

## Literacy, language & numeracy (LLN) energisers and games

Use these short activities as ice-breakers or warmers at the beginning of a session, or build on them to create a session in their own right. Useful to practise and reinforce basic number and literacy skills in a fun and interactive way.

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## Twenty One

*AIM:* To practise numeracy skills, to energise

*TIMING:* 15 minutes

*METHOD:*

- Young people sit in a circle and count out loud from one to 21.
- Each time the group reaches 21 successfully, a new rule is added. For example, instead of saying the number seven they should clap; or for all multiples of three young people say 'quack' instead i.e. one, two, quack, four, five, quack and so on. The more rules that are added, the more complicated it becomes to remember what comes next
- Once a rule is created the group starts again from the number one
- For the first few rounds, you should ensure that all young people, particularly those with poorer numeracy skills, understand the activity and help them out as appropriate
  
- *ALTERNATIVE METHODS:*
- This can be managed in the same way as *Counting Up*, with any young person calling out the next number. If two or more young people call out at the same time, then the count starts back at one.

## A – Z of...

*AIM:* To energise team-build and practise literacy skills

*TIMING:* 5 minutes

*MATERIALS REQUIRED:*

- Paper and pens

*HOW TO PLAY:*

- Split into small groups, pairs or play as a whole group.
- Provide young people with a category, this can be something fun or something related to their programme. For example: celebrities, films, songs, animals or countries.
- Young people must then think of, for example, a song title that begins with each letter of the alphabet.
- You can award points for every correct letter they complete.

*ADAPTATIONS:*

- This activity can also be used to support a variety of other topics: drugs and alcohol awareness, personal skills and qualities.

## Adding Styles

*AIM:* to investigate how everyone has different ways of adding up and working things out. This is used best as starter activity and a good way of building confidence and changing attitudes to numeracy.

*TIMING:* 15 minutes

*MATERIALS REQUIRED:* Pens and paper

*METHOD:*

- Before you start: Place a sheet of paper on the table with the sum:  $1 + 2 + 3 + 4 + 5 + 6 + 7 + 8 + 9 =$

- How it works: Ask everyone to work out the answer in their own way. When everyone has finished, discuss which method people used. For example, some people go will start at the beginning  $1 + 2$  is 3,  $3 + 3$  is 6 etc, others will start at the end, some people will pair to make 10's,  $1+9$ ,  $2+8$ ,  $3+7$  etc. Everyone will have a different way of approaching maths and other learning.
- To make this activity more visual you can draw a caterpillar or train with sections to put each number in.

### **Articulate**

*AIM:* To energise and develop speaking and listening skills

*TIMING:* 10 – 20 minutes

*MATERIALS REQUIRED:*

- Paper, pens, a hat or envelope.
- Stop watch or countdown clock.

*HOW TO PLAY:*

- Choose a category to focus the game on, suggested categories could be: Object, Action, Place, People, Animal and Entertainment.
- Split young people into groups and nominate describers and guessers. All players must take a turn at being a describer.
- All young people to write down between 5 – 10 words that relate to the category on piece of paper and fold it up. The amount of words depends on the size of your group and how long you wish the game to last. Put words into an envelope or pot.
- This game requires young people to describe something in the quickest time possible without saying the word.
- Play begins when the timer starts. The describers take a piece of paper from envelope or pot and describe the entry. When a team member shouts out the correct answer the describers quickly take another card and repeat the process.
- When the timer runs out, the turn is finished. You can tailor the time to suit the situation however, 2 minutes is a good length of time. The describers count the number of cards that were correctly guessed. Describers must be careful not to break any of the description rules.

### **Bingo**

*AIM:* To energise, ice-break and can be adapted to practise both numeracy and literacy skills.

*TIMING:* 5 – 10 minutes

*MATERIALS USED:*

- Bingo worksheets (see resource) or make your own and pens

*HOW TO PLAY:*

- Write the name of someone in the group in the square where the statement applies to them.
- The first person to complete all, or most, of the squares and shout out bingo wins!

*ADAPTATIONS:*

- Bingo can be adapted to suit any topic. Try apostrophe bingo, addition & subtraction bingo

## Bingo Cards

<b>Slept for more than 6 hours but less than 8 hours last night</b>	<b>Last two digits of phone number add up to more than 8</b>	<b>Shoe size is a multiple of 3</b>
<b>Spent more than 1 hour but less than 2 hours watching TV last night</b>	<b>House or flat number is greater than 20 but less than 50</b>	<b>Number of brothers and sisters is a multiple of 2</b>
<b>Number of pets is greater than 2</b>	<b>Number of items of clothing worn is greater than 10</b>	<b>Age is an even number</b>

## **Call My Bluff**

*AIM:* To practise literacy skills

*TIMING:* 20 – 30 minutes

*MATERIALS REQUIRED:*

- Pens and paper, list of words and correct definitions (or dictionary) – these will need to be prepared ahead of the activity

*HOW TO PLAY:*

- Split the team into small groups and each group is given a number of 'difficult' words from the dictionary, together with the correct definition for each. These words should be infrequently used and unlikely to be known by any of the young people (e.g. glabella, pintle, tragus, caruncles)
- The number of words given to each group should be the same as the number of young people in the largest group (e.g. if two groups of four and one group of five, then each group should be given five less well-known words plus their definitions)
- Each young person must create three alternative/false definitions for each of the remaining words by themselves
- They then write these definitions onto separate cards making sure that the correct answer is not the only one which sounds like it came from a dictionary – groups may paraphrase the correct definition as appropriate so that it sounds similar in terms of the type and level of language used for the false definitions
- Groups then take it in turns to read all of the definitions (both real and false) to the other groups who then have to guess collectively which definition is the correct one
- A point is awarded to each group who guesses the correct definition. In addition, a point is awarded to the group who managed to convince the others that their false definition was real
- The group with the most points at the end wins.

## **Counting Up**

*AIM:* To energise, to work as a team, to practise numeracy skills

*TIMING:* 5 minutes

*HOW TO PLAY:*

- Group has to count up to a given number e.g. 21
- Anyone can start the count at 'one' and any young person can go next with 'two', but there should be no conferring or looking at each other to signal who goes next
- If more than one person calls out a number then the count starts again at 'one'.

## Consequences

**AIM:** To practise literacy/language skills, to energise

**TIMING:** 20 minutes

**MATERIALS REQUIRED:**

- Pens and paper

**HOW TO PLAY:**

- Young people sit in a circle and are each given a piece of paper
- Call out a category (see below) and ask them to write an answer at the top of the page
- They should then fold the paper down so their answer cannot be seen and pass the piece of paper to the young person on their left
- Then call out the next category – again, they write an answer and fold and pass the paper to the left.
- This continues until all categories have been addressed as follows:
  - A description (adjective) of a man
  - A man's name
  - A description (adjective) of a woman
  - A woman's name
  - A place
  - Clothes he wore
  - Clothes she wore
  - Something he said
  - Something she said
  - A consequence (what happened next)
- Stories are then read out in turn adding in the words in capital letters after each fold – for example:  
*Handsome Paul MET bubbly Emily IN the supermarket. HE WORE flip flops, dungarees and a Mexican poncho. SHE WORE an evening dress. HE SAID "It's chilly tonight" AND SHE SAID "I like chips" AND THEN they danced the Macarena*
- The categories can be varied easily to produce a wide range of stories. For example, a holiday story could be: [name] and [name] went to [place]. While there they [verb e.g. skied] and [verb].

### **CV Stations**

*AIM:* To energise and prepare young people for taking part in a CV writing session.

*Timing:* 15 minutes

*MATERIALS REQUIRED:*

*HOW TO PLAY:*

- Set up four CV stations ( a carousel) around the room. Attach flip chart paper to the wall and give each station a heading. Adapt headings to suit your group.
- Suggested station headings:
  - Skills you can include on a CV
  - Personal qualities you can include on a CV
  - Information you must include on a CV
  - An example of a CV with 10 errors to find
- Split the group into 4 smaller groups and allocate each group a station.
- Play some background music and give each group 3-5 minutes to brain storm ideas. Once the 3 minutes is up, stop the music and ask each group to move along to the next station.
- Repeat until the groups have stopped at each station.
- Once complete, review the information gathered with the group and display on the wall for them to use.

*ADAPTATIONS:*

- This carousel activity can be used to prepare for a variety activities: letter writing, drugs and alcohol awareness, planning for a residential.

### **Decimal Dice**

*AIM:* To develop learners' mental multiplication and division skills by 10,100 and 1000.

*TIMING:* 15 – 20 minutes

*MATERIALS REQUIRED:* Decimal dice cards (printed larger, A5 is ideal, and shuffled), red and green cards or counters and a dice

*METHOD:*

- Divide the whole class into two teams (red team & green team) and provide each team with green or red cards
- Team members take it in turn to roll the dice and decide whether to multiply or divide the number on the dice by 10, 100 or 1000 to make one of the numbers on the grid. If they do this correctly, they can then place their team's coloured card on the decimal card and it then becomes their card.
- The aim of the game (similar to connect 4 or blockbusters) is to make a line vertically, horizontally or diagonally across the grid. If a team answers incorrectly, play will be automatically passed to the other team and they will have an opportunity to steal the card.
- The winning team is the first to make a line.

## Decimal Dice Cards

Ideally, blow cards up onto A5 or A4, print and shuffle.

<b>1000</b>	<b>100</b>	<b>10</b>	<b>0.10</b>	<b>0.01</b>	<b>0.001</b>
<b>2000</b>	<b>200</b>	<b>20</b>	<b>0.20</b>	<b>0.02</b>	<b>0.002</b>
<b>3000</b>	<b>300</b>	<b>30</b>	<b>0.30</b>	<b>0.03</b>	<b>0.003</b>
<b>4000</b>	<b>400</b>	<b>40</b>	<b>0.40</b>	<b>0.04</b>	<b>0.004</b>
<b>5000</b>	<b>500</b>	<b>50</b>	<b>0.50</b>	<b>0.05</b>	<b>0.005</b>
<b>6000</b>	<b>600</b>	<b>60</b>	<b>0.60</b>	<b>0.06</b>	<b>0.006</b>
<b>7000</b>	<b>700</b>	<b>70</b>	<b>0.70</b>	<b>0.07</b>	<b>0.007</b>
<b>Add more cards if you wish</b>					

Image of game in play:



## Dictionary Dash

*AIM:* To teach the use of the dictionary, energise and team-build.

*TIMING:* 5 – 10 minutes

*MATERIALS REQUIRED:*

- Flipchart or whiteboard; red and green dry-wipe or flipchart markers; dictionaries and wordlists (see resources)

*HOW TO PLAY:*

- Prepare two word lists for each team to look up in the dictionary. You can use the words provided or create your own.
- Line up two rows of chairs making sure young people have enough room to safely dash to the whiteboard or flipchart at the front of the room.
- Split the group into two teams and give each team a colour e.g. red and green.
- Provide them with a dictionary and word list. The red team will use red words and the green team will use green words.
- The young person sat closest to the front will look up the first word in the dictionary and then write the word and the definition on board.
- The next young person in the team does the same, but not until the first young person has returned to their seat and sat down.
- The winning team is the one which is first to write all the definitions on the board, is seated and gets all the definitions correct, including spelling.
- Please check the words included in our word lists, are in the dictionaries you use.

### Dictionary Dash Words Lists

N.B this resource should be laminated and word lists should be cut into team colours so they can be reused.

Ingot	Equine
Raconteur	Inkling
Travail	Succinct
Crypt	Panoply
Palindrome	Pang
Sett	Meagre
Pallid	Ragtime
Dependable	Culpable
Meander	Rheostat

Retina	Rhetoric
Neutral	Niche
Dragoon	Detriment
Lithe	Lobotomy
Skew	Slalom
Morose	Moratorium
Tableau	Talisman
Dulcimer	Dawdle
Militant	Oaf

Add your own words here, but please check that they are in the dictionaries you are using.


## The Estimation Game

*AIM:* To generate discussion around measures of distance and length and practise estimation skills

*TIMING:* 10 – 15 minutes

*MATERIALS REQUIRED:* Estimation cards and measures. Rulers, metre sticks and measuring tapes.

### *METHOD:*

- Give the participants the picture cards only, ask them to put them in size order and challenge them with Q&A. Suggested questions: how large/small do you think they are? How could we measure that? What would you use to measure it? Ask them to estimate sizes and double check they understand the term estimation.
- Secondly, provide the measures and ask them to match the correct measure to the right picture.
- Follow this up with more Q&A and discussion. Ask them to estimate the height of objects in the room or the distance to the local shop. Encourage the group to measure things using the ruler, measuring stick and tape.

### *ADAPTATIONS:*

- Adapt the cards to other units of measure, for example: weight or capacity.

## Estimation Game Answers

### Largest to Smallest

- Distance from the earth to the moon 384,403 Km
- The M25 motorway is 188Km long
- Mount Everest is 8848 metres high
- The Empire State Building in New York is 443.2 metres tall
- The Shard in London is 310 metres tall
- Nelson's Column is 51.6 metres tall
- A Blue Whale can grow up to 30 metres in length
- A Great White Shark can grow up to 6.1 metres in length
- An Elephant can grow up to 4.4 metres tall
- The height of an average man is 1.8 metres
- An iPhone is 144 mm tall

**Estimation game cards**

Print and cut out measurements.

384,403 Km
188Km
8848 metres high
310 metres tall
443.2 metres tall
51.6 metres tall
30 metres long
6.1 metres long
4.4 metres tall
1.8 metres
144 mm tall

## Estimation game images

Blow up images and print in colour.





## Formal Letter Matching Activity

**AIM:** To recap letter writing layouts and generate discussion

**TIMING:** 5 – 20 minutes

**MATERIALS REQUIRED:**

- Letter writing layout cut outs and instructions.
- Ideal re-cap exercise. Young people should select the correct parts of the formal letter and lay them out in letter format. This could be printed out and laminated and then cut out. Young people must arrange them appropriately. There are some red herrings included such as incorrect text alignment and unsuitable greetings and closures.



**Rearrange the boxes to create a logical, well laid out letter.**

Please find enclosed a copy of my CV in application for the position of full time waiter advertised on your website.

The Manager  
The Bistro  
21 Railway Walk  
London  
E5 7LP

The Manager  
The Bistro  
21 Railway Walk  
London  
E5 7LP

The Manager  
The Bistro  
21 Railway Walk  
London  
E5 7LP

I have 6 months hospitality experience and I am now looking for a full-time position to further my career in this sector. I am also a trustworthy and reliable employee, having dealt with banking and closing the café at the end of the day. Furthermore, I am an excellent communicator and pride myself on my customer service skills.

I am very interested in this role and believe my previous experience and enthusiasm to learn would be of great benefit to The Bistro. I am available to start work immediately.

Hi Mr Parker,

John Smith

Dear Sir or Madam

6<sup>th</sup> August 2016

Yours faithfully,

Dear Mr Lee Parker,

5 Narford Road  
Clapton  
London  
E5 5RP

5 Narford Road  
Clapton  
London  
E5 5RP

5 Narford Road  
Clapton  
London  
E5 5RP

Love John,

Best regards,

Yours sincerely,

Dear Lee,

One suggested layout.

The Manager  
The Bistro  
21 Railway Walk  
London  
E5 7LP

5 Narford Road  
Clapton  
London  
E5 5RP

6<sup>th</sup> August 2013

Dear Sir or Madam

Please find enclosed a copy of my CV in application for the position of full time waiter advertised on your website.

I have 6 months hospitality experience and I am now looking for a full-time position to further my career in this sector. I am also a trustworthy and reliable employee, having dealt with banking and closing the café at the end of the day. Furthermore, I am an excellent communicator and pride myself on my customer service skills.

I am very interested in this role and believe my previous experience and enthusiasm to learn would be of great benefit to The Bistro. I am available to start work immediately.

I look forward to hearing from you.

Yours faithfully,

John Smith

## Human Letter

*AIM:* To energise, understand a letter layout and practise literacy skills.

*TIMING:* 10-15 minutes

*MATERIALS REQUIRED:*

*HOW TO PLAY:*

- Mark out a large rectangle on the floor of the training room, this will represent an A4 sheet of paper.
- Young people pair up (consider pairing more able with lower level learners).
- In pairs give them 3 minutes to discuss and write down everything that should be in a formal letter.
- Ask each pair to feedback one idea and record it on the flipchart or whiteboard.
- Discuss the answers and agree on the key elements, adding in everything that is missing.
- Give each pair a mini-whiteboard and allocate them a feature of a formal letter e.g. the date. They will then write this on their whiteboard.
- Ask each pair to nominate a 'letter part' or 'advisor'. It will then be the advisors job to guide their letter part into the correct position. This can be done altogether as a group or one pair at a time.
- Once all in position check if it's correct, if not challenge them with questioning until they reach the correct answer. Take a photograph to display later if possible.
- Once in correct position ask the 'letter parts' to place the mini whiteboards on the floor and again photograph if possible. Challenge young people with Q&A e.g. 'if you know the name of the person you are writing to, how should you sign off the letter?', 'What punctuation must be used in the address?'

## Human Sum

*AIM:* To energise and practise numeracy skills

*TIMING:* 5 – 10 minutes





*MATERIALS REQUIRED:*

- Use the 'human sum' cards (on next page) alternatively have the young people draw these out themselves or make the signs with their arms.

*HOW TO PLAY:*

- Give out the human sum cards to each young person or get them to make their own. Call out a number between one and 100 and see if they can form a sum to get as close as they can to that number.
- Limit time allowed for each sum to 60 – 90 seconds.

Human sum cards

0	1
2	3

4

5

6

7

8

9

10

## Knitting Numbers

*AIM:* to reveal underlying patterns in times tables

*TIMING:* 5 – 15 minutes, depending how many times tables you work through

*MATERIALS REQUIRED:* Ball of string. 10 people are required to play.

### HOW TO PLAY:

- The person with the ball of wool is assigned the number zero, and everyone else is given 1 to 9 inclusive by moving clockwise round the circle from zero. Your number comes up whenever it is the last digit in an answer. For example, whoever is 3 is also 23, 43, 53 etc. It might be worth providing young people with a sticker of their number to wear.
- How it works: Choose a times table eg, 6. The person with the wool ties the loose end around their wrist, unravels enough wool to cover the diameter of the circle, says the first line of the times table ( $1 \times 6 = 6$ ) and then throws the ball of wool to the person who is number 6. Number 6 then loops the wool round their wrist, says the second line ( $2 \times 6 = 12$ ), unravels another length and throws the ball to the person who is number 2 (12). Continue up to  $12 \times 6$ . Or go further!

## Name Game

*AIM:* Warm-up activity to practise literacy skills.

*TIMING:* 5 minutes

*MATERIALS REQUIRED:*

- Paper and pens or 'Name Game' grid (see resources)

### HOW TO PLAY:

- Pair up young people with a partner for this activity or allow them to complete it individually.
- Young people must choose 3 letters of the alphabet and then complete the given categories, beginning each word their chosen letters. The more unusual their words (i.e. if the words are not used by other class members) the more points they get.
  - 5 points for a word that someone else has.
  - 10 points for a unique word.

## Name Game Grid

Category	Letter		Letter		Letter	
		score		score		score
Food						
Country						
Song						
City						
Girl's name						
Boy's name						
Musician/band						
Television programme						
Cartoon Character						
Total Score						

- 5 points for a word that someone else has
- 10 points for a unique word

## Numeracy Relay

**AIM:** To develop problem solving and number skills

**TIMING:** 10 – 15 minutes

**MATERIALS REQUIRED:** Relay cards (print off 2 sets), pens and paper, a whistle and a large room.

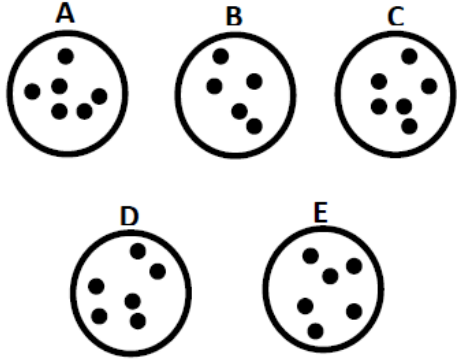
### HOW TO PLAY:

- Make sure the room is clear or, even better, play outside.
- Divide the group into two teams and instruct them to line up at one end of the room. Place the relay cards at the opposite end of the room.
- Once you blow the whistle young people will take turns to race and collect a card, they will then return it to their and group and work as a team to calculate the answer. Provide lots of scrap paper and pens. Ask the groups to write their answers on a sheet of paper and continue until the first group answers all questions.
- The group that finishes first and answers all questions correctly wins the relay.

**ADAPTATIONS:** create your own relay cards and link the problems to activities on your programme.

### Relay cards

Relay Question 1
Work out: $1 \times 2 \times 3 \times 4 \times 5$
Answer:

Relay Question 2
Which one is the odd one out?

Answer:

### Relay Question 3

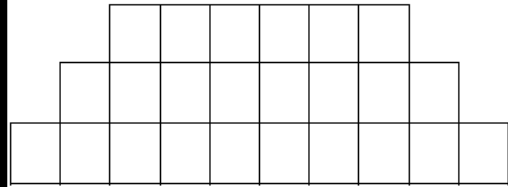


Jenny is bigger than Mary  
Mary is smaller than Anne  
Anne is bigger than Jenny  
Who is the smallest?

Answer:

### Relay Question 4

If you keep the pattern of building blocks going to make a triangle, how many would it take altogether?



Answer:

### Relay Question 5

If you write out every number from 1 to 99 how many times will you write a number five?

1, 2, 3, 4, (5), 6, ....

Answer:

### Relay Question 6

I have  
5 faces,  
5 corners,  
8 edges.

What 3D shape am I?

Answer:

### Relay Question 7

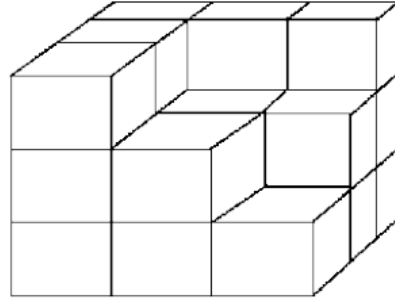
Replace each blank with the correct number

$$\begin{array}{r} 4362 \\ + 4 \square 2 \square \\ \hline \square 2 \square 1 \end{array}$$

Answer:

### Relay Question 8

How many cubes would be needed to build this shape?



Answer:

### Relay Question 9

Which three numbers  
add up to **60**?

23,31,24,15,32,46,25,18,27,37

Answer:

### Relay Question 10

I think of a number.  
I double it and add 7.  
The answer is 29.

What number did I  
start with?

Answer:

**Relay Question 11**

Which picture matches?

-	+	x
+	x	-
x	-	+

<b>A</b>	<b>B</b>	<b>C</b>																											
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**Answer:**

**Relay Question 12**

A = 1  
B = 2  
C = 3  
D = 4  
E = 5

and so on...

M + A + T + H + S = ?

**Answer:**

**Numeracy Relay Answers**

1. 120
2. B
3. Mary
4. 6 additional blocks, 30 altogether
5. 20 (5, 15, 25, 35, 45, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 65, 75, 85, 95)
6. Pyramid
7.  $4362 + 4929 = 9291$
8. 9 (back) 7 (middle) 6 (front) = 22 cubes
9.  $15 + 18 + 27 = 60$
10. 11 ( $29-7=22$ .  $22 \div 2 = 11$ )
11. B
12.  $13 + 1 + 20 + 8 + 19 = 61$

### Numeracy loop

AIM: to improve participants' quick-fire number skills

TIMING: 5 - 10 minutes

MATERIALS REQUIRED: Loop cards (see next page)

#### HOW TO PLAY:

- Before you start: shuffle the numeracy loop cards distributing to the group, point out how each card is divided in two: at the top is an answer without the sum; at the bottom is sum without the answer. One card will have Start/End card written on.
- How it works: Whoever has the start card reads the number and sum below printed on the card, whoever holds the card with the right answer calls it out, and then reads out the sum on that card. Someone else will have the answer on their card; they then call it out and then read their sum. Continue through all the cards until you reach the final answer on the card you began with.

#### ADAPTATIONS:

- Provide the cards into context or provide a scenario so the loop tells a story. For example: a journey or trip to the local shops. This activity could be adapted to suit residential planning. (Loop cards below).

<p>Starting Card / End Card</p> <p><b>10</b></p> <p><i>Halve it</i></p>	<p><b>5</b></p> <p><i>Subtract 2</i></p>
<p><b>3</b></p> <p><i>Multiply by 5</i></p>	<p><b>15</b></p> <p><i>Double it</i></p>
<p><b>30</b></p> <p><i>Take away 10</i></p>	<p><b>20</b></p> <p><i>How many fives are in it?</i></p>

<p>4</p> <p><i>Add 8</i></p>	<p>12</p> <p><i>Halve it</i></p>
<p>6</p> <p><i>Take this from 606</i></p>	<p>600</p> <p><i>Subtract 400</i></p>
<p>200</p> <p><i>Halve it and halve it again</i></p>	<p>50</p> <p><i>Take away 10</i></p>
<p>40</p> <p><i>Subtract 5</i></p>	<p>35</p> <p><i>How many 5s in this?</i></p>
<p>7</p> <p><i>Is this odd or even?</i></p>	<p>Odd</p> <p><i>How many odd numbers between 0 and 18?</i></p>
<p>9</p> <p><i>Double it</i></p>	<p>18</p> <p><i>Subtract 4</i></p>

<p><b>14</b></p> <p><i>Add 9</i></p>	<p><b>23</b></p> <p><i>Add 5</i></p>
<p><b>28</b></p> <p><i>Is this even or odd?</i></p>	<p><b>Even</b></p> <p><i>Which even number comes after 99?</i></p>
<p><b>100</b></p> <p><i>How many 50s are in this?</i></p>	<p><b>2</b></p> <p><i>How many 2s are in 20?</i></p>

### **Paper Chain Challenge**

*AIM:* To practise literacy and numeracy skills, to energise

*TIMING:* 5 - 10 minutes

*MATERIALS REQUIRED:*

- Coloured paper, scissors, sellotape and pens

*HOW TO PLAY:*

- Split group into small teams of 2-4.
- Provide each group with paper strips, pens and sellotape.
- Provide each group with a rule to follow for each link in the chain. For example, the next word in the chain must begin with the last letter of the words before (this can be adapted to suit the group) Apple – eggplant – tomato – orange – eggs.
- The team to create the longest chain within 5 minutes wins.
- Provide dictionaries.



**ADAPTATIONS:**

- Change the theme of the words used: animals, countries, skills etc.
- Use numbers instead of words.
- Use as a reviewing tool.
- Ask young people to complete the challenge in silence and then reflect on what they found difficult.

**Percentage Top Trumps**

*AIM:* To find simple percentage parts of quantities

*TIMING:* 15 minutes

*MATERIALS REQUIRED:* Top Trump cards, pens & paper. Calculators if you choose to use them.

**HOW TO PLAY:**

- Print out and laminate the top trump cards.
- This can be played in pairs or in small groups.
- Share cards between young people, then they turn over one card each and work out how much their card is worth. The “winner” or person whose card is worth more keeps both cards.
- Play continues until 1 player has all the cards.

**ADAPTATIONS:**

- Can be adapted to practise other numeracy topics such as: decimals and fractions.

**Percentage Top Trump Cards**

NB stick to card or laminate so they can be reused.

50% of £40

25% of £10

5% of £520

65% of £60

20% of £35

10% of £88

70% of £12

15% of £24

17.5% of £5

20% of £50

90% of £16

25% of £40

40% of £50

35% of £30

45% of £30

50% of £70

25% of £5

75% of £60

85% of £20

65% of £30

10% of £24

75% of £16

20% of £20

15% of £16

25% of £50

15% of £40

5% of £60

30% of £45

5% of £120

90% of £10

10% of £90

## **Picture Perfect**

*AIM:* To practise speaking, listening and communication skills and be used to energise the group prior to a group discussion or in preparation for the Team Presentation.

*TIMING:* 5 – 10 minutes

*MATERIALS REQUIRED:* Paper, pens, photographs or pictures to be described, a timer and chairs.

### *METHOD:*

- Put the group into pairs and line up two rows of chairs, so that the young people are sitting back to back.
- In their pairs young people need to nominate an artist and describer. Provide artists with pens and paper and instruct them to sit on one row of chairs. The describers must sit on the other row.
- Share the rules of the activity with the group:
  - Describers must describe what is on the picture/photograph but must not say directly what it is. You can adapt the difficulty of this activity by allowing or not allowing young people to use a certain vocabulary. Please be aware young people with low literacy skills or ESOL learners may find this activity difficult so please adapt to suit.
  - Artists must not turn round
  - You can 3 minutes to complete your master piece
- Display your picture/photograph so Describers can view it and then start the timer.
- Once the time is up, artists can reveal their master pieces and compare them to the original.
- Allocate a winner if you wish and take the opportunity to discuss what skills have been used during the activity use Q&A to challenge the group. For example:
  - What skills have you used during this activity?
  - What did you find difficult?
  - What would have made it easier?
- Ask the artists and describers to swap places and repeat the activity with another picture.

## Play your Cards Right

**AIM:** To practise numeracy skills; to energise before an embedded session or to check learning during a plenary. To practise multiplication and division by 10,100 and 1000. This activity will also develop their awareness of units of measure.

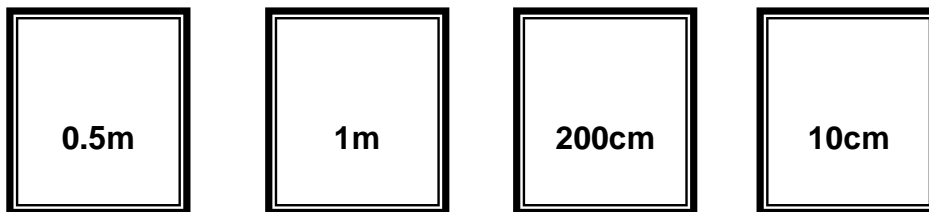
**TIMING:** 5 – 15 minutes

**MATERIALS REQUIRED:**

- Pack of cards or a selection of homemade cards

**HOW TO PLAY:**

- You can use a standard pack of cards for this game or create your own. For example: metric measures of length, but please set clear boundaries so young people are aware of the highest and lowest card in the deck. E.g. 0 – 10 metres.
- Place out 5 cards in a row, face down.
- Turn over the first card
- Try to predict whether the next card will be higher or lower than the one showing.
- If your guess is wrong you must start again or the turn moves over to the other player.
- If your guess is correct then try to predict the next one.
- You need to correctly predict 5 cards in a row to win



- This can be played with a whole group or if you'd prefer to play competitively split the group into smaller teams or pairs to play for points.
- Each player should start with 500 points
- For each card turned, the player should gamble some of their points
  - If the card prediction is correct then the player wins the gambled points and they are added to the total
  - If the card prediction is wrong then the player loses the gambled points from their total

If you run out of points the game is over

- The winner is the player who has the greatest points total at the end of their game.

**ADAPTATIONS:**

- Metric measures of weight, capacity or distance are a great way to energise for a cooking session or check learning during downtime.
- Monetary values can be used to practise decimals up to 2 decimal places.
- Use visuals or images to cards support less confident young people.

Play Your Cards Right cards

**0m**

**5cm**

**100mm**

**0.15m**

**20cm**

**250mm**

**0.3m**

**350mm**

**40cm**

**45cm**

**0.5m**

**600mm**

**0.65m**

**70cm**

**0.75m**

**800mm**

**85cm**

**90cm**

**0.95m**

**1m**

**0g**

**50g**

**0.1kg**

**150g**

**0.2kg**

**250g**

**0.3kg**

**350g**

**0.4kg**

**450g**

**0.5kg**

**550g**

**600g**

**0.65kg**

**0.70kg**

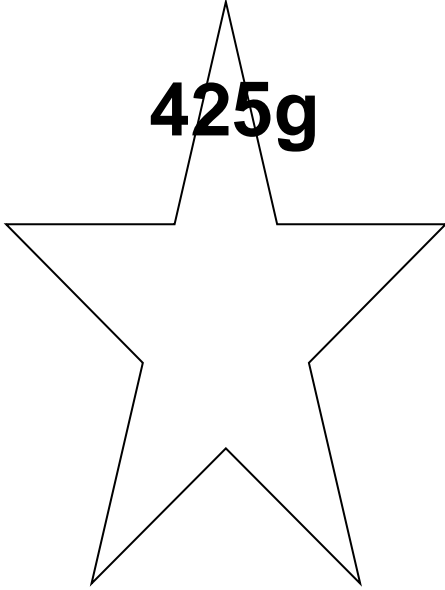
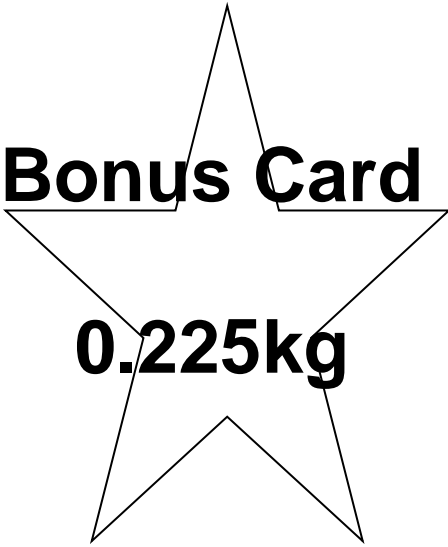
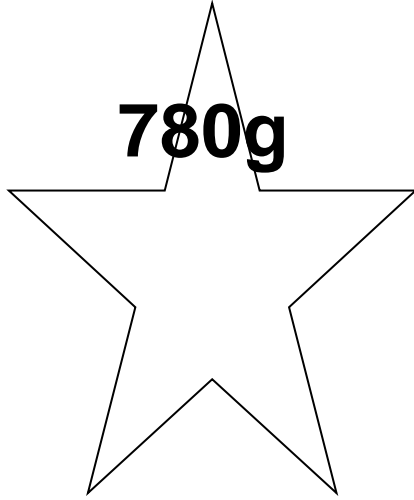
**750g**

**0.8kg**

**0.85kg**

**900g**

**950g**

<p><b>1kg</b></p>	<p><b>Bonus Card</b></p> <p><b>425g</b></p> 
<p><b>Bonus Card</b></p> <p><b>0.225kg</b></p> 	<p><b>Bonus Card</b></p> <p><b>780g</b></p> 

### Quick off the Draw

AIM: To energise and prepare for numeracy activities

TIMING: 5 – 10 minutes

#### HOW TO PLAY:

- Young people pair up and hold their hands behind their backs.
- On the count of three, both reveal their fingers with any number of fingers held out from one to ten.
- The first person to call out the total of revealed fingers on theirs and their partner's hands get the point.
- Play best of three or five.

### Tangram Puzzle

AIM: To practise problem solving, spatial awareness and shape, space and measures

TIMING: 5 - 10 minutes

#### HOW TO PLAY:

- Print and cut out puzzle.
- Read instructions and try challenges.

The tangram puzzle is said to have been invented in China, possibly thousands of years ago. The object is to arrange the seven pieces into various shapes by just looking at the outline of the solution. The translation from the original Chinese name literally means, "seven boards of skill".

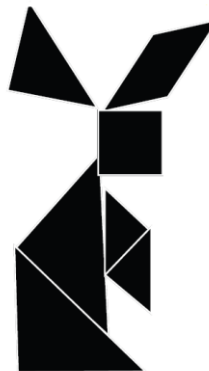
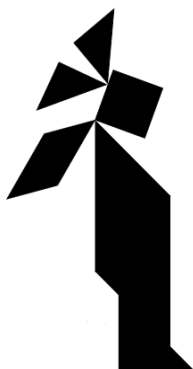
Print out on card or photocopy onto A3 and cut very carefully along the lines to separate the seven pieces.

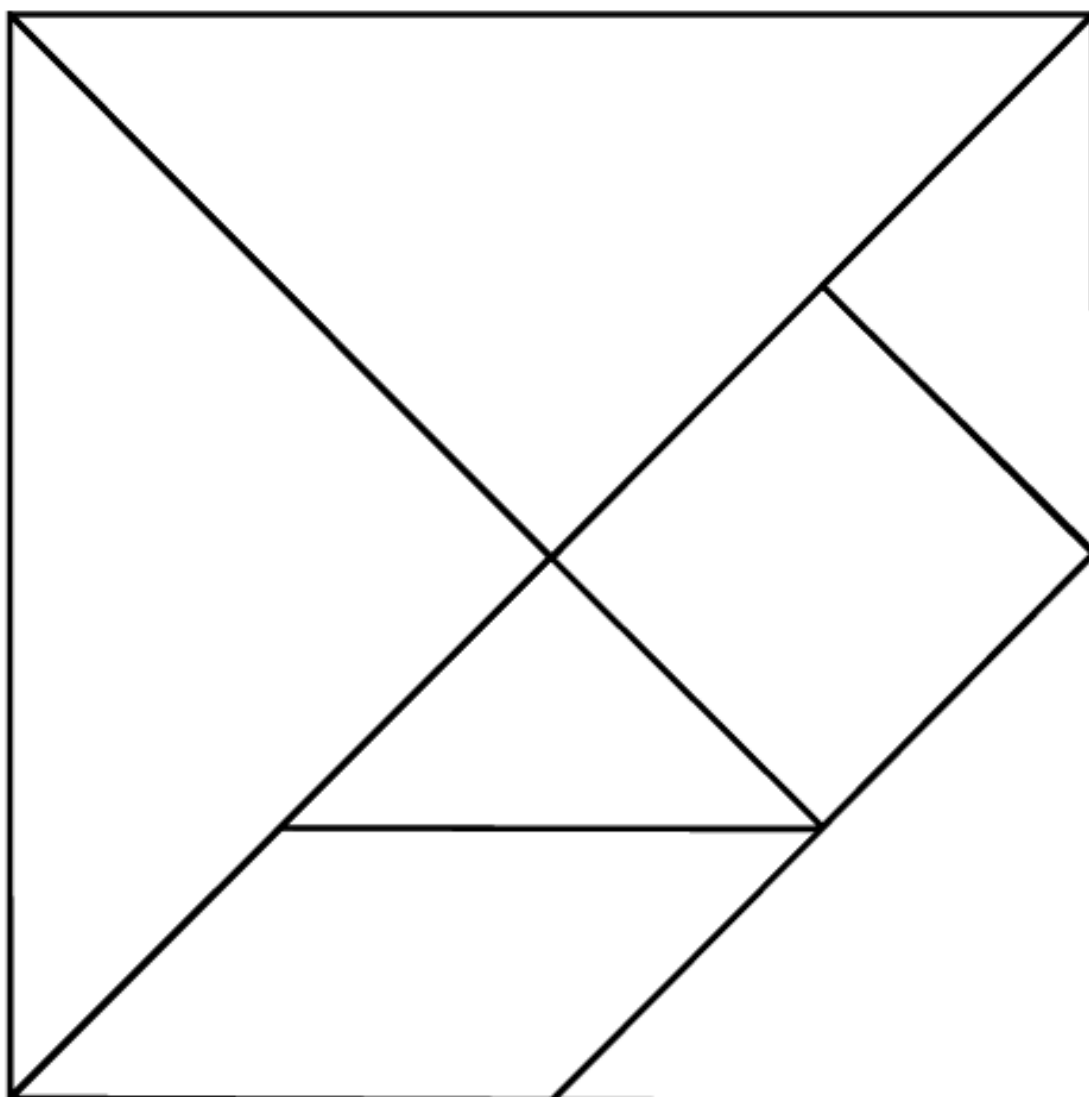
#### Challenges:

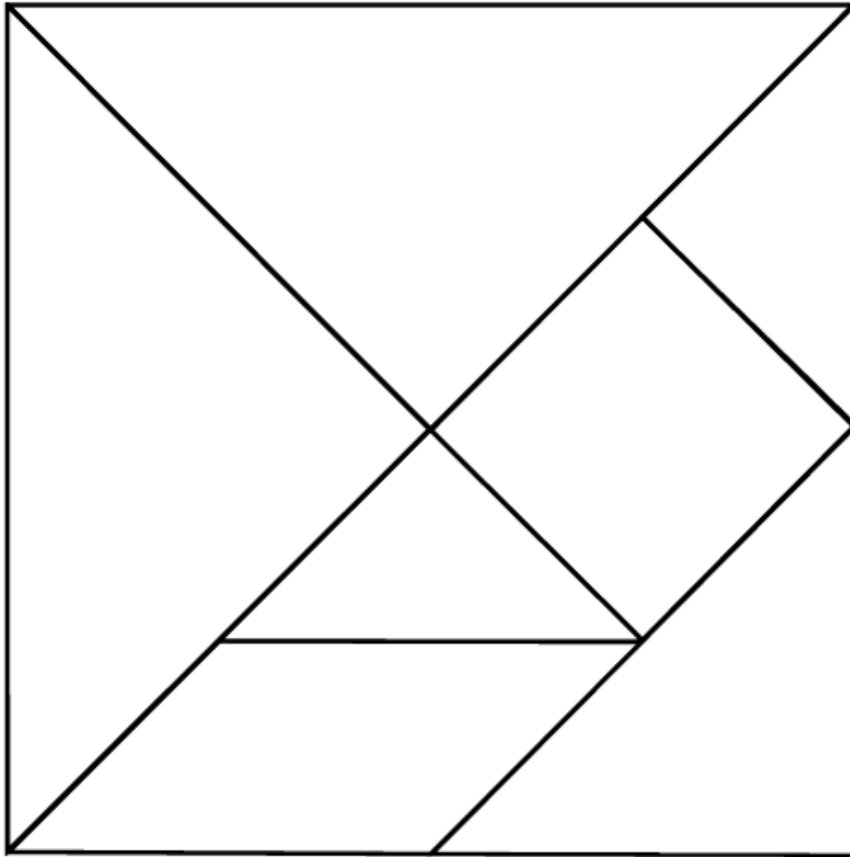
- Make a square using all 7 pieces of the tangram.
- Make a rectangle.
- Can you name the tangram pieces?
- Can you make a square using only triangles?



Can you make the following shapes?







- Two large isosceles triangles
- One medium isosceles triangle
- Two small isosceles triangles
- 1 square
- 1 parallelogram

An isosceles triangle has two equal angles and two equal sides. A parallelogram is a four-sided figure with each side parallel to the opposite side.

## Team Word Wall

*AIM: to build vocabulary, improve spelling and provide reference support during reading and writing tasks.*

*TIMING: on-going or could be used to support a day session.*

**MATERIALS REQUIRED:**

- Coloured paper, pens, post-its and blue-tac.

**HOW TO PLAY:**

- Dedicate one wall in the delivery space to create a 'Team Word Wall'. Write the name of the word wall on flip chart paper. Allow young people to personalise this if they wish as it will encourage participation.
- Encourage young people to add key terms/new vocabulary/words they struggle to spell to the word wall.
- Encourage them to personalise the words: colour them in, use different fonts or even word process if they wish. It may also be useful to include an image with the word in order to aid understanding
- Allow the word wall to grow with your project and encourage young people to add to it.
- Please use dictionaries to ensure correct spellings are displayed.

**ADAPTATIONS:**

- Cluster words by categories: words for work, feelings, skills etc
- Colour code words.
- Link in synonyms (alternatives from a thesaurus) and antonyms (opposites).



## Text Talk

*AIM: to introduce the theme of formal and informal language . Can be used as an ice-breaker before a letter or CV writing activity. Guaranteed to prompt discussion as learners solve the problem.*

*TIMING: 5 – 10 minutes*

**MATERIALS REQUIRED:**

- Cards are below. Laminate so they can be reused.

**HOW TO PLAY:**

- Mix up the text talk cards and ask learners to match the text talk card to their plain English translations.
- Once learners have solved the puzzle see if learners can come up with their own examples.

**ADAPTATIONS:**

- Adapt the cards to include formal to informal words. These could be common words found on formal letters. For example:  
Ask            →        Enquire  
Help           →        Assist  
Need          →        require  
Tell you      →        inform
- As a follow up activity, provide learners with a letter written in very informal language or slang and ask them to convert it to formal or vice versa.

2DAY	Today
ATB	All the best
B48	Before 8
BTW	By the way
CUL8R	See you later
GR8	Great
LOL	Laugh out loud
LUV	Love
NE1	Anyone
NO1	No one
OIC	Oh I see
RUOK	Are you ok?
SOME1	Some one
THX	Thanks
WAN2	Want to
WKND	Weekend
Add your own...	

