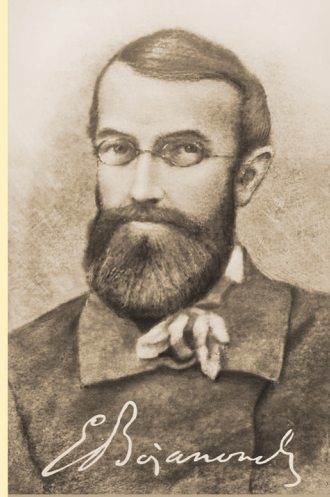


# Games and plays

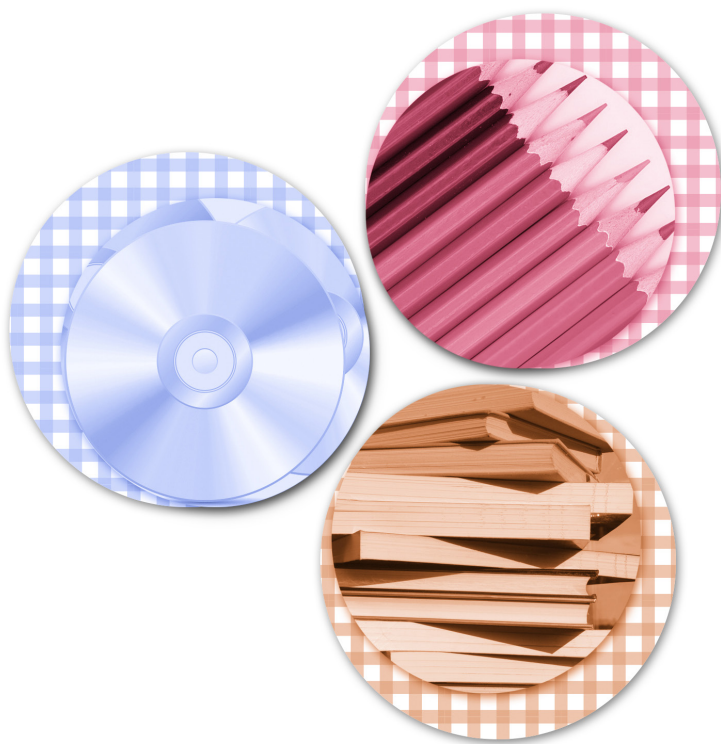
based on the notes  
of Blessed Edmund Bojanowski





# Games and plays

based on the notes of Blessed Edmund Bojanowski



Lublin 2022

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## **Teaching methodology opinion of the “Games and Plays based on the notes of Blessed Edmund Bojanowski”**

The Sisters from the Congregation of the Servant Sisters of the Blessed Virgin Mary have developed and tested with children of different ages a selection of 46 games. Thanks to the Media Centre of the Catholic University of Lublin, they were able to record them, creating a multimedia version. Among the games are those with different forms of movement to be conducted in the playroom and outdoors, although we can also find games which prepare children for learning to, for example, read. They can be played by one child, with a part of a playgroup, or even with the whole group. Noteworthy is an interesting selection of games in the volume. As regards subject matter, the content is consistent with the children's interests, and adapted to the children's performance capabilities. The necessary equipment and tools is simple and available at every home or at any, even the most moderately equipped, educational institution - which not only encourages the children to play, but also to develop various forms of movement.

An extremely important aspect is the simple arrangement and conduct of the games. Encouraging the children and even directly involving them in the preparation, arrangement and then collection of the game equipment contributes to the development of social skills, such as mutual help and support or developing a sense of friendship by helping the younger and more timid children.

Over the course of the plays, especially outdoors, we can see joyful smiles on the children's faces, caused not only by the fulfilment of the need to move, but also by fun poems and nursery rhymes intertwined into the games, thanks to which children are able to master them by heart.

The element of individual and group competition not only in games requiring movement, but also the others, helps the children to develop emotional balance, and teaches them the ability to endure failures, to negotiate, and to make decisions. The rules, instructions and precepts, clearly defined and set by the group leader, teach the children to follow rules; they develop composure, and accustom them to precision, responsibility and integrity.



The presented games and plays have educational and pedagogical value. They improve coordination skills, such as balance and spatial orientation; the ability to assess distance and direction. They teach the children recognition of number ratios, colours, the ability to react quickly, but also that of kinaesthetic sensitivity (jumping, crossing hurdles, and aiming). Some of these games teach combinatorics and the ability to compare. It is worth noting that the games and plays rely hugely on the legacy of traditional Polish games. For example, the selection contains a game mentioned by Łukasz Górnicki, originating from the publication entitled “Dworzanin Polski”.

All of the games and plays require concentration, good perception, often immediate reactions to cues and stimuli, task performance and problem-solving, to the best of each child’s abilities, but with considerable mental effort.

When watching the videos, my attention was particularly drawn to the attitude of the teacher who, while organising the games, creates a pleasant atmosphere and a positive mood, taking care of the children’s well-being. This is a vital point because children develop favourable personality traits, conscious self-discipline and appropriate behaviour.

In conclusion, I would like to stress very strongly that all of these games are an excellent opportunity to play together with parents and grandparents at home and outdoors. Some of them will be a return to childhood and will bring a warm smile. Both the children and the adults will improve their health condition, including their speed, strength, and endurance. Being with the children and playing together contribute also to strengthening family ties.

The market lacks publications for preschool teachers, teachers of classes I-II and also for parents and grandparents, which offer physical activities and games at home, at preschool, and outdoors. The “Games and Plays based on the notes of Blessed Edmund Bojanowski” publication presents a selection of activities, which direct attention to earlier forms of entertainment in, for example, Wielkopolska, Podlasie, and even ancient Greece. Therefore, I believe that “Games and Plays based on the notes of Blessed Edmund Bojanowski” should be widely recognised, which will be possible when the work is published.

Ewa Zielińska  
Teaching Methodology Advisor



# 1

## The Alphabet

**Activity for:** cognitive skills

Each child chooses one letter from the alphabet. They use it as the first sound to form one personal name, one place name and one name of an object. Then they form a sentence with the three words, e.g.: “My name is Philip, and I am coming back from a pharmacy where I bought myself a flag.” Each next child has to use different words, and no word can repeat. If a child fails at a task or takes too long to think about it, he/she has to give a token (e.g. candy) as a way of penalty. Objects and names that children are to create from the letters of the alphabet can be selected freely and modified on demand (plants, animals, professions etc.).

### What is needed:

candies (as tokens)

■ Bojanowski, vol. I, p. 4671.



### Good to know:

This game was popular among the ancient Greeks.

<https://siostry.net/en/ga01>



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1. E. Gigilewicz, Sr. M. L. Opiela (eds.), *Prace, szkice i notatki Edmunda Bojanowskiego. Inedita* [Works, sketches and notes of Edmund Bojanowski. Inedita], vols. I and II, Lublin 2016.

## 2

## An Angel and an Imp

**Activity for:** attentiveness, agility and dexterity of the body in walking and running.

Two children determine covertly which of them will be the Angel and which will be the Imp. They then climb onto two chairs, and each holds up a ribbon. The rest of the children walk one behind the other, holding one hand on their neighbour's shoulder. They pass under the ribbon three times. When the third pass ends, the children standing on the chairs stop the child who passes the last and say:

“The first: passed,  
The second: pardoned,  
The third: whom do you choose?”

The stopped child chooses the child on a chair that he/she wants to stand next to. The play continues until all the children have made their choice. Then one of the children standing on the chair calls out cheerfully: “I am the Imp!” and runs away, while the other cries loudly: “I am the Angel!” The Angel's group starts chasing the Imp's group.

### **What is needed:**

A ribbon, and two chairs.

■ Bojanowski, vol. I, pp. 503-504.

<https://siostry.net/en/ga02>



### 3

## Cotton Swags

**Activity for:** attentiveness, agility and dexterity of the body,  
hand movement agility and dexterity.

Children sit in two rows facing each other and throw a small cloth ball (or ball of wool) to one another. Each child tries to throw the ball to a new child. The child next to whom the ball falls gets out of the row and sits at the back.

**What is needed:**

a cloth ball or ball of wool.

■ Bojanowski, vol. I, p. 481.

<https://siostry.net/en/ga03>



# 4

## Shadows

**Activity for:** the sense of sight, cognitive skills (interpretation).

The children divide into two groups. One group stands in a row facing a wall, and the wall is lit by a lamp standing at the other wall. Behind this group, there is a chair on which the children from the other group stand one by one to present different poses or objects, casting a shadow on the wall at which the first group is positioned. The child who has the most precise guess about the shadows joins the children at the chair (the presenters).

**What is needed:**  
a lamp, and a chair.

■ Bojanowski, vol. I, p. 491.

<https://siostry.net/en/ga04>



## 5

## Four Corners and the Oven

**Activity for:** attentiveness, agility and  
deftness of the body

Four children stand in all four corners of the room, while the fifth child stands in the centre. At a signal, the children in the corners swap places. The child standing in the centre waits for a convenient moment to occupy a vacant corner. The child who was left without his/her corner is the Oven: he/she stands in the centre of the room and in the next round tries to grab a vacant corner.

■ Bojanowski, vol. I, p. 471.

<https://siostry.net/en/ga05>



## 6

## The Corncrake

**Activity for:** the sense of hearing, agility and deftness of the body.

Two children take part in the game, while the others are observers. Both participants are blindfolded. One of them has two small wooden sticks: one is smooth and the other is corrugated. The child taps one stick against the other, and the other child tries to use his/her hearing to approach and touch the tapper. This game is a source of fun also for the observers as the two blindfolded children have to seek and evade one another at the same time while seeing nothing.

### What is needed:

corrugated and smooth woods or a bell.

■ Bojanowski, vol. I, p. 492.

### Good to know:

This game originates from an old custom, described by Józef Ossoliński, when elderly courtiers would go around the villages and play tricks on the younger ones. They would blindfold them, lead them out into the field, and give them a corrugated piece of wood to strike it with a stick. This produced a characteristic sound that attracts corncrakes. Then, the older boys would run out of hiding and make a laugh at the younger ones. This play gave rise to a number of sayings in Polish, for example (in rough translation): he sent John for a corncrake (he caught John out), he is catching corncrakes (he does not know what he is doing), she has already played with a corncrake (she is experienced), he goes for a corncrake (he is about to do it for the first time), he is still hunting for a corncrake (he needs more experience), a front fighter for a corncrake (somebody is unaware of most things, but keeps boasting about what they in fact are ignorant of).

<https://siostry.net/en/ga06>



# 7

## The Pot, or Spill the Sour Soup

**Activity for:** attentiveness, memory, hand movement agility and dexterity.

Place an old pot on the ground. Remove all the objects that could cause a trip or a fall. One child stands ten steps away from the pot. The other children blindfold them, give them a stick in the right hand and a handkerchief in the left. The child turns around three times and walks towards the pot. When they are about there, they hit it with the stick so that it breaks. If they miss it in three tries, they drop the handkerchief in front of them to mark the spot where they stopped. The child who breaks the pot wins. If none of the players succeeds, the one whose handkerchief is the closest to the pot wins.

### What is needed:

a pot, a stick, and handkerchiefs.

■ Bojanowski, vol. I, pp. 546-547.

<https://siostry.net/en/ga07>





## 8

## The Housekeeper or the Mating

**Activity for:** cognitive skills, imagination, hand movement agility and dexterity.

One of the children assumes the role of the housekeeper and sits on a height (e.g. on a chair) so that they can be seen by the rest of the children. The housekeeper keeps apples, nuts and candies with him/her and calls to the children. Next to him/her stand two helpers who guide the children to him/her. The housekeeper asks them questions to assess their skills (e.g., girls are asked if they can bake, cook, clean, wash; boys, if they can mow the lawn, light a fire, chop wood etc.). The children show how to do these things (imitate), and the housekeeper gives them an apple or something else in reward.

In another variant, the housekeeper is replaced by a mother or a father looking for a husband for his/her daughter or a wife for his/her son. The helpers are then the swordsmen, and the other children participating in the game are candidates for a husband or a wife.

**What is needed:**  
apples, nuts, and candies.

■ Bojanowski, vol. I, pp. 482-483.

### Good to know:

The game is taken from Russian history. When seeking candidates to marry her daughters, the Tsarina evaluated the candidates' skills.

<https://siostry.net/en/ga08>





## The Game of Because and Why?

**Activity for:** cognitive skills

Children sit in a circle. One of them walks into the centre of the circle and asks a question to each child at random. The questions asked must begin with the word “why,” while the answers must begin with the word “because.” For instance, a question may be: “Why is today a holiday?” while the answer may be: “Because today is not a workday.” When the child makes a mistake and starts a question or an answer with a different word, he/she gives a fruit or another token, which he/she then has to collect back by doing a task.

■ Bojanowski, vol. I, 520.

<https://siostry.net/en/ga09>



## 10 The Pot Game

**Activity for:** attentiveness, agility and deftness of the body in walking and running

The children stand in a circle close to each other so that their shoulders touch. One child walks quickly around the circle, and after a while, points his/her finger at one child. The chosen child runs away in the opposite direction, making another circle. The child who runs faster around the circle and stops at an empty place wins. The one who comes later gives back his/her candy as a token and the game starts again.

**What is needed:**  
candy (or other sweets).

■ Bojanowski, vol. I, p. 520.

<https://siostry.net/en/ga10>



**Activity for:** agility and  
deftness of the body

One of the boys – a fast runner – puts on a string with candies strung on it and runs away to a designated place. The other children chase him and pluck the candies from the string singing:

Gre, Gre, Gre, Gregory's Day!

Grab the candies on your way!

When a runner reaches the finish line and there is no candy on the string, he is left without candies. The children who got the candy can share it with him. If the runner reaches the finish line with candies on the string, he can keep it for himself or share it with others.

**What is needed:**  
candies, a string.

■ Bojanowski, vol. I, pp. 477-478.



### Good to know:

The game was well known among school children, whose parents toured the villages at the early spring feast of St. Gregory. The name of this holiday, *Gregorianki*, comes from an event that is associated with St. Gregory. He used to bring children to the market so that they could be educated there. He also covered the costs of their education. He is considered patron saint of children starting school.

<https://siostry.net/en/ga11>



## 12 The Pebbles

**Activity for:** attentiveness, dexterity

Place five pebbles on the upper side of the palm of your hand and toss them up into the air. When the pebbles are in the air, turn your hand quickly and try to catch them all. The winner is the one who catches the most pebbles.

### **What is needed:**

five pebbles (or similar small objects like caps, for example).

■ Bojanowski, vol. I, p. 512.

### **Good to know:**

The game of pebbles was already popular in ancient Greece under the name of *pentalithy*.

<https://siostry.net/en/ga12>



## 13 The Inn

**Activity for:** cognitive skills, attentiveness and memory, agility and deftness of the body

The children sit in a circle and assume the following roles or names: the Innkeeper, the Bread, the Fried Fish, the Soup, the Roast and the like – all things one can find in an inn. One of the children stands in the centre of the circle as a traveller and starts a conversation. If he/she mentions any of the names mentioned – corresponding to the children that chose those names – the child whose inn name is mentioned must stand up. If the child forgets to do so, he/she gives a token, e.g. a candy. When the traveller gets bored with the conversation, he calls out: “The inn is on fire!” Then everyone gets up, children swap places, and the one who is left without a place is a new traveller for another turn.

■ Bojanowski, vol. I, pp. 498-499.

<https://siostry.net/en/ga13>



## 14 Clap your hands

**Activity for:** agility and deftness  
of the body in movement

Children toss the ball up and while doing so, they clap three times keeping their hands in front, then clap three times with their hands in the back and again three times in front. They must then catch the ball before it falls to the ground.

**What is needed:**  
a ball.

■ Bojanowski, vol. I, p. 490.

<https://siostry.net/en/ga14>





# 15 The Kneeling

**Activity for:** agility and deftness  
of all parts of the body.

Hang the ring on a thin piece of thread at a height of about a meter above the floor. In front of it kneels a child on their right knee and holds their left leg (in the air) using their left hand. In their right hand they hold a stick with which they try to poke through the hole in the hanging ring and take it off whilst keeping the balance. Whoever succeeds gets a prize.

**What is needed:**

a ring, a piece of thread, a stick.

■ Bojanowski, vol. I, p. 485.

<https://siostry.net/en/ga15>



## 16 The Circle

**Activity for:** attentiveness, agility and deftness of the body in walking and running.

We draw as many circles on the ground as it takes for only one child in the group to have no circle of their own. On clapping or at the sound of a bell, each child should change their circle for another one. The child without a circle tries to take a vacant place.

**What is needed:**  
chalk, a bell.

■ Bojanowski, vol. I, p. 471.

<https://siostry.net/en/ga16>



# 17 The Cat and the Mouse

**Activity for:** attentiveness, agility and deftness of the body in running

Children line up in two rows fairly close together, holding small sticks (or inflated balloons) in their hands. Two children are chosen to be the Cat and the Mouse. The point of the game is for the Cat to catch the Mouse. The Mouse can run through the middle, around and between the rows of children, where she has her den. The Cat has no access to the den, but the Mouse cannot stay in it for too long, either. When the Cat enters the mouse's den, the children chase her out by tapping her with sticks or balloons.

**What is needed:**  
sticks or balloons.

■ Bojanowski, vol. I, p. 530.



**Good to know:**

This game was popular in Greater Poland and developed agility in children.

<https://siostry.net/en/ga17>



## 18 The Cat and the Mouse (II)

**Activity for:** attentiveness, agility and deftness of the body in running

One child in the group takes the role of the Mouse, and one is the Cat. The remaining players close the Mouse in a circle, holding hands. The Cat stays outside the circle. While the children dance and move around in the circle, the Cat tries to find a passage between the children and slip inside to catch the Mouse. While the children are dancing, they raise or lower their hands and come closer to each other in order to prevent the Cat from getting into the circle, i.e. into the Mouse's den. If the Cat manages to break the chain, those who are closest to the Mouse open the circle, let the Mouse out and close it immediately so that the Cat cannot break free and run after the Mouse. The children try to keep the Cat in the circle, just as before they tried not to let her in. If the Cat slips away, the children let the Mouse back into the circle. The game continues until the Cat touches or catches the Mouse. The pair where the Cat caught the Mouse swap the roles for another turn.

■ Bojanowski, vol. I, p. 473.

<https://siostry.net/en/ga18>



## 19 Bowling

**Activity for:** agility and deftness of all parts of the body, hand movement agility and dexterity.

A quadrilateral is drawn on the ground with chalk, in which we make a cross, to make the drawing look like a window. Four bowling pins are placed at the corners of the quadrilateral, and another four at the ending points of the cross. In the middle, the ninth, highest pin is placed, which is called the King. The place from which the ball is to be thrown is marked with chalk. The winner is the one who throws the most pins down, whereas the one who throws the least, sets the pins for the next round.

**What is needed:**

nine bowling pins, a bowling ball, tape or a string, and chalk.

■ Bojanowski, vol. I, p. 481.

<https://siostry.net/en/ga19>



## 20 The Dashes and the Circles

**Activity for:** cognitive skills, patience and attentiveness.

On a piece of paper, (the pavement or the ground) draw two parallel lines far apart, and then another two crosswise. This grid has nine spaces, with the one enclosed in the middle and the eight others open. Two children play the game. The children take turns making marks – dashes or circles – until they fill in three boxes in a straight line. The first player to make his/her three marks lengthwise, crosswise or diagonally wins.

### **What is needed:**

chalk, paper, and something to write with (e.g. a pencil).

■ Bojanowski, vol. I, p. 550.

### **Good to know:**

This game has a long tradition, but is still popular today as *noughts and crosses*. Although simple, it offers exercise for analytical skills and comparison, which represent the primary activity of the mind.

<https://siostry.net/en/ga20>



## 21 The Mug

**Activity for:** attentiveness, agility and deftness of the body.

One of the children holds a cup on their head with their left hand and runs among the children around them. The children try to disturb them and call out: “Mug, oh, Mug, give us a sip, a sip!” The child responds: “Whoever wants to drink, let him go and get the water himself/herself!” All the children avoid contacting the Mug because whoever the Mug touches with his foot takes over the role. If the running child drops the Mug, the other participants suggest a penalty activity that the child has to perform.

### **What is needed:**

A cup, water

■ Bojanowski, vol. I, p. 513.



### **Good to know:**

This game is inspired by a similar play that was known in ancient Greece.

<https://siostry.net/en/ga21>





## 22 The Balk

**Activity for:** agility and  
deftness of the body

Children divide into two equal groups and stand in rows facing each other. Between them, draw a line or put a rope (to represent the balk). Each child tries to drag individuals from the opposite row to his/her side of the rope. The winners are those who drag all their rivals to their side. As penalty, they can have the losers perform some tasks.

**What is needed:**  
chalk or a rope.

■ Bojanowski, vol. I, p. 514.



### **Good to know:**

This game was already known in ancient Greece and mentioned by Plato. The Balk develops muscles and is a beneficial physical activity. Another form of this game is known, which consists in rope-pulling (tug-of-war).

<https://siostry.net/en/ga22>



## 23 The Purr

**Activity for:** the sense of hearing, memory.

All the children stand in a circle and hold hands. One child is blindfolded and given an inflated balloon. From now on they are called “the Purr.” Then they come to the centre of the circle and when they touch any of the children with the balloon, the child starts to purr. The Purr has to guess whom they touched. If they fail, children spin the circle several times and The Purr takes another guess up until they make a correct one. The child who is correctly pointed by the Purr becomes the Purr for another round. The Purr blindfolds their successor and leads them to the centre of the circle. The game starts again.

**What is needed:**

A balloon, and a handkerchief (to tie your eyes).

■ Bojanowski, vol. I, p. 492.

<https://siostry.net/en/ga23>



## 24 What's the Straw for?

**Activity for:** cognitive skills – imagination.

Children sit down in a circle. One of them stands in the centre and asks everyone the question, “What can straw be used for?” The game continues for several turns in a row, with the children trying to say something new each time. The child who does not answer or gives an incorrect answer has to give a token, such as a candy. This game can be modified by changing the object of the question from time to time.

### **What is needed:**

fruit, candy or other sweets that serve as tokens.

■ Bojanowski, vol. I, p. 496.

### **Good to know:**

This game was mentioned in the work of Łukasz Górnicki *Dworzanin polski*. It was popularized among children by bishop Piotr Tomicki (1464-1535).

<https://siostry.net/en/ga24>



## 25 The Spinner

**Activity for:** agility and deftness of all parts of the body, hand movement agility and dexterity.

A child throws a ball so that it bounces against a wall. When throwing a ball for a bounce, the child spins around just in time to catch the ball coming from above or below.

**What is needed:**

A ball.

■ Bojanowski, vol. I, p. 490.

<https://siostry.net/en/ga25>



## 26 The Ring

**Activity for:** attentiveness, hand movement agility and dexterity

On a string (or ribbon) thread a ring and tie its ends. Children stand in a circle, hold the string in their hands and dance, passing the ring from hand to hand. One child stands in the centre of the circle and their task is to find the ring that keeps moving, while the rest of the children have to make the task difficult for them. The child who has the ring at the moment of finding it swaps places with the child who finds it.

During the game, the children forming the circle can sing songs, such as:

Hand by hand  
The ring goes round  
Off, off you keep!  
In vain you seek,  
And no one can get it,  
As no fool can wear it!

### **What is needed:**

A ribbon or string, a ring.

■ Bojanowski, vol. I, p. 480.

### **Good to know:**

The ring game was once popular among children in Podlasie.

<https://siostry.net/en/ga26>



## 27 The Swimmer

**Activity for:** agility and deftness  
of the body in movement

Put three stools in a row on which a boy lies down on his back. Then the middle stool is pulled out from under him so that the boy's legs lie on one stool, his head on the other, and his straight torso is in the air. Give the boy a cane or a stick and place hats on the four stools placed on either side of his head and legs. The game is to throw all the hats off the stools with the cane while maintaining the body position.

**What is needed:**

six stools, four hats or caps, a cane or a stick.

■ Bojanowski, vol. I, pp. 484-485.

<https://siostry.net/en/ga27>



## 28 The Messenger

**Activity for:** memory, agility and  
deftness of the body in movement

The children stand in a circle. One of them steps into the centre and, while singing the counting-out song, touches another child after each word:

“Need a courier on the road,  
All say, ‘not me,’ all say no!  
Don’t feel I can really make it  
So who’s turn it is to face it?  
Who’s to carry the appeal?  
Yes, you will!”

The child on whom the last word falls becomes the Messenger and is told by the one who counts what the task is. The task is always to give some instructions to several children mentioned by name. The instruction should consist of the main task and the additional task. The main task uses “you must” and the additional task uses “you may;” for example: “You must tell Johnny to go to the garden to do the digging and Kate to reap some grass, and when passing, you may greet Michael from me.” If the messenger is wrong in the main task, he gives a token and repeats the task. If he makes a mistake in the additional task, he repeats it without any tokens. In both cases, the player has to perform the task until they get it right. When they succeed, the game starts over again, and the player who performed the task chooses another Messenger and gives them the instructions.

■ Bojanowski, vol. I, p. 499.

<https://siostry.net/en/ga28>





## 29 The Air, Earth and Water

**Activity for:** cognitive skills – imagination.

The children sit in a circle. One of them holds a handkerchief, which they throw to a selected child and when doing so, they utter one of the words: “air,” “earth” or “water.” If they say “air”, the child to whom the handkerchief goes must quickly name an animal species that lives in the air (e.g. a pigeon, swallow or fly), if they say “earth”, the selected child names a species that lives on or in the ground (e.g. dog, cat or horse), and if they call out “water”, the selected child has to indicate creatures that dwell in waters (e.g. a fish, carp or pike). The difficulty of the game increases when the handkerchief thrower says two words at a time, e.g. “air” and “earth.” In this case, the selected child has to name those animals that can live in the air and on the ground. A child who does not answer quick enough or who repeats another person’s answer kneels down on one knee and waits for someone to throw the handkerchief to them again. If they answer correctly the second time, they sit down, and if they answer incorrectly another time, they kneel on the other knee. After the third wrong answer, the player is out of the game.

**What is needed:**  
A handkerchief.

■ Bojanowski, vol. I, p. 496.

<https://siostry.net/en/ga29>



## 30 The Little Bird

**Activity for:** attentiveness, agility and deftness of the body in walking and running.

This game is dedicated for an odd number of children. They take each other's hands and stand in a circle. One of them enters the circle, starts spinning around and sings:

“A little bird, a bird so little is walking down the street,  
Picking out, pecking at tasty grain of wheat.  
And I am spinning here around, moving on my feet  
Choosing one, picking one that my fingers meet”

At the end of the song, the spinning child chooses one of the children and then the rest of the children get into pairs. The child who is left without a pair goes to the centre of the circle and the game starts again.

■ Bojanowski, vol. I, pp. 470-471.

<https://siostry.net/en/ga30>



## 31 The Crayfish

**Activity for:** attentiveness, agility  
and deftness of the body

Stand with your back against a wall and throw the ball between your legs so that it bounces first off the wall and then off the ground. Try to catch the ball coming from above or below.

**What is needed:**  
a ball.

■ Bojanowski, vol. I, p. 490.

<https://siostry.net/en/ga31>



## 32 The Horns

**Activity for:** cognitive skills – imagination.

The children put two fingers on the table. One of them raises them up and says: “the ox has horns, the cow has horns, the ram has horns, the horse has horns.” The other children, who keep their fingers on the table, raise them each time the sentence is true. Whoever gets it wrong gives the others their favourite fruit as a token.

The game can be modified by choosing other common features of animals or objects instead of horns, e.g. a nightingale flies, a stork flies, an eagle flies, a ram flies.

**What is needed:**  
fruit (as a token)

■ Bojanowski, vol. I, p. 496.

<https://siostry.net/en/ga32>



# 33

## Balance

**Activity for:** attentiveness, agility and deftness of all parts of the body, hand movement agility and dexterity

The child puts on their palm a roll of blotting paper, a feather (or other long and light object), while more skilful children can take a stick or a cane in their hands and try to catch their balance. When performing this activity, the child should walk, kneel, alternately sit down and stand up. When they have practiced enough, they can put the object on one finger and pass it from one hand to the other while performing.

**What is needed:**

blotting paper in a roll,  
a feather, a stick, or a cane.

■ Bojanowski, vol. I, pp. 479-480.

<https://siostry.net/en/ga33>



## 34 Apple Picking

**Activity for:** attentiveness, agility and deftness of all parts of the body in running

Hang an apple or a pear on a thread so high that a child jumping up can reach it with a stick. Children stand in a row and run one by one towards the pear or apple. In the place where the fruit is hanging they jump up and try to drop it with a stick. Whoever hits the fruit down gets it as a reward. A ring can also be hung on the thread, which has to be thrown down with a stick. Whoever succeeds gets a prize.

**What is needed:**  
an apple, a thread, and a stick.

■ Bojanowski, vol. I, p. 484.

<https://siostry.net/en/ga34>



## 35 The Snail

**Activity for:** the sense of touch,  
cognitive skills – visual interpretation

Children stand in a circle. One of them is chosen as the Snail, and sits in the centre of the circle. The child is covered completely with a large scarf, leaving just a tiny opening so that they can put their hand through it. The remaining children come up to the Snail and sing:

“Snail, snail, shoot your horns!  
You’ll get pennies for the corn.  
If you guess it just for fun  
If it’s grass you’re moving on?”

The child covered with the scarf stretches out their clenched fist, raises their index and middle fingers to pretend they are tentacles, and touches the objects brought to them by the children to guess what these are. The objects can be e.g. tree leaves, field flowers, grasses, figurines or small toys.

At a later stage of the game, the children can bring two, three, four and finally five objects for the Snail to recognize at once. The child whose objects are properly recognised by the Snail takes over and the child who was the Snail joins the group.

### What is needed:

A scarf or something to cover the Snail, small objects to guess (e.g. leaves, grasses, field flowers, figurines or small toys).

■ Bojanowski, vol. I, pp. 494-495.

### Good to know:

This game is related to a popular game when children meet a snail and recite the words from the first two lines of the nursery rhyme translated above from Polish. When the snail shoots out the horns (tentacles), the children touch them, forcing the snail to hide them back.

<https://siostry.net/en/ga35>



## 36 The Sleeping Kitten

**Activity for:** attentiveness,  
imagination and dexterity.

Form a circle using a scattered deck of cards. Build a house of cards inside, which will be a cat's bedding. The aim of the game is to draw as many cards as possible from under the house in such a way as not to wake up the cat, which happens when the construction is demolished. The houses can be built in all kinds of arrangement, in rows or composed of several floors etc.

**What is needed:**  
a deck of cards

■ Bojanowski, vol. I, p. 480.

<https://siostry.net/en/ga36>





## 37 The Pin

**Activity for:** the sense of hearing

One child leaves the room, while the others hide the pin. When the child is back, they will search for the pin being guided by music. The further away the child gets from the pin, the quieter the music gets, and the closer they are to the pin, the louder the music. More children can take part in this game and look for hidden objects together. The objects can include snacks or fruit, which can later be a reward for them. Music can be replaced by a bell or any instrument, e.g. a harmonica.

**What is needed:**

A pin or fruit, a music player, a musical instrument or a bell.

■ Bojanowski, vol. I, p. 494.

<https://siostry.net/en/ga37>



## 38 The Dress-up Game

**Activity for:** attentiveness, movement, agility and deftness of the body

The child bounces the ball off the ground and imitates activities like dressing up, washing, putting on shoes, trousers or dress, combing etc. The child must perform each action while catching and bouncing the ball. Each child repeats the activity three times.

**What is needed:**  
a ball.

■ Bojanowski, vol. I, p. 490.

<https://siostry.net/en/ga38>



## 39 The Bow

**Activity for:** attentiveness, sight  
(cognitive skills: visual comprehension).

One child is chosen to guess who they should bow to, while the other children move away and quietly decide who is the one to be bowed to. After making the decision, they stand in a circle with balloons in their hands. The child who is to make a guess, enters the circle and looks carefully at everyone, trying to recognize whom they are to bow to. If they guess correctly and bows to the designated child, they have the right to participate in the next turn and chooses someone to take their place. If they bow to the wrong person, all the children tap them with balloons until they manage to leave the circle. The game starts over again, and the child who took the bow mistakenly becomes the guesser.

■ Bojanowski, vol. I, pp. 531-532.



### Good to know:

This game is similar to "The Golden Ball," in which none of the children knows who holds the ball except the holder. Therefore, no one can tell the secret and betray to the guesser who keeps it. In this sense, this game is more complicated and requires more attentiveness than the "The Bow." In that latter game, the children share the secret, so they often inadvertently send a hint to the guesser, e.g. by turning their gaze to the child who is to receive the bow, or by betraying the secret with facial expressions.

<https://siostry.net/en/ga39>



## 40 The Wolf and the Geese

**Activity for:** attentiveness, agility and  
deftness of the body in running

The children line up holding hands. They are the Geese. The first Goose is the Mother Goose, and it is her duty to defend her children against the Wolf, who wants to catch all the Geese. The game starts like this: the Wolf sits in the middle of the room and pretends to dig a hole and light a fire. The Mother Goose walks around the Wolf with her children a few times and initiates a conversation:

Mother Goose: What's this hole for?

The Wolf: For a fire.

Mother Goose: And this fire, for what?

The Wolf: To heat the water.

Mother Goose: And the water?

The Wolf: To wash the plates.

Mother Goose: And those plates?

The Wolf: To roast a goose.

Mother Goose: And where will you get it?

The Wolf: From your gaggle!

As the wolf utters his last words, he rushes towards the last goose in the line.

■ Bojanowski, vol. I, pp. 472-473.



### Good to know:

This game was widely popular in the 19<sup>th</sup>-century Poland.

<https://siostry.net/en/ga40>



## 41 Hello, Mr Neighbour

**Activity for:** attentiveness, agility and deftness of the body in walking and running.

The children stand facing each other in two rows so that there is enough space between the rows for two children to get in between. One child hops on one leg (changing them) or on both legs and moves along hopping between the rows. Still hopping, the child addresses another child in the row: "Hello, Mr Neighbour!" Hearing that, the addressed child starts hopping and leaves the row. Hopping all the time, the two children turn in opposite directions and keep hopping around the rows until they meet again at the other end of the rows. When they meet face to face (hopping all the time), the former child asks, "How are you Mr Neighbour?" and the latter replies, "Well, you see, I'm busy." They both hop to get to their original positions, this time between the rows, but with their backs to each other and each facing the other row. When they reach the starting point in both rows, they each ask a new neighbour: "How are you?" The new neighbours answer: "Thank you, Mr Neighbour, I am well, and you keep hopping!" So the first pair keeps hopping, and the new neighbours hop along between the rows and ask the question to the children facing them in the respective rows: "How are you?" The latter children reply: "Well, you see, I am busy." Then they start hopping like the first pair.

The game continues until all children are in motion.

[alternatively:]

The game reaches its climax when all the children are in motion. Then, those who first started hopping stop because they have no more new neighbours to pick. One by one, the other children stop hopping on completing their turn, and the game ends when all the children have stopped.

■ Bojanowski, vol. I, p. 470.

<https://siostry.net/en/ga41>



## 42 The Hare on the Hill

**Activity for:** attentiveness, agility and deftness of the body in walking and running.

On the ground (the pavement, or the floor) draw a circle with two lines marking a cross in it. Turning around faster and faster, the child is to put their feet alternately in one of the four sections of the divided circle, with no direct repetition of feet and sections. The child also has to keep the rhythm of the song they are singing all that time:

A hare's jumping on the hill,  
Twitching, tossing in a swirl,  
And I'd like to do the same,  
If I had my legs like hers,  
Like a hare!

### What is needed:

A string, chalk or painter's tape  
(to mark the cross).

■ Bojanowski, vol. I, p. 470.

### Good to know:

The song about the hare was also sung by highlanders in the Tatra Mountains in a slightly modified version:

Jumping hare is on the hill,  
Twitching, tossing, legs in swirls,  
And I feel a hare myself,  
If I had my legs like hers.

<https://siostry.net/en/ga42>



## 43 The Game of Green

**Activity for:** attentiveness  
and memory.

Two children agree to carry for some time something green on them, such as a leaf, a twig or a green handkerchief. They then agree on what they will give in return (the token) when they are caught without any of the green objects on them.

### **What is needed:**

leaves, twigs, green-coloured  
tissues or handkerchiefs.

■ Bojanowski, vol. I, pp. 497-498.

### **Good to know:**

This game trains memory and teaches to make lasting relationships. Jan Kochanowski mentions this game in one of his poems:

"This game has one clear wit,  
If yours withers or is lost,  
or its shape does not befit,  
Pay a token, though it costs"

<https://siostry.net/en/ga43>



## 44 Syllables

**Activity for:** attentiveness, thought processes, perceptiveness.

The children sit in a circle. One of them holds a handkerchief and while saying the first syllable of a word, they throw the handkerchief to another child, whose task is to add a new syllable in such a way that a new word is created. For example, when the first child says *ki-*, the second can respond with *-tchen* to form the word *kitchen*, or *-tten* to form *kitten*, and so on. The game consists in saying the missing syllable as quickly as possible, and then throwing the handkerchief to another player.

**What is needed:**  
a handkerchief

■ Bojanowski, vol. I, p. 507.

<https://siostry.net/en/ga44>





## 45 The Senses

**Activity for:** cognitive skills – imagination.

Five children sit down on the floor in a circle. Each represents one of the senses: sight, hearing, touch, smell and taste. The sixth child tells the names of objects associated with one of the senses that come to mind. If the object named can be perceived with one of the senses, the corresponding child has to stand up. If more than one sense goes with the same thing, then two or more children stand up. Each of them should say why or why not they got up. For example, the sixth child says “apple.” All the children stand up except for the “hearing” one and say, respectively:

“What a beautiful apple!” (sight).

“This apple is delicious” (taste).

“This apple smells so nice” (smell).

“This apple is a pleasure to touch” (touch).

On the other hand, the child who is “hearing” says: “I didn’t stand up because the apple doesn’t make a sound by itself.”

Those who don’t get up when necessary, or rise when not in need, must give a token, such as fruit or a candy.

### **What is needed:**

fruit or sweets as tokens.

■ Bojanowski, vol. I, p. 491.

<https://siostry.net/en/ga45>



## 46 The Frogs and the Storks

**Activity for:** attentiveness, agility and deftness of the body in walking and running.

The children divide into two groups. One group are the Frogs and the other are the Storks. They stand in the places demarcated by the borderlines dividing groups. Then the Frogs come to the border of the Storks, and the two bravest Frogs come to the front. Imitating the croaking of the frogs, they begin a conversation:

One: Ribbit, ribbit, croak, croak!

Two: Ribbit, croak, croak, ribbit!

One: My dear!

Two: What?

One: Got a brother?

Two: Not any longer.

One: Where is he now?

Two: Mister took him.

One: Mister who?

Two: Mr. Stork.

Or:

Whack, whack

One: Ribbit, ribbit, croak, croak! Hi, oh froggy friend!  
Do you have a brother, dear?

Two: Ribbit, croak, croak, ribbit! Got no brother,  
They took him away.

One: And who took it from you, froggy?  
Who took it, my friend?

Two: Ay, Misters Storks, they did.  
Those in the ditch out there.

The Storks: Hey! Into water there we go,  
To catch young frogs!

The other Storks reply: clack, clatter, clack, clack and rush to catch the little Frogs, but they can only chase them by hopping and leaping on one leg. The game continues until the Storks catch the Frogs or the Frogs catch the Storks if the Storks happen to cross the border of the Frogs' space.

■ Bojanowski, vol. I, p. 474.



**Good to know:**

A similar game was popular in ancient Greece. One player would run away on two legs and the other would chase him by hopping on one leg.

<https://siostry.net/en/ga46>



