

L E T ' S
P L A Y !
A C T I V I T Y
C A R D S

Play-based activities for healing and learning

Let's play, let's learn, let's heal...

The Let's Play - Activity cards were created to stimulate and support children whose play has been affected by the war in Ukraine. The cards contain a set of play-based activities which promote different types of play and emphasize the healing power of play as a vehicle for children to express themselves and their feelings, while at the same time continuing to learn and explore the world around them.

The cards can be used by parents and caregivers as a way of alleviating stress, supporting their involvement in children's play, strengthening their connection with children, and as a means of providing children with a sense of safety and comfort. They are also suitable for professionals and volunteers working in formal and non-formal Early Childhood Education and Care (ECEC) programs.

The cards are the output of a training delivered by ISSA for ECEC professionals and volunteers — mostly refugees from Ukraine — working in Play Hubs in Slovakia.

This training was supported by Skola Dokoran – Wide Open School under the UNICEF project.

LEGEND



How to navigate the activity cards..



DID YOU KNOW: cards with the “Did you know” symbol introduce specific sets of activities and explain how different types of play/or activities impact child development, and why they are important in developing specific skills and knowledge.



INFORMATION: each activity has an information symbol which describes the activity and introduces the type of skills or knowledge children will develop through engaging with this activity.



TIPS: activity cards with this symbol provide tips on how to adapt or level up a specific activity. You will also find some alternative ways explaining how to enhance or contextualize the activity.



YOU WILL NEED: activity cards with the “you will need” symbol list basic materials and items needed for the specific activity.



YOU WILL SAY/DO: each activity card containing a symbol representing “you will say/do” guides you with steps on how each activity is carried out.

Table of Contents



What's inside?

Sensorial activities

1. Nature's footprint – Frottage
2. Sensory bag
3. Sensory balloons
4. The magic of playing with water
5. Wonderland in a bottle

Creative activities

6. Shadow puppets and shadow play
7. Playful marbles
8. Little blue and little yellow
9. My story rocks
10. Newspaper puppets
11. Puppet theater
12. My ideal place
13. Stick horse

Music, Movement, & Rhythm

14. My footprint dance
15. Happy stones – follow my rhythm
16. My magic sticks
17. Colorful polygon

Stress-release activities

18. Shake, shake, shake
19. Lemon juice
20. Shower
21. Candles on the cake
22. Get off my back
23. Dancing in the rain
24. Mumbling choir

DID YOU KNOW?

Sensorial activities

Did you know?



From birth and throughout early childhood, children use their senses to explore and to make sense of the world around them. They do this by touching, tasting, smelling, seeing, moving, and hearing.

Sensory play encourages learning through exploration, curiosity, problem-solving, and creativity. It helps to build nerve connections in the brain and encourages the development of language and motor skills. Additionally, sensory play has healing effects. It reduces the stress and anxiety that can lead to behavioural changes and meltdowns. Water, specific tastes, smells and sounds can contribute to relaxation and help improve the mood of the child and caregiver.

Sensory play can get “messy”, so make sure that before you engage in these types of activities and play you always ask children if they feel comfortable getting involved. Some children do not like to get wet, or “dirty”.

Nature's footprint – Frottage

1



- Blank sheets of paper – different shapes or sizes
- Different colored crayons



- Invite children into nature. If this is not possible you can bring items from nature into the indoor space (leaves, wood, stones, etc.)
- Ask children to place a sheet of paper on a selected surface and start coloring on the paper until the desired print appears on its surface.
- Adults can help younger children by holding the paper or helping them with coordination. Older children can do this on their own.



Author: Aljosa Rudas, ISSA

Nature's footprint – Frottage

1



Frottage is a technique that involves rubbing pencil, graphite, chalk, crayon, or another medium onto a sheet of paper that has been placed on top of a textured object or surface. The process causes the raised portions of the surface below to be translated onto the sheet.



TIP: Make a collection of different frottages of a variety of surfaces and create a booklet that can serve as a picture book supporting language development and storytelling.

Sensory bag

2



- Plastic bag with zipper
- Acrylic paint (blue and yellow or any other color)
- Marker



- Place a small amount of color in each corner of the bag
- Zip the bag closed, making sure you press out all the air
- Fix the bag to the table or window with tape
- Children can use their hands to spread the colors throughout the bag to mix them



Author: Aljosa Rudas, ISSA



When selecting the paints make sure they are liquid enough so they can be easily spread through the plastic bag. If the colors in the bag do not spread easily you can add a few drops of oil or water. Make sure to zip the bag tightly. If the bag doesn't have a zipper, you can use tape to close it instead.



TIP: Besides colors, you can also add some solid items (e.g., buttons or marbles) that will take the activity to another level. Moving the solid items through the bag can improve children's fine motor skills as well as strengthen their pressure and grip. These skills are prerequisites for holding a pen, writing and drawing.

Sensory balloons

3



- Balloons
- Materials with different textures (sand, flour, small stones, corn, beans, salt, etc.)



- Fill balloons with the different materials you've chosen
- You should fill pairs of balloons, so that two have the same filling/texture
- Once ready, mix all balloons and ask children to find pairs with the same texture



Author: Aljosa Rudas, ISSA



The sensory balloons activity strengthens and encourages the development of tactile skills. It stimulates differentiation between different structures and provides an opportunity to explore the concept of hard and soft. The activity may inspire children to explore the environment around them and identify other similar hard or soft objects.



TIP 1: You can always engage in discussion with children by asking questions like: “which balloon is softer?”, “which one is harder?”, “which feels the heaviest, or lightest?”

TIP 2: The activity of recognizing the texture and/or pairing balloons can be done blindfolded. Make sure that before you engage in such an activity you always ask children if they feel comfortable doing it.

The magic of playing with water

4



- Different types of vessels (big, small, different shapes)
- Water
- Oil (baby oil)
- Liquid food colors or ink
- Soap, glycerin or sugar for making balloons
- Different objects which can float or sink
- Paint brushes



- Organize activitie around the supllies listed to experiment with different activities with water. See the tips section for examples.



Author: Aljosa Rudas, ISSA

The magic of playing with water

4



Make sure that children are protected from getting wet.



TIP 1: “Paint with water” using paint brushes; let the water be in a bowl or a paint bin; draw with water using a sprinkler, and then spray on a concrete floor or wall;

TIP 2: Play with color and water – take a few bottles of water and add drops of different colors. Mix the colored water from different bottles. You can elevate this activity by adding oil to the water.

TIP 3: Watch objects floating or sinking. Compare them.

TIP 4: Bubble play – add soap into the water and play. For example, ask children to make bubbles by using straws. Insert a straw into a cup and blow on it. You can also add color to the water and let children make colorful bubbles.

TIP 5: Drawing with bubbles – put a sheet paper on the top of soapy water and make bubbles. Let the children explore what kind of mark they leave on paper.

Wonderland in a bottle

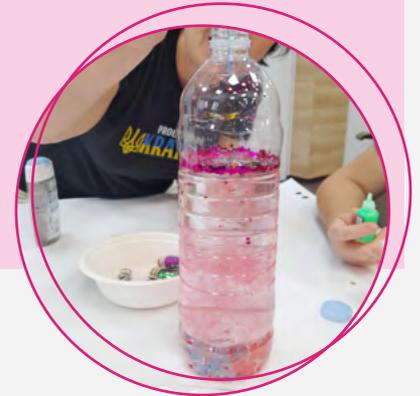
5



- An empty jar/ bottle
- Water
- Oil (baby oil)
- Glitter
- Liquid food colors or ink
- Colored foil



- Take an empty jar or bottle and fill 2/3 with oil and 1/3 with water
- Add some liquid food coloring/ink and a piece of colored foil
- Add some glitter



Wonderland in a bottle

5



Make sure that the bottle has a top and that can be tightly closed. Wonderland in a bottle is an amazing activity in which both children and parents can be involved. The wonderland in a bottle helps children to calm down and relax. Playing with light, reflections, and moving/floating objects is always fun.



TIP: Once your wonderland in a bottle is ready, create a story together with the child about the wonderland. Give a name to your wonderland and encourage children to use their imagination by supporting them with questions (e.g., what can we do in this wonderland?, who else is living there?, how can we get there?).

DID YOU KNOW?

Creative Activities



Creative Activities



The preschool years can be a very creative time. Creative activities like drama, music, dance, art, and craft are great for learning and development in these years.

They can help children:

- Develop imagination and creativity
- Build confidence
- Understand and express emotions
- Learn about the world and their place in it
- Communicate thoughts, experiences, or ideas
- Practice and improve social skills
- Practice and improve fine motor skills, gross motor skills, and hand-eye coordination
- Build vocabulary and memory

Shadow puppets and shadow play

6



- Fabric (white)
- Cord
- LED lamps
- Cardboard
- Wool
- Scraps
- Packaging materials
- Stick/branches
- Wood glue
- Scissors



- Hang the white fabric with the cord,
- Place one to two light sources (possibly LED lamps)
- Create different figures using the materials listed above
- Glue the figure on to the stick or branch



Adapted from: Creativity Activity Cards developed in cooperation between Kinderkunst Zentrum Berlin, UNICEF and ISSA in 2016/17

Shadow puppets and shadow play

6



An improvised shadow theater strengthens the imagination of children as well as adults and involves cooperation. Such activity can be a great opportunity for language development, as well as for learning a new language. The shadow puppets create an opportunity for children to play with shadows and learn techniques for manipulating different objects which creates the shadow effect.



TIP 1: You might consider using cardboard that is easy to cut (children might need help from an adult). First, draw the shape — say, a butterfly — on the cardboard and cut it out. Then cut out some parts on the wings and replace them with either thin colored and transparent paper or transparent foil that you can later color with markers. When coloring, make sure that the parts you would like to see in color on the white fabric are transparent enough so that the light can project through.

TIP 2: Consider telling stories verbally but also non-verbally; motivate children to use various other everyday objects such as a wooden spoon, whisk, and pots and to play with the “shadow theater”; other kids sitting in front of the “shadow theater” should try to guess which objects are hidden behind the screen; ask children and families to create characters from the stories, fairytales, and mythology of their region/country; older children can prepare and deliver shadow theater shows to younger children.

Playful marbles

7



- An old shoe box or a shoebox lid
- Sheet of paper
- Set of marbles
- Acrylic paints



- Place the sheet of paper in the shoe box or shoebox lid
- Dip marbles in acrylic paint (use different colors for each marble)
- Place the marbles on the paper in the shoe box
- Tilt the box back and forth until the painting is complete





If you don't have marbles at hand, you can always use any other ball-shaped object that fits in the shoe box or lid. Please avoid using marbles if the activity is done with children under the age of 3. Instead, use bigger objects. Besides relaxation, this activity provides an opportunity for children to practice eye-hand coordination as well as gross motor skills and balance.



TIP 1: Level up the activity by adding a story about the playful marbles e.g., the marbles (you can give them a name) are dancing on the white floor they slide to the left, and to the right, they also like to jump, as well as shake the colors off their surface. This upgrade can support children in exercising directions as well as object actions.

TIP 2: You can always add emotions such as happy, sad, angry, frightened, or excited. You can also make the activity a story. For example, when the playful marbles are happy, they jump and when they are sad, they move slowly to the end of the dance floor.

Little blue and little yellow

8



- Blue and yellow acrylic paint
- Paint brush
- Cup of water
- Piece of paper (preferably A3 format)
- Piece of string



- Split people into pairs (can be parent and child or child and child)
- In each pair partners should tie one participant's right hand to the other's left hand
- One partner paints with blue while the other paints with yellow
- Partners must agree and coordinate who is leading the painting and who is following the lead



Author: Aljosa Rudas, ISSA

Little blue and little yellow

8



Painting in pairs is an extremely joyful activity and both children and adults love it. The activity involves a high degree of collaboration and coordination. Throughout the activity, both children and adults explore how to lead and follow the other's lead/initiative. The activity provides an opportunity to reflect on why it is important to give space to everyone to initiate and lead and why it is important to make agreements and coordinate in order to reach a common goal. Using blue and yellow colors also provides an opportunity to talk about how secondary colors are created — when the blue paint touches the yellow magic happens, and a new green color is created.



TIP 1: Encourage partners to change positions after a while so that both can experience how it feels to paint with the non-dominant hand, as well as how it feels to follow someone else's lead.

TIP 2: Level up the activity by asking partners to paint a specific object (e.g., house, flowers, sun). This gives participants an additional challenge, as they try to plan and strategize.

TIP 3: Connect paintings in pairs by first reading the story written by Leo Lionni, the Little Blue, and Little Yellow. The story offers inspiration and gives an opportunity to talk about differences, diversity, and inclusion. Go to a nearby library and borrow a book or use the QR code on the right side to access the text online.



My story rocks

9



- Some flat stones
- One small cloth bag (it can also be a small box)
- Acrylic paints
- Set of brushes for painting
- Table cover
- Optional: Stickers



- Select some of the flat stones chosen
- Draw different symbols/items on the stones; you can also stick different stickers on a few, if available
- Once the stones are ready create a story by placing stones in line next to each other
- Encourage children to use their imagination to describe each stone
- Mix the stones and create another story





This activity will help you engage with children and strengthen their language development as well as give them the opportunity to acquire a new language. At the same time with my story rocks, we strengthen children's imagination and creativity. The activity can be used in many different ways.



TIP 1: You can create a story through sounds, singing, movement, and dance. Use the story rocks to create sounds and/or movements based on the symbols or items on the stones

TIP 2: Level up the activity by adding a bag or box in which you place the story rocks. Encourage children to select one stone at a time and place it in a line – this way the story will take a different shape, length and idea every time.

Newspaper puppets



- Old newspaper
- Markers or any other colors
- Wooden sticks
- Stapler



- Ask participants to draw a shape for their puppet on one paper
- Cut along the drawn lines (two layers of paper)
- Use the stapler and attach the first half of both layers of paper
- Attach the wooden stick inside the two layers with scotch tape or glue
- Fill in the interior with torn and/or crumpled newspaper
- When the puppet is the desired shape, attach the remaining parts with a stapler and staple it closed





Using old newspaper is an easy way of creating puppets. Puppets can be used in many different ways. One way is to support children's language development through story telling and puppet shows. Through such activities, children can master their language skills as and strengthen their imagination.



TIP: Look at activity card number 11 and try to connect it with this activity.

Puppet theater



- A shoe box
- Wooden sticks
- Toilet paper roll
- Colored paper
- Colored markers
- Glue
- Scissors



- Prepare an empty shoe box to be a theater by cutting out a portion on the side of the box. This is where you will place the puppets.
- Color and design your box (based on a selected theme)
- Color or cover the toilet paper rolls to make them different characters. You can use colored paper and add all the details your puppet needs, e.g., eyes, legs, arms, etc.





The puppet theater activity provides an opportunity for children and adults to work together. Exchanging ideas, dividing tasks as well as working together strengthens relationships and enriches interactions between children and adults. Additionally, children can practice manipulating bigger objects to develop and strengthen their spatial reasoning.



TIP: You can use the puppets on activity card number 10 and you are ready to present your story in a shoe box theater. Family gatherings are a perfect occasion for children to present their story.

My ideal place



- Cardboard boxes
- Paper
- Scissors
- Paints
- Glue
- Unstructured materials like wool in different colors, strings, etc.



- You can start with a brief guided fantasy and relaxation exercise, or children can sit in a circle and talk about their families, places where they like to go, and where they feel safe and relaxed.
- Then, using the cardboard boxes, you can ask children to make their ideal places.
- Invite children and families to put in everything and everybody they love in their place. They can paint or use the other materials to make people, animals, plants, furniture, etc.



Adapted from: Creativity Activity Cards developed in cooperation between Kinderkunst Zentrum Berlin, UNICEF and ISSA in 2016/17



With My ideal place, you will provide children with the opportunity to learn about each other's ideal places, people, and things they love, what calms them down, and what they miss the most. Children can do this activity with their parents, or individually.



TIP: This activity can be organized with children ages 4 to 9 and you can adapt it for different ages by making tasks more, or less difficult or by letting children do it independently, or by helping them. This activity can last for weeks and months. Discussions connected with this activity can be very sensitive. You should make sure each child feels proud about their place.

Stick horse

13



- An ankle sock (a woolly sock/a cotton sock)
- 2 buttons
- A big eye needle
- Cotton wool
- Cotton or wool yarn
- A wooden stick about 1 meter long
- Packing tape
- Glue
- Felt fabric or leather
- Tricot weft or thick yarn (e.g., macrame yarn)



- Use an old ankle sock to make the head of the horse. A woolly sock is the best but a cotton sock is suitable as well.
- Sew two buttons on the sock to make the eyes of the horse. Fill in the sock with cotton wool.
- Fasten the filled sock on a stick with packing tape. Spread glue on the tape and wind thick yarn (e.g., macrame yarn on it to hold it steady).
- If you want, you can sew a mouth and nostrils with backstitches.
- Sew the ears using felt fabric or leather with overcast stitches on the horse's head.
- Sew the horse's mane using woollen or cotton yarn with rya loop stitches.
- Crochet the bridle for the horse using tricot weft or thick yarn by finger crocheting.



*Adapted from: Manual: Art Activities for Children Erasmus+
Project: On a Journey with the ARTiSTS, pg. 50 - 51*



This activity fosters the learning of sewing and patience in making a craft that takes a longer time. It will also require close cooperation with caregivers and peers and will spark creativity and imagination in children. It is useful for gaining gross motor coordination. This activity can also benefit language learning.



TIP 1: Children should name the horse and develop a story about the horse.

TIP 2: Invite children to individually, in small groups, or with caregivers write, draw or film the adventures of the horse.

TIP 3: To support physical development, you can also organize a horse race.

TIP 4: Horses can be placed in the room, and both younger and older children can play.

TIP 5: To build connection between ECEC settings and the home environment, children can take horses with them and come back with stories about how the horses spent the weekend with them, where they went, and what they saw. This also helps children learn about the new place where they are staying.

DID YOU KNOW?

Music, Movement & Rhythm



Music, Movement & Rhythm



Through music, movement, and rhythm, children get to know their body's functions and capacities. This helps them develop positive self-esteem and strengthens their physical and intellectual performance. Activities involving rhythm help children understand sequence and patterns as well as the notion of repetition. All of this contributes to the development of skills for mathematical thinking.

Music, movement, and rhythm play a crucial role in relaxing our body as well as helping us to stay grounded and find balance when distressed. Besides dance, children and caregivers can jump, sway, hop, and bend which makes music even more active than simply listening to or singing along with tunes.

Keep in mind the four elements associated with creative movement and activities that can be organized around them: Variations of the body part movement (jumping with arms up, changing feet when jumping), Spatial variations (moving backwards, turning, following patterns, etc.), Time variations (moving slowly, running, stopping etc.), Energy variations (walking through the deep water, walking on the hot sand, sneaking up without a sound, etc.).

Although most children and adults love to be involved or exposed to individual music or dance activities, some do not. Give them the opportunity to choose, or use group activities involving peers or adults to encourage them to join in.

My footprint dance

14



- Large paper (flipchart)
- Scotch tape
- Crayons
- Music



- Remove all the obstacles in the room and tape paper on the floor covering a large surface (the bigger the better)
- Play the music (different styles)
- Give each child a colored crayon and ask them to draw their own dance or movement line on the paper
- Invite other children and caregivers to dance following the dancing line(s) made by their peers



Author: Aljosa Rudas, ISSA



My footprint dance is a unique activity that helps children explore and understand what their bodies can do. It helps them coordinate their body as well as develop and strengthen their spatial reasoning. My footprint dance also provides an opportunity for relaxation and brings the body back into balance when distressed.



TIP 1: Once children draw their dance or movement line on the paper add some background music (slow and quick) and encourage children to move/dance according to the music. You might want to introduce moving through the footprints in pairs or even groups (holding hands).

TIP 2: If you do not have enough space in the room, you can tape paper to the wall and perform the activity on the wall.

Happy stones and sticks



- Stones
- Wooden sticks



- Each child and adult involved in the activity selects a pair of stones or wooden sticks
- One child or adult invents a rhythm that others should repeat
- One child or adult can be a conductor, assigning individuals (or groups) different rhythms to repeat





Happy stones and sticks is a joyful activity in which children can play with sounds and rhythm. Recognizing, comprehending, and reproducing the given rhythm or pattern of sounds strengthens a child's concentration and boosts their auditory skills. By introducing different levels of intensity in producing rhythm children learn to differentiate between loud-quiet and fast-slow.



TIP 1: Assign one child or adult a specific role as echo trigger. They should produce different rhythm patterns that the rest of the group repeats. You might also want to encourage the group to communicate through rhythm. For example, one child produces a rhythm and points to another child to whom he/she is sending the rhythm question. The child who was selected responds to the question with his/her unique rhythm.

My magic sticks

16



- Wooden sticks (or paper straws)
- Colorful tapes
- Plasticine
- Acrylic paints
- Balloon (or rubber ball)



- Select a pair of wooden sticks (or pair of paper straws)
- Decorate them with materials at your disposal – wrap them in colored tape or color them and add some patterns using the acrylic colors
- Inflate the balloon or take a rubber ball
- Put the balloon or a rubber ball between your knees.
- Produce rhythm patterns using your magic sticks and balloon or rubber ball as a drum



Author: Aljosa Rudas, ISSA



Producing rhythm patterns with personalized wooden sticks helps children explore the world of sound while becoming familiar with the sequence and the concept of taking turns. Playing with wooden sticks allows children to master their rhythmic skills, and strengthen their auditory, gross and fine motor skills. This activity is ideal for releasing muscle tension and stress. It can also help regulate anger.



TIP 1: Level up the activity by addressing emotions through rhythm. Engage in conversation with children about different feelings and encourage them to capture the specific feeling in a rhythm (e.g., when I feel happy my happiness sounds like this, ..., ..., ...). If more children or adults are involved, the rest of the group can repeat the rhythm each individual presents.

TIP 2: Personalized magic sticks can also be used to explore the sounds other objects make or for pretend play when the magic sticks are used to move things or make a wish.

Colorful polygon

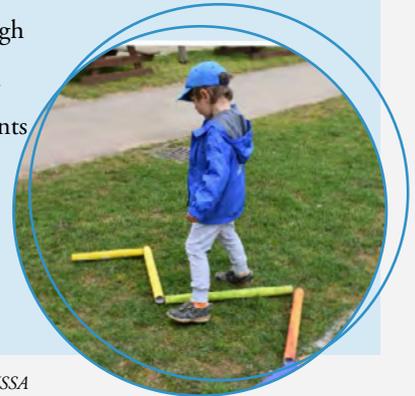
17



- Cardboard tubes
- Acrylic paints
- Paint brushes
- Paper
- Colored felt-tip pens



- Participants should first paint the cardboard tubes
- Then, invite them to draw their polygon of colorful tubes on a blank sheet of paper
- Find a spacious place (preferably outdoors) and encourage children to copy the polygon from their paper using the painted tubes
- Introduce different types of movement through the polygon. You can ask participants to crawl, walk, dance, move backwards, and so on.



Author: Aljosa Rudas, ISSA



The colorful polygon provides an opportunity for children to master spatial reasoning. It also supports physical development by introducing different ways of movement and strategies for overcoming barriers. Children will be exposed to the basic notion of architecture – designing an idea and sketching it on paper, and afterwards realizing it in the physical environment.



TIP 1: You might consider replacing cardboard tubes with rope or plastic bottles that you fill with water of different colors.

DID YOU KNOW?

Stress-release Activities



Did you know?



For children and caregivers experiencing difficult and challenging situations, it is of great importance to play and have fun.

The following activities aim to reduce stress and anxiety in children, help them feel more relaxed, and motivate them to build trust in others. They can be used when children are upset, agitated, tense, or aggressive. Children do not need to speak the language of instruction. These activities can also be with children and parents together, and for children of different ages.

Most of activities are from: Trikić, Z. and Stellakis, N. (Ed.), (2020). Building bridges – Bridging the gap, Supporting wellbeing, learning, development and integration of young refugee and migrant children in Greece - Guidebook for kindergarten teachers working in refugee camps, Leiden: International Step by Step Association

Shake, shake, shake

Stress Release Activities

A decorative horizontal bar at the bottom of the slide, composed of several colored rectangular segments in a row: green, orange, yellow, green, cyan, magenta, dark blue, and red.

Shake, shake, shake



Give participants the following instructions:

- When you hear the music, you should shake your body (legs, arms, torso, feet, hands, everything!)
- When the music stops, clap your hands as loudly as possible, three times
- On the third clap, you will leave your hands together and bring them to your heart. You will close your eyes. Then, take three big inhales and exhales.



Lemon juice

Stress-release Activities

A decorative horizontal bar at the bottom of the slide, composed of several colored rectangular segments: green, orange, yellow, green, cyan, magenta, blue, and red.

Lemon Juice

19



- Participants should pretend they are standing under a lemon tree
- Standing on tiptoes, they should reach their hands up, toward a branch full of lemons and pick a lemon in each hand
- Then, participants should squeeze the lemons as hard as they can to get all the juice out – squeeze, squeeze, squeeze!
- When there is no juice left in the lemon they may throw the lemons on the floor with all their might and relax their hands
- They should repeat until their glass is full of lemon juice
- After the last squeeze, participants should shake out their hands to relax

Shower

Stress Release Activities



You can do this exercise individually or in pairs.

Invite participants to Imagine that the tips of their fingers are water drops and that they are taking a shower - passing over the head, and body with their fingertips. When the “shower” ends, ask them to dry themselves using their palms as small towels. You can do this exercise by pairing children or pairing children with their caregivers.

Caution: This exercise makes children energized and relaxed. However, before you do it check with the child how they feel about being touched. The child needs to trust you. Do not let other adults in the group do this exercise with children!



Candles on the cake

Stress Release Activities

A decorative horizontal bar at the bottom of the slide, composed of several colored rectangular segments: green, orange, yellow, green, blue, pink, purple, and red.

Candles on the cake



Have the children imagine that they are candles on a cake. Tell the children the following:

First, we stand tall and straight. But, there is a hot sun and we start to melt. In the beginning, the head is melting (pause here), and then the shoulders (pause again), then the hands. The wax melts slowly. Legs bend slowly, slowly until we entirely soften like a lump of wax on the floor.

Now the cold wind starts to blow (make a sound), and we rise and stand again.

Get off my back

Stress Release Activities



Get off my back



Participants should stand with their legs apart, knees relaxed, and feet parallel. Their hands should be loosely hanging near their body. Their jaw should be relaxed and breathing regularly.

Ask them to raise their elbows to shoulder level with spread arms. Whenever they feel ready, ask them to powerfully push their elbows back while yelling, “*Get off my back.*”

You can repeat this game many times in a row.



Dancing in the rain

Stress Release Activities



Dancing in the rain

23



Ask participants to mimic the following:

- **Wind** - rub your palms together to create the sound of wind
- **Drizzle** - gently tap with each finger on top of your head
- **Heavy drizzle** - continue tapping from your head towards your shoulders
- **Slight rain** - pat your chest
- **Heavy rain** - continue to pat down towards your tummy with increased intensity
- **Moderate shower** - pat down your thighs all the way to your knees very fast
- **Heavy Shower** - increase the intensity and pat down until you reach your ankles
- **Thunderstorm** - stomp until you create the sound of a storm

Once done, repeat all the steps in reverse order ending with the wind which at the end calms down. Take a deep breath and relax.

Mumbling choir

Stress Release Activities

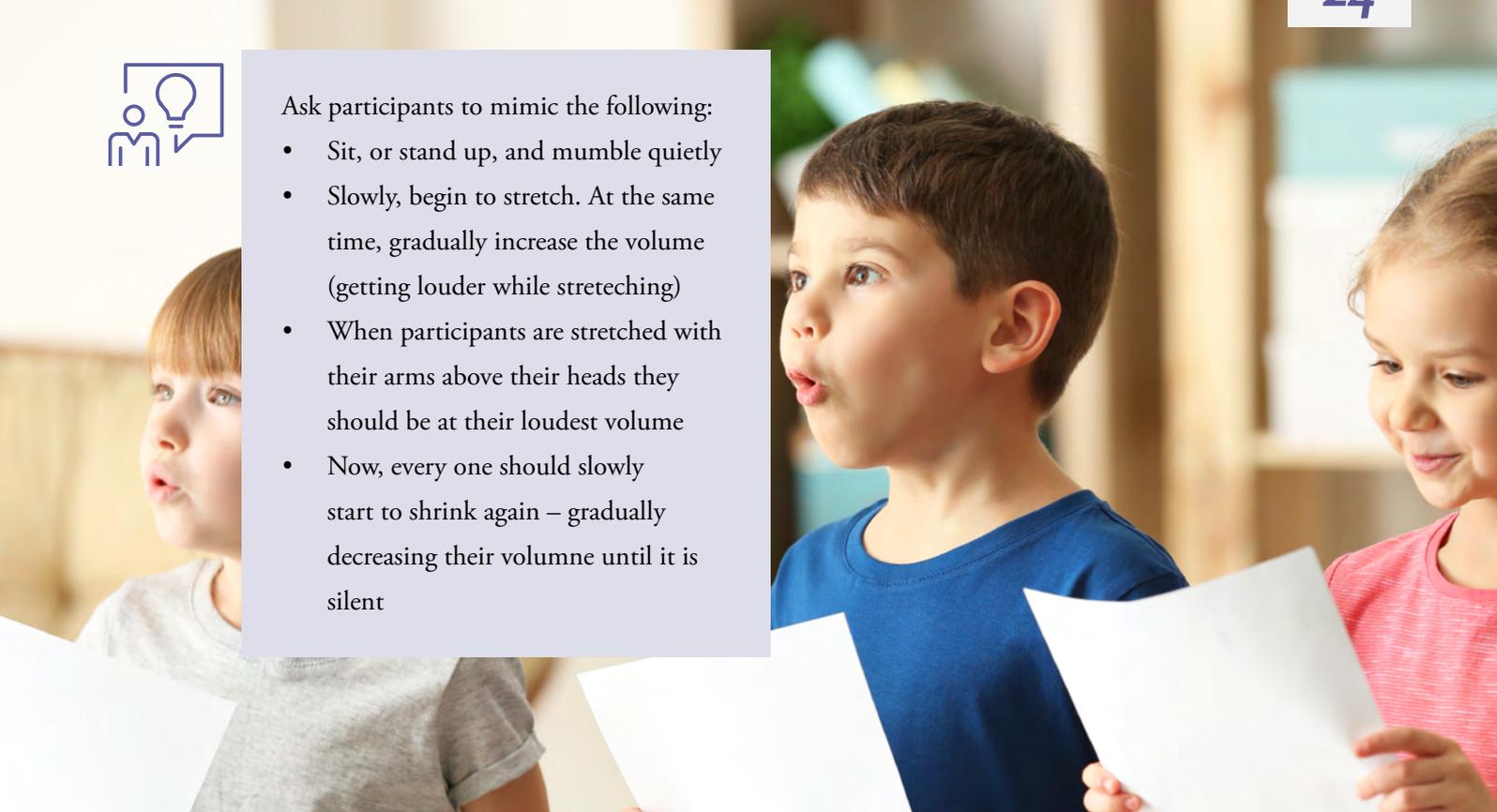
A decorative footer bar at the bottom of the slide, consisting of a horizontal row of colored rectangular segments in green, orange, yellow, green, cyan, magenta, blue, and red.

Mumbling choir



Ask participants to mimic the following:

- Sit, or stand up, and mumble quietly
- Slowly, begin to stretch. At the same time, gradually increase the volume (getting louder while stretching)
- When participants are stretched with their arms above their heads they should be at their loudest volume
- Now, every one should slowly start to shrink again – gradually decreasing their volume until it is silent



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