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| **Look What I Can Do**  Resources:  None  What to do:  Explore some action the children could do, such as hopping, jumping up and down, clapping their hands or stretching up high. Each child in turn chooses an action to perform and says to the group, ‘My name is…. and I can…’. The child demonstrates the action and then says, ‘Will you all join in with me?’ The other children then copy the action and the game proceeds.  Notes:  A variation is to play some lively music and call out the children’s names in turn. When a child’s name is called they perform an action in time with the music for the other children to copy. | **Paper, Scissors, Rock-**  **with hands and feet**  Resources:  None  What to do:  Choose one child to begin the game. This child plays with the child on their left. All the children count to three, and then the two children make paper (flat hand), scissors (Index and middle fingers held like open scissors) or rock (clenched fist). One is declared the winner; the rules are that paper wraps rock, scissors cut paper and rock blunts scissors. If they make the same action, they have another turn. The eventual winner moves around the circle until it arrives back at the start.  Notes:  Make this game even more fun by asking the children to stand and do the actions with their legs instead- paper (legs together), scissors (legs apart) and rock (crouched down). On the count of 3 the children jump into the air and take up their positions on landing. |
| **Remote Control**  Resources:   * A remote control   What to do:  Explain to the children that you have a remote control that tells them how to move. Your control has the following buttons on it:  Play- walk forward at a normal pace  Fast forward- run on the spot  Rewind- walk backwards carefully  Pause- stop briefly  Slow motion- walk forwards slowly  Stop- stand still  Call out instructions for the children to follow.  Notes:  By using the pause or slow motion buttons you can control the level of activity- if children become over excited, you can calm them down. Let the children have a turn at giving instructions once they have the necessary self- control. | **Sausage**  Resources:   * Stopwatch or egg-timer   What to do:  Ask children to sit opposite each other in pairs. For two to three minutes, one child asks their partner questions to which they have to reply ‘sausage’. The object of the game is to make their partner laugh and gain a point; so the more bizarre the question the better. You can give them some examples, such as:  What do you brush your teeth with?  What is coming out of your ear?  The children can change partners and play the game several times to see who can score the most points.  Notes:  You could play this game as a knockout challenge to find the Champion Sausage, winners from each round going through to the next. |

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| **Robots**  Resources:  None but a large space is advisable.  What to do:  Pair children up. One child from each pair is a robot. Tell the other child in the pair that they are going to direct the robot. You can give examples of appropriate instructions, such as: walk three paces forwards, tun left, pretend you are climbing stairs, stop and sit on the floor cross legged.  Notes:  You could develop this game by asking the children to write out specific step-by-step directions to get from one place to another. | **Secret Sketching**  Resources:   * Pencils * Paper   What to do:  Pairs sit back to back. One of each pair does a simple line drawing for their partner. They then give their partner specific instructions on how to reproduce the drawing. At the end the children compare their drawings to see how similar they are. They then reverse rolls.  Notes:  It may be a good idea to demonstrate the concept first if working with younger children. |
| **Blindfold Alley**  Resources:   * Blindfolds * Selection of objects to use as obstacles   What to do:  Set up an obstacle course in a straight line or circle. Make sure that it is fairly easy to negotiate and decide with the children whether they will step over or go round each obstacle. Tell the children that one child in each pair will wear a blindfold. The children wearing blindfolds must be carefully led through the obstacle course by their partner. The guides can use verbal instructions or hold their partner’s hand. At the end of the course they swap roles.  Notes:  Make sure the children adopt a responsible attitude towards leading their partners. They should not proceed too quickly and must stop if their partners feel nervous and need to regain their confidence. | **100 Year Sleep**  Resources:  None  What to do:  Tell children to imagine they have just woken up from a hundred year sleep. They are to discuss the changes that have occurred since they fell asleep, deciding on the things they would be amazed, delighted or alarmed by. Ask the children to vote on the one thing they think would have the biggest impact on them.  Notes:  You could ask the children to act out one of the things they thought of for the others to guess. |