

Aim:

To be able to identify the 5 senses and know what they are used for.

Introduction:

The five senses lend themselves to activities that require the children to make observations with their eyes, ears, nose, tongue, and skin. These activities will have children investigating with and thinking about their senses. Children learn best by exploring the world around them using their senses. By helping them touch, see, taste, smell and hear the world around them, children will become more in tune with their environment. Interactive games and quizzes are fun and educational ways to teach children about their senses.

Activity 1 Senses Quiz

Aim:

To use all 5 senses to recognise objects.

Equipment:

- Blindfolds
- One piece of lined paper to record their answer on per child/team
- Pens
- Photo print outs of close up, clearly numbered (ideally laminated)
- Audio recording of sounds and means to play it
- Big box
- Large sheet, e.g. table cloth, blanket, bed sheet
- Objects for the 'touch' test, e.g.:
 - Pencil sharpener
 - Spoon
 - Peach
 - Paper tissue
 - Watch
 - Keys
 - Lump of blu tack
- Selection of foods to taste, e.g.
 - Baked beans + a number of spoons
 - Peach, diced
 - Chocolate, broken into pieces
 - Cornflakes
 - Ketchup + a number of spoons
 - Rice pudding
 - Coffee
 - Cream cheese
- Selection of 'smells' for the smelling test, e.g.
 - Vinegar
 - Lemon juice
 - Washing up liquid
 - Toothpaste
 - Tea
 - Pineapple (juice)
 - Cinnamon
 - Strawberry jam



25 minutes



No maximum number depending on adequate supervision.



For the tasting station make sure that you are aware of any food allergies in the group.

Make sure that you don't include any sharp items in the 'touch' test.

Preparation:

Set up the stations (and number them clearly if playing with a big group)

Instructions:

For smaller groups:

- Have the stations set up. Explain that they will be doing a quiz using all five senses and that at each station they are going to use a different sense to find the answer. Go to station one, explain the task, and let all children have a go at tasting, smelling etc. Then give them a minute to write down their answers on their answer sheet (without discussing) before moving on to the next station. Compare results once you have completed all stations. The child with the most points wins.

The different stations are:

- Recognise the photo (sense: look)
- Recognise the smell
- Recognise the shape (sense: touch)
- Recognise the taste
- Recognise the sound

Instructions for each station:

- Have the photos spread out on the table. The children have to work out and discuss what these objects are (they are all household objects) and write their answers on their answer sheet.
- All members of the group must be blindfolded and lined up. Go round holding the smell up to them to smell. At the end of each item let them write down what they think it was before you move on to present the next item.
- Have a box, covered with a big cloth/sheet. Inside have a number of objects (approx. 5). The children have to recognise the object simply by feeling its shape without seeing it. Again, give them time to write down their answers.
- All members of the group must be blindfolded and lined up. Go round holding them and giving them a small spoon of the item to taste. At the end of each item let them write down what they think it was before you move on to present the next item.
- Play the recordings to the group. Explain that you will play each item twice but that after that they need to make a decision, as you will not play it again. After the second playing of each item give them a moment to write down their responses.

For big groups:

Divide the children into 5 teams or pairs (depending on numbers). Tell each team which station they start at. Give them 3 mins at each station and then blow a whistle (or similar) to indicate that they need to move on to the next station.

Explain that they will have to complete a challenge at each station, and that each station will involve using a different sense. They will have to write down their answers at each station and will later on be given points for the performance. The team with the most points wins.

Extension Tasks/Adaptations:

Discuss with them afterwards with which sense they feel they are most accurate? Why do they think that is?



Activity 2 Follow The Sound

Aim:

To listen for sounds and work together as a team to guide others.

Equipment:

- Chairs, cones etc to be used for obstacle course
- Blindfolds
- Stopwatch

Preparation:

Set up the obstacle course.

Instructions:

- Explain that the children will have to complete the obstacle course whilst being blindfolded.
- Then explain that the rest of the group will guide them by walking a few steps ahead and clapping their hands.
- As long as the blindfolded child follows the sound of the clapping they will find their way.
- This is not a race and some children will require longer than others.

Tips/Advice:

After a couple of children have completed the course, others might find it easier because they have walked the course, clapping. To avoid this, you could move some of the obstacles around once the child is blindfolded.



10 minutes



No maximum number depending on adequate supervision.



The leader needs to watch the blindfolded child carefully to avoid them walking into objects.

The obstacle course should not involve any climbing over items.

Activity 3 Explore Your Senses!

Aim:

To explore their environment.

Equipment:

- Senses Detective Sheet
- Pens
- Whistle

Instructions:

The children might want to work in pairs or teams for this.

- Give each team a worksheet and tell them that they need to find examples of how they can use their senses to explore their environment.
- They will need to walk round and write down anything they find on their list.
- The group with the most items wins.
- Tell them that you will blow your whistle after 5 mins and that they will then need to return to their starting point.
- Give clear instructions as to where they can go for their exploration. Which rooms? Can they open cupboards?

Alternatively, you may want to take them outside to a garden or park for them to complete the worksheet. Again, set clear parameters.



10 minutes



No maximum number depending on adequate supervision.



Set boundaries for going to look around.



**Aim:**

The best kind of play for children costs nothing and has one main ingredient – imagination.

Introduction:

When children are given an opportunity to rely on themselves whilst playing with props, or making up games and stories for themselves they are developing essential critical cognitive skills, these include managing emotional responses, problem solving and forming a personal sense of self-control and self discipline.

Activity 1 Creative Spaces

Aim:

To create a space where the children can let their imagination free.

Equipment:

A variety of materials (which could include):

- Pop up tent
- Blow ups – rubber ring, bananas etc
- Large cardboard boxes - empty
- A shop space
- Building blocks
- Craft table with pens and paper
- Rubber animals
- Gardening items
- Cooking items
- Puppets

Preparation:

Put out a variety of materials so that the children can choose where they want to play. You may want to have a craft table as well so that those who wish to can sit and use their imagination there.

Instructions:

- Make the children an open space for pretend play where they are able to use their imagination. Physically, this will be the hall and you can create smaller areas within the larger space. But it is also a psychological space so don't let there be any distraction and interruptions to the play.
- Set aside a period of time for the children to fully engage in their own created imaginative worlds.
- Make sure that you provide a variety of things for playing and pretending with, such as a tent or den, animals, building blocks, crayons and paper and other craft supplies.
- Let the children have some uninterrupted time to make use of the space and immerse themselves into it in an imaginative way.
- You may need to enter the space to use an item so that the children can be stimulated into using it for themselves. But then leave the space so that it is a children's zone as you will impact in some way on the creativity of their play.
- Make sure that the children are aware that their pretend play is important to you – don't clear away immediately and break down the things that they have created.
- You may wish to end this activity by having story time – possibly moving to a separate space so that you are able to clear away the hall.
- Another option is to ask the children what they were doing – what adventures did you have in the tent today?

**15-20 minutes****2+ No maximum
number depending on
adequate supervision.**



20 minutes



4+ No maximum
number depending on
adequate supervision.

Activity 2 Dressing Up

Aim:

To allow the children to imagine a character and to have fun dressing up.

Equipment:

- Dressing up clothes
- Hats
- Aprons
- Props – crown, wigs, swords, wands, handbags etc

Preparation:

Just fill a box or a basket with clothes and hats and props.

Instructions:

You can build up a dressing up box over time. Gloves, hats, wigs and aprons are easy to find at home and can be something that triggers the imagination of a child. If you can get more adventurous dressing up clothes this will be very exciting for the children. Fancy dress shops, large supermarkets and charity shops will have a wealth of opportunities for you to add to the box.

There are a few ways to run a dressing up session –

- Let the children choose one thing. If you have enough allow them to choose an item of clothing and a prop. Let them interact with the space and each other with limited adult involvement.
- Let the children choose one thing and then tell them a story that includes some of the props and costumes. Then after the story tell them that they must go on a journey together and cross the sea in a boat. How will they do this? If you want to change the scenario add something else and you may need to help them, but once you have stimulated the imagination they will begin to respond.
- Give one item of dress up to each child and then tell them that you want them to imagine being that person. They may be in the circus and performing to the crowds. So they might be juggling, walking a tightrope, clowns, or the ringmaster and then put on some music and let them perform for you.

Tips/Advice:

You can change the scenarios but just make sure that you allow the children some free time within the scenario that you have picked. You may need to encourage some but they will get used to this if you do it regularly.



Activity 3 Create A Scene

Aim:

To allow the children to enjoy the space and to work together creating imaginative scenarios.

Equipment:

Bus Scene:

- Chairs
- Coins
- Tickets
- Card steering wheel

Doctors Scene:

- Toy doctor's set
- Table
- Chairs
- Notepad and pen

Cooking Scene:

- Saucepans
- Wooden bowls
- Pasta, rice, beans, cereal
- Plates – plastic
- Wooden spoons, whisks

Instructions:

Create a scenario so that all the children can play together or set up a couple of scenarios.

Bus Scene

Put some chairs together to make a bus. Cut out a wheel shape from cardboard and attach it to the first chair. Then have someone pretend to be conductor with a bag of coins. They can take the money, give out tickets and give change.

Doctor's Surgery Scene

If you have a toy doctor's set you can set up a table and two chairs and let someone play the doctor. Give them a pad and they can write out prescriptions. Then create a waiting area for patients who may have come on the bus to see the doctor. You could have two doctors and a nurse if you have a large group.

Cooking Scene

For this fun idea you will need some saucepans, wooden bowls. Cut out some circle shapes to create a stove on a table. Wooden spoons and whisks are good and any other utensils that you have available to you. Then have a few bowls or pots of pasta, beans, rice, cereal, pots, spaghetti, etc. Have a pot that says salt in big letters and one that says pepper and have some aprons if you can. Then let the children get on with it. Some plastic plates for serving up would be great fun too.



20 minutes



6+ No maximum
number depending on
adequate supervision.



**Aim:**

To encourage the children to use their logic to work out answers.

To be able to distinguish between fact and conjecture or cause and effect.

Activity 1 Growing Up

Aim:

To be able to sequence events in nature.

Equipment:

- Growing Up template
- Scissors
- Glue

Instructions:

Explain to the group that everywhere in nature plants/animals grow as they get older and often what they look like changes quite substantially.

The children might want to work in pairs for this activity.

- Ask them to cut out the pictures from the worksheet.
- Then ask them to work out which pictures show the same animal/plant at different stages in their life. There are 5 different species all in all.
- Finally they need to work out in which order the pictures should come – from youngest to eldest.
- As an extension they could add their own drawings in the last row. They could add another animal or a drawing of themselves as a baby, now, and what they think they will look like as an adult.

Tips/Advice:

Some children might need some help with working out which pictures show the same animal. After they have completed them ask them: Which animal changes the most/the least?

Extensions Tasks/Adaptations:

Play it as a card game: Print off several copies of the picture sheet and cut out the pictures. The children sit in a circle and you put the cards in the middle, face down. The children take turns in picking up a card and keep hold of it. The first child to have all three of one animal/plant wins. This could be done as a follow up once the worksheet has been completed and discussed.



5-10 minutes



No maximum number depending on adequate supervision.



Ensure adequate supervision when using scissors and glue.



10 minutes



No maximum number
depending on
adequate supervision.

Activity 2 Hot Or Not?

Aim:

- To be able to conclude the geographical origin of an item by looking at a picture of it.
- To use deductive and categorisation skills.
- To be able to express a convincing argument to justify their choice.

Equipment:

- 'Hot' and 'cold' templates
- Hot or cold land cards (one set per group)
- A handkerchief/tissue

Preparation:

For the team challenge: attach the 'hot' and 'cold' signs to a chair each.

Instructions:

The main aim of this game is to sort a set of pictures into whether the items in it come from or are more associated with a hot or cold country.

- Ask the children to sit in a circle.
- Put the hot and cold sign in the middle.
- Have the picture cards face down in the middle of the circle.
- Ask one child to turn their back to the rest of the group. Explain that this child has been to a cold country and has caught a cold.
- Pass the handkerchief round the circle.
- The child with their back turned says 'achoo'. Whichever child holds the handkerchief at this point gets to pick up a card from the pack in the middle.
- This child (maybe with help from the group) needs to now decide whether to put this picture underneath the 'hot' country or 'cold' country sign. Ask them to explain their choice. This is important as some pictures might go in either place e.g. sunglasses would be needed in hot countries, but are also often worn when going skiing.
- Then the handkerchief gets passed around again until the child 'with the cold' says 'achoo'.

Tips/Advice:

You might want to change the 'child with the cold' frequently to give other people a go.

Extension Tasks/Adaptations:

To make the game more competitive, you can play this as a team challenge. For this you would need one set of the pictures enlarged to A4 and ideally printed onto card or laminated.

- Split the group into two teams and ask them to line up as if for a relay.
- At the other hand of the room put two chairs – one with a 'hot' sign attached to its backrest, the other with a 'cold' sign.
- Hold up one of the pictures, and the two children at the front of the team, need to run and sit on the right chair for this picture. Again ask them to explain their choice. The team of the child who sits on the right chair first gets one point.
- The children return to their team, joining the line at the end.
- You hold up the next sign, again the first two children run etc. until all pictures are used up.
- Count the points to work out who has won.
- You may want to give additional points if a child can think of a good reason for being on the "wrong" chair.



10-15 minutes



No maximum number
depending on
adequate supervision.

Activity 3 Spot The Lie!

Aim:

- To listen to/read statements carefully
- To distinguish between fact and conjecture/false statement

Equipment:

- Spot The Lie! templates
- Scissors
- Glue
- Pens

Instructions:

You might want to ask the children to work in pairs for this activity.

- Ask the children to cut out the speech bubbles.
- Ask them to read the speech bubbles carefully (they might need help with this) and work out which picture they go with.
- Ask them to put the speech bubble with the picture, but not to glue it yet.
- When they are confident that they have assigned all the statements to the right picture (you may want to check this) ask them to work out whether the statements is true or false. Ask them to put it into the correct box next to the picture (true/false).
- Ask them to glue the speech bubbles onto the worksheet.

Extension Tasks/Adaptations:

When they have completed the worksheet, ask them to fill in the missing boxes. Where there was a true statement such as "Elephants are always bigger than mice" ask them to make up a false statement to go with the pictures such as "all elephants have blue tails". Where there was a false statements ask them to come up with a true statement and write it in the appropriate box.

Devotion Links:

- "Hot or not Game". We all have certain knowledge about other countries or maybe countries where we have been on holiday. What countries have some of the children been to? What can they tell you about the country? Tell the story of the Israelites 40 year long journey through the desert. Explain how they did not know where they were going and had to trust God, Tell the story of Caleb and the spies that were sent to explore the land (Numbers 13-14).
- "Spot the lie". Tell the story of Jacob and Esau (Genesis 27) and talk about how Isaac tried to use his logic to tell lie from truth and how he was betrayed.



**Aim:**

To use games to make maths fun.

Introduction:

Number games have a great impact on children and provide benefits that will help foster a positive and enjoyable attitude to maths. Using games will help children to understand basic concepts in a fun and interesting way.

Activity 1 House Number Puzzle

Aim:

To use puzzle games to have fun with adding and sequences.

Equipment:

- House Numbers templates
- Scissors
- Colouring Pens/Pencils
- Glue
- Paper

Preparation:

Print out the puzzle sheets.

Instructions:

- Give each child a house number print out
- Firstly they need to work out which numbers are missing and label the houses with the missing numbers between 1-9.
- Then they need to cut out all the houses and stick them onto a piece of paper in the right order.
- Once they have done this they can colour them in.



15 minutes



No maximum number depending on adequate supervision.



Ensure adequate supervision when using scissors and glue.

Activity 2 Number Groups

Aim:

To use a fun game to help with adding up.

Equipment:

Whistle

Instructions:

- Tell the children to run around the hall.
- When you blow the whistle the children must listen to how many times you blew it and form groups of that number
- Give them plenty of time and start off slowly.



5 minutes



No maximum number depending on adequate supervision.



10 minutes



4+ No maximum
number depending on
adequate supervision.

Activity 3 Odd And Even And Up To 10!

Aim:

To think about odd and even numbers and to try to add up to ten with missing numbers.

Equipment:

- Up To 10 template
- Pens/Pencils

Preparation:

Print out the template.

Instructions:

- Give each child a template.
- Give those who struggle a clue for the first one
- If any finish before the others they can make a worksheet to test you out.

**Aim:**

To teach the children about shapes.

Introduction:

Shapes are in everything we see and touch. From buildings to plants, shapes are added together to create other new shapes. When children learn about shapes, they will begin to see them everywhere. The best way to teach children about shapes is through visual learning.

Activity 1 Remembering Shapes

Aim:

To remember shapes and colours.

Equipment:

Shape cards templates.

Preparation:

Print out the shape cards and cut them up. You will need two sets or more depending on the size of the group.

Instructions:

The idea is to match up the pairs of cards.

- Place all the cards face down on the floor and let the children take turns in turning over the cards to see if they can find a pair.
- They can only turn over two cards at a time. If they do not find a pair they must let the next child have a turn.
- They need to remember what has been turned over before so that they can find pairs.
- Make them say out loud what they have turned over.

Tips/Advice:

If you need to make it easier take out some shapes so that there are less cards. If you have a large group make up two sets and have two games going on at once.

Extension Tasks/Adaptations:

You could laminate the cards so that you can reuse them.



10 minutes



2+ No maximum
number depending on
adequate supervision.



10 minutes



4+ No maximum number
depending on adequate
supervision.

Activity 2 Shape Shake-Up

Aim:

To reinforce the idea of shapes.

Equipment:

- Chairs
- Shape cards template.

Preparation:

Create a circle of chairs. Have the children hold the card they are given so that they know when to respond.

Instructions:

- Get the children to sit in a chair in the circle - if you replay you can change this to a square. There must be enough chairs for all the children except for one.
- Give each child a shape card and tell them that they must remember which shape that they are. If they forget they can look at the card.
- One child starts the game by standing in the middle of the circle and calls out a shape.
- All those children with the shape called must leave their chair and find a new one.
- The person who does not get a chair stands in the middle and calls out the next shape.
- They can call the same shape or a different one.
- The children with that shape must get up and find a new chair.

This is repeated and the person left standing each time goes to the middle and calls the next shape.

Tips/Advice:

This game is fun and fast paced. Make sure that you spread the circle out so that the children do not bump into each other.

Extension Tasks/Adaptations:

You can add into the game the option to call out Shape Shake-Up and then everyone must get up regardless of their shape and find a new chair.



10 minutes



6+ No maximum
number depending on
adequate supervision.

Activity 3 Shape Hunters

Aim:

Hide a selection of shapes around the hall and in groups get the children to search for one of each. First team back who are able to identify all their shapes wins.

Equipment:

- Equal number of coloured beads
- Equal number of coloured balloons

Preparation:

- Filling and inflating balloons
- Placing balloons around the area in use

Instructions:

- Hide the shape cards around the hall making sure that you have worked out how many to hide.
- When the children arrive put them into teams of three upwards depending on your numbers.
- Show them the shape cards and tell them that there are shape cards hidden around the room and they must find them and get the full set of (however many you use).
- Then send them off in teams – they must stay together. Once they have found all the shapes they must bring them to you and tell you what shape each one is. If they get them all right they win.
- The children are only allowed to collect an example of each shape - if they have already found a square, for example, they must leave any subsequent squares that they find.

Tips/Advice:

Make sure that leaders are around to make sure that the children know what they are doing and leave the other cards where they are.

If you have enough leaders allocate a different leader for each team to go to when they have collected all the cards.



**Aim:**

To help the children to think about the concept of time and play games that reinforce understanding living.

Introduction:

Children need to learn time sequentially starting by telling the time

- by the hour
- the half hour
- quarter hour
- minutes

Children will need to learn both the analogue and digital time readings.

Activity 1 Time Travellers

Aim:

To work your way through the time travellers sheet telling the time.

Equipment:

- Time travellers template
- Dice
- Counters

Instructions:

- Give small groups of up to three children a sheet and they will play the game together.
- They must throw the dice and move on to the first clock then work out what the time is on each clock.
- They get one point plus the amount on the dice if they get it right first time.
- If they get the time wrong they go back a place and have to try again.
- You can do this individually and get the children to write down their answers.

Tips/Advice:

If you have some children who have problems with telling the time, pair them up with other children and get the group to work in pairs.



10 minutes



2+ No maximum
number depending on
adequate supervision.



10 minutes



4+ No maximum number depending on adequate supervision.

Activity 2 Stop The Clock

Aim:

To get the children to watch you turning the hands of a clock and telling the time from a written card.

Equipment:

- Clock face with moving hands
- Stop The Clock template
- Buzzers - Optional

Preparation:

- Print out the Stop The Clock template and cut out cards
- Find noisy objects to use as buzzer

Instructions:

This can be played in teams or individuals. If playing in teams find objects to use as buzzers, such as tambourines, drums, whistles etc.

- You write up or hold up a time card and then turn the clock hands.
- The children must buzz or signal when they think that the clock has reached that time.
- The team or person that wins keeps the card.
- The team or person with the most cards at the end is the winner

Tips/Advice:

Teams are better if you have children who struggle to tell the time.



10 minutes



6+ No maximum number depending on adequate supervision.

Activity 3 What Time Is It?

Aim:

To think about what time of day we do things.

Preparation:

- Prepare separate signs, with the words 'morning', 'afternoon' and 'evening' on.
- Place the signs around the hall

Instructions:

- Split the room into three different areas, one for morning, one for afternoon and the other for evening.
- Call out the different things from the list below (you could also add your own) and get the children to run to that area and pretend to do that thing. EG when you call out brush teeth before bed they must run to evening and pretend to brush teeth.
- Have a few practice runs and then the last person who gets there each time is out.

What time is it?

- Eat your cereal (morning)
- Go to school (morning)
- Read a bedtime story (evening)
- Picked up from school (afternoon)
- Play in the park (afternoon)
- Put on pyjamas (evening)
- Get dressed (morning)



Have adult supervision to ensure there are no accidents. Clear areas around the signs so that there is nothing to run in to.

**Aim:**

To motivate the children to concentrate for a longer period of time on one task, question, aspect etc.

Introduction:

It is said that children's concentration span is declining. Whether or not this is true it is good to focus on building concentration in children. There are techniques we can use to help children learn the skill of concentrating. The more often you play these games the better they should become at them.

Activity 1 Pass The Ball

Aim:

To encourage children to listen to instructions whilst concentrating on their task.

Equipment:

Two bean bags/soft balls

Instructions:

- Divide the group into two teams.
- Ask them to line up as if for a relay.
- Explain that you will give the ball to the first person who then has to pass the ball to the second person etc. once it gets to the last person they pass it back to the front.
- The first team to pass the ball back to the first person wins a point.
- If the ball is dropped, it has to be returned to the first person and the team must restart that round.
- Explain that you will give instructions as to how you want them to pass the ball. These instructions may change at any point during the game. So it is important that they listen to your instructions whilst they pass the ball. If any team member (whether they have the ball or not) does not follow your instruction, the ball also has to be passed back to the first person and the team needs to re-start the round.

Instructions you might want to use are:

- Pass the ball over their head
- All team members must hop on one leg
- Hold the ball with your right/left hand only
- All team members must touch their nose/rub their tummy/ruffle their hair/snap their fingers/hum a tune until you say otherwise
- Pass the ball under your left leg
- Repeat "red lorry, yellow lorry"
- Bounce the ball once before passing it
- Say 'thank you' before accepting the ball
- spin around at 360° before passing the ball on
- spin around at 360° after passing the ball on
- any other idea you can come up with.



5-10 minutes



At least 5 if only
playing with one group,
or at least 10 for a
competitive game



5-10 minutes



Minimum 6. No maximum number depending on adequate supervision.

Activity 2 Hands Up!

Aim:

- To be able to maintain concentration
- To be able to observe

Equipment:

Soft ball/bean bag

Instructions:

- Ask the children to stand in a circle.
- The ball is thrown quickly around and across the circle.
- When a child catches the ball, the children on either side must raise one arm - the arm nearest the child with the ball - and hold it in the air until the ball is passed on to another child.
- If a child fails to catch the ball, or fails to raise the correct arm when their neighbour catches the ball, or is too slow to pass the ball along, they drop out.
- When there are only 5 children left in the circle, they are all declared winners, and the game starts again.

Extension Tasks/Adaptations:

Alternatively, especially for smaller groups, rather than a child being 'out' they could 'miss a go', and sit down for e.g. 30 secs, before they can rejoin the game.



Activity 3 Keep The Rhythm!

Aim:

- To be able to maintain concentration for a longer period of time.
- To listen to each other
- To keep a rhythm

Instructions:

- The children sit in a circle and are given a number each, starting with 1.
- They then start a chant by slapping their thighs twice then clapping their hands twice whilst saying in time:
Con – cen – tra – tion
(slap slap clap clap)

Are – you – rea – dy?
(slap slap clap clap)

If — so —
(slap slap clap clap)

Let's — go —
(slap slap clap clap)
- Then player 1 continuing with the rhythm says their own number twice followed by another number. Again this must be done in time. For example:
One – one – four – four
(slap slap clap clap)
- Player 4 then must respond, again by saying their number twice, before choosing another player by saying their number twice.
four – four – seven – seven
(slap slap clap clap)
- Anybody who makes a mistake, does not respond to their number being said or fails to keep the rhythm is ...
there are two options here:
 - Eliminated, but remains seated in the circle thus making it more difficult for the remaining players who must remember not to say the eliminate person's number. When there are only 2-3 players left the game ends
 - Moved to the end accepting the number of the previously last player (e.g. number 10 if it is a group of ten children). This then in turn changes the numbers of many of the remaining players, thus making it more difficult to remember to respond to their number. In this version it is every players aim to make it to number 1.

Tips/Advice:

To start with the leader should be number 1 and therefore starting and maintaining the correct clapping rhythm. As the children become more confident you can try to speed up the rhythm to try and catch them out.

Extension Tasks/Adaptations

Rather than numbers, the children could be given any other name: Animals, colours, weathers etc. to fit in with your topic of the day. This does make it more difficult though, as the players must remember which names are present from the start.



5 minutes or more.



No maximum number
depending on
adequate supervision.



15 minutes



Minimum 8. No
maximum number
depending on
adequate supervision.

Activity 4 What Is This?

Aim:

- To be able to think creatively, 'outside' the box
- To think about one object for a longer period of time

Equipment:

- Paper
- Pens

A variety of common household items, some possible items are:

- Spoon
- Ribbon
- Shoe box
- Egg carton
- Hair brush
- Toy car
- Wallet
- Lipstick
- Pencil
- Spatula
- Cup
- Blanket
- Piece of paper
- Sticky tape
- Book
- Key ring
- Pear
- Paper clip

Instructions:

- The children work in pairs. Each pair has a piece of paper and a pen.
- You hold up one of the items and ask 'what is this? and what is it normally used for?'
- Give the pairs about 1 minute to come up with alternatives, novel uses for this item. Eg. It is a shoe box, I keep my photographs in it. It is a cup, I use it to trap spiders
- You briefly collect/discuss answers.
- Have one pair read out their answers whilst everyone else crosses out the answers that are not unique. Then the next pair reads out their remaining unique answers while again the others cross out their duplicates etc.
- Any unique, yet plausible response wins a point.

Extension Tasks/Adaptations:

Alternatively, especially for smaller groups, rather than a child being 'out' they could 'miss a go', and sit down for e.g. 30 secs, before they can rejoin the game.

Programme Links:

Kim's game M-12 Mind Anchors Programme.



15 minutes



3+ No maximum
number depending on
adequate supervision.

Activity 3 Best Thing Ever

Aim:

To use a prop to be creative and describe their best thing ever.

Equipment:

- Props (suggestion below)
- Box

Preparation:

Put all the props into a box and cover.

Instructions:

- Put together a box of props – interesting items that children will have seen before. Eg. rope, kitchen tongs, hat, jug, game controller, wig, big glasses etc etc.
- Put all the objects into the box and cover it up. You need enough items for each child to have something different.
- Divide the children into sets of 3-5 people.
- Get the first group to stand up in front and take something out of the box without looking.
- Whatever they get they need to think of as their 'best thing ever'.
- They must then tell the group and show how their object is used and explain why they like it so much.

Tips/Advice:

If a child freezes, don't let them stand in embarrassed silence, pass the object to the next person and give another chance at the end.

Start with a fairly confident child and their success will encourage others to have a go.

Extension Tasks/Adaptations:

Encourage the children to think laterally -the rope could have been used to capture robbers, the hat could have once belonged to their Granddad and been worn when he met the Queen.

Another idea is to make the object pulled out by the first child in the group, one to be passed to the remaining children who will each take a turn to say why it is their best thing. Each explanation must be different from the preceding ones.

Once they've finished get the next child up to choose a prop and start again.



10 minutes



No maximum number
depending on adequate
supervision.

Activity 4 Tongue Twisters

Aim:

To see a Tongue Twister and try to say it.

Preparation:

Write or print out one or more of the tongue twisters below on a large sheet (A3 or larger).

- She sells sea shells on the sea shore.
- On Friday Frank fries freshly fried, flying fish.
- Peter Piper picked a peck of pickled peppers, if Peter Piper picked a peck of pickled peppers, where's the peck of pickled peppers Peter Piper picked?

Instructions:

- This can be done in a circle or sitting in chairs in a line so that the children cannot see each other. This may limit the amount of giggling and silliness.
- The children in turn try to say the first tongue twister. If they get it right they move on to the second and then the third.
- Could there be a prize for the child who can say them correctly in the fastest time?

Tips/Advice:

This can be used as a short ice breaker game and just get the children to warm up a little.

**Aim:**

To learn about colour.

Introduction:

Teaching children about colours does not have to be all about using worksheets. Talking to the children about the colours in the world, they will be stimulated to thinking about the magnificence and beauty of the world. Colour recognition is important and playing games to reinforce that recognition is fun and children feel good about learning.

Activity 1 Colour Salad

Aim:

To recognise colours quickly.

Instructions:

- Put all the chairs in a circle.
- Give each child a colour. (each colour should have about 4-5 people assigned)
- When you call out the colour, all the children who have that colour need to change seats with each other. The last person to sit is asked to name something that is of that colour.
- After they have the idea, when you call out a colour, you can take one of the seats so there is a child in the middle of the group.
- If you want all the children to change seats call out "rainbow".
- Instead of calling the colour you could hold up something of the appropriate colour.



5-10 minutes



Larger groups are better. No maximum number depending on adequate supervision.

Activity 2 Colour Hunt

Equipment:

Coloured items placed around the hall area.

Preparation:

Place of items around the hall.

Instructions:

- Each child is given five points.
- Children are in the middle of the room.
- You have to call out a colour.
- They have to run around the room and find something that is the colour that you've called out and run to touch it.
- They then return to the middle of the room.
- Last person to touch that colour loses a point.
- After 5 minutes see how many points each child has left.



5-10 minutes



No maximum number depending on adequate supervision.



5-10 minutes



No maximum number
depending on
adequate supervision.



Ensure adequate
supervision when
using glue.



10 minutes



No maximum number
depending on adequate
supervision.

Activity 3 All The Colours

Aim:

To use different colours and know what we associate with certain colours.

Equipment:

- Coloured paper
- A4 blank paper
- Pens/Pencils
- Glue

Preparation:

From the coloured paper cut out the colour circles in as many colours as possible, as required for the number of children.

Instructions:

- Give each child a piece of paper and tell them that they are going to make a coloured caterpillar.
- Have some pre-cut paper circles of different colours.
- Call out a colour and get the children to pick the same coloured circle and put it on their paper.
- Repeat this eight times with a colour order. E.g. blue, red, green, yellow, blue, red green, yellow.
- The children then stick their circles slightly overlapping and at an angle to create the caterpillar.
- They should have the same coloured caterpillar and have been able to recognise the word and colour and follow the pattern that was set.
- Then get the children to draw legs, a face and antennae.
- They can each take their picture home.
- You could then ask the children what they associate with each of the colours (eg. green = grass)

Activity 4 Rainbow Colouring

Aim:

To help with colour recognition.

Equipment:

- Rainbow template
- Colouring pens/pencils/crayons or paint
- Colour example of a rainbow

Preparation:

Print out template and complete one to show how it looks.

Instructions:

Give each child a template sheet and ask them to colour it in.

Devotion Links:

The story of God's promise to Noah and the rainbow can be used and incorporated into this activity. Genesis 8.20 - 9.17

Aim:

To teach the children new things through quizzes.

Introduction:

Quizzes offer a fun, exciting way to motivate children to understand new ideas and concepts. Through cooperative learning children work together on teams to learn and understand the questions and answers on many different subjects. There are fifteen questions in each quiz, children can play individually or in teams.

Activity 1 Body Quiz

Aim:

To think about the body and connect what part does what.

Instructions:

- This is a simple quiz that you can do in a straightforward way or tie into a game.
- The children can use instruments to 'buzz in' or you can do an obstacle course where they have to answer a question to complete the course.
- You may prefer to make it a team challenge and have the children seated and answer questions in turn for points.

Quiz:

1. Which part of your body do you use to think? (Brain)
2. What part of your body do you use to smell? (Nose)
3. What part of your body pumps blood around? (Heart)
4. An optician would check my ____? (Eyes)
5. What part of your body do you use to taste? (Tongue)
6. When I exercise I build up my ____? (Muscles)
7. How can I hear what you say when you answer me? (Ears)
8. What is our skeleton made up of? (Bones)
9. These help us to eat and also get looked after by a special person? (Teeth)
10. How many fingers and toes do we all have? (Twenty)

Activity 2 Colours Quiz

Aim:

To think about colours and connect them to things, food and the world.

Instructions:

- This is a simple quiz that you can do in a straightforward way or tie into a game.
- The children can use instruments to 'buzz in' or you can do an obstacle course where they have to answer a question to complete the course.
- You may prefer to make it a team challenge and have the children seated and answer questions in turn for points.



10 minutes



2+ No maximum
number depending on
adequate supervision.



10 minutes



2+ No maximum
number depending on
adequate supervision.



10 minutes



2+ No maximum
number depending
on adequate
supervision.

Quiz:

1. What colour on a traffic light means go? (Green)
2. Name five colours in a rainbow? (5 of Red, Orange Yellow, Green, Blue, Indigo or Violet)
3. What colour do I get if I mix red and white? (Pink)
4. Little _____ Riding Hood. What colour is she? (Red)
5. The sky, sea and the swimming pool are all this colour? (Blue)
6. What colour is the milk I pour on my cereal? (White)
7. Garfield is a cat that loves lasagne. What colour is he? (Orange)
8. Peas come in a pod. What colour are they? (Green)
9. What two colours are zebras? (Black and White)
10. What colour is a post box? (Red)

Activity 3 Who Am I Quiz?

Aim:

To think about the people around us and connect what they do to the person who does it.

Instructions:

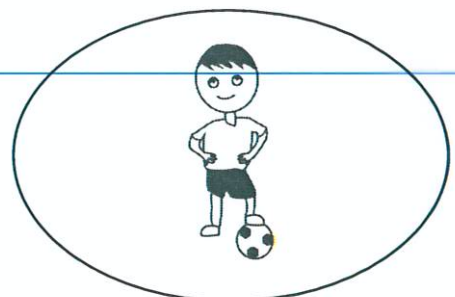
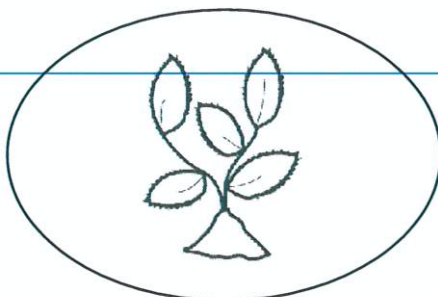
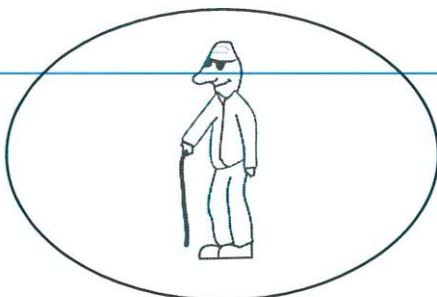
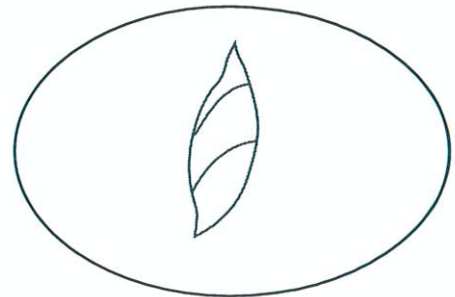
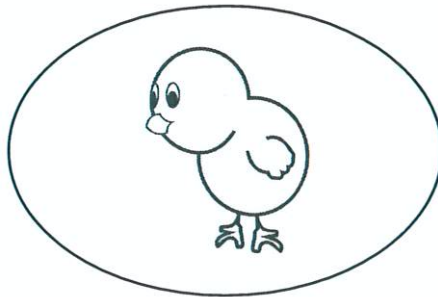
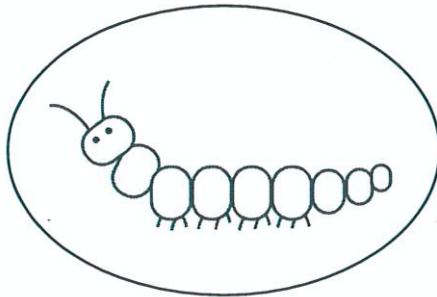
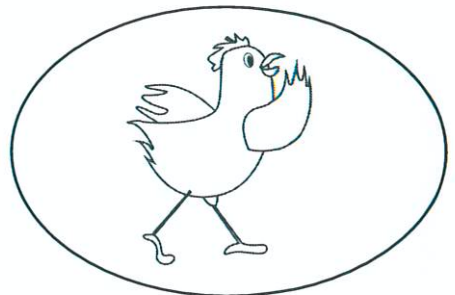
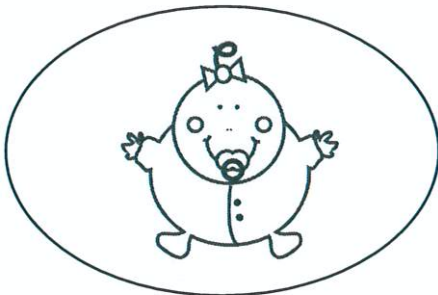
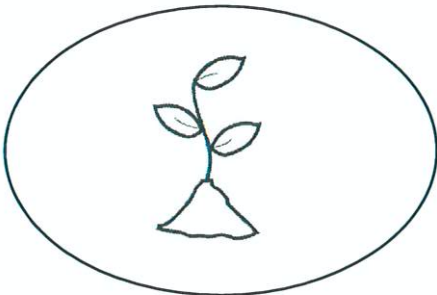
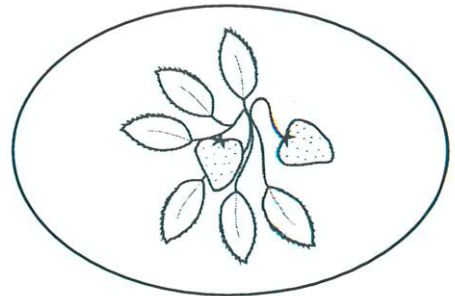
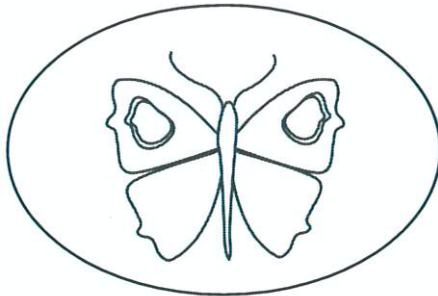
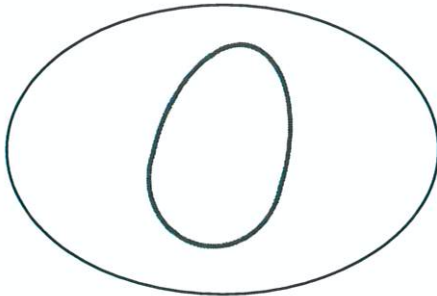
- This is a simple quiz that you can do in a straightforward way or tie into a game.
- The children can use instruments to 'buzz in' or you can do an obstacle course where they have to answer a question to complete the course.
- You may prefer to make it a team challenge and have the children seated and answer questions in turn for points.

Quiz:

1. Who drives a tractor and grows our food? (Farmer)
2. This person keeps our streets safe and helps us if we are in trouble? (Police)
3. What person makes up laugh and has a painted face? (Clown)
4. This person lives in a palace, wears a crown and rules the country? (King or Queen)
5. When we are not feeling so good we visit this person? (Doctor)
6. If we have a special pet we need to take him for check-ups to the? (Vet)
7. This person went all the way to the Moon? (Astronaut)
8. I learn a lot from this person in class? (Teacher)
9. This person created me and everything else and loves me very much? (God)
10. This person flies something very big and takes people on holiday? (Pilot)

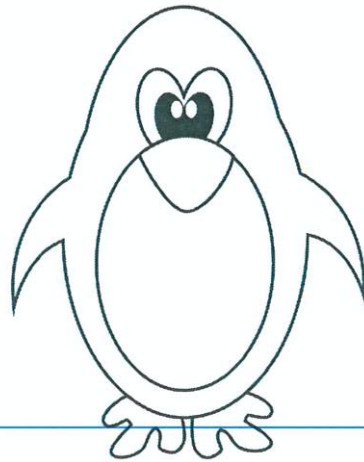
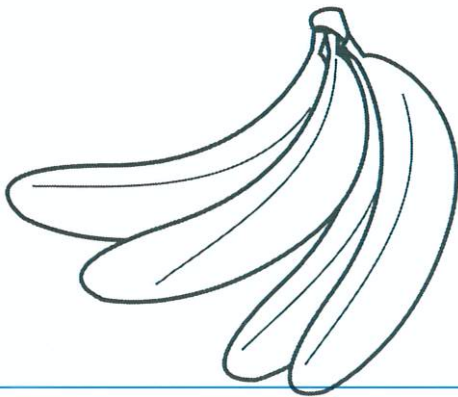
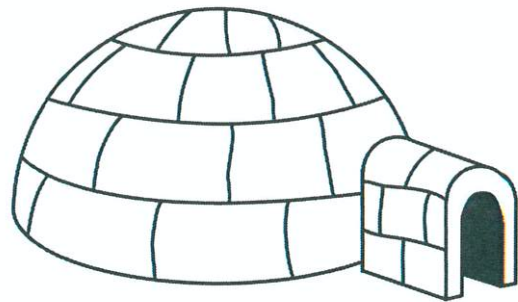
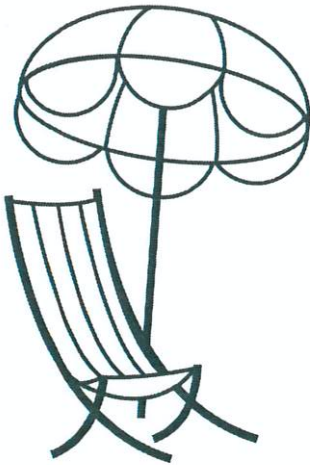
Growing Up

Cut out the pictures below.



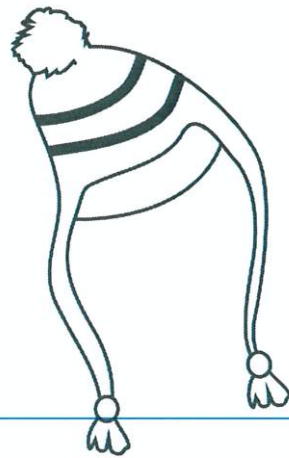
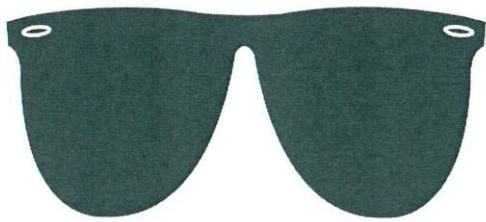
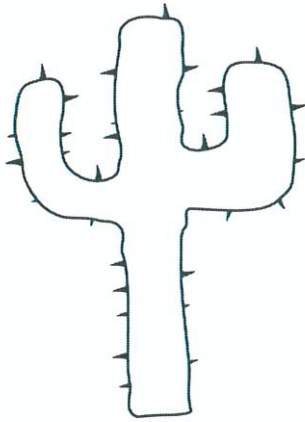
Hot or Not?

Cut out the picture cards below.



Hot or Not?

Cut out the picture cards below.

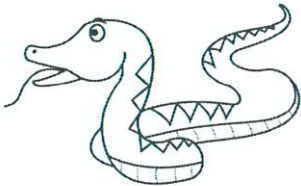
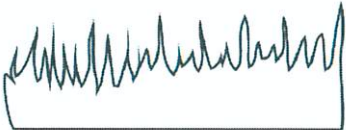
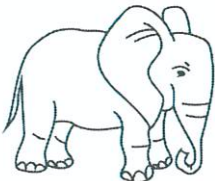


Spot the Lie!

Match the statements to the pictures below . . . True or False?

TRUE

FALSE

Spot the Lie!

Cut out the statements below and use the TRUE and FALSE grid to match the statement to the picture.

All dogs are
animals

Elephants
are always bigger
than mice

There is
Gold at the end of the
rainbow

Snakes
have legs

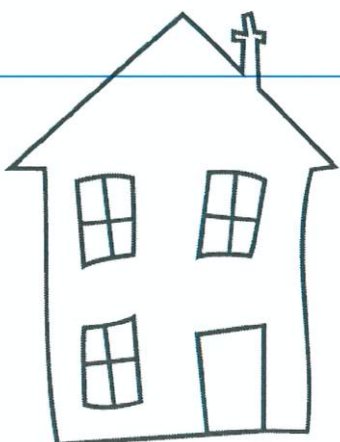
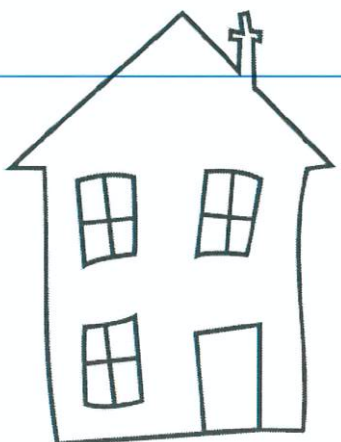
We need light
to see things

Sirens make a
loud noise

Grass is
always green

House Number Puzzle

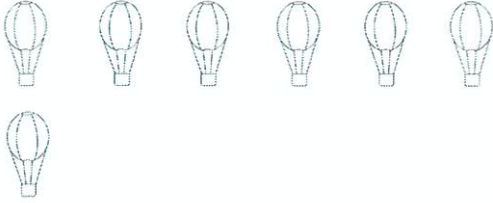
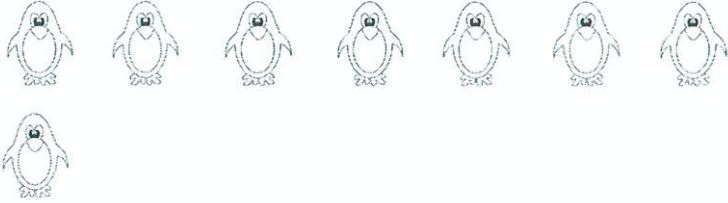
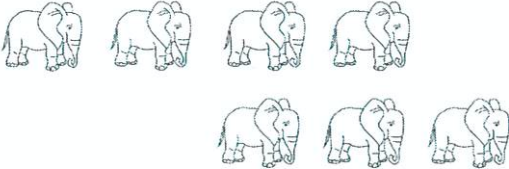
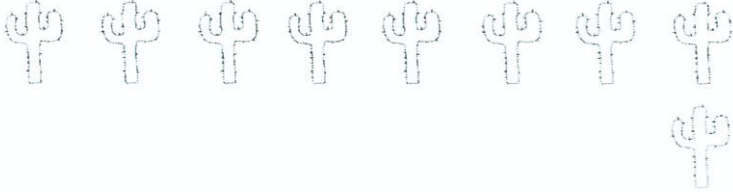
Find out which numbers are missing between 1 and 9 :



Then cut out the houses and make a street (in number order!)

Up to 10!

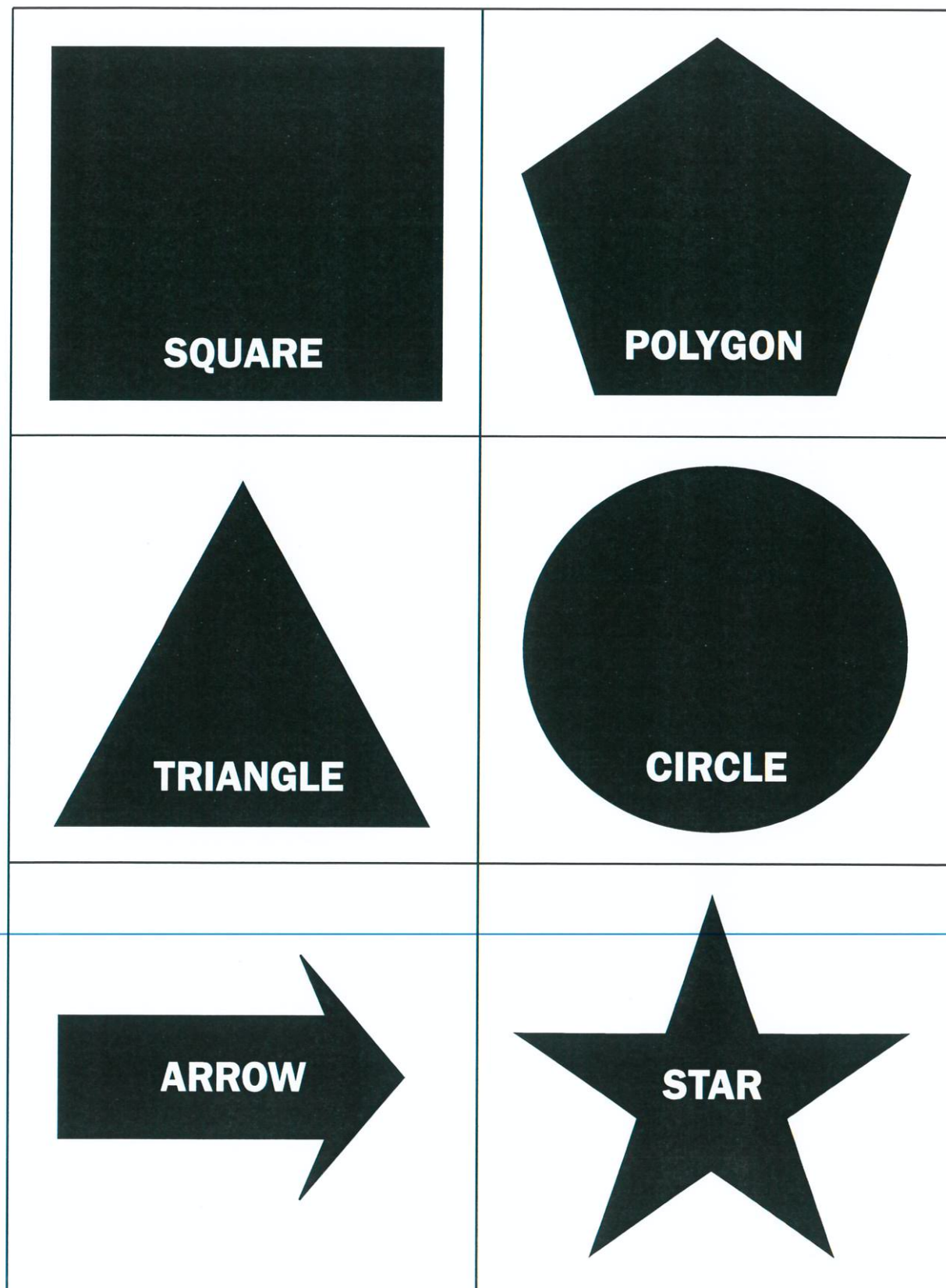
Add up the images in the table below, and write the number missing in the 'number' box and then write the number in words e.g. 8 = Eight

How many more do you need to make 10?	Number	Write Number
		
		
		
		
		
		

Now, do you know which numbers are ODD and which are EVEN? Write ODD or EVEN in the number box below the number.

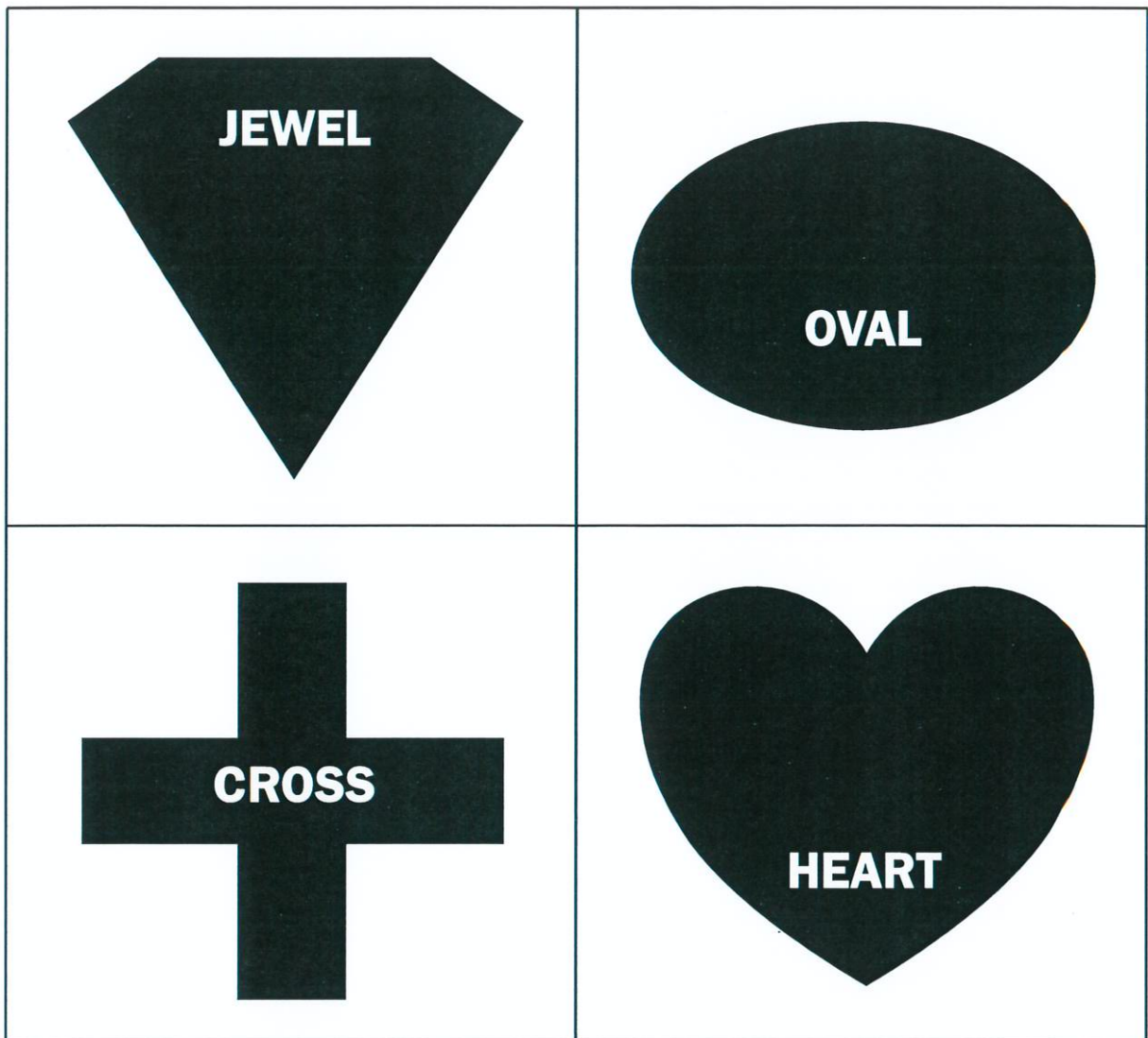
Shape Cards

Cut out the boxes below.

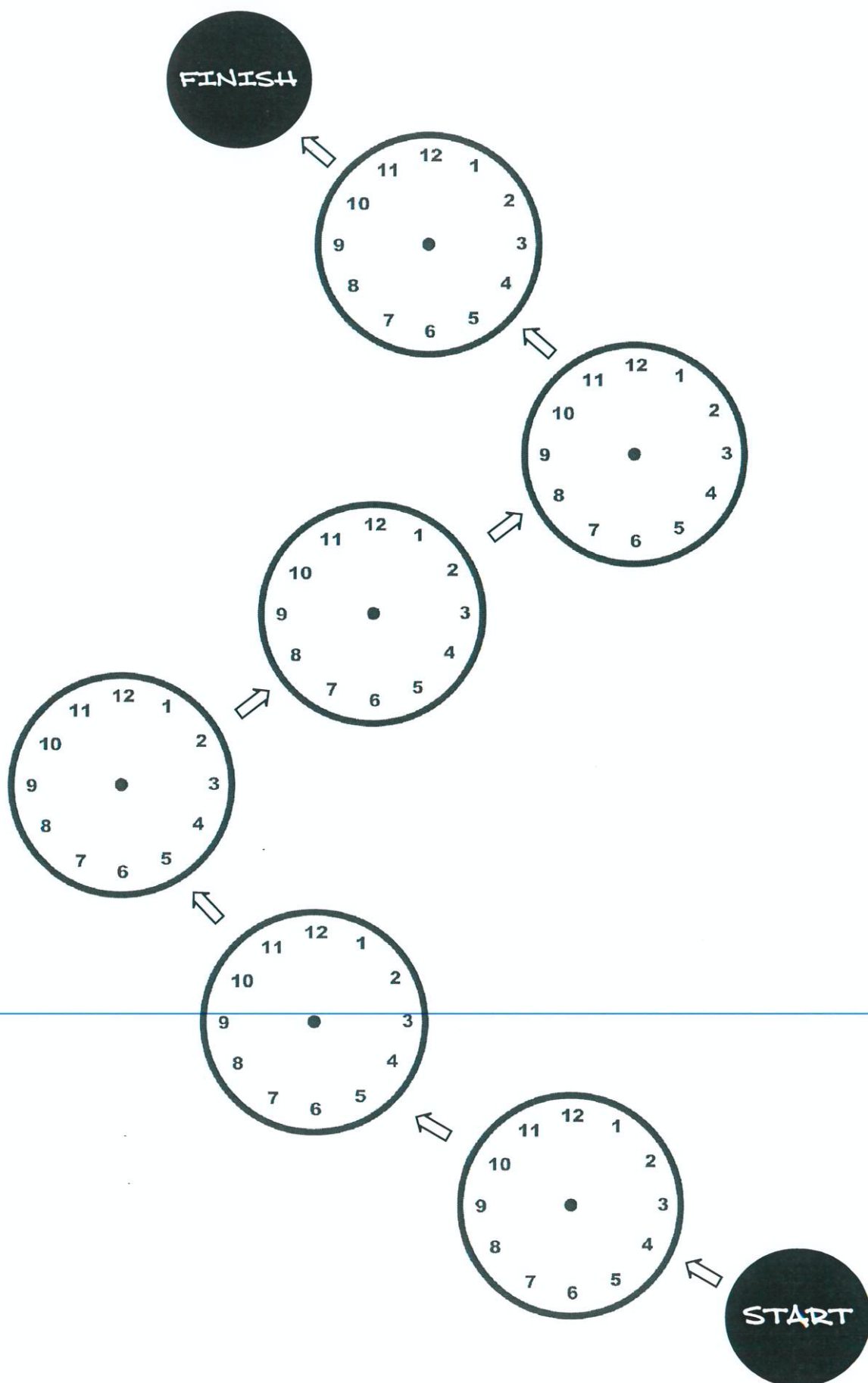


Shape Cards

Cut out the boxes below.



Time Travellers



Note to Leader:

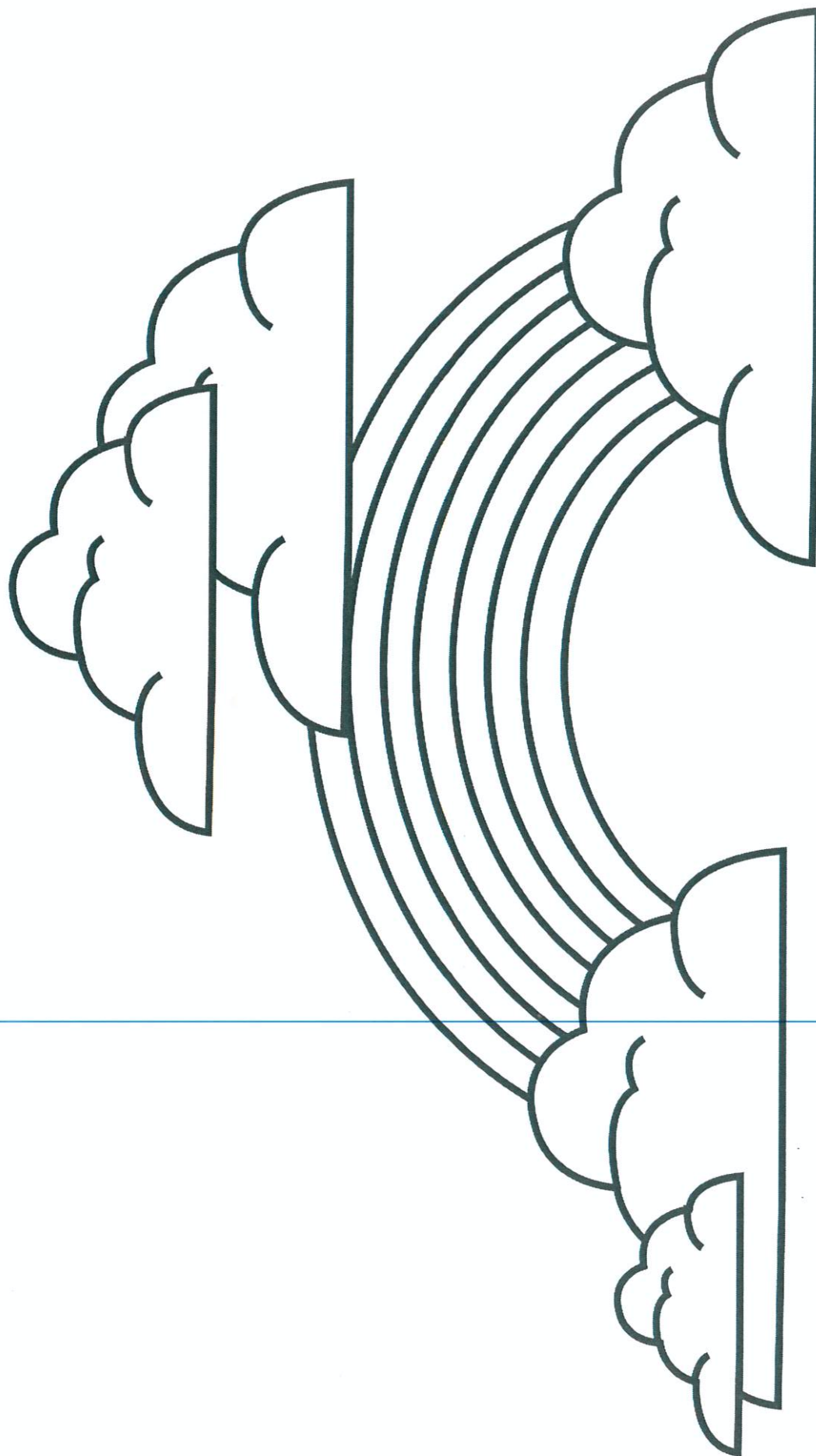
Before using this game, add in the hour hand and minute hand on each clock face.

Stop the Clock

Cut out the cards below.

Six o'clock	8.15
Half past nine	7.00
Four o'clock	3.45
Quarter past six	1.00
Quarter past two	11.30
Half past five	9.45
Quarter to three	12.30

Rainbow



Genesis 9:13