



SIGN
language

NON
FOR
MAL
EDUCATIONAL



SIGN LANGUAGE
PLAYGROUND



ACTIVITY
collection

WHAT IS THIS? WHAT IS IT GOOD FOR?

Sign language-based,
nonformal activities that
can be played together by
Deaf and hearing
participants



SHORT FORMAT EXERCISES FOR GROUP
TRAINING, SIGN LANGUAGE LEARNING,
FOCUSING



LONG FORMAT EXERCISES FOR DEEPENING,
GROUP DEVELOPMENT, LEARNING CONCEPTS



ACCESSIBLE IN INTERNATIONAL SIGN
LANGUAGE, ENGLISH AND THE LANGUAGES
OF THE PROJECT PARTNERS (HUNGARIAN,
GREEK, POLISH)



IN THIS E-BOOK YOU CAN FIND THE ENGLISH
DESCRIPTION OF THE ACTIVITIES. FOR THE
SIGNED VERSION AND OTHER LANGUAGES, GO TO:

[HTTPS://WWW.SIGNLANGUAGEPLAYGROUND.ORG/](https://www.signlanguageplayground.org/)



We are a Strategic Partnership for cooperation for innovation and the exchange of good practices. At SIGN LANGUAGE PLAYGROUND we were exchanging good practices in non-formal education of the Deaf.

The main purpose of the project was to develop a methodology which combines the nonformal educational techniques applied and tested by the partner organisations in the field of the education of young Deaf persons. By exchanging and combining these best practices with the international partners experienced in the various forms of nonformal education, sharing knowledge at an international level, and by including the young participants through the Mobility Program, as well as their active contribution, we have developed a methodology and practical tool that can be used and adapted free.



Jel Alapítvány

HANDS UP



Jel Alapítvány

Deaf Education Organization, Budapest, Hungary

Hands Up Agency

Sign Language Interpreter service, Athens, Greece

*Polski Związek Gluchych Oddział
Opolski*

Deaf School and Educational Center, Warszawa,
Poland

You In Europe

Youth Organization, Nea Moudania, Greece

NAME OF ACTIVITY	CLAP DANCE			TYPE	SHORT FORM
FUNCTION	<p>Warm up the group Tuning to the topic Development of the "here and now" feeling Becoming to a group Creation of concentration Introduction to the communication without words Tuning to the theme Self-perception and partner perception</p> <p>Basic beginner activity for creating atmosphere and attention to each other. In Deaf or integrated groups, it is a very good opportunity to start a conversation about why eye contact is so important in a visual-based world where sounds fall out of perception. This can be practiced in a playful way and at the same time connected to each other as the beginning of the training.</p>				
DESCRIPTION	<p>Simple group-forming activity. The participants are standing in a circle. We have to practice two movements together as a start: clap, but in a way that is "outward". That's how I can send the clap. The pair of the gesture: clap "inwards," that is, as if I were catching something with the clap. With this I can receive the clap. Someone starts the round with a clap sending to another participant (after making eye contact with them). The person receives the clap with the 2nd move and then forwards it to someone else he has chosen in the same way. If everyone pays enough attention to the others, the group can pick up a very fast pace in the clap-give-in because there is constant eye contact between the participants and there is a high chance of interaction between everyone. If someone doesn't pay attention, the applause is lost, the game is broken.</p>				
ELIGIBLE COMPETENCIES, SKILLS, ATTITUDES	<p>Listening to each other Cooperation Attention Nonverbal expression Eye contact</p>				
RELATED GAME OR BACKGROUND GAME	<p>It is used as a beginner, warm-up, tuning game.</p>				
FORM OF WORK	PLAYTIME	AGE GROUP	TOOL OR STARTING POINT	DIFFICULTY LEVEL (1-5)	OTHER
Whole group	8-10 minutes	Every age group	Standing in the circle, making eye contact	1	We can talk about the importance of eye contact for Deaf people. Listening to each other – with eyes. Communication and collaboration without words – it works, you just have to listen and be actively present!

NAME OF ACTIVITY	WOOSH!			TYPE	SHORT FORM
FUNCTION	<p>Warm up the group Tuning to the topic Development of the "here and now" feeling Becoming to a group Creation of concentration Introduction to the communication without words Tuning to the theme Self-perception and partner perception</p> <p>Basic beginner activity for creating atmosphere and attention to each other.</p>				
DESCRIPTION	<p>Simple group-forming activity, continuation of the Clap Dance activity. The participants are standing in a circle. The facilitator begins a simple gesture: swinging his hand in front of him, like he passes an “energy ball” to the one to his left, a WOOSH! accompanied by a shout. The next participant also quickly swings forward to the one to his left (WOOSH!) And so on, everyone in the circle. If everyone pays attention, a very fast circular motion can be created on the pattern of waving. Practice for a few rounds. The movement in the circle can be reversed in the other direction if someone raises both hands on the WOOSH coming to them and says: AAAA! This turns the circle back on and the WOOSH moves in the other direction. Anyone can reverse the direction. If it’s already going well, we can also combine the Clap Dance movement: participant does not pass on the coming WOOSH, but selects someone with eye contact and pass it on to them by a clap. The other player accepts the clap and can decide whether to continue the WOOSH sideways, or to pick someone from the front and send them a clap, or to pass the move back with the AAAA! move (here you can choose from 3 options).</p> <p>Other options to add more patterns in the circle: RAMP. In the WOOSH circle if I say: RAMP and I show a ramp with my hand over my head, the person next to me will be left out and the circle will continue.</p> <p>When I say: TUNNEL - the next 2nd person in the WOOSH circle rotates 90 degrees, stands in straddle, and the next person has to hide between his legs, and then the pattern continues from him.</p>				
ELIGIBLE COMPETENCIES, SKILLS, ATTITUDES	Listening to each other Cooperation Rapid reactions Focused attention Nonverbal expression Eye contact				
RELATED GAME OR BACKGROUND GAME	continuation of the Clap Dance activity				
FORM OF WORK	PLAYTIME	AGE GROUP	TOOL OR STARTING POINT	DIFFICULTY LEVEL (1-5)	OTHER
Whole group	10-12 minutes	Every age group	Standing in the circle, making eye contact, focusing	2	Each rule should be shown with voice and hand gesture, so it is clear to Deaf participants what is happening.

NAME OF ACTIVITY	THE SECRET GATE			TYPE	SHORT FORM
FUNCTION	Focusing game Involvement to the situation Creating focus Active contribution and presence Observation Deepening Impulse transmission and reception				
DESCRIPTION	<p>A participant goes out. The others stand in a circle, they are the trees of the magic forest. They agree on where the exit of the magic forest will be, where the gate will be - between two participants. Where the gate is, the two players standing next to each other will be the two gatekeepers. The participant who went out comes in and walks around slowly, looking into everyone's eyes. The 2 people who are the gatekeepers must call the participant in the middle with their eyes alone. Who is not a gatekeeper must reject with the gaze. Just the eyes are speaking! It is forbidden to speak, it is forbidden to shake your head, it is forbidden to nod, or to show where is the gate is any other way: only the gaze speaks. The task is to guess from the gazes where the gate is.</p> <p>3-5 rounds can be played.</p>				
ELIGIBLE COMPETENCIES, SKILLS, ATTITUDES	Cooperation Accuracy of observation Concentration Messages without words Active presence				
RELATED GAME OR BACKGROUND GAME	Not a beginner's game. The group participants already needs to know each other, with other activities they have to move beyond the level so that looking into each other's eyes for a long time is not a problem.				
FORM OF WORK	PLAYTIME	AGE GROUP	TOOL OR STARTING POINT	DIFFICULTY LEVEL (1-5)	OTHER
Whole group	20 minutes	Over 12 years of age	Standing in the circle, making eye contact, focusing	3	<p>At the beginning of the game, it should be clarified how many participants will go out in total; how much time is there (recommended: max 5 laps).</p> <p>For Deaf participants only need to be signed the instructions, because after that the activity takes place without words.</p>

NAME OF ACTIVITY	DOLPHIN 1. (IN PAIRS)			TYPE	SHORT FORM
FUNCTION	Introduction to Sign communication Cooperation with a partner Inclusion in the situation Active involvement and presence Monitoring Impulse transmission and reception Creativity Partner change Positive feedback				
DESCRIPTION	<p>Participants are divided into pairs. The activity leader and the co-trainer present the task together. One of them guesses a task for the other (this should be a simple activity with some available object, for example, pick up a pen from a table in the room or sit on a chair). The trainer does not tell the task to the partner, but only evaluates his partner's activities with positive feedback. The other guy, the Dolphin, has to figure out what his job is. The Dolphin can start any activity in the room by closely watching the “tamer” to see when he will receive positive feedback from the trainer (this could be a sound or, in the case of Deaf participants, a visual sign, like applause in SL). If the Dolphin is heading in the good direction, he’ll get feedback. If he doesn’t start in the right direction, there’s no feedback (the game differs from a cold-warm game in that there’s no “cold” but just “warm”). The Dolphin needs to be creative and keep trying all sorts of directions and activities until he gets confirmation and finally finds his job. After the presentation, participants will try wordless dolphin training in pairs (both members of the pair in both roles).</p> <p>For beginner or young groups, the facilitator directs the process and can help couples if they are not creative enough to come up with activities or if the reinforcement is not clear.</p>				
ELIGIBLE COMPETENCIES, SKILLS, ATTITUDES	Importance of positive feedback Partner work Cooperation in a complex task Working with a partner different from you Wordless communication				
RELATED GAME OR BACKGROUND GAME	Not a beginner's game. The group participants already needs to know each other				
FORM OF WORK	PLAYTIME	AGE GROUP	TOOL OR STARTING POINT	DIFFICULTY LEVEL (1-5)	OTHER
Whole group / pairs	25-30 minutes	Over 12 years of age	-	3	<p>If the practice works well: swap. Try it with a new partner!</p> <p>In integrated groups, a very good sensitization process can start with deaf-hearing pairs</p>

NAME OF ACTIVITY	DOLPHIN 2. (GROUP)			TYPE	SHORT FORM
FUNCTION	Introduction to Sign communication Cooperation with a partner Inclusion in the situation Active involvement and presence Monitoring Impulse transmission and reception Creativity Change perspective Positive feedback				
DESCRIPTION	<p>The rules learned in the Dolphin 1., applied to a group. The group is sitting in a circle. One participant goes out, he becomes the Dolphin. The group guesses what the Dolphin needs to "figure out", what to do, what his job is (e.g. untie someone's shoelaces or pick up a cap from the hanger). Since participants are already familiar with the rules of the activity, it can also be a more complex task to teach the dolphin. The Dolphin is coming back. The group gives positive feedback with a pre-arranged signal (Sign Language clap) and indicates when the Dolphin is approaching the target. If the Dolphin goes to the wrong direction, the clapping will be muted (no negative feedback, just the lack of the feedback). The Dolphin will try until he can do the exact task with the help of the group. It is important that the group gives a unified feedback to the Dolphin!</p> <p>3-5 rounds are recommended. If the energy level is high, a pair of Dolphins can also be sent out, in which case always give them a task where they have to create a movement or activity together (e.g. tennis, dancing, hugging, giving a ring, etc.).</p> <p>If there is a stuck ("creative block") and the Dolphin can't move on, the activity leader can help him with suggesting movements.</p>				
ELIGIBLE COMPETENCIES, SKILLS, ATTITUDES	Importance of positive feedback Cooperation in a complex task Wordless communication				
RELATED GAME OR BACKGROUND GAME	Activity can be played after Dolphin 1., a kind of raising that to a higher level and at the same time deriving the paired activity.				
FORM OF WORK	PLAYTIME	AGE GROUP	TOOL OR STARTING POINT	DIFFICULTY LEVEL (1-5)	OTHER
Whole group	25-30 minutes	Over 12 years of age	-	3	3-5 laps are recommended For integrated or mixed groups, Sign Language or an interpreter is required for instruction. Not during the activity, because the linguistics is uniform (we only use one sign).

NAME OF ACTIVITY	SIT – STAND – LAY DOWN			TYPE	SHORT FORM
FUNCTION	Get into the situation Active involvement and presence Observing Impulse transfer and reception Teamwork				
DESCRIPTION	<p>With some grouping strategy, we form trios from the participants; these trios are spaced apart in the playing field so that they can see the activity leader in the middle. The task is to agree (by watching each other) within a group, without discussion, who is sitting, who is standing, who is lying - everyone has to make all three of the trio. Participants can't sign or talk, they just have to look at each other and move like that. At the signal of the leader (which can be a clap or something visual), the members of the trio have to change positions very quickly - no one can stay in the previous position, but the rule is that 1 member of the trio sits, 1 stands, 1 lies. If the team messes up, or is the last to make the switch, they get an error point. Teams compete against each other. After 3 error points, the team is eliminated.</p>				
ELIGIBLE COMPETENCIES, SKILLS, ATTITUDES	When does the group need me? Cooperation in a complex task Speed				
RELATED GAME OR BACKGROUND GAME	-				
FORM OF WORK	PLAYTIME	AGE GROUP	TOOL OR STARTING POINT	DIFFICULTY LEVEL (1-5)	OTHER
Whole group in trios	10-15 minutes	All	-	2	<p>Activity requires a lot of space.</p> <p>Due to the movement and speed, the activity is suitable for relaxation and stress relief after an activity that requires higher concentration.</p> <p>For integrated or mixed groups, Sign Language or an interpreter is required for instruction. Not during the activity, because the linguistics is uniform (leader only uses one sign to show when to switch).</p>

NAME OF ACTIVITY	THE CODE			TYPE	SHORT FORM
FUNCTION	Get into the situation Create a focus Focusing Active involvement and presence Observing Deepening Teamwork				
DESCRIPTION	<p>Participants face each other in two rows.</p> <p>Depending on the participants of the group, the facilitator teaches them 3-5 movements or signs that are linked to numbers: e.g. 1 - applause, 2 - toss. 3 - I LOVE YOU sign, 4 - any other known sign, sequence of movements, mini dance, etc. Together, the group practices the numbers and the movements, in a varied order. One participant goes out, in the meantime group discusses a number code and practice the sequence of movements (eg 1-4-5-3-2). After this, the participant returns, the group (pairs facing each other), showing him the sequence of movements, preferably at the same time, without the guidance of the activity leader. The participant must say the numeric code based on the order of the movements and join the pattern. If the group manages to record the same pace, dynamics, the guessing participant can get involved very easily.</p>				
ELIGIBLE COMPETENCIES, SKILLS, ATTITUDES	Cooperation in a complex task Consistency Group and pair problem solving Confident performance in front of the group Don't be afraid to make mistakes! Take advantage of the opportunities that arise from the error!				
RELATED GAME OR BACKGROUND GAME	-				
FORM OF WORK	PLAYTIME	AGE GROUP	TOOL OR STARTING POINT	DIFFICULTY LEVEL (1-5)	OTHER
Whole group in two rows (10-12 people minimum)	10-15 minutes	Over 10 years of age	-	2	<p>3-5 laps are recommended</p> <p>For integrated or mixed groups, Sign Language or an interpreter is required for instruction. Not during the activity, because the linguistics is uniform (numbers and signs).</p>

NAME OF ACTIVITY	NAME SIGNS			TYPE	SHORT FORM
FUNCTION	Warm up the group, tune to the topic Development of the "here and now" feeling Melting, arrival, icebreaking Group organization				
DESCRIPTION	The group sits or stands in a circle. Based on the variability of the group, the facilitators should lead the game: Deaf / coming from Deaf family / hearing participants. The facilitators sign or tell what the „name sign” is, what its function is, tell their own and its history. If there is a participant in the group who has a name sign, he or she will also introduce and explain why he or she received it. For those who do not have a name sign, the group creates a name sign together based on some external property or the first letter of their name. After that, we sign everyone's names signs together in a circle.				
ELIGIBLE COMPETENCIES, SKILLS, ATTITUDES	Observation Concentration Accuracy of signing Creativity				
RELATED GAME OR BACKGROUND GAME	SIGN PASS, SIGN-SIGN-SIGN, SIGN ZOMBIE				
FORM OF WORK	PLAYTIME	AGE GROUP	TOOL OR STARTING POINT	DIFFICULTY LEVEL (1-5)	OTHER
Whole group	15 – 20 minutes (depends on part.number)	All	-	2	<p>Conversation: The role of the name sign in Deaf culture and population. Why is visibility so important? Specifics of name signs: appearance, body, hairstyle, etc.</p> <p>After the activity, be consistent in the use of name signs and use them throughout the whole training period!</p> <p>If we have a recurring training, this activity can start all the time in a mixed group.</p> <p>More activities can be used to practice name signs</p>

NAME OF ACTIVITY	SIGN PASS			TYPE	SHORT FORM
FUNCTION	Focusing Get into the situation Active involvement and presence Eye contact Practising signs				
DESCRIPTION	<p>The group is in a circle. Everyone chooses their own sign, according to a topic (which can be chosen with a dice) that we have learned before, e.g. animal signs or name signs. The sign chosen by the others does not have to be remembered, but our own does, and the signs of the category must be known. The circle starts. First participant marks his own sign, then signs another sign from the same subject (so if I am the shark, I sign: shark - dog! Whoever is the dog sign, he will be the next, so we have to pay attention to when someone signs our sign. Whoever takes over shows his own sign in the same way and then chooses another to pass it on.</p> <p>If a participant does not remember the other's sign or does not remember more signs, feel free to ask their peers or the facilitator for help.</p>				
ELIGIBLE COMPETENCIES, SKILLS, ATTITUDES	Memory Accuracy of signing Rapid reaction Cooperation Watching each other Don't be afraid to make mistakes! Take advantage of the opportunities that arise from the error! Confident speech or performance in front of the group				
RELATED GAME OR BACKGROUND GAME	<p>The activity is preceded by the joint learning and memorization of sign language signs, according to the topic.</p> <p>NAME SIGNS</p>				
FORM OF WORK	PLAYTIME	AGE GROUP	TOOL OR STARTING POINT	DIFFICULTY LEVEL (1-5)	OTHER
Whole group	15 – 20 minutes (depends on part.number)	Over 8 years of age	Dice, if needed	2	In a mixed, integrated group, the activity is suitable for deepening and practicing the signs you have just learned, but also for strengthening the relationship with each other (especially when asking for help).

NAME OF ACTIVITY	SIGN GOSSIP / MOVE GOSSIP / MIMIQ GOSSIP				TYPE	SHORT FORM
FUNCTION	Focusing Get into the situation Creating a focus Active involvement and presence Practising signs					
DESCRIPTION	<p>Depending on the number of people, we create one or two lines, the participants are behind each other. The facilitator shows the two participants at the beginning of the two lines a sequence of face expressions / movements / signs / sign combination / Sign Language sentence (its complexity depends on the age and the sign knowledge of the participants).</p> <p>The other participants stand back to the first participants. The player at the beginning of the line turns around, passing the move or sign to the person in front of him so that only he can see. After that, this person presents the memorized sequence of movements to the person in front of him, and so on. By the time the "gossip" reaches the person at the end of the line, it will probably change completely. The last participant will sign or show to the facilitator what they have received - we will measure how much they differ from the original token... If there are two lines, they can compete with each other to pass on the gossip faster.</p> <p>After the activity, let's discuss what happened.</p>					
ELIGIBLE COMPETENCIES, SKILLS, ATTITUDES	Memory Visual memory Accuracy of signing Concentration Cooperation Physical expression Don't be afraid to make mistakes! Take advantage of the opportunities that arise from the error! Confident speech or performance in front of the group					
RELATED GAME OR BACKGROUND GAME	If we play the activity with definite Sign Language signs, the activity has to be preceded by the joint learning and memorization of signs, according to the topic.					
FORM OF WORK	PLAYTIME	AGE GROUP	TOOL OR STARTING POINT	DIFFICULTY LEVEL (1-5)	OTHER	
Whole group (10 people minimum)	15 – 20 minutes (depends on part.number)	Over 8 years of age		2	<p>If there are people among the participants who cannot sign, or we have not learned signs together before, we will play with facial expressions, gestures, or very simple signs.</p> <p>Conversation: How and why did the information passed change? Why is it important to get every detail of the information? What happens if for some reason we don't understand or remember every detail? How does a Deaf person experience this in terms of spoken information / mouth reading?</p>	

NAME OF ACTIVITY	SIGN MEMORY				TYPE	SHORT FORM
FUNCTION	Focusing Get into the situation Creating a focus Active involvement and presence Practising signs					
DESCRIPTION	<p>Live memory game; it's good to play when there are many in the group.</p> <p>A participant goes out. The others stand in pairs and the pair discusses a common sign (according to the topic learned). Then the group members mingle, mingle in the room. The participant outside comes in and has to find the pairs (like in a card memory game). Who he touches, shows the sign. If the participant has found a match, they sit down, indicating that they are no longer in play.</p>					
ELIGIBLE COMPETENCIES, SKILLS, ATTITUDES	Memory Visual memory Accuracy of signing Concentration Cooperation Physical expression Don't be afraid to make mistakes! Take advantage of the opportunities that arise from the error! Confident speech or performance in front of the group					
RELATED GAME OR BACKGROUND GAME	If we play the activity with definite Sign Language signs, the activity has to be preceded by the joint learning and memorization of signs, according to the topic.					
FORM OF WORK	PLAYTIME	AGE GROUP	TOOL OR STARTING POINT	DIFFICULTY LEVEL (1-5)	OTHER	
Whole group, pairs (10 people minimum)	15 – 20 minutes (depends on part.number)	Over 8 years of age		2	3-5 laps recommended	

NAME OF ACTIVITY	SIGN – SIGN - SIGN				TYPE	SHORT FORM
FUNCTION	Focusing Get into the situation Creating a focus Active involvement and presence Practising signs					
DESCRIPTION	<p>Starting point: each participant chooses one of the previously learned signs (eg name signs, fruits, animals), together we memorize who has what sign. We are in a circle with a selected participant in the middle. It is the job of the one in the middle to get someone else in the middle instead. You can achieve this by selecting someone, turning to them, and signing their sign 3x in a row very quickly (e.g., apple-apple-apple). If the person didn't pay attention and didn't notice that he or she was selected, he or she "lost" and he or she goes to the middle. But if he notices that he has been singled out, he can prevent him from also quickly marking his own signal three times, at the same time as the middle player. In this case, the one standing in the middle stays inside and picks out another person for himself.</p>					
ELIGIBLE COMPETENCIES, SKILLS, ATTITUDES	Memory Visual memory Accuracy of signing Concentration Physical expression Don't be afraid to make mistakes! Take advantage of the opportunities that arise from the error! Confident speech or performance in front of the group					
RELATED GAME OR BACKGROUND GAME	If we play the activity with definite Sign Language signs, the activity has to be preceded by the joint learning and memorization of signs, according to the topic. The activity is suitable for practicing name signs, a good starting game in a longer training process.					
FORM OF WORK	PLAYTIME	AGE GROUP	TOOL OR STARTING POINT	DIFFICULTY LEVEL (1-5)	OTHER	
Whole group in circle (8 people minimum)	10 – 15 minutes	Over 8 years of age		3	If we are not playing with name signs, we need to know at least as many characters from the given topic as we have participants, since everyone needs a separate character.	

NAME OF ACTIVITY	SIGNED ZOMBIE 1.				TYPE	SHORT FORM
FUNCTION	Focusing Get into the situation Creating a focus Active involvement and presence Practising signs					
DESCRIPTION	<p>Starting point: each participant chooses one of the previously learned signs (eg name signs, fruits, animals), together we memorize who has what sign. We are in a circle with a selected participant in the middle. We are in a circle, in the middle is a selected participant, he is the Zombie. It's his job to catch someone and get him in the middle instead. You can achieve this by picking someone up, turning to them, and moving slowly, with a "zombie walk," toward them. The „threatened” participant can save himself with signing someone’s name or sign: this way he can guide the Zombie towards another victim (while the Zombie is steadily moving towards him, trying to catch him). The Zombie thus heads for its new victim. Who can also sign someone else’s name or sign. If he can’t sign anything or too slow, the Zombie catches him, so he stands in the middle of the circle, he becomes the new zombie.</p>					
ELIGIBLE COMPETENCIES, SKILLS, ATTITUDES	Memory Visual memory Accuracy of signing Concentration Physical expression Don't be afraid to make mistakes! Take advantage of the opportunities that arise from the error!					
RELATED GAME OR BACKGROUND GAME	If we play the activity with definite Sign Language signs, the activity has to be preceded by the joint learning and memorization of signs, according to the topic. The activity is suitable for practicing name signs, a good starting game in a longer training process.					
FORM OF WORK	PLAYTIME	AGE GROUP	TOOL OR STARTING POINT	DIFFICULTY LEVEL (1-5)	OTHER	
Whole group in circle (8 people minimum)	10 – 15 minutes	Over 8 years of age		2	If we are not playing with name signs, we need to know at least as many signs from the given topic as we have participants, since everyone needs a separate signs.	

NAME OF ACTIVITY	SIGNED ZOMBIE 2. (SAVE ME!)				TYPE	SHORT FORM
FUNCTION	Focusing Get into the situation Creating a focus Active involvement and presence Practising signs					
DESCRIPTION	<p>Starting point: each participant chooses one of the previously learned signs (eg name signs, fruits, animals), together we memorize who has what sign. We are in a circle with a selected participant in the middle. We are in a circle, in the middle is a selected participant, he is the Zombie. It's his job to catch someone and get him in the middle instead. You can achieve this by picking someone up, turning to them, and moving slowly, with a "zombie walk," toward them. Up to this point, the same thing happens as in Signed Zombie 1 Activity. The „threatened” participant in this game can't save himself with just signing someone's name or sign: he can ask for help from those around him, using only eye contact (while the Zombie is steadily moving towards him, trying to catch him). Anyone who notices that the threatened participant is asking for help and made eye contact with him, can save him from the Zombie: he or she rushes to the Zombie, touches his shoulder, and redirects him to another victim, showing his sign. The Zombie thus heads for its new victim. Who can also ask for help with his eyes. If no one saves the participant, the Zombie catches him, so he stands in the middle of the circle, he becomes the new zombie.</p>					
ELIGIBLE COMPETENCIES, SKILLS, ATTITUDES	Memory Visual memory Accuracy of signing Concentration Physical expression Don't be afraid to make mistakes! Take advantage of the opportunities that arise from the error! Asking for help Good help When the group needs me?					
RELATED GAME OR BACKGROUND GAME	<p>If we play the activity with definite Sign Language signs, the activity has to be preceded by the joint learning and memorization of signs, according to the topic. The activity is suitable for practicing name signs, a good starting game in a longer training process.</p> <p>Recommended to play after Signed Zombie 1. activity</p>					
FORM OF WORK	PLAYTIME	AGE GROUP	TOOL OR STARTING POINT	DIFFICULTY LEVEL (1-5)	OTHER	
Whole group in circle (8 people minimum)	10 – 15 minutes	Over 8 years of age		3	<p>If we are not playing with name signs, we need to know at least as many signs from the given topic as we have participants, since everyone needs a separate sign.</p> <p>Discussion: The importance of eye contact in Deaf culture</p> <p>How do we ask for help? How can we be present to the person asking for help? How can we help well?</p>	

NAME OF ACTIVITY	TOUCH & SIGN				TYPE	SHORT FORM
FUNCTION	Focusing Creating a focus Active involvement and presence Practising signs Self-perception and partner perception					
DESCRIPTION	<p>As a starting point, each participant chooses a sign for himself / herself, which is practiced together. Or we can play the activity with name signs.</p> <p>We stand in two circles, the two session leaders stand in one circle. In the circles, the participants stand close together shoulder-to-shoulder. To begin with, the facilitator signs someone's name or the sign they received in the practice circle (e.g., dog). Whoever has this sign selects another person from the circle and touches his shoulder. The person who is touched selects the next participant and signs his / her sign. He touches again... and so on. The system is therefore: touch - sign - touch - sign. If someone spoils or hesitates, they run over to the other circle, stand there, and continue playing there, making their job harder because they have to use a new sign. Due to the mistakes, running from one lap to another is continuous. It is not necessary for participants to note exactly who received what sign (although it is appropriate and will happen by the end of the activity), but it is enough to know the signs of the topic that have been distributed. The activity requires a lot of concentration, followed by a relaxing, moving game is recommended.</p>					
ELIGIBLE COMPETENCIES, SKILLS, ATTITUDES	Memory Visual memory Accuracy of signing Concentration Don't be afraid to make mistakes! Take advantage of the opportunities that arise from the error!					
RELATED GAME OR BACKGROUND GAME	If we play the activity with definite Sign Language signs, the activity has to be preceded by the joint learning and memorization of signs, according to the topic. The activity is suitable for practicing name signs, a good starting game in a longer training process.					
FORM OF WORK	PLAYTIME	AGE GROUP	TOOL OR STARTING POINT	DIFFICULTY LEVEL (1-5)	OTHER	
Whole group in 2 circles (12 people minimum)	10 – 15 minutes	Over 10 years of age		3	If we are not playing with name signs, we need to know at least as many signs from the given topic as we have participants, since everyone needs a separate signs.	

NAME OF ACTIVITY	TRAFFIC SIGNS				TYPE	SHORT FORM
FUNCTION	Movement Drain the tension Focus, attention Teamwork Self-perception and partner perception					
DESCRIPTION	<p>Participants are divided into two groups and placed in two columns a few meters next to each other. One of the activity leaders is approx. 10 meters away from the participants in the two columns, opposite them. He is the goal, we can show this with a long rope on the ground, and there must be free space behind the person. In a line opposite it, we place two hoops or circles made of rope on the ground opposite the two columns. The purpose of the participants in the column is to get to the hoop, lift it, pull it over, put it down, and then get to the part behind the activity leader.</p> <p>The trick is that the leader can control when the participants can move. He shows two movements: his hand is up or his hand is down. When his hands are up, participants cannot move. When down, they can move. Participants in the two columns start at the same time - in case the facilitator has his hands down. As he lifts up, participants has to freeze, whenever they are. Anyone who moves and is noticed by the leader, goes back to the starting point (beginning of the column) and tries again. The goal of the activity is for people in both columns to get to the hoop and then get to the target zone. The leader aims to prevent this. It's worth starting slowly, but if the participants are skillful, you can alternate movement very quickly, which increases excitement.</p>					
ELIGIBLE COMPETENCIES, SKILLS, ATTITUDES	Rapid reactions Attention Focus					
RELATED GAME OR BACKGROUND GAME	Suitable for relaxing after activity requiring greater concentration or focus.					
FORM OF WORK	PLAYTIME	AGE GROUP	TOOL OR STARTING POINT	DIFFICULTY LEVEL (1-5)	OTHER	
Whole group in 2 columns (10 people minimum)	20 minutes	Over 8 years of age	2 circles made of hoops or ropes (in the absence of this, other tasks can be given, eg raising a ball from the ground above your head or sitting on a chair)	2	<p>Large space-consuming activity</p> <p>High energy generating activity; can be played with a group with good group dynamics for a long time</p> <p>The original activity operates with clap (one clap - you can move, two claps - you have to freeze). Because of the deaf participants, we visualized the sign.</p>	

NAME OF ACTIVITY	GIVE PERMISSION			TYPE	SHORT FORM
FUNCTION	Grouping Joint presence Tuning Focusing Active involvement and presence Self-perception and partner perception				
DESCRIPTION	<p>The participants are in a circle. At the request of the activity leader, everyone makes eye contact with everyone in the circle, this can be done several times - everyone should be sure that they have already met every other pair of eyes. After this, the activity leader introduces and starts the game. Picks someone from the circle to looks to him or her clearly. If that person notices that he or she has been selected, he or she keeps the eye contact and nods, giving permission. Then they both head toward the center of the circle and change places, keeping eye contact all the way (as long as they go opposite). The participant who has been selected by the activity leader in the first round will start the next round and he / she will select someone to swap places with a nod. We continue until everyone has left their original place at least once.</p> <p>Important: Participants must make sure that the other person has made eye contact and gave permission before changing places. A clear connection between the two people must prevent movement.</p>				
ELIGIBLE COMPETENCIES, SKILLS, ATTITUDES	Improving focus Attention to the partner Cooperation				
RELATED GAME OR BACKGROUND GAME	The activity can be used as a start to any training session. Can be played before the SIGNED ZOMBIE or CLAP DANCE .				
FORM OF WORK	PLAYTIME	AGE GROUP	TOOL OR STARTING POINT	DIFFICULTY LEVEL (1-5)	OTHER
Full group, minimum 8 people. Over 20 people can be divided into two circles	10 minutes	Over 8 years of age		1	The importance of eye contact in Deaf culture

NAME OF ACTIVITY	CHAOS IN THE ROOM – AM I NEEDED?				TYPE	SHORT FORM
FUNCTION	Focus on attention Teamwork Self - perception and partner perception Monitoring Joint presence Tuning Active participation and presence					
DESCRIPTION	<p>To begin with, the facilitator explains the task: participants must work together without external instruction and discussion, operating a system to communicate without words, observing each other and handing over responsibility.</p> <p>First level: one stop - all stops, that is, either everyone moves or no one moves. Participants walk around the room. Not in a circle, but everyone at their own pace, in any direction, in any form. Anyone can choose to stop (freeze during the move). In this case, however, the others must freeze as well! By observing each other, they need to notice what is happening and take over the freeze. If everyone stands still, it is up to someone to decide whether to start, to move again, and so does the others. Someone freezes again - everyone freezes. Someone is moving - everyone is moving. If the system works, you can play with time (longer or shorter freezes), dynamics.</p> <p>Second level: The task is simple: as many people can move (1, 2, 3, 10....) as the facilitator will show. Participants walk around the room. Not in a circle, but everyone at their own pace, in any direction, in any form. The facilitator shows a number (e.g. 1), then one person can move, the others have to freeze - but who is moving cannot discuss it, they have to adapt to each other's decisions. If everyone is frozen and no one is moving, you need someone to take it. If more people stay on the move, they need to notice that they are not needed. The exercise continues, with the occupation manager taking turns showing how many to move (this can be started from freezing or from movement).</p> <p>Third level: the group is in a circle. The facilitator shows numbers. There should be as many people in the circle as he shows. This is difficult to achieve precisely and cannot be expected to always succeed. Important: Once someone has stepped in the circle, they cannot step back. If you can't hit the number, there's no problem, you can try again, it's allowed.</p>					
ELIGIBLE COMPETENCIES, SKILLS, ATTITUDES	Cooperation without words Taking and transfer of responsibility Does the group need me? Decision Don't be afraid of the mistake!					
RELATED GAME OR BACKGROUND GAME	Not a starting game: it can be applied in the first stage of the training process, but it is good if the participants already know each other.					
FORM OF WORK	PLAYTIME	AGE GROUP	TOOL OR STARTING POINT	DIFFICULTY LEVEL (1-5)	OTHER	
Full group	20-25 minutes	Over 8 years of age		1	<p>For Deaf participants, it is important to visually show the numbers at the second and third levels</p> <p>Wordless collaboration with observation</p>	

NAME OF ACTIVITY	THE LOVERS ARE BETWEEN US				TYPE	SHORT FORM
FUNCTION	Focus on attention Teamwork Self - perception and partner perception Monitoring Joint presence Tuning Active participation and presence					
DESCRIPTION	<p>Participants stand in a circle, but everyone’s backs point inward. The facilitator asks the participants to close their eyes, at which point he or she stands in the middle of the circle and selects two participants and touches their backs. This touch indicates to the two participants that they are in love. Their job is to find each other and embrace each other. But they don’t even know they’re looking for each other - no one knows they’re in love. The purpose of the other participants is to prevent lovers from meeting. Everyone walks the space, in their own way and at their own pace. Lovers try to find and seduce their partner with eye contact. You can't talk - only your eyes communicate. If they believe they have found each other, they must embrace each other. In this case, love triumphed. However, the other participants can prevent them from meeting each other, on the one hand, if they notice that the two are about to embrace each other, they can stand between them (in this case, the circle is over) or suspect others. The facilitator will tell whether X and Y are in love or not. If so, the round is over. If not, the lovers will continue to look for each other. The goal is for others to find each other without their knowledge. Multiple rounds can be played.</p>					
ELIGIBLE COMPETENCIES, SKILLS, ATTITUDES	Cooperation without words Strengthening group awareness Relaxing group dynamics					
RELATED GAME OR BACKGROUND GAME	Activity can be played along the “when I need it” question, after the Chaos in the room activity. Participants are brought together emotionally well by this activity.					
FORM OF WORK	PLAYTIME	AGE GROUP	TOOL OR STARTING POINT	DIFFICULTY LEVEL (1-5)	OTHER	
Full group (max. 20 people; group division recommended above)	25-30 minutes	Over 12 years of age		4	<p>Before the activity, ask if the hug is comfortable for everyone.</p> <p>Wordless collaboration with observation. Communication with signs and gestures. Importance of eye contact.</p>	

NAME OF ACTIVITY	VIRUS BALL				TYPE	SHORT FORM
FUNCTION	Stress relief Teamwork Self - perception and partner perception Monitoring Joint presence Relax					
DESCRIPTION	It's a kind of catch-and-throw mix activity. You need a soft, not very bouncing ball. We need a volunteer, he will be the host of the virus, or the number one infected. Whoever is infected can be the ball and the ball can touch others, thus transmitting the infection. However, when the ball is in your hand, you cannot move out of place, your feet will stick to the ground. From this position, you should try to infect others (the first can be activity leader so you don't get stuck in the game). It is in the interest of those infected to infect others. They can pass the ball to each other, but if they have it, they can't move out of place. As the number of infected grows, they need to collude better and better to encircle and catch the uninfected. The playing field must be precisely designated. If it is too big, it will be very difficult to catch all the players.					
ELIGIBLE COMPETENCIES, SKILLS, ATTITUDES	Cooperation without words					
RELATED GAME OR BACKGROUND GAME	It is suitable for a start-up, energizing exercise if the group already knows each other. Good relaxation and stress relief even after a task that requires a high concentration in the training process.					
FORM OF WORK	PLAYTIME	AGE GROUP	TOOL OR STARTING POINT	DIFFICULTY LEVEL (1-5)	OTHER	
Full group	20-25 minutes	Over 8 years of age	A small, soft ball	1	High energy exercise, then allow time to participants to rest. Wordless collaboration with observation. Communication with signs and gestures	

NAME OF ACTIVITY	HURRICANE			TYPE	LONG FORM
FUNCTION	Deepen and apply concepts that can be learned through formal learning – through non-formal play and creativity, with a changing and diminishing number of tools.				
DESCRIPTION	<p>We form teams of 4-5 people. We work with as many concepts / definitions as many teams as we have (3 minimum). The concepts are selected based on the topic we are working on with the participants (eg basic concepts of human rights, disability, environment). Before the activity, the concepts have to be defined separately by the activity leaders. Definitions of paragraph 1 length and sticky notes of concepts have to be printed in 1-1 copies. Teams pull concepts out of a hat.</p> <p>In Round 1, the concepts are formally interpreted and discussed, related personal experiences are recalled within each team (handing out of printed definitions, max. 10 minutes of work), and then one speaker per team summarizes the essence of the definition to the other teams in 30 seconds. The concept sticky notes are returned to the hat. In Round 2, one person from each team pulls a concept from the hat (not the same as in Round 1). This player tells his team the concept in one short sentence, who have to figure it out within 1 minute based on their knowledge gained in the previous round. If it succeeds, they scored a point. After 1 minute, if the player's team fails to figure out the solution, the other teams can rob and win 1 point.</p> <p>Round 3: another pull from the hat (not the same), a new player from the team shows / pantomimes the concept to his team. After 1 minute: other teams rob</p> <p>Round 4: another pull from the hat (not the same), a new player from the team draws the concept for his team. After 1 minute: other teams rob</p> <p>Round 5: Another pull from the hat (not the same), a new player shows the concept to his team with prepared objects. After 1 minute: other teams rob</p> <p>Round 6: Another pull from the hat (not the same), a new player from the team shows the concept to his team in one move. After 1 minute: other teams rob</p> <p>Round 7: Another pull from the hat (not the same), a new player from the team expresses the concept to his team with a facial expression. After 1 minute: other teams rob</p> <p>Round 8: Another pull from the hat (not the same), a new player from the team expresses the concept to his team with one voice. After 1 minute: other teams rob</p> <p>The number of circles is arbitrary and can be changed depending on the participants (eg in the case of deaf participants, the voice circle cannot be operated). The team that collects the most points wins.</p>				
ELIGIBLE COMPETENCIES, SKILLS, ATTITUDES	Creating an atmosphere Active presence Attention Play without a tool Fantasy Changing strategy Gesticular expression Power of presence Don't afraid to fail Self-expression Body expression Using the space Nonverbal means of expression Observation				
RELATED GAME OR BACKGROUND GAME	Long-format, high-difficulty nonformal activity can be played at the apex of a structured process; it is recommended that the activity be preceded by short and other long nonformal activities and by strengthening the relationship and group awareness between the participants.				
FORM OF WORK	PLAYTIME	AGE GROUP	TOOL OR STARTING POINT	DIFFICULTY LEVEL (1-5)	OTHER
Group game, groups of 4-5 people. A large group (30-40 people) can also play	About 150-180 minutes	Over 14 years	Pre-selection and printing of concepts by activity leaders from a topic related to the learning process. Preparing drawing tools and objects to the 4-5. to the circle.	5	Activity is recommended for camping or a multi-day training process, where it is important for leaders to know the competencies of the participants.

NAME OF ACTIVITY	STOCK MARKET				TYPE	LONG FORM
FUNCTION	Cooperation Learning through non-formal play Decision planning Profit and risk assessment Developing knowledge about the Deaf culture					
DESCRIPTION	<p>Participants are divided in groups with maximum 8 person in one group. If participants are from different countries and languages it is the best if groups are mix of them. At the very beginning the groups get 250€. The activity leader present the tasks:</p> <ol style="list-style-type: none"> 1. All groups have to collect the higher amount of money they can for the common goal. 2. There are three stations in the area of play, leader presents and explains the rules how to get the money on each one of station. <p>Station 1 - "Balloon station" - there are a lot of balloons in 3 colours, in each balloon there are papers with questions about the knowledge we want participants to learn. It can be about European Union or deaf community. Balloon colour means difficulty level of the question. Participants can buy a question but a balloon price depends on the colour: Easiest questions cost 50€; Medium questions cost 200€; Hardest questions cost 300€.</p> <p>After paying for chosen question the station manager breaks the balloon. The group has a time to prepare the answer, if answer is correct they get double amount of money they paid. If not, they lost money they paid.</p> <p>Station 2 - "casino" - group can choose to play dice or cards. They put any amount of money they want. The station manager puts the same amount on the table, then plays dice or choose one of the cards. The group does the same, the higher number wins. The winner gets all the money on the table.</p> <p>Station 3 - "Project" - Participants can see six papers with tasks laying on the table, they choose which task they would like to prepare. Task requires cooperation, creativity and knowledge abou deaf culture or European Union (it depends on the project goal). Examples of tasks: creating a story about something or presenting a pantomime. Every task has it own price, which can be doubled by finalizing the task. The station manager decides how much money the group earns. Tasks prices are between 350-500€.</p> <p>During the game every station managers are increasing a price of their tasks. Patricipants are earning more money so the cost of the tasks is doubled or tripled. After the given time has passed - ususally it is about 2,5 hours, participants in their groups are counting their money. It is a moment when groups start to compete, so the leader must remind them that the money were earned for common goal.</p>					
ELIGIBLE COMPETENCIES, SKILLS, ATTITUDES	Cooperation					
RELATED GAME OR BACKGROUND GAME	Not recommended at the beginning of the training process					
FORM OF WORK	PLAYTIME	AGE GROUP	TOOL OR STARTING POINT	DIFFICULTY LEVEL (1-5)	OTHER	
Full group, divided in small groups	150 - 180 minutes	Over 10 years of age	baloons, paper, pen, playing cards, dices, a lot of fake money	3	When working with a mixed, deaf-hearing group, care should be taken to ensure that an adequate number of interpreters are present	

NAME OF ACTIVITY	LIMIT 20				TYPE	LONG FORM
FUNCTION	Understanding the nature of discrimination with participants, through their own experiences, in a guided way. Understanding inadequacy of life chances, power, discrimination and exclusion. Aim is to reveal the participants' tolerance and solidarity and to reflect about exclusion and competition.					
DESCRIPTION	We form teams of 4-5 people from the participants: we have to form a minimum of 3 teams. These teams compete for points for 10 rounds. In the 10 rounds, they have to solve simple tasks together (eg choosing a team name, drawing a logo, creating a team motto, dancing together, blowing balloons with a blindfold, etc.). After each task, a pre-established jury of at least 3 members (of which at least one must be a practice leader) evaluates and scores the work of the teams. The jury receives secret instructions from the other practice leader before the start of the exercise: randomly selecting one team in each case and scoring another in each case, for some plausible reason (e.g., there was not enough coherence). The essence of the practice is how participants react to hidden discrimination - both positive and negative - in a gameplay that is consciously manipulated in this way. How they react individually and as a team; are they changing their strategy? At the end of the gameplay, there must be time to reveal the secret and release the tension. Participants' negative experiences should be resolved and the impact of their experiences should be discussed; who brings what out of practice and how their views on discrimination have changed.					
ELIGIBLE COMPETENCIES, SKILLS, ATTITUDES	Cooperation Active presence Attention Changing strategy Spontaneous reaction Enhancement Active involvement Teamwork and group dynamics Striving to overcome stereotypes and prejudices A positive attitude to change and invention Rejection of Stereotypes					
RELATED GAME OR BACKGROUND GAME	Not recommended at the beginning of the training process. The long-format, high-difficulty activity can be played at the apex of a structured process; it is recommended that the exercise be preceded by short and other long informal activities and the strengthening of the relationship and group awareness between the participants					
FORM OF WORK	PLAYTIME	AGE GROUP	TOOL OR STARTING POINT	DIFFICULTY LEVEL (1-5)	OTHER	
Full group, divided in small groups. Min. 15 persons	180 – 220 minutes	Over 14 years of age	flipchart, cards, balloons, face paint, papers, pencils, bell, timer	5	When working with a mixed, deaf-hearing group, care should be taken to ensure that an adequate number of interpreters are present It is a recommended activity for a camp or multi-day training process, where it is important for leaders to know the competencies and workload of the participants.	