

## **Collaborative Games Played In A Circle**

### **The Sun Shines on all those who ...**

This game establishes commonality, mixes up who sits with whom, and requires brief movement from a circle of chairs. The leader, who has no chair, initiates by completing the title e.g. The Sun Shines on all those who like ice cream. All who agree find a new seat. The person left in the middles continues the game by completing the phrase.

Another name for the game is **The Big Wind Blows On All Those Who ...** A variation is that they can tell a brief relevant story. You can reference generic events, relationships, or actions that are also in the world of the text or topic you are about to, or are already, study. For example with *Macbeth*, The sun shines on all those who have been a leader ... have held a dagger ... who knows someone who walks in their sleep. Another variation is to alternative with 'darker' statements that complete 'The Moon Shines on all those who ...' know someone who's been in a war.

### **Social Atom**

This game shows commonality and difference. Questions are asked in a similar way to 'The Sun Shines', however people move closer to the center of the circle the more they agree. Questions can relate to narratives e.g. Who thinks Macbeth is a good leader.

### **Zip, Zap, Zop**

Standing in a circle, this game establishes brief eye contact and generates energy and communal laughter. The words are said in order: one participant begins by saying the word Zip and passing energy, accompanied by sliding one hand on top of another, to point at someone else in the circle who now says Zap. You could play the game in two circles if necessary or use people's names early on in the year. The words and movement can be changed to key words from a text (for example, soldier, friend, traitor from *Macbeth*) and/or appropriate movements (for example, pointing a sword as a soldier).

### **Red Ball, Yellow Ball**

This game builds on the previous one. It requires more focused listening, concentration, the use of names, and the practice of saying 'thank you'. An imaginary red ball is introduced by the teacher. The ball is only 'passed' after calling a name and establishing eye contact: "John, red ball". The person who 'catches' the ball thanks the 'thrower' and continues by passing it to another person in the circle: "Thanks, Mary. Ann, red ball". Once the red ball is being passed smoothly a yellow ball is introduced. More balls or objects may be introduced that could be significant in a text being studied. For example, with *Macbeth*, a dagger, a crown, and a letter.

### **Count to Ten**

This game focuses energy and develops group listening skills and a feeling of gathered stillness. The object of the game is to count to 10. There is no eye contact among participants who may lie down. If two people speak at once we have to begin again at 1. As a variation, significant words from a text can be spelled out letter-by-letter, for example M-A-C-B-E-T-H.