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# Learning Together -

## Playing Brain Games

### A Practical Guide for Families

More Parents Associated for Learning

More Parents Associated for Learning

*Empowering parents to become more  
actively involved in their child's education,  
school and community*



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*This guide reflects the views only of the authors and the commission cannot be held responsible for any use which may be made of the information contained therein*

**This self-help guide has been produced by the parents, their children and the Bulgarian team with contributions from other MorePal partners.**

## Why brain games?

The family is the child's first teacher, forming his or her attitudes to learning. Playing brain games together can help form positive attitudes to learning.

Supported by their parents, children can learn how to solve problems, to communicate better and to develop their own thinking and learning abilities.

On the one hand, through participation in creative family activities, parents can maximize the educational success of the whole family. On the other hand, children will gain more knowledge, helping their academic and individual development.

★ Learn more...

★ Play more with mom, daddy, granny...

★ Be happy playing brain games together as a family

**Enjoy playing the games!**

**Aim:** Knowledge of different animals.

### **'Let's imitate':**

The players are stand in a circle. The leader tells a story including in it names of different animals. The children have to imitate the sounds that the respective animals make accompanied by typical movements of theirs. Sometimes the facilitator mentions a word that is similar in its pronunciation to the name of the animal. The participants who react to those false/misleading words are out of the game.

**Aim:** Knowledge of different professions and jobs.

### **"What is my job?"**

The players stand in a semicircle. One of the players will do the guesswork and he/she goes away from the group. Each of the players thinks of a job and mimes actions imitating it. The one who will do the guessing comes back to the group and tries to guess the professions chosen by the other participants.

### **„Who knows more?"**

The players stand in a circle round the leader who has in his hands cards with drawings or pictures of different objects. The number of the cards corresponds to the number of children. Each player draws a card, shows it to the other players and begins to tell everything that he/she knows about the depicted animal, plant or machine.

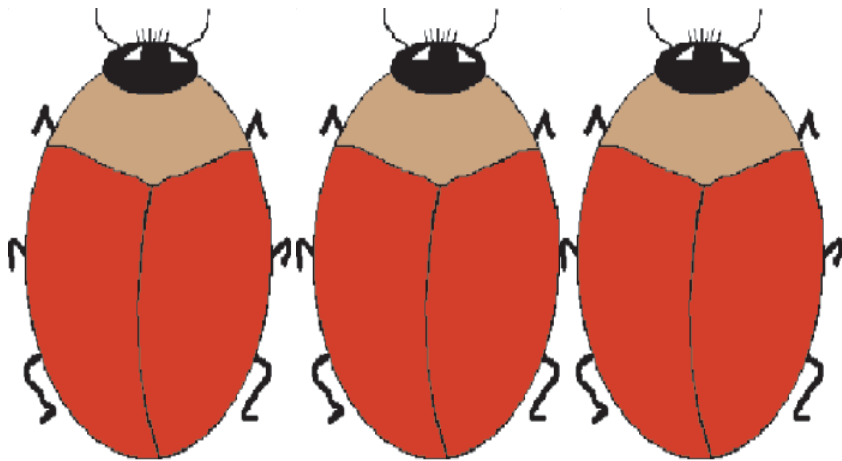
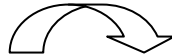
**Aim:** knowledge of different animals, plants, machines

**"The Ladybird Game"**

Players take turns to throw the dice. If they get a 6 for example they shout out "Six!" They then put 6 counters on their first ladybird. (Encourage counting out loud while they do this). Continue taking turns until the first child has completed their 3 ladybirds, each with 8 spots and shouts out "Ladybird, ladybird fly away home". The winner is the player who first completes their 3 ladybirds.

**Materials:** A dice  
A ladybird board (see below)  
and some small counters  
(black if possible) for each player.

Ladybird Board

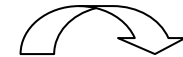


This game is a contribution from the partners in Wales

**"Countries, cities, rivers, mountains, plants, animals, names"**

**Aims:** to check knowledge, to use knowledge as fast as possible, to learn to play fairly, to learn to lose too.  
**nice game for a family evening**  
**Nr of participants:** minimum 2 persons.

sample table



Country	City	Animal	Plant	River	Mountain	Name	Total

Each person draws a table with 8 columns giving the topics of the game. One person recites the letters of the alphabet silently, being stopped by another player who says "STOP" ! He says loud the letter at which he was stopped. Everyone must write down a word for each column beginning with that letter. The first one to complete all the columns says "STOP WRITING"! They all count their scores:

- 5 points if you have the same word as someone else
- 10 points for each new different word.
- 20 points for those who have completed them all and no one else has.

The winner is the one with the best score.

This game is a contribution from the partners in Romania

### "Guess who the character is?"

One player goes out of the room. Everyone else agrees on choosing a character from books. The child comes back into the room and someone describes the character. The child has to guess who the character is, which book the character is from, the author and the names of some of the other characters from the same book.

***Aims:** Knowledge and skills of characterizing a character from books.*

### "A prompt reply"

Everyone stands in a circle. One player stands in the middle with a ball in his/her hand. He/she throws the ball, pronouncing part of a word. The person who gets the ball has to complete the word and throw the ball back giving the answer.

***Aims:** Knowledge of words and their composition.*

### "A logical story"

Each player has a piece of paper and a pen/pencil. The facilitator dictates 15-20 logically connected words and terms. The aim of the game is to use each of them, within 10-15 minutes, to make a story, using all the words given.

***Aims:** Knowledge how to make a logically connected story.*

### Chinese Whispers

The first player whispers a word in the next player's ear. Then they each in turn whisper what they have heard in the ear of the player next to them. The last person says loud the final word he understood. The winner is the person who could reproduce/guess what the initial word was.

***Aims:** To increase attention, acquiring information quickly by whispering*  
***Nr of participants:** min 4 persons.*

**This game is a contribution from the partners in Romania**

All games could have a competitive element and participants could get scores for their answers. Some of them could be used to

### "Jolly football player"

***1st version:*** The players are in a circle and the leader passes the ball to someone, giving a task (e.g.  $5 + 7 = \dots$  or  $3 \times 4 = \dots$  etc.). The player who gets the ball should pass the ball back giving the answer.

***Aims:** Knowledge of addition, subtraction and multiplication and the relationship between them.*

***2nd version:*** The players are in a circle and the leader or parent passes the ball to one of the players. The leader says two numbers (e.g. 2 and 3), then the player has to give the sum (+), the difference (-) and the product (x).

### "Do you know the order of the numbers?"

***1st version:*** The players are divided into pairs. Each player has cards with the numbers from 1 to 20 on them. One of the pair arranges 4 to 5 numbers on the floor or table, leaving places between them so that the missing ones can be inserted and arranged. The second partner arranges the missing numbers.

***Aims:** counting; the concept of numerical order and the place of the numbers in it.*

***2nd version:*** The players are divided into pairs. The cards are shuffled and distributed among the pair as in playing cards. At a given signal each pair begins to draw one card at a time and the two of them arrange the cards in ascending order. The winner is the pair who is the first to arrange their cards with the numbers from 1 to 20.

### "The Magic Bag"

Put small cards in a bag with various numbers that are answers to addition and subtraction sums using the numbers 1 to 9.

***Aims:** knowledge of addition (+), subtraction (-).*

The children have cards with the numbers 0 to 9 on them.. A player takes a card out of the bag and holds it up. The other players have to hold up 2 of their cards that make the number, either by adding or subtracting.