

# Games

According to Rohnke (1989), in his book *Cowstails & Cobras II*, games can be an end in itself. The justification for participating in game activities can be for sheer and unadulterated enjoyment only. In the adventure-based setting, a teacher shouldn't try to validate some of the games through objectives in the psychomotor, cognitive, and affective domains. Although, the teacher may choose to, it is not necessary. They are just for fun.

Games presented in a lighthearted manner can provide the morale and growth that facilitates group cohesion and enthusiasm for the program (Rohnke, 1989). Competition should be downplayed and presented in a way that is attractive to all. Thereby increasing the willingness to take part.

## Play Pointers (Rohnke, 1989)

1. Don't just explain; involve yourself in the activity. Personalize the activity by playing it yourself.
2. Keep the rules to a minimum. It reduces the boredom factor.
3. Bend the rules as the situation calls for. It may be necessary to make considerations for differences in individuals.
4. Don't wear out a good game. The game gets old if you play it three times in a row.
5. Do not involve rules that eliminate players. Elimination games are no fun. Keep everyone active and playing.
6. Pick teams that are fair. You (the teacher) pick the teams that will allow the most play opportunities.
7. Play games that allow for a 50/50 split in girls and boys. These are co-educational activities that can be played just as well by either gender.
8. Stress competition against the self when competition seems natural. Beating your own (or teams) time or record seems much more important.

\*Play: to engage in recreation; to deal in a light manner; to contend with in a game; to keep in action. [Merriam-Webster Dictionary, 1974]

## **Sources for Games**

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