

GAMES FOR THE CI CLASS

TAZA (cup)

<https://youtu.be/iQ79IU2RHPc>

Players partner up with one cup (or whatever you choose to use for them to grab. They get excited and many cups get crushed!) between them on a chair or a desk. Teacher calls out body parts randomly and students have to touch the part the teacher calls until the teacher yells, "CUP" or whatever object you are using. Loser is out and sits. Winner finds a new partner from players that are still in and you continue to play elimination rounds until you have a winner.

¡Sáltame! (Skip me)

Have the players stand in a circle and begin to count in turn, but when the number 7 or any number in which the figure 7 or any multiple of 7 is reached, they say "¡Sáltame!," instead of whatever the number may be. For example: supposing the players have counted up to 12, the next player will say "13," the next "¡Sáltame!" because 14 is a multiple of 7 (twice 7) and the next player would then say "15" the next "16," and the next would, of course, say "¡Sáltame!" because the figure 7 occurs in the number 17. If a player forgets or misses saying "¡Sáltame!" they are out.

¿QUIÉN LO TIENE? (WHO HAS IT?)

Circle up students very close (shoulder to shoulder) one student stands in the middle of the circle. The student closes their eyes and the teacher spins them around a few times. An object (usually a marker...something small) is being passed around the outside of the circle in the student's hands. The teacher announces that the student may open their eyes and then they have to begin to guess, "¿Quién lo tiene?"

Variation on ¡Sáltame!

This is a memory game where you substitute words for numbers. In this game, go for speed.

1. The group forms a circle and starts counting one person per number.
2. On multiples of 7, the person who says the number also makes a rule where one number becomes a sound or a word. So the person who lands on 7 might say, "from now on, 4 is "shazaam."
3. Then the counting continues, and the person who lands on 14 might say, "the number 9 is now Bob Ross."
4. The person on 21 makes a third rule, and then the counting starts over at one, with the new rules in place. The object of the game is to get to where all numbers have been replaced by something else. Whoever forgets to replace a number is out.

¿MÁS ALTO O MÁS BAJO? (HIGHER OR LOWER)

One deck of cards. Students are in a circle. Teacher turns over the top card. Students have to guess if the next card turned over will be más alto o más bajo. If they are correct they stay in and if they are incorrect they are out.

<https://youtu.be/bZM-0fOfP18>

¿Diós o diosa? God or goddess?

A twist on musical chairs. Students each need a hardcover book and must wander around the room balancing the book on their head while music is playing. When the music stops, they must drop to one knee. If the book falls, then they are out.

Corrida verdad o falso Running true/false

One side of room is designated verdad and the other falso. Students must run to one side or the other based on a question the teacher asks.

High tide!
Low tide!
Octopus!
Starfish,
The captain's coming!
Abandon ship!
Swab the deck!
Man overboard!
Periscope up!
To the crow's nest!
To the left!
To the right!
Shark!

Secuencia (sequence)

After a story has been told/asked/created. Using a storyboard. Divide students into groups (however many boxes in story board would be the number of students in the group) Use a student's story board (make enough copies that every student could have one box of the story). If there are uneven numbers, you could pair students up. students must not show their pictures to anyone in their group. They must describe the portion of the story that pertains to their box and must as a group figure out the correct sequence of their boxes without showing each other the boxes.

¡Viene el Capitán! Captain is coming!

The teacher is the captain. S/he calls out orders to the rest of the players who are the crew. If a player does not follow an order correctly, s/he is out. (This decision is made by the captain who is always right.) or the last one to complete the order is out. Contact me for instructions in Spanish.
<https://youtu.be/458MJJPys1U>

- ¡Marea alta! - get on top of something
- ¡Marea baja! - get under something
- ¡Pulpo! - groups of 8 people on stomach with hands in center.
- ¡Estrella Del Mar! - groups of 5 people sit with feet in center
- ¡viene el capitán! - stand at attention and salute
- ¡Abandona el barco! - 3 people sit straddle, one behind the other, rowing
- ¡Limpia la cubierta! - must get on hands and knees and scrub
- ¡Hombre al agua! - find a partner, has free person carries smaller person.
- ¡Sube el periscopio! - lay on their back with one leg up in the air.
- ¡Al nido del cuervo! - must find a partner, smaller does piggyback on larger.
- ¡A la izquierda! - run to left side of class.
- ¡A la derecha! - run to right side of class.
- ¡Tiburón! - lay on stomach and make a fin on back or head.

¿Cara o cruz? Heads or tails

Game of luck. Teacher tosses a coin and students grab their head if they think it will be heads or their bottom if they think it will be tails.

*This can also be done as a true/false quiz.

BANANA

Everyone puts their non-dominant hand on their head. Then everyone is it and has to tag people on the elbow to get them out. Last one in wins.

¡No Señor! ¡No lo tengo! (No sir, I don't have it!)

You'll need to set up the chairs (one per student) in a fashion that they can be easily counted off, but still faces a central location (like a half/whole circle, two inward facing lines... etc.) Then have all the students take a seat and then number the seats from 1 to the last chair being the highest number (IE if you have 14 chairs right to left it will be 1 -14). Make sure the students remember the number their chair has.

You (the leader) starts the game by announcing "**¡El Rey de España ha perdido su sombrero y número'__' lo tiene!**" (The king of Spain has lost his hat and #__ has it!)

The person in the seat with the number accused has to stand up and say "**¡No señor, no lo tengo, el número '__' lo tiene!**" (No sir, I don't have it. #__ has it!)

and the newly accused repeats the process.

If you don't react fast enough you are out.

All with a higher number than you stand up and move up one seat and you go to the end (You can choose to have people get out completely or go to the end and be the lowest number.

The number stays with the seat not the player. All with numbers above the student who got out will now end up with new seat numbers. (example: if #3 gets booted then #4 becomes the new #3 and #5 becomes the new #4 and so on. #1 & 2 don't move). Once everyone has moved a new round begins. Remember that it is the seats that are numbered so when everyone moves up a seat their number drops by 1. The goal is to trip up the people with lower numbers than you so that you can make your way to number 1. HINT: don't give them time to get settled. Jump right in as soon as they shift seats!

Other things that can knock a player back:

1. Standing up when their number isn't called (if 6 is called and 5 stands up, 5 is booted)
2. Calling a number that doesn't exist (Calling 17 when there's only 15 chairs)
3. Calling their own number (self explanatory).

Descriptive Drawings

Students are paired up and given a picture. One partner must describe it to the other partner for them to draw. I often have half the class sit with their backs to my screen and I project a picture for the partners to describe.

awkwardfamilyphotos.com has great pictures to work with!



Zip Zap Boing

Rules are simple. Everyone stands in a circle and one person starts the throwing. If you throw the ball to one of the two people on either side of you, you say Zip. If you throw it to anyone else in the whole group you say Zap, and if you throw it back to the person that threw the ball to you, you say Boing. Players lose by either not catching the ball or saying the wrong word for the wrong action.

Zip Zap Boing without a ball

Group starts in circle, one of the players points to another player to one side of them and says 'zip'. That player turns to the next player in the circle, points to them and says 'zip'. Thus the 'zip' is passed around the circle in one direction. At any time any player can say 'zap' to the person pointing at them. When they do, the player that said 'zip' must change the direction of the pointing. This means that they must react quickly by passing the zip to the person that just pointed at them. Now the 'zip' is passed around the circle, changing direction every time there is a 'zap' and vice versa. Lastly the person that receives the 'zip' or 'zap' may elect to yell 'boing' and point at someone anywhere in the circle. That player then restarts the 'zip' going in the direction of their choice. The group must really pay attention for this to work.

¡Que suban los jinetes! Jockeys mount up!

Students pair up by size.

One student will be el caballo (the horse) the other will be el jinete (the jockey)

Horses stand in small circle in middle.

Jockeys stand in larger circle around the horse circle.

Teacher announces, "¡Corran caballos!"(run horses)

Teacher announces, "¡Corran jinetes!"(run jockeys)

Teacher yells, "¡Que suban los jinetes!"(jockeys mount up)

Jockeys must all find their partners and get on horse's back. Last pair to do this is out.

PSIQUIATRA (psychiatrist)

One student is chosen to be the psychiatrist. They leave the room and the students decide on a pattern to follow...i.e. The person to my right or the person across from me, etc. The psychiatrist returns and sits in the center with all other students in a circle around. The psychiatrist must ask questions to figure out the pattern. If the pattern were the person to my right, then when asked a question by the psychiatrist they must answer giving information as if they were the person to the right. For example, if the psychiatrist asks what color socks that person is wearing and the person to their right is wearing blue socks, the player must say that they are wearing blue socks.

¿Quién es? (who is it?)

Have each student write three facts about themselves that nobody in the class knows on a piece of paper. Make sure each student includes his/her name on the top of the paper. Collect the sheets of paper and bring three students to the front of the room. Read aloud one of the facts that is true for one of the students in the front of the room. The class then proceeds to question the students in an attempt to determine who the sentence is about. Each student is allowed to ask one question to one of the three students. After a round of questioning, the students predict who is telling the truth. I then have a new student come up front with the two students we did not share a sentence about.

Fortunately, Unfortunately FUN STORYTELLING IDEA!

This is a storytelling game that works well in bad luck circumstances. It will get you thinking about how much worse (and better) things could possibly be.

The first person comes up with the premise. "Once there were two identical twins who could always hear each other's thoughts."

Person two adds with a turn-for-the-worse plot twist. "Unfortunately, one day, one of them got the Price is Right theme song stuck in his head."

Person three takes the story on a turn for the better. "Fortunately, this gave the other a great idea: a road trip to Los Angeles to be in the live studio audience." Take the story as far as it will go, and see how badly (or happily) it can end.

This is How We Roll!

All you need is one standard die and six questions - any kind of questions, special person questions, ones that elicit opinions, experience or other personal thoughts. Be creative and choose the ones you'd like to hear your students answer. Give students a list of 6 questions and make sure they are numbered on the paper. Then, have students take turns rolling the die. Whatever number they roll, that is the question they must answer. You could do this activity as a class or in smaller groups.

TALL TALES (THE "SUDDENLY" STORY GAME)

Each person will tell three sentences of a story and end with the word "suddenly..." The next person will then have to pick up the story and add three sentences of their own. Tall Tales encourages the players to think on their feet and connect to the story that has already been told while trying to stump the next person to speak.

Story Starter Hot Potato

Have a list of story starters that you can use to kick off stories. Students play in small groups of around five members. Students should arrange their seats in a circle. Give your class a story starter at the beginning of the round. Starting with the person whose birthday is closest to today and then moving around the circle, each person gives his group one sentence of the story. After one person is done, the person sitting to his left adds a line where the first person left off. Students continue around the circle, adding one sentence at a time, until the music stops or until you give another signal. Whoever is in the middle of his sentence or is struggling to think of a sentence when the music stops is out. Then students play a second round either continuing the story or with a new story starter. When you stop the music, whoever's turn it is is eliminated. Play continues until the final round when the person not speaking when the music stops is the winner.

Bolsos, carteras y bolsillos (Purses, wallets & pockets)

Divide classes into groups of 4 or 5. Yell out an item that they must find. First group to bring you the item earns a point for their group. You can say first team to 10 points wins. You could make more difficult items worth more points.

The number game

For playing with numbers. Divide students into groups based upon how many digit numbers you will use (i.e. 2017 would need 4 people in a group). Each group will need a set of cards with digits on them (0-9 is good, just be careful not to use same number twice i.e. 2234) To play, yell out a number in target language and first group to get the number earns a point. First team to 10, or whichever number you choose, wins.

Team story building

Form teams of at least six players. You can prepare a theme in advance if you wish. For example, you can require all stories to be about a certain topic (e.g. Christmas, or food, or relationships). Have everyone form a line. Each team will construct a story. Each person is only allowed to say one sentence and must continue the story. The first player in line begins the story by saying "Once upon a time..." or whatever starting sentence you choose and completes the sentence. The next person in line must continue the story and have it make sense. This process continues until it reaches the last person in the team's line. The last person in line must conclude the story in one sentence as well. You could also have judges who decide which story is the best.

Pulgares (The Thumbs Game)

To begin, have a small number of players (ideally 3-6) stand facing each other in a circle, with their arms out and making a fist.

To play the game, there are several turns. On each turn, each player repeatedly shows 0, 1 or 2 thumbs; all the thumbs are totaled up and one player tries to guess how many thumbs will show up. If the player guesses correctly, he wins that round. If he guesses incorrectly, it is the next person's turn.

For example, if there are three players in the circle, there could be anywhere from zero to six thumbs that can go up, so each player guesses a number from 0 to 6. The game could proceed as follows.

Example Game

Three players, Player A, Player B and Player C hold their hands out. It's Player A's turn.

Player A says: "2!"

At that moment, all players, including Player A, decide whether to show 0, 1 or 2 thumbs. Everyone has a split second to show their thumbs. If the total is 2 (correct guess), then Player A wins that round and gets the next guess. If the total is not 2, then it's Player B's turn. The process repeats.

Players get a point for each correct guess. First player to 10 or whichever number you choose is the winner.

¡Corre! (Run!)

Choose someone to be the leader and stand in the middle of the room. Have players mingle in an open area. As the leader closes his or her eyes and slowly counts to 10 out loud, players have 10 seconds to dash quietly and without talking to one of the four corners of the room (talkers are out). At the count of 10, the leader points to one of the four corners and then opens his or her eyes. Everyone standing in that corner is out and will sit by the leader in the center during the next round. Once the group still actively playing narrows to 3-4 players, they must each choose a different corner. The last person left is the winner!

Saltar (jump)

Students make partners. Without consulting their partners, players choose a number from one to nine; each reveals his or her number to the partner at the same time. Ask pairs to put their two numbers together. For example, if one player chooses 2 and the other 5, they can form 25 or 52. After they've determined their combined number, direct partners to stand back-to-back, lock arms, and jump up and down the number of times equivalent to their double-digit number, counting out loud as they jump.

Cruzar la línea (cross the line)

Put a line of tape across the room dividing it. Randomly divide players into two groups and direct them to stand behind the lines, facing each other. Players silently cross the line if the statement you read applies to them. Players should notice who crosses and does not cross the line as each statement is read. After each statement, tell players to return to their original places.

At the end of the exercise, ask if players want to add any statements. Call those out as they're mentioned. Remind players that this exercise is to be done silently, and that they have the right to pass for any reason. Creates a great opportunity for discussion with higher level statements. Here are some examples, but you could go anywhere with your list:

- Are a sports fan
- Play sports
- Read a lot
- Like to go to the movies
- Are an artist
- Are female
- Are male
- Were born in this country
- Were born in another country
- Love ice cream or cake
- Are an only child
- Have pets

Escapa de la clase (Escape the class)

Students gather on far side of classroom off of the floor. The floor is LAVA! They must escape from the far side of the classroom out the door on the opposite side. You need an open space (I have a deskless classroom) and a predetermined number of chairs. Do not be too generous. Make them work to escape! They can only move if someone tells them (commands) what to do i.e. Pick up, move, jump, step,

turn, grab, stand, sit, wait, give, etc. I brainstorm a list with my students. If students touch the floor, speak English, or if they move without someone telling them what to do they must go back to the beginning.

<https://youtu.be/sBIQd7NyCRY>