that we need right now to get over the wall. Please keep in mind as well that you might have to work through some issues with kids who don't get over the wall. These students are our opportunity to really teach - OUR WALL.

Facilitator Notes: The basic discussion for this one involves being able to stick with something that is new and possibly challenging. How much better did you get by the end? If we can stick with it as a group, how much better

will we become? The other learning here, of course, will be the Spanish numbers. Use the, *Number Game* handout in any way you can to practice numbers. You could call out a Spanish number (whatever numbers you're working on) and see if the children can first find, then place their finger on the number. If you know a song that works, use that. The idea is to practice a little, then play a little. The children will stick with it longer if there is play involved.

You also might want hold onto these sheets to compare them to the, *Group Number Game* if you plan to play this later in the program. Have the children put their names on the papers before they hand them in.

The Squares

Objectives: Adding Spanish numbers. Working together with a small group.

Props: Each player will need one, "Animal/Number Bag" (see, *Animal/Number Bags* if needed). You will also need some masking tape to make the targets on the floor. (If you're playing outside, be creative with target props.)

Space Needed: You'll want a nice open area for every group of 4 to 5 players.

Pre-Play: Make a target on the floor for each group of 4 to 5 players. If you're using masking tape, the easiest target is a rectangle divided into 6 sections. The size of the target squares will depend on the level of challenge you want to give your group - the larger the squares, the easier it seems to be. In each of the six squares you'll need one number from 1 to 6. You could make little number cards and tape them down, or make the numbers using the tape. Put the numbers in random order within the squares, however, make sure that each target you make has the same number pattern. Once the targets are made, tape down a throwing line in front of the target. Again, the distance of the throwing line will depend on the challenge you want to give the groups - the closer the line the easier the game will be. You might even make the distances different for each target depending on the skill level of each small group.

Play: When the targets are all set up, split your group into small teams of 4 or 5. You could even out the skill ability, or group ability levels together - giving each group their own challenge.

There are several ways to play. The common piece is that each player goes in turn tossing his or her, "Animal/Number Bag" at the target - players may not throw at the same time. Here are some variations:

1. Each group has one minute to see how many points they can score. Each player throws then, picks up his or her own Animal Bag, before the next player can throw - adding up the score in Spanish as they go. Try this a few times to see if the groups can get a better score.

2. Each player takes one throw and leaves the Animal Bag in the target. After everyone throws, add up the total in Spanish. Do this one a few time to see if the group can reach a higher score.
3. Groups race to see which team can get 20 points first - throwing as in variation #1. Groups must add up the score in Spanish. (There is a little competition here. Make sure the players are being nice to each other.)

Whatever game you choose to play with this, encourage the Spanish adding as they count. Sometimes we will supply paper and pencils if the groups need them.

Facilitator Notes: Be energetic to keep the fun going. Some children may have some negative experiences around math. If you can encourage them to have some fun the math might not be that bad.

The Stick

Objectives: Listening skills. Using Spanish Phrases.

Props: You will need one, Candlestick (see, *Candlesticks* if needed) or one smaller stick of some sort - one not pulled off of a tree please! You will also need one chair.

Space Needed: Enough space for the group to sit in a midsize circle.

Pre-Play: Go over and learn the phrases needed for this one.

1. Quien tiene mi palo? (Who has my stick?)
2. Paco (players name), tienes tu mi palo? (Paco, do you have my stick?)
3. No, no tengo tu palo. (No, I don't have your stick.)
4. Si, tengo tu palo. (Yes, I have your stick.)

Play: Make a, Double Chicken Wing circle with your group and then sit down on the floor with your legs straight out in front. Place a chair in the center of the circle and put the, Candlestick (or other stick) under the chair.

Explain the game before you ask for a volunteer. One player will be the puppy in the chair. The puppy will be sleeping - with his or her eyes closed - but you'll want to keep those ears open. Someone from the group will be chosen (by one of the facilitators) to get up, as quietly as possible, and go take the stick from under the chair then return to his or her seat, sit down and hide the stick under his or her outstretched legs. It will be important for the rest of the group to play along here and have their legs stretched out as well - pretending they are hiding the stick.

When the hiding is ready, the facilitator will say, "Wake up puppy, where's your stick?" If the puppy was listening carefully, he or she might have heard where the sticknapper came from and then sat down at. In any case, the puppy has three guesses to find the stick. The puppy is allowed to get out of his or her chair to walk around, but the puppy cannot touch any of the players in the circle. The puppy walks around while contemplating, saying, "Quien tiene mi palo? Quien tiene mi palo?" Don't forget, the puppy is Spanish so he or she must use those Spanish phrases, and be answered in

Spanish as well. If the puppy finds the sticknapper within three guesses, the sticknapper becomes the new puppy. If the sticknapper is not found, the puppy can choose any player who wants to be the next puppy.

With this all said and done, who wants to be the first puppy?

Facilitator Notes: It will be very important to stress to the group that every player needs to refrain from making any noise during the game. If there is too much noise the puppy will have less of a chance to catch the sticknapper.

Be aware that the, Candlestick might be too difficult to hide for some players. In this case you might get a smaller stick (like) object to place under the chair.

For a real challenge, play the game using a small bell instead of a stick!

Tossing Names

Objectives: Learning names - Spanish or Given names. Communicating our intentions.

Props: A bunch of, *Trash Balls* (see *Trash Balls* if needed), about 1 ball for every two players.

Space Needs: You will want an area large enough to form one or two large circles.

Play: Ask the group to form a Single Arm right circle (see, *Making Circles* if needed). You can also adjust the size of the circle if you feel you need more or less room. Choose a player to start. Give this person a, *Trash Ball*. Ask this player to hold it in his or her hands and say their first name clearly so everyone can hear - include the, *Spanish Nicknames*. Then, hand off (not throw) the ball to the next person to the right. This person says their names clearly then hands the ball over to the next person to the right. Continue this process until the *Trash Ball* returns to the player that started. Hopefully everyone remembers a few names out of this process.

Now, the player who has the ball will call out another players name that is standing somewhere among the circle. AFTER saying this persons name (hopefully getting this player's attention) toss the *Trash Ball* nicely to this person. Continue this process. So, the idea is, when you have a ball, you call out someone's name, then toss them the ball. **Warning:** Remember to emphasize that the TOSS is nice and easy, not an overhand fast pitch!

We also like to point out, before the action starts, that catching the ball is not required. If you don't catch it, just go pick it up and continue the action.

After the first *Trash Ball* has made it around for a while (about 57 seconds is good). Add another ball to the process. Same rules apply. If you have a ball, say someone's name, then toss it to that person. After two balls go around for a while, add another, then another. How many *Trash Balls* can move around the group before chaos reigns, and laughter takes over.

Facilitator Notes: Have several *Trash Balls* ready behind you (because you're going to play, right?) so you can add them into the circle when appropriate.

If you have more than 20 players, you might want to split into two groups. Don't forget to mix up the groups from time to time so players can learn each other's names. Here's a way to do it - once there are about 5 or 6 balls going in each circle say, "FREEZE". Any player that is not holding onto a ball has to move over to the other circle. Do a single ball pass around to get names, and then start the game going with one ball, adding as time goes on.

Touch

Objectives: Practice of Spanish words. Helping each other. Listening and decision making skills.

Props: This game is best played in a room with a lot of color choices.

Space Needed: You will want enough area for the children to move around freely.

Pre-Play: This is a great game for reviewing what the children remember up to this point of the program. Sit down and go over the colors and the body parts they have been working on (see, *Passing Parts* and, *What?*). Call out a Spanish word and see how many children remember what it means. After a good review, get into the game.

Play: You will need a caller for this one. Depending on the age of your group and the player's level of Spanish. You could be the first caller or pick players to take turns being the caller. We tend to choose the children who feel comfortable with their Spanish.

The designated caller names something in the room and the players touch it. Here you are free to use the Spanish colors or body parts you have been working on. English words can be thrown in there too. You can also give the children some new words to learn - book, desk, floor, teacher, whatever you want to slip in their (don't forget to give them the English word as they are learning!). When every one in the room is performing the touch, choose another item in the room to look for and touch. Or choose another player to choose an item.

Frank Aycox (1985, p. 133) who shares this activity relates, "I have put this ultra-simple game to heavy duty use for many years. With older students, sexual joking usually occurs during the game....But I never go past the comfort level. As a matter of fact, here is the usual rundown of the things I suggest to touch - you be the judge: a color, leather, metal jewelry, a fabric, a person (tallest, smallest, leader, etc.), a shoulder or two, a knee, a smile, hands, etc. What the leader must do is start out in a non-threatening manner and move up to things that are more intimate. With younger students, colors

and textures can be educational while older students focus more on the need to be touched."

"I frequently end, *Touch* by having all the players touch all the hands in a big circle and doing a rousing team cheer with hands raised high!"

Facilitators Notes: To build in a little more teamwork, have the students work together in pairs. They should be attached in some way - lock elbows, hold hands, train line. Being attached will force a bit more communication between classmates. You could also call a, "change" every once in a while to mix up partners.

However you play, make sure the children are keeping up with the Spanish you are working on. Stop and review any time you feel the need. Also, make sure the children are staying safe. We often see children who like to climb up on something to reach for a higher target.

Train Tag

Objectives: Working together as a small group. Gaining awareness of the safety of others.

Props: None (If you play this game after you make, *Candlesticks*, you can provide one for each train as a tagging device.)

Space Needed: You will want a nice open space free of obstacles.

Pre-Play: If we work with real young groups, we like to get a little train practice in. Form up the groups of 3 or 4 players and link up to make a train - line up front-to-back, hands on the hips (or shoulders) of the player in front of you. The engine (front player) should have his or her hands up as bumpers to ward off any unwanted collisions also, this is the best position to be in to make a tag.

At this point, ask the trains to move around together within the playing area. Always trying their best not to de-rail any other trains or themselves. How fast can they move as a group and still stay together?

Play: After some train moving practice give them the specifics of, *Train Tag*. The objective is for each train to accumulate as many points in 60 seconds as they can. To get a point the engine of a train must touch the caboose of another train (like in the game, *Flashback*). Once an engine touches a caboose for a point, the engine must peel off the front of their train and reconnect at the back of his or her train - becoming the new caboose. If a train is disconnected (players are not linked together) no points can be score. Encourage the players to count in Spanish as they tag cabooses.

Give them a, "GO" shout. Stop the game if there are any safety concerns that arise. At 60 seconds give them a, "FREEZE." Check with each train to see how they did - asking them to give you their total score in Spanish. Emphasize here that it is not important what the other trains got. What's important here is working together to have some fun. We want to take every opportunity to emphasize this point. Some children are very competitive. We like to provide opportunities for different perspectives.

If you have, *Candlesticks* available, you can give one to each engine to use as a tagging device - soft tags on the legs. However, make sure you discuss the safety involved in the use of the, *Candlesticks*. If any action is unsafe, stop the game and remove the sticks right away. Try again some other time when the group learns to take care of each other better.

Facilitator Notes: Safety is paramount here. If you have limited space, you can still play this game. Speed is demphasized, and strategy becomes important. Children have a hard time going slow, so watch out. If the group cannot be safe, even after stopping to reemphasize safety, then stop the game and move onto another one.

Trash Balls

Objectives: Making game props. Working together cooperatively with a partner.

Props: You will need a bunch of newspaper for this one, one roll of masking tape for every two people in the group - including the facilitators, one small plastic grocery bag for each pair, one small plastic grocery bag for each facilitator, and one scissors that will cut the grocery bags. You will also want a nice big grocery bag to haul around and store all the Trash Balls between sessions.

Space Needed: A nice comfortable area to build the Trash Balls.

Pre-Play: Pair students up or have them pair themselves up - this is a nice group challenge. If there is a wide range of ages within the group, we tend to do the pairing so we can get an older child together with a younger one.

Play: When the group is all paired up, give each pair a roll of masking tape and one plastic bag. (If you have time before hand, cut the bag in half cutting down in between the handles towards the bottom of the bag. If you don't have time, cut the bags once you get started.) Each person in the pair will be making a ball. Set out a big pile of newspaper and then explain what they will be doing.

Each trash ball the kids will be making is made with two sheets of newspaper (not half sheets) crumpled into a loose ball. Then place the half plastic bag over the paper ball and then use masking tape to secure the circle shape. That's the brief. Here are some tips. Have the pairs help each other with each ball. It's much easier to do all the taping together. Do not crumple the paper real tight. This makes a real hard ball that is not as safe as we would like it. When taping the ball, do not pull the tape tight as you go around the ball. Pulling squishes the ball together and makes it to tight and hard. You don't need to overuse the tape. Use just enough to keep the bag on the ball. You want the outcome to be a nice soft throwable round ball. Remember, you want to end up with one Trash Ball for each player.

Facilitator Notes: You will want to make a couple of larger Trash balls as well. Use 4 to 6 full sheets of newspaper lightly crumpled. Lightly tape up the newspaper before you put the wad into the bag - using one complete bag, don't cut it. Lightly tape up the bag so all the little flaps are taped down. You want to end up with a couple nice big, light, round Trash Balls. These Trash Balls will be used like a beach ball for certain games. If the paper is packed to tight the ball will not get the float you want during the game.

WARNING! Kids like to throw balls - often at each other!! When they get done with the ball they made, allow them to toss the ball up to themselves if you have room to do so. If you don't have the room, ask them to sit quietly with their Trash Ball until everyone is done - another great challenge.

Trash Ball Transit

Objectives: Working together in small and large groups. Problem solving skills. Use of Spanish words.

Props: Each player will need one, Trash Ball (see, *Trash Balls* if needed).

Space Needed: Lot of space to walk around - the area does not necessarily need to be open space.

Pre-Play: If you want your group to use some Spanish for this one, practice what they need to know. We encourage the children to use - Left - (Izquierda) and Right - (Derecha) when they are indicating what foot they are stepping on.

Play: This is a progressive activity. Have each player buddy up with another player. Give each pair a, Trash Ball. Have the buddies squeeze the, Trash Ball in between their upper arms - standing side-by-side. Now ask them to walk around the room together without letting the ball drop to the floor. When it seems that most pairs have this down, stop the action. Have the players come together in groups of four - two pairs. Place another ball between the two pairs at the upper arm area. Have the groups of four move around the room without dropping any of the three balls. Progress this way - making larger and larger groups - until you can get the entire group to move together without dropping any balls. Can they go out the door together?

Facilitator Notes: The idea behind this one is getting the children in your group to do some skill building around working together - what it takes and how to work out the road bumps. Do your best to help the children work through the difficulties. Being nice you avoid the price.

Wall Collage

Objectives: Create a collage that will serve as a visual review for whatever learning is presented. Creative expression.

Props: Art supplies of all kinds - large paper for your background (butcher block or flip chart paper works great) paper, scissors, magazines (to cut up), crayons and markers. This is an ongoing activity. Have the supplies ready when needed.

Space Needed: You will need a place to hang the Collage(s) so the children can see them.

Pre-Play: You will want to hang up your background paper before the program starts so you are ready to add to it. As the lessons go on, add items that will reinforce the learning's you are presenting.

Use any opportunity to add to the Collage(s). You are only limited to the children's creativity - imagine that!

Facilitator Notes: For the Encore program, we suggest to create a Spanish Learnings Collage, and a Cooperative Community (Spanish Words) Collage. The activities in the program will present opportunities to add to the Collage.

WARNING: We suggest that you only glue items to the background paper. Or, at least be aware of magic markers soaking through the paper and getting on the wall!

What's Your Favorite....?

Objectives: Group interaction - getting to know each other. Decision making.

Props: None

Space Needs: A nice comfortable place to hang around and chat.

Play: Gather the group around a small area so they are close enough to hear each other. This activity is a nice one for just hanging out, or getting ready to start up an activity block. Using the list of questions provided, or questions of your own, throw out one for everyone to answer. Each player in turn can choose to answer the question or pass. Don't forget; end the game before it ends itself.

Facilitator Notes: There are some groups that can come up with their own questions. Let them go for it if appropriate.

What is your favorite.....

- Dessert?
- Movie?
- Television show?
- Subject in school?
- Breakfast food?
- Fast food restaurant?
- Cartoon character?
- Vacation spot?
- Ride at the amusement park?
- Room in the house?
- Topping on a pizza?
- Candy bar?
- Shirt?
- Toy?
- Kitchen appliance?
- Musical group or person?
- Game?
- Mode of transportation?
- Book?

Where in the Circle Am I

Objectives: Group interaction through problem solving. Practicing names.

Props: None

Space Needed: A large enough area for the group to form a circle.

With everyone standing in a circle, have the students, in turn, say their first name clearly enough for the rest of the group to hear (This can be done playing the, *Hola Welcome*). Then ask the students to rearrange themselves, in the circle, into alphabetical order by first names. At this point there are a couple different ways to set this activity up. Depending on the age of your group and their understanding of the, "alphabetical" concept, ask them to complete the activity without talking, or let them talk.

When the group appears to be done, check the names by going around the circle from the, "A's" to the, "Z's." If there are adjustments to be made let them do so with the same rules used during the first round - talking or not talking.

Facilitator Note: If there is a wide age range in the group, the older kids will often be great helpers. If the group consists of all younger children, you could use this game as an opportunity to teach the, "alphabetical" concept - or part of it. If the group is older, ask them to attempt the activity without talking.

Who Can Remember?

Objectives: Review learning's. Sharing with the group - taking a risk.

Props: Using the, "*Wall Collage(s)*" might be helpful. If your *Collage* is pretty big, you might want to provide some sort of pointing stick if needed.

Space Needed: A nice comfortable place to sit - near the, *Wall Collage* if possible.

Play: *Who Can Remember* can be done in many ways. The activity is meant to focus and review the leanings you have been working on up to this point of a program. Below you will find questions you could use as a review. Pick a hand that goes up for a possible answer. Here are a few examples:

1. Who can remember the Spanish word for red?
2. I see many cabezas. Who knows what they are?
3. Point to your ojos.
4. Who can find a telephono?
5. Who can help me with the Spanish word for the number 6?

If you're sitting around a, *Wall Collage*, use it to remind you of what has been presented. Play for as long as interest allows, then get up and move around.

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Sample 10 Day Emersion Schedule

Day 1 (Monday)

| | |
|---------------|--|
| 9 - 9:30 | Morning Prayer - "Spanish Prayer" - Practice and add the first Line in English & Spanish - add to, Spanish "Wall Collage." Morning Meeting - "Hola Welcome." Discuss the purpose and expectations of the program. Talk about, "Five Finger Contract," and "Challenge by Choice." Discuss learning Spanish and Cooperative Communities and how you will use the, "Wall Collages" to build on learning. |
| 9:30 - 10 | Pre/Prep Activity Time - "Name Plates." (make one for the Collage and one for a game spot) |
| 10 - 10:45 | Activity Time - Stretch. "Making Circles," "Where in the Circle am I?" "Have You Ever?" "The Clock." Five Finger Contract Check-In. |
| 10:45 - 11:30 | Free Time |
| 11:30 - 11:45 | Clean up for lunch |
| 11:45 - 12:30 | Lunch - " Spanish Blessing " (Line 1) |
| 12:30 - 1 | Pre/Prep Activity - "Are You More Like..?/Would you rather..?" "Spanish Nicknames." |
| 1 - 2 | Rest Time |
| 2 - 2:45 | Activity Time - "Hola Welcome/w Spanish Nicknames," "The Number Game," - (span numbers) "Chosen," "Action Song" - #1 - Head, Shoulders, Legs and Feet (English part only). Five Finger Contract check-in. |
| 2:45 - 3:30 | Free Time |
| 3:30 - 3:45 | Snack |
| 3:45 - 4:00 | Home |

Day 2 (Tuesday)

| | |
|---------------|---|
| 9 - 9:30 | Morning Prayer - "Spanish Prayer" - Practice and add line two in English and Spanish to the, "Wall Collage." Morning Meeting - "Spanish Welcome, #1." Review names - English & Spanish. Review Spanish numbers - glue numbers to the Collage and use them for a large, Number Game. Start to discuss and build a Community, "Wall Collage" - What is a Community? What is your closest Community - Family. Who is in your family? (span names) Review, "Five Finger Contract" & "Challenge by Choice." |
| 9:30 - 10 | Pre/Prep Activity Time - Stretch. "Flashback" - Tag (span numbers), "Trash Balls" - making. |
| 10 - 10:45 | Activity Time - "Challenge Tossing," - Trash Balls, "Tossing Names," (names) "Spanish Moon(ball)" (span numbers). Five Finger Contract Check-In. |
| 10:45 - 11:30 | Free Time |
| 11:30 - 11:45 | Clean up for lunch |
| 11:45 - 12:30 | Lunch - "Spanish Blessing" (Lines 1 & 2) |
| 12:30 - 1 | Pre/Prep Activity Time - "What is your favorite..?" Review body parts for, "Passing Parts" (span body parts). Review names - who knows everyone's name? |
| 1 - 2 | Rest Time |
| 2 - 2:45 | Activity Time - "Pepe, Paco, & Marta" (span names), "Group Number Game" (span numbers), "Passing Parts," Set 1 (span body parts), "Action Song" - #1 (span body parts). Five Finger Contract check-in. |
| 2:45 - 3:30 | Free Time |
| 3:30 - 3:45 | Snack |
| 3:45 - 4:00 | Home |

Day 3 (Wednesday)

- 9 - 9:30 Morning Prayer - "Spanish Prayer" - Practice and add line three in English and Spanish to the, "Wall Collage."
Morning Meeting - "Spanish Welcome, #1." Review numbers and body parts - use the, "Wall Collage" as a visual reminder. Add to the Community Wall Collage. What is your next closest Community? School, summer school. Who is at a school? (span names) Review the, "Five Finger Contract."
- 9:30 - 10 Pre/Prep Activity Time - "Spanish Welcome" - Mingle, Review body parts in Spanish, Preview and practice the Spanish needed for Donde Esta - get with a buddy to practice poses.
- 10 - 10:45 Activity Time - Stretch. "Flash Back" - w/Trash Balls (span numbers), "Donde Esta", "Persona a Persona," (span body parts), "Loose Caboose". Five Finger Contract Check-in.
- 10:45 - 11:30 Free Time
11:30 - 11:45 Clean up for lunch
11:45 - 12:30 Lunch - "Spanish Blessing" (Lines 1, 2, &3)
- 12:30 - 1 Pre/Prep Activity Time - "Are you more like..?/Would you rather..?" Preview Spanish colors you will be using in, "Como?." Add some color to the Spanish Word Collage.
- 1 - 2 Rest Time
- 2 - 2:45 Activity Time - "Como," (span colors), "Touch" (span colors & body parts), "Simon Dice" (span body parts and other directions), "Pepe, Paco, & Marta" (names) if time, "Action Song" - #1 (span body parts) Five Finger Contract Check-in.
- 2:45 - 3:30 Free Time
3:30 - 3:45 Snack
3:45 - 4:00 Home

Day 4 (Thursday)

- 9 - 9:30 Morning Prayer - "Spanish Prayer" - Practice and add line four to, "Wall Collage".
Morning Meeting - "Spanish Welcome #2," Use the Collage to review Spanish learning's. Continue to add to the Community Collage. What would be the next Community? Neighborhood. Who is in a neighborhood? (span names) Review Five Finger Contract.
- 9:30 - 10 Pre/Prep Activity Time - Add to Community Collage. Talk about, "Neighbors." Review new phrases and animal names, in Spanish, for the games below.
- 10 - 10:45 Activity Time - Stretch. "How's your neighbor?" (names and span phrases), "Speed Rabbit" - single & groups (span animals), "Train Tag," "Snowblind," - (span phrases) Five Finger Contract Check-in.
- 10:45 - 11:30 Free Time
11:30 - 11:45 Clean up for lunch
11:45 - 12:30 Lunch - "Spanish Blessing"
- 12:30 - 1 Pre/Prep Activity Time - "Before you're 25." "Who can remember..," Preview new body parts for game below. Preview months of the year in Spanish. Add to Wall Collage as needed.
- 1 - 2 Rest Time
- 2 - 2:45 Activity Time - "Passing Parts" set #2, (span body parts), "Birthday Lineup" (span numbers and dates), "Spanish Faces" (span parts of the face), "Action Song #2" (span body parts). Add to "Wall Collage" if time, Five Finger Contract Check-in.
- 2:45 - 3:30 Free Time
3:30 - 3:45 Snack
3:45 - 4:00 Home

Day 5 (Friday)

| | |
|---------------|---|
| 9 - 9:30 | Morning Prayer - "Spanish Prayer" - Practice and add line five to the Wall Collage. Morning Meeting - "Spanish Welcome #2." Review, play and practice as much Spanish from the week using the, "Wall Collages". What is the next Community? City. Who is in a city? Review Five Finger Contract. |
| 9:30 - 10 | Pre/Prep Activity Time - "Candlesticks" - Making, balance Candlesticks while waiting. |
| 10 - 10:45 | Activity Time - Stretch. "Challenge Tossing" w/Candlesticks, "Parts Passing," (span body parts), "Chopper," "Balloon Volley" (span colors), "Partner Tag." Five Finger Check-in. |
| 10:45 - 11:30 | Free Time |
| 11:30 - 11:45 | Clean up for lunch |
| 11:45 - 12:30 | Lunch - "Spanish Blessing" |
| 12:30 - 1 | Pre/Prep Activity Time - "What is your favorite..?" Review words for Bingo Cards, Make, "Spanish Bingo" cards. |
| 1 - 2 | Rest Time |
| 2 - 2:45 | Activity Time - FAVORITE GAME OF THE WEEK, "Spanish Bingo," (span words review) "Action Song" - #2 (if time), Five Finger Contract Check-in. |
| 2:45 - 3:30 | Free Time |
| 3:30 - 3:45 | Snack |
| 3:45 - 4:00 | Home |

Day 6 (Monday)

| | |
|---------------|---|
| 9 - 9:30 | Morning Prayer - "Spanish Prayer" - Practice and add line Six to the Wall Collage. Morning Meeting - "Spanish Welcome #2." Review, play and practice as much Spanish using the, "Wall Collages". What is the next Community? State. What do we find in a state? Review Five Finger Contract. |
| 9:30 - 10 | Pre/Prep Activity Time - Introduce shapes in Spanish. Find shapes in the room and have students name them. Paste words for, "Making Words" on the wall collage - review them. |
| 10 - 10:45 | Activity Time - Stretch, "Partner Tag," - w/candlesticks, "Making Shapes" - w/candlesticks, use shapes to play, "Are you more like/Would you rather," "Making Words" - w/candlesticks, "Crossing the River" - using candlesticks. Review Five Finger Contract. |
| 10:45 - 11:30 | Free Time |
| 11:30 - 11:45 | Clean up for lunch |
| 11:45 - 12:30 | Lunch - Spanish Blessing |
| 12:30 - 1 | Pre/Prep Activity Time - take some time to go over the Spanish words for "directions" you will be using in the games below. Play, "Direction Ball." |
| 1 - 2 | Rest Time |
| 2 - 2:45 | Activity Time - "Fox & Squirrel" (span directions), "Making Friends" (span directions, players names), "Crossing" (span directions). Review Five Finger Contract. |
| 2:45 - 3:30 | Free Time |
| 3:30 - 3:45 | Snack |
| 3:45 - 4:00 | Home |

Day 7 (Tuesday)

| | |
|---------------|--|
| 9 - 9:30 | Morning Prayer - "Spanish Prayer" - Practice and add line Seven to the Wall Collage. Morning Meeting - "Spanish Welcome #2." Review, play and practice as much Spanish using the, "Wall Collages". What is the next Community? Country. What is included in a Country? Review Five Finger Contract. |
| 9:30 - 10 | Pre/Prep Activity Time - make "Animal/Number bags." Go over all the Spanish names for the animals they will be using. |
| 10 - 10:45 | Activity Time - Stretch, "Flying Aces," "Changing Places" (span animals), "Discovery" (span animals). Review Five Finger Contract. |
| 10:45 - 11:30 | Free Time |
| 11:30 - 11:45 | Clean up for lunch |
| 11:45 - 12:30 | Lunch - Spanish Blessing |
| 12:30 - 1 | Pre/Prep Activity Time - review numbers. Present and discuss adding numbers - how do you say an equation in Spanish? Use Animal/Number bags to make equations. Have children find the bag that answers the equation. |
| 1 - 2 | Rest Time |
| 2 - 2:45 | Activity Time - "The Squares" (span numbers, adding), "Let Me See" (span colors), "Red Light, Green Light" (span colors). Review Five Finger Contract. |
| 2:45 - 3:30 | Free Time |
| 3:30 - 3:45 | Snack |
| 3:45 - 4:00 | Home |

Day 8 (Wednesday)

| | |
|---------------|--|
| 9 - 9:30 | Morning Prayer - "Spanish Prayer" - Practice and add line eight to the Wall Collage. Morning Meeting - "Spanish Welcome #2." Review, play and practice as much Spanish from the week using the, "Wall Collages". What is the next Community? World. What is important about the World being a community? Review Five Finger Contract |
| 9:30 - 10 | Pre/Prep Activity Time - review Spanish numbers, body parts, and the words for the directions you will be using in the games below. Play, "Direction Ball." - add, express (expreso) and, slow (despacio) speeding and slowing down the ball respectively. |
| 10 - 10:45 | Activity Time - Stretching, "Contact" (span numbers and body parts), "Spanish Express" (span words), "Number Run" (span numbers). Review Five Finger Contract. |
| 10:45 - 11:30 | Free Time |
| 11:30 - 11:45 | Clean up for lunch |
| 11:45 - 12:30 | Lunch - Spanish Blessing |
| 12:30 - 1 | Pre/Prep Activity Time - Take some time to add to the, "Wall Collages." Find pictures and words that will enhance the different parts of the collage(s). |
| 1 - 2 | Rest Time |
| 2 - 2:45 | Activity Time - "Round and Round" (span phrases), "Trash Ball Transit" (span words), "Cat and Mouse" (span phrases). Review Five Finger Contract. |
| 2:45 - 3:30 | Free Time |
| 3:30 - 3:45 | Snack |
| 3:45 - 4:00 | Home |

Day 9 (Thursday)

| | |
|---------------|---|
| 9 - 9:30 | Morning Prayer - "Spanish Prayer" - Practice the final line and add it to the Wall Collage. Morning Meeting - "Spanish Welcome #2." Review, play and practice as much Spanish from the week using the, "Wall Collages". Review the different parts of the Community Collage in Spanish. Review Five Finger Contract. |
| 9:30 - 10 | Pre/Prep Activity Time - Have the children make up some new poses for, "Speed Rabbit" using some of the other animal names they have learned. |
| 10 - 10:45 | Activity Time - Stretch, "Partner Tag," "Speed Rabbit" - new poses (span animals), "Making Words" - use different Spanish words (span words), "Singing Syllables" (span word review), "Flashback" w/Trash Balls. Review Five Finger Contract. |
| 10:45 - 11:30 | Free Time |
| 11:30 - 11:45 | Clean up for lunch |
| 11:45 - 12:30 | Lunch - Spanish Blessing |
| 12:30 - 1 | Pre/Prep Activity Time - Prep for, "La Pinatas" - cut newspaper and tissue paper. |
| 1 - 2 | Rest Time |
| 2 - 2:45 | Activity Time - "The Stick" (span phrases), "La Pinata" - making, Pick favorite games from the program to play tomorrow morning. |
| 2:45 - 3:30 | Free Time |
| 3:30 - 3:45 | Snack |
| 3:45 - 4:00 | Home |

Day 10 (Friday)

| | |
|---------------|---|
| 9 - 9:30 | Morning Prayer - "Spanish Prayer" - Say the full prayer together. Morning Meeting - "Spanish Welcome #2." Review, play and practice as much Spanish from the week using the, "Wall Collages". Review the different parts of the Community Collage in Spanish. Review Five Finger Contract. Check for the understanding of, "Community" and find out why it is important. |
| 9:30 - 10 | Warm-up and Stretch. Final Fun Favorites Day - play the favorite games the children chose yesterday. |
| 10 - 10:45 | Activity Time - Continue Favorite Games. |
| 10:45 - 11:30 | Free Time |
| 11:30 - 11:45 | Clean up for lunch |
| 11:45 - 12:30 | Lunch - Spanish Blessing |
| 12:30 - 1 | Pre/Prep Activity Time - Play, "Memories." (You'll need copies of all the Spanish object cards you used during the program, as well as some color cards, and one set of Animal/Number bags.) Finish up Pinatas if needed. |
| 1 - 2 | Rest Time |
| 2 - 2:45 | Activity Time - "Spanish Bingo" - use cards they already made. If possible, have everyone take home a prize! |
| 2:45 - 3:30 | Free Time |
| 3:30 - 3:45 | Snack |
| 3:45 - 4:00 | Home |