

Games



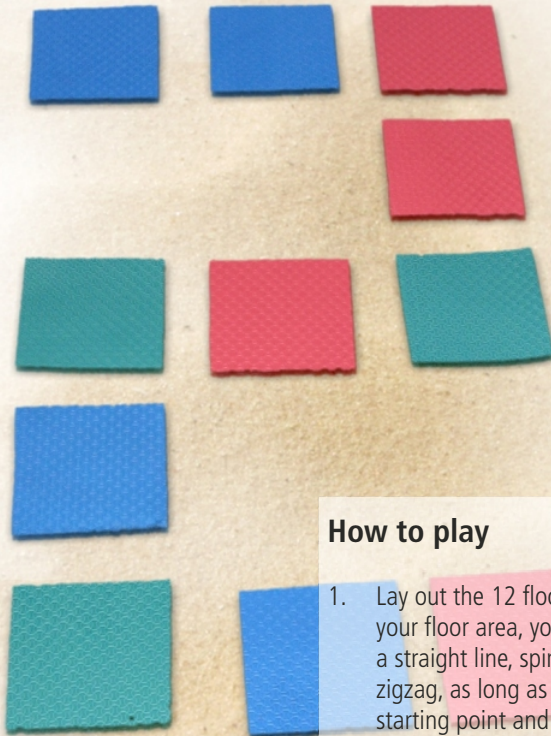
Urbani
School Health Kit



World Health
Organization
Western Pacific Region



Journey to Good Health



How to play

1. Lay out the 12 floor mats. Depending on your floor area, you can arrange the mats in a straight line, spiral, U-shape, S-shape, or zigzag, as long as you can designate a starting point and an end point. Randomly distribute the three colors (red, green and blue). Tell the players that the mats represent steps on a journey to good health.
2. Choose five players and ask them to go to the starting point.
3. Ask each player to roll the number die to determine who goes first. If two or more players roll the same number, have them roll the die again.
4. Choose a game card and read the question aloud.
5. If the player gives the correct answer, she gets a chance to roll the die, and move forward on the journey. The player steps forward the same number of steps as the number on the die. Depending on the color of the mat, the player moves forward one additional step (green mat), backward one step (blue mat) or stays on that mat (red mat). If the answer is wrong, the player does not get to roll the die and stays in the current position.
6. The first player to reach the end of the journey wins the game. If time permits, continue asking questions until the last child is able to complete the journey.

Materials

1. Floor mats
2. Game cards
3. Number die (with numbers 1 to 6)

Safety notes

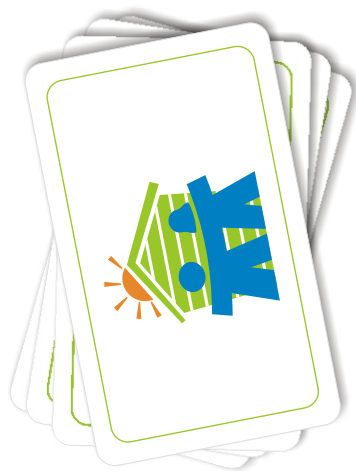
1. Advise children to step carefully on the mats because they might slip and fall.
2. Consider securing the mats with adhesive tape when playing with younger children.

Tips for Teachers

1. Play the game as an attention getting device **before** discussing a health topic. Focus on the questions that were not correctly answered by the players. Alternatively, use the game **after discussing a topic**, as a fun way to assess how well the class learned key messages.
2. For large class sizes, involve all students by forming five teams, then asking them to choose one representative each. Direct the questions to the group, rather than the individual. Allow different group members to roll the die.
3. Try bringing the game outdoors to a school gymnasium or playing field. Spread the mats over a larger area.
4. Give a prize to the winning player (or team).



Red, Blue and Green Islands



How to play

1. Arrange the mats to form three "islands"—red, blue and green.
2. At the start of the game, ask the players to go to any of the three islands.
3. Pick a game card and read the question aloud. There are three options for the correct answer—red, blue or green.
4. Ask the children to go to the island that corresponds to their chosen answer within 20 seconds. (Alternatively, count down slowly from 10 to zero). As the children move from one island to another, ask them to make swimming movements.
5. The children who are in the correct island at the end of the countdown win the round and are allowed to continue to the next question. The children who are in the wrong islands are removed from the game.
6. After going through the ten questions in the game cards, declare the remaining children winners.

Materials

1. Floor mats
2. Game cards

Safety notes

1. Advise children to step carefully on the mats because they might slip and fall.
2. If there are many children who choose an island, tell them that they don't all have to step on the mats, they just need to be in the general area of the island. Remind the children that there is no need to push others out of the island because they can all fit.
3. Consider securing the mats with adhesive tape when playing with younger children.

Tips for Teachers

1. Play the game **before** a discussion on a health topic. If the game is done after a discussion, chances are, they will all be going to the correct island on each round.
2. For big classes, randomly select 20 players. Alternatively, form five teams then have each of them select four representatives. The team with the most number of players left after the tenth round wins the game.
3. If you would like to involve all the children in a big class, enlarge the area of the island by designating corners of the classroom as the red, blue and green islands.
4. Try bringing the game outdoors to a school gymnasium or playing field.
5. Encourage physical activity. Children who don't "swim" will sink in the water and might be removed from the game. Give a special prize to the best "swimmer."
6. Give a prize to the winning players.

Ball in Hand



How to play

1. Form a big circle.
2. Give the ball to one child. Ask another child to throw the number die.
3. Move the ball clockwise according to the number shown on the die.
4. Ask the child holding the ball to pick a game card.
5. Read aloud the question on the game card. If the child gives the correct answer, she gets to throw the number die and the ball moves clockwise to the next child. If the child gives an incorrect answer, allow her to throw the ball to another child in the circle who then has to answer the question.
6. Go through the 10 game cards.

Tips for Teachers

1. Play the game as an attention getting device **before** a discussion on a health topic. Focus on the questions that were not correctly answered by the players. Alternatively, play the game **after** a discussion, as a fun way to assess how well the class learned key messages.

2. For big class sizes, it might be difficult to form one big circle. This activity can be done with children sitting on their chairs. Face away from the class and throw the ball over your shoulder. If the question is answered correctly, retrieve the ball then throw it over your shoulder again to choose the next child. If the answer is incorrect, allow the child to throw the ball to another classmate who then has to help answer the question. In this variation of the game, there is no need to use the number die.
3. There is no winner in this game. What is important is for the group to help each other answer all the questions correctly.

Materials

1. Ball
2. Number die (with numbers 1 to 6)
3. Game cards

Safety notes

1. The ball is soft and should present no safety hazard even if it hits a child on the face or body. However, it is important to remind children not to throw the ball with much force in order to prevent injury.
2. Children should not fight each other for the ball when it is thrown in their direction. They should allow the ball to fall to the floor. The child nearest the ball gets to answer the question.





Good Action, Bad Action

Materials

1. Number die (with numbers 1 to 6)
2. Game cards

How to play

1. Choose the first player by throwing the number die then counting from the first seat on the front row.
2. Ask the child to select an action card and perform the action described without making a sound.
3. Throw the die again to choose another child who will guess what the action is, and say whether it is good or bad.
4. Repeat the process until you finish all 10 questions.

Tips for Teachers

1. Play the game **after** a discussion on a health topic, as a fun way to assess how well the class learned key messages.
2. Encourage the development of higher order thinking skills by asking children to explain **why** an action is good or bad. Ask them to describe ways to improve on bad practices.
3. Give a prize for Best Actor or Actress.



A B C D E F



Materials

1. Alphabet die (with letters A to F)
2. Game cards
3. Assorted art materials

How to play

1. Form six groups.
2. Ask each group to roll the die (A, B, C, D, E or F). In case a group rolls the same letter as another, ask the group to roll again until they are all assigned a unique letter.
3. Tell the groups that the letters correspond to the following ways of

poster and present it to the class. Later, the poster can be posted on a school bulletin board.

- E = Educate. The group will plan a health education activity with young children as their target audience. They will create teaching aids (like flip charts or

Tips for Teachers

1. Do this activity **after** a discussion on a health topic, as a fun way to assess how well the class learned key messages.
2. Consider grouping the children according to their talents, rather than randomly. Put

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