

Are You a Stinker?

A game for 2, 3
or 4 players

Pick a Stinker
card.



Lose Friends

Are You a Stinker?

This activity was first developed by Karen Ford from North Westminster School and Stuart Scott in 1984, and despite its controversial approach has proved very popular to the extent that we have decided to put it online. If don't like it, don't use it, or even better, come up with another activity that might turn out to have such a long shelf life. The pictures are an interesting mixture of homemade from different pupils who were inspired by the nastiness of it all, plus a selection of commissioned by the ILEA drawings by Carol Ross, which countered gender stereotypes, and were at the time lampooned by the Daily Smell, "There goes granny with her power drill".

You need to print the 'friends' on paper since they are disposable. If you prefer you could laminate them on card and provide counters for covering them up.

The webaddress for this activity is:

<http://www.collaborativelearning.org/areyouastinker.pdf>

This activity was last updated 26th January 2016

COLLABORATIVE LEARNING PROJECT

Project Director: Stuart Scott

Supporting a cooperative network of teaching professionals throughout the European Union to develop and disseminate accessible teaching materials in all subject areas and for all ages.

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BRIEF SUMMARY OF BASIC PRINCIPLES BEHIND OUR TEACHING ACTIVITIES:

The project is a teacher network, and a non-profit making educational trust. Our main aim is to develop and disseminate classroom tested examples of effective group strategies across all phases and subjects. We hope they will inspire you to develop and use similar strategies in other topics and curriculum areas. We want to encourage you to change them and adapt them to your classroom and students. We run teacher workshops, swapshops and conferences throughout the European Union. The project posts online many activities in all subject areas. A newsletter "PAPERCLIP" is also updated regularly.

*These activities were influenced by current thinking about the role of language in learning. They are designed to help children learn through talk and active learning in small groups. They work best in non selective classes where children in need of language or learning support are integrated. They are well suited for the development of speaking and listening. They provide teachers opportunities for assessment of speaking and listening and other formative assessment.

*They support differentiation by placing a high value on what children can offer to each other on a particular topic, and also give children the chance to respect each other's views and formulate shared opinions which they can disseminate to peers. By helping them to take ideas and abstract concepts, discuss, paraphrase and move them about physically, they help to develop thinking skills.

*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in mother tongue and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed, so that you may need more than one language to complete the activity.

*They encourage study skills in context, and should therefore be used with a range of appropriate information books which are preferably within reach in the classroom.

*They are generally adaptable over a wide age range because children can bring their own knowledge to an activity and refer to books at an appropriate level. The activities work like catalysts.

*All project activities were planned and developed by teachers working together, and the main reason they are disseminated is to encourage teachers to work effectively with each other inside and outside the classroom. They have made it possible for mainstream and language and learning support teachers to share an equal role in curriculum delivery. They should be adapted to local conditions. In order to help us keep pace with curriculum changes, please send any new or revised activities back to the project, so that we can add them to our lists of materials.

Are You a Stinker?

A game for 2, 3 or 4 players



Body odours can be unpleasant and your best friend probably won't tell you!

Every player needs a set of friends (on a piece of paper) and a pencil.

Pick up the set of cards and give them a good shuffle. Place the cards face down and take turns to pick one. You have to cross off a friend every time you pick a 'stinker' card.

The winner is the person with most friends at the end of the game.

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Friends for losing!





Lose a friend for picking your spots with dirty finger nails. This makes them spread.

You eat fried foods for breakfast, dinner and tea. Your hair smells stale like lemon curd. Your clothes smell of grease and your jacket smells of bacon rinds and rancid lard.



You smoke a packet of cigarettes a day. Your teeth are yellow, your breath stinks and your hair reeks of smoke.

You don't wash your face carefully. As a result you get even more spots!



You sniff glue. You smell like a dead animal slowly rotting away....



You never take your coat off at school. Sweat pours out of every pore and you smell terrible.



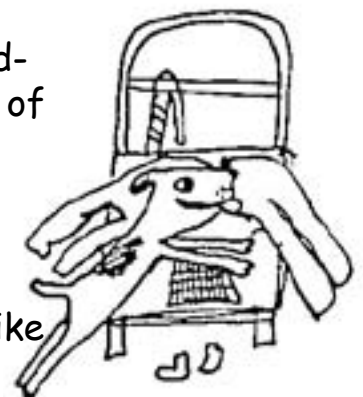
You wear make up at weekends, but you never bother to remove it properly.

Grime builds up.



Your dog Butch sleeps on your bedroom chair on top of all your clothes.

You are smelling like Butch!





You do not wash your ears and the wax builds up and drops all over your shoulders.

You often get up late and forget to brush your teeth. You have bad breath!



You don't smoke, but spend a lot of time where other people are smoking. You smell all the time of cigarette smoke.



You wear your favourite jumper every day for ten days without washing it.



You went to sports at school and played basketball in the morning. You kept the same trainers on all afternoon. You have very smelly feet.



You pick your toenails. They get too short and become ingrown. They hurt a lot.



You stayed overnight at a friend's house. You did not bring a change of underwear.



You live above a fish and chip shop and only wash your hair once a month.

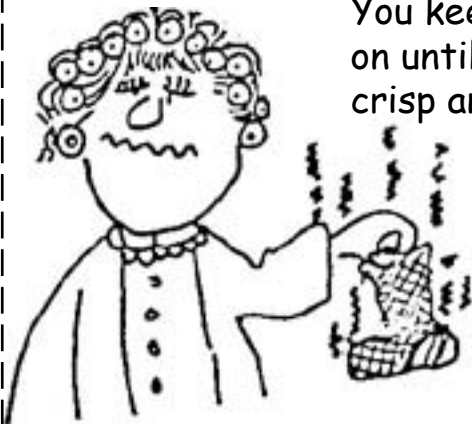




Your comb is full of grime and grot. When you comb your hair you put dirt on it. You even lend it to friends!



You haven't sent your blazer to the cleaners for a year. It smells of school dinners and is full of dirt and dust.



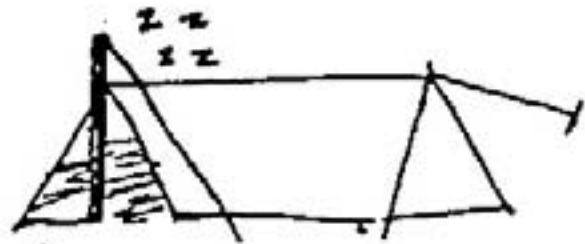
You keep your socks on until they are crisp and smell like very old cheese.

You don't cut or clean your fingernails and they are full of nasty dirt.

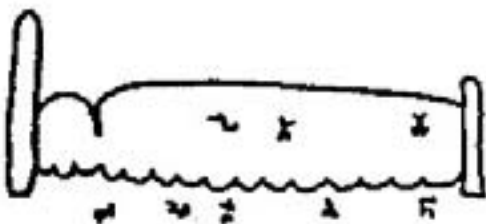


You do not wash your hands after visiting the toilet.

When you are camping you are a long way from the water supply so you don't bother to wash.



You haven't changed your bedsheets for two months. Bedbugs want to be your friends.



You wash your hair often, but your head is itchy. You have got nits and they are jumping onto everyone else.



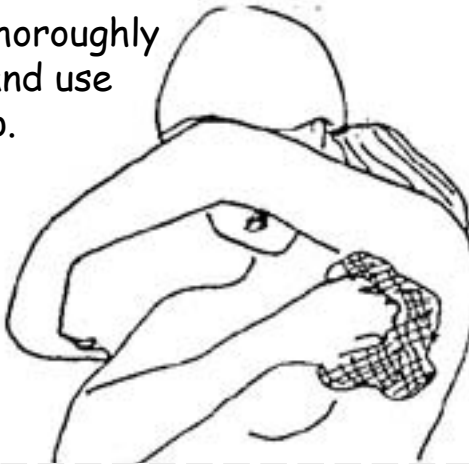


Your blazer is sent to the dry cleaners once a term.

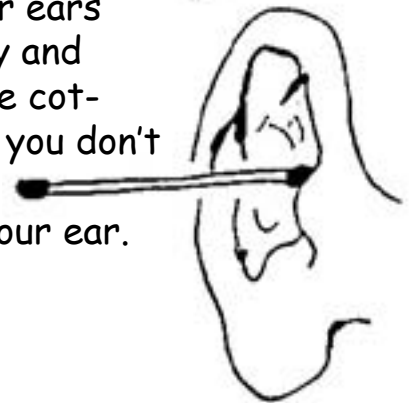


You always wash your hands after a visit to the toilet.

You wash thoroughly every day and use lots of soap.

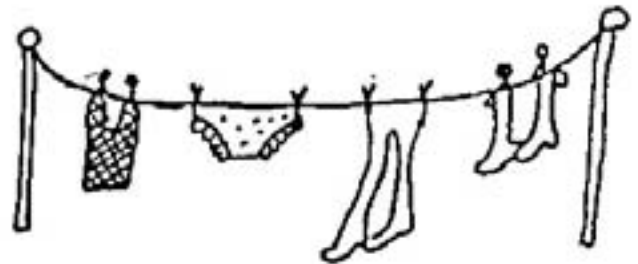


You clean your ears well every day and sometimes use cotton buds, but you don't poke them right inside your ear.



You wear a tee-shirt or blouse under your jumper, and change it every three days.

You change your underwear every day.



You cut your toenails straight across, and always keep them clean.



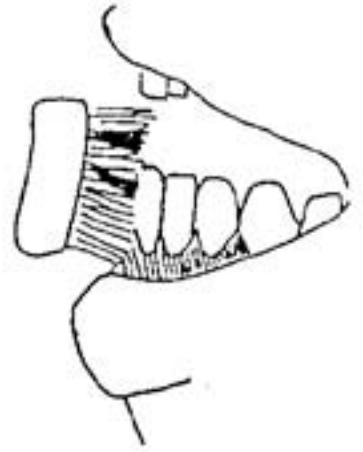
When you go camping you fetch water in a bucket twice a day for washing and cleaning.



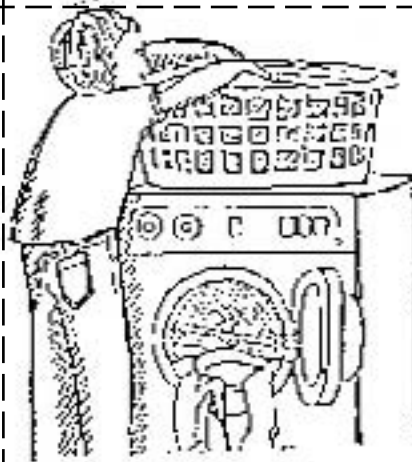


Your dog "Spot" sleeps downstairs in his own basket. His bedding is cleaned regularly.

You brush your teeth twice a day.

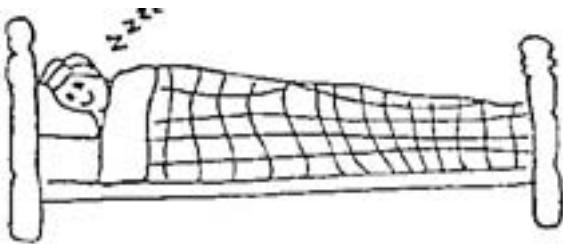


Your fingernails are fairly short and you scrub them every day.



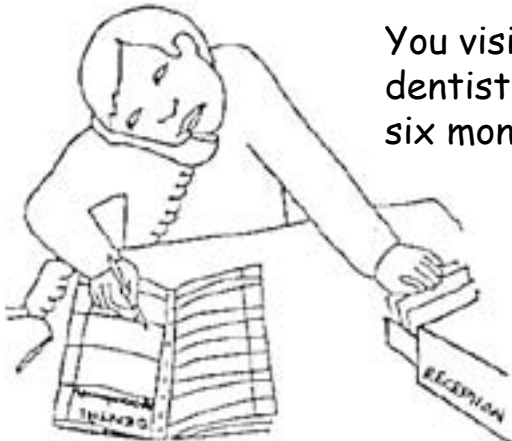
You wash your clothes regularly.

You change your bedsheets every week.



You have one pair of trainers which you only use for games, and you wear other

shoes in lessons.



You visit the dentist every six months.

You wash your hair regularly.

