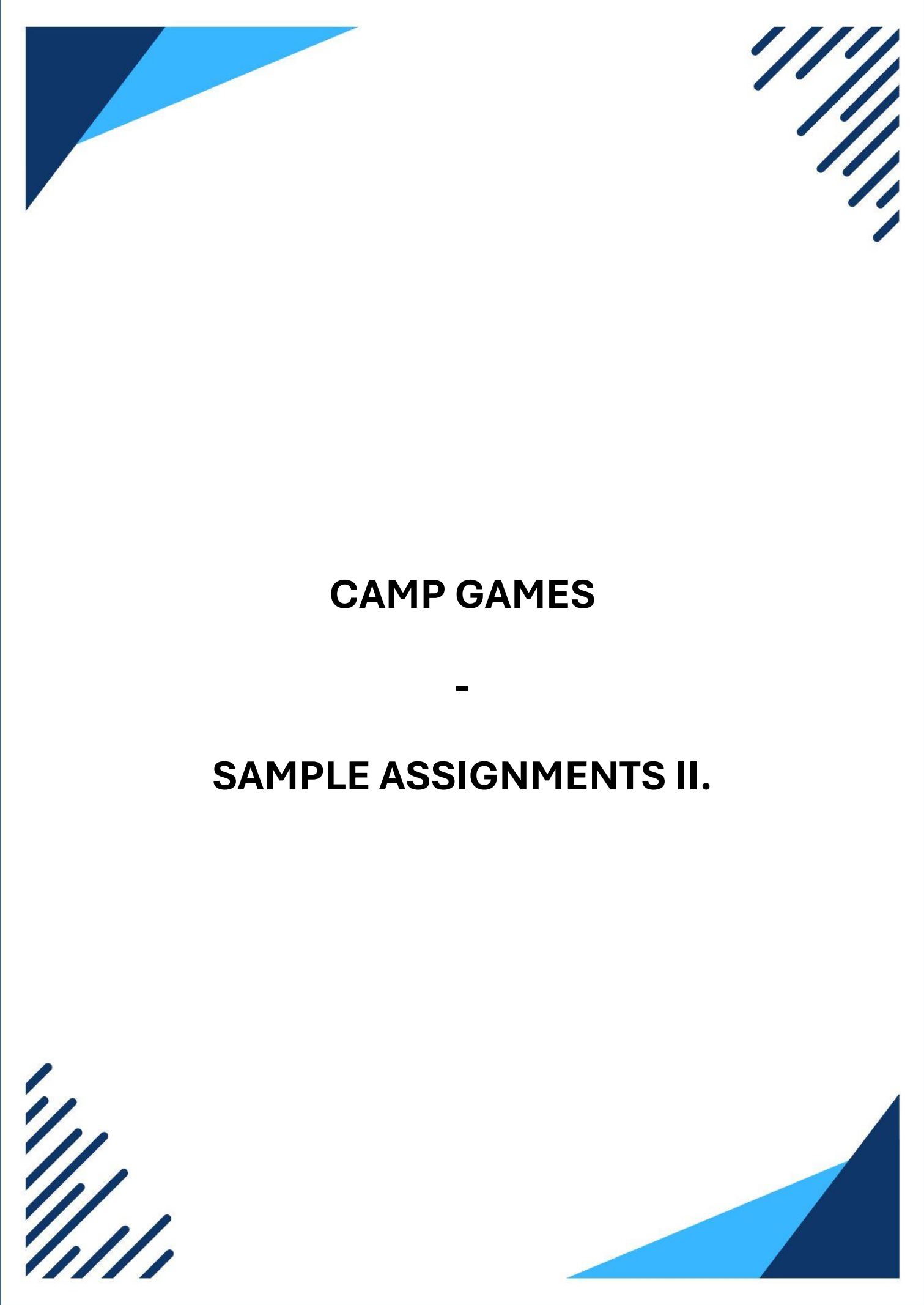




CAMP GAMES

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SAMPLE ASSIGNMENTS II.

WARM-UP EXERCISES

In a sufficiently large space, the group members are positioned at arm's length from each other. The group leader introduces and demonstrates the exercises with verbal instructions.

Breathing exercise

Slowly raise your arms up high, taking a deep breath in. Then slowly lower your arms down, breathing out.

Repeat this exercise five times.

Shoulder shrug

Stand in a small stance, arms lowered, then pull both shoulders up twice, then the left shoulder once, the right shoulder once, then both at the same time twice in a row.

Repeat this exercise four times.

Head nods

Stand with your arms slightly spread, slowly tilt your head forward and bring your chin closer to your chest. Then carefully tilt your head back.

Repeat this exercise four times.

Arm circles

Stand with a slight stretch, keeping your posture straight. Perform arm circles with both arms, twice forward and twice backward. Start the exercises from a high stance.

Repeat this exercise four times.

After that, we make it more difficult, circling forward with the right arm and backward with the left arm at the same time. Repeat the alternating circling six times, then switch and circle forward with your left arm and backward with your right arm at the same time.

Let's repeat this too six times.

BODY AWARENESS CONCENTRATION EXERCISE

Inwardly directed attention practice.

The group leader leads the exercise. We sit the children in a circle, comfortably, cross-legged or in any position that is comfortable, but they do not fall asleep in it. If possible, we give them cushions to sit on.

Group members close their eyes and follow the voice instructions:

Focus on your lower abdomen, imagine it as an energy storage center from which energy just radiates, imagine the radiation as it continuously changes from orange to gold inside, then back to orange again.

We imagine energy flowing from the energy store in the lower abdomen between our hips and then continuing to the tailbone. From the end of the tailbone to the kidneys, orange, then gold, then orange, then gold energy flows. Rising upwards from the tailbone, the energy splits into two directions towards the two kidneys. We imagine how the energy surrounds both kidneys and fills them with energy.

From the two kidneys, the two energy strands come together and merge into one powerful strand that travels up the spine to the back of the head. At this point, we imagine that our head is light, lighter than we have ever experienced.

Then, the energy travels from the back of the head to the top of the head, where the golden energy continues to flow towards the sky, and the orange continues to travel through our head and penetrates our head between our eyebrows. We see how the penetrating energy again alternates between golden and orange colors, enveloping our brain and filling it with energy. Then the remaining energy moves from our head through our throat to our heart, where we can fill it with warmth, gratitude, and love.

Let's lead the energy that has traveled around back to our starting point, let's lead the orange-gold vibrating energy thread from our heart to our lower abdomen. Let's see, it's much bigger now than we started with. All our energy has arrived for the whole day!

IF THIS IS TYPICAL FOR YOU, DO WHAT I SAY GAME

Participants stand in a circle or scattered. The group leader gives various instructions, which the participants must follow if they feel comfortable doing so:

Anyone who had a sweet breakfast today should squat down!

Anyone who had salty food for breakfast yesterday should jump two with even feet!

If you love bunnies, show some bunny ears!

Anyone who loves milk says: muuuuuuuuu!

Anyone who loves swimming will hold their nose!

Those who love cats should meow!

Whoever has green eyes should be a monkey!

If you are a girl, hug the girl closest to you!

Whoever has brown eyes, let them go!

If you're afraid of a lion, pretend you're a wolf!

If you like math, turn left!

If you love birds, stick out your tongue!

If you like bubbly water, be a bubble!

COMPLETE THE SENTENCE TASK

Participants sit comfortably at tables. The group leader distributes writing instruments and half-finished sentence papers to the participants, one for each person. A sentence starter can be assigned to multiple participants. (Example sentences can be found on a separate printable page at the end of the document.) After distributing the papers, the group leader allows 1-2 minutes for everyone to finish their sentence, then asks the participants one by one to read their entire sentence aloud. The task is over when everyone has had their turn.

I'm excited if...

I felt successful when...

I like to think that...

I would be happy if...

I am happy if...

I laugh when...

When I am happy, then...

I am really looking forward to....

My favorite transportation vehicle is...

TROUBLE AND SHOW TASK

We distribute papers and writing instruments to the children, and everyone has to write down a situation when they saw someone sad or in trouble, what they felt in that situation, and what the writer did. We will explain that the writings must be submitted anonymously. We recommend that the writings submitted be between three and six sentences long.

The group leader collects, reads, and distributes the stories selected from the written ones to groups of 2-3-4 people based on how many people are in the story. (A break or another task/game can be inserted between the collection and distribution.) The groups must take turns acting out the situation on the paper, as chosen by the group leader. The groups have 2-5 minutes to discuss who will play which role and to prepare. The task is over when each group has had a turn.

STOP GAME

The group leader selects two participants who can start acting out any situation they want. The rest of the group is a spectator. Any spectator can stop the improvisation at any time by saying the word stop out loud. If someone says the word stop, the scene must freeze. The participant who said the word stop can choose which character they will take on. They can indicate this by tapping him/her on the shoulder and continue the scene as they wish. The game is over if no one says the word stop for more than ninety seconds. This information is provided to the participants in advance by the group leader. The time is measured by the group leader or his/her assistant.

PHYSICS AND ATOMS GAME

The participants stand in a circle or spread out. The group leader gives various instructions that the participants must follow:

If you love math, show what grade you got out of it last year!

Anyone who loves the Solar System should walk around the person or object closest to their right!

If you like gravity, lie on your stomach!

If you like centrifugal force, stick to the wall!

If you want to travel at the speed of light, do a series of movements in slow motion!

Now we will be atoms:

We are nitrogen atoms, let's form N₂ molecules, let's pair up. We symbolize the transformation into a molecule with a handshake.

Now let's break apart, let the N atoms let go of each other's hands and everyone become a phosphorus atom. Now let's create a white phosphorus molecule, which requires the combination of four phosphorus atoms. Let's get into groups of four. Quickly! If the number of people in the group is not divisible by four, it can be highlighted that whoever is slow will be left out of the phosphorus molecule formation.

If the group is eight or more people, another visual option is to have everyone become a sulfur atom. Now let's create a sulfur molecule, which requires eight sulfur atoms to come together. Let's get into groups of eight. Quick! If the number of people in the group is not divisible by eight, it can be highlighted that whoever is slow will be left out of the sulfur molecule formation.

SILHOUETTE

Required tools: a large white paper/participant (ideally a harder cardboard-like A3 size), colored pencils, felt-tip pens. For this task, the group leader prepares a general boy/girl or neutral profile silhouette drawing in advance, depending on the size of the group, or the profile drawings of specific participants can be drawn individually. In the latter case, the child should sit facing the group leader/helper, facing sideways, and the group

leader/helper should draw their silhouette, which the child will then receive or each participant will receive one of the pre-made ones.

Participants must fill in this silhouette with words and drawings that are characteristic of themselves.

NOTE WHAT HAS CHANGED

The group leader places seven everyday objects on the floor or on the table. The group takes their seats so that everyone can see the objects. Afterwards, the leader distributes paper/booklet and writing instruments to each group member. Then we inform the participants that they have thirty seconds to observe the objects as accurately as possible. When the thirty seconds are up, we cover the objects with a sheet, and then the group leader asks questions about them. Everyone must first answer/solve the questions/tasks on paper, independently, and then, when the time for independent answering is up, everyone reads out their written answers at the request of the group leader. The points awarded based on the answers are recorded by the group leader or their assistant.

Question 1: How many objects are under the shroud?

One point is awarded for each correct answer, and zero points for each incorrect answer. Everyone must first answer the question on paper, independently, and then, when the time for independent answering is up, everyone reads out their written answers at the request of the group leader. The points awarded based on the answers are recorded by the group leader or his/her assistant. Correct answer: 1 point

Task 2: Name three objects under the shroud.

Everyone must first solve the task on paper, independently, and then, when the time for independent answering is up, everyone reads out their written answers at the request of the group leader. The points awarded based on the answers are recorded by the group leader or his/her assistant.

Three correct markings: 3 points, two correct markings: 2 points, one correct marking: 1 point

Task 3: Name all seven objects under the shroud.

Everyone must first answer/solve the questions/tasks on paper, independently, and then, when the time for independent answering is up, everyone reads out their written answers at the request of the group leader. The points awarded based on the answers are recorded by the group leader or their assistant.

Marking seven correctly: 7 points, naming six correctly: 6 points, marking five correctly: 5 points, marking four correctly: 4 points, marking three correctly: 3 points, marking two correctly: 2 points, marking one correctly: 1 point

Task 4: Name the main (highest percentage) material of each of the seven objects under the shroud.

Everyone must first answer/solve the questions/tasks on paper, independently, and then, when the time for independent answering is up, everyone reads out their written answers at the request of the group leader. The points awarded based on the answers are recorded by the group leader or their assistant.

Seven appropriately named: 7 points, six appropriately named: 6 points, five appropriately named: 5 points, four appropriately named: 4 points, three appropriately named: 3 points, two appropriately named: 2 points, one appropriately named: 1 point

In the case of a debatable, disputed answer, or an answer containing a questionable percentage of material, the group leader and the debating participant examine the item together. If this helps to decide which material has the highest percentage in the item, fine. If not, the entire group is involved in deciding the percentage.

Task 5: Each object must be named and an occupation must be associated with it, where the given object is used as part of a job.

Everyone must first answer/solve the questions/tasks on paper, independently, and then, when the time for independent answering is up, everyone reads out their written answers at the request of the group leader. In the case of a debatable or controversial answer, we allow the respondent to justify the connection that they initially thought was incorrect. If they can adequately justify it, they will naturally receive a point. The points awarded based on the answers are recorded by the group leader or their assistant.

Seven appropriately named: 7 points, six appropriately named: 6 points, five appropriately named: 5 points, four appropriately named: 4 points, three appropriately named: 3 points, two appropriately named: 2 points, one appropriately named: 1 point

The group leader or their assistant adds up the points recorded by the group members and announces the first/top three place winners and their points earned.

PRINTABLE SENTENCES FOR THE COMPLETE THE SENTENCE TASK

I'm excited if...

I felt successful when...

I like to think that...

I would be happy if...

I am happy if...

I laugh when...

When I am happy, then...

I am really looking forward to....

My favorite transportation vehicle is...

I'm excited if...

I felt successful when...

I like to think that...

I would be happy if...

I am happy if...

I laugh when...

When I am happy, then...

I am really looking forward to....

My favorite transportation vehicle is...

I'm excited if...

I felt successful when...

I like to think that...

I would be happy if...

I am happy if...

I laugh when...

When I am happy, then...

I am really looking forward to....

My favorite transportation vehicle is...