

**Instructions:**

Word games are fun ways to expand children's knowledge language, whilst they are playing games and having fun. Children can expand their vocabulary and benefit by building their confidence from playing word games.

Activity 1 Go Together Words

Equipment:

- Word Cards
- Paper
- Pens

Preparation:

Create some word cards.

Instructions:

In groups list pairs of words or phrases that relate to a word on the word card. This may include compound words.

Suggestions:

- Picture (frame, rail, postcard)
- Rain (bow, cover, cloud, water, pouring, raining cats and dogs)
- Ring (wedding, rubber, party, boxing, circus)
- Boat (life, sailing, tug, ferry)
- Fire (man, bon, forest, truck, mans lift, engine, lighter, fly)
- Box (cardboard, match, jewellery, ing, er, black)
- Card (birthday, Christmas, playing, credit, board, table, game)

Tips/Advice:

You may need to support the children in starting this as some may find it difficult to think in this way.

Extension Tasks/Adaptations:

You can add words to this. If you plan to repeat this activity then get these cards laminated so that you can keep them for future use.



10 minutes



4+ No maximum number depending on adequate supervision.



20 minutes



4+ No maximum
number depending on
adequate supervision.

Activity 2 Gridbusters

Aim:

To play the game similar to Blockbusters in teams. First team to answer enough questions to get across the grid wins.

Equipment:

- Question Sheet
- Flip Chart/White board/Chalk board/Large piece of card
- Coloured hexagon shapes in two colours
- Blue tack/Sellotape

Preparation:

- Prepare the grid on your board/card.
- Print off the questions.
- Cut out hexagon shapes in two colours to stick on the board/card as the children get a correct answer.

Instructions:

- Draw the grid on the board or card and write a different letter of the alphabet in each hexagon.
- Divide the children into two teams and nominate a child to choose a letter.
- From the question sheet, choose a question whose first letter matches the child's choice.
- The first team to guess the word correctly is given a coloured hexagon and can place it on the hexagon that they won; they then continue either vertically or horizontally.
- One team must go horizontally and the other team must go vertically.
- To win the game, a team must connect all the way from top to bottom, or from side to side.
- The battle as teams compete for a winning route makes the game fun and exciting.

Tips/Advice:

Laminating the coloured hexagons will make them last for future games.

Extension Tasks/Adaptations:

Children will love this game but you have a choice of questions so go with the question that you think they will get. If it is too easy for them add your own questions to the list.



Activity 3 Word Bingo

Aim:

Players create word squares with letters chosen randomly by the group and the person that creates the most words in their square wins.

Equipment:

Piece of paper for each child

Instructions:

- Each child draws a 4 x 4 grid which they keep hidden from the group.
- Then the group takes turns calling out a letter.
- As each letter is called each child must put it into their grid but they choose where they place it.
- Children can choose any letter they like, and letters can be repeated.
- When enough letters (16) have been called to fill the grid - each child must count up the number of words they have made in their grid which can be across, down, or diagonal, and the one with the highest score wins.

Tips/Advice:

Children can use letters that help to build words or they can use letters that stop others making words.



10 minutes



6+ No maximum number depending on adequate supervision.



Aim:

To help reinforce children's reading skills in a fun and relaxed way.

Introduction:

Reading is an essential part of children's development, expanding their vocabulary, developing key language skills: grammar, comprehension and creativity. It is a great way to open children to different ideas, people, feelings, places and cultures. Reading games unlock children's imagination and gives them critical thinking skills that help them as they progress through life.

Activity 1 What Happens Next?

Aim:

To get children to predict what happens next at story time.

Equipment:

Story

Preparation:

Read through the text and mark where you are going to pause for the children to predict what happens next.

Instructions:

- Predicting what happens next in a story is a good skill for children to develop. Use a story that has a lot happening so that it will be easier for children to use their imagination to predict what happens next.
- Begin by reading the story and then when you reach an exciting part – pause and ask the children what they think will happen next.
- When you have had a good discussion let the reading carry on and at the end see if the children were right about their predictions.
- You can encourage the children to bring in their own books and read to the group finding for themselves the place to pause and ask the group to predict.

Tips/Advice:

Some suggested books:

- A Captive In Rome by Kathy Lee is part of a trilogy and could be a good book to use. It is a Christian book and very exciting. The recommended reading age is 10-12 but if you are reading it out it will be suitable for 8+.
- Rain Forest Adventures by Horace Banner, recommended for 6-11 year olds.
- Little White Horse by Elizabeth Goudge. Recommend for 8-12 year olds.



20 minutes



2+ No maximum
number depending on
adequate supervision.



15 minutes



4+ No maximum
number depending on
adequate supervision.



Ensure adequate
supervision when
using scissors
and glue.

Activity 2 Sort Out The Story

Aim:

To put the story back together in the correct order in small groups.

Equipment:

- Card
- Sellotape
- Scissors
- Children's Bible
- Glue

Preparation:

- Read through the story yourself to make sure you know the storyline and background to the story of Noah and the Ark.
- Prepare a sheet with different parts of the story of Noah and the Ark on it and cut it up so there are separate parts. If you can find some pictures based on the story also print these out.

Instructions:

Read the story of Noah and the Ark (Genesis, Chapter 7 - 9:17) to the children from the Children's Bible or from the NIV (but this will be a longer version).

Then after the reading hand out the sheets with parts of the story on and/or the pictures which depict the story, this could be done individually or in groups. The children must read through the verses and look at the pictures and stick them to a large sheet of paper in the correct order to tell the story.

Talk with the children about the story whilst they are doing this and where necessary provide help and assistance so that they end up with the right order. This activity will reinforce the story, and through the activity and leaders engaging with the children it should bring out lots of discussion.



Activity 3 New Words

Aim:

To learn new words in a fun and novel way.

Equipment:

- Children's Dictionary
- Flip chart / White board or stick paper on wall
- Paper
- Pens

Preparation:

You will need to come up with a list of words.

Instructions:

- Read out the word and write it up on to the board or wall.
- Then give every child a piece of paper and a pen.
- When you read out the word they must write down a meaning.
- It does not matter if they get it wrong and it could be very funny when they call out the meanings.
- You could always get the children to put their definition into a hat so that everyone can be anonymous each time. This could make it funnier and less embarrassing.



15 minutes



4+ No maximum
number depending on
adequate supervision.



**Aim:**

To teach the children about working together to complete the challenge.

Introduction:

Children benefit from challenge in play – overprotection from challenge and acceptable risk can inhibit their development. Giving children positive challenge can have a positive effect on their emotional, social and developmental needs. By providing risks we can build children's ability to assess risk for themselves and equip them to deal with skills they will need in adulthood.

Activity 1 Human Bridge

Aim:

To work together to get all the stranded passengers across the burning sulphur to safety.

Instructions:

- To idea is to work as a team in two parties – the bridge party and the stranded passenger party.
- The challenge is to get all the passengers across the pit of burning sulphur using a human bridge that takes each person across one at a time.
- The team must develop trust and look out for each other making sure those that are using the bridge are safe.
- The team must decide first who will be the bridge; depending on group size either eight or ten children will do this.
- The remainder of the group (minimum 2-3 children) will be the stranded passengers.
- The bridge children will be created by pairs crossing arms and holding hands with each pair being a part of the bridge at least 4 pairs are required to make the activity safe.
- The four + pairs stand close together and the stranded children cross the pit by using the bridge form. When the bridge runs out the back pair move to the front and so on.
- When a child is safely delivered they return to the other side to pick up another child.
- When all the children have been carried to safety the team sits together in a line.

**20 minutes**

10+ No maximum number depending on adequate supervision.



Close supervision is required for this activity and a leader should be at either end of the bridge to ensure children get on and off the bridge safely and that the bridge is safe.



20 minutes



6+ No maximum
number depending on
adequate supervision.



Ensure adequate
supervision and make
sure that your
obstacle course is
able to be done safely.

Activity 2 Disability Challenge

Aim:

To think about disability by being challenged to complete an obstacle course with different disabilities.

Equipment:

Cards

Preparation:

Create an obstacle course using chairs, hoops, cones, bean bags, skipping ropes etc.

Instructions:

- Have the disability cards prepared and printed out.
- Put the group into two teams and let each child pick a card.
- Each child will end up with a different disability.
- In their groups and after considering their disability they must try to complete the obstacle course and be the first team to be sat down at the end.
- Disabilities are :
 - Unable to speak
 - Unable to walk
 - Unable to see
- Teams will have to work together to finish the course. There is no right or wrong way to do this and the team is allowed to help the others as long as they complete the course themselves.
- Teamwork is encouraged.

Tips/Advice:

Don't stop them helping each other – it is a good challenge to see how they manage the disability and how they support each other as a team.



Activity 3 Catapult Challenge

Aim:

To create a catapult that will launch an object as far as possible.

Equipment:

- Boxes
- Foil
- Tubes
- Paper
- Wood
- Balsa wood
- Sellotape
- Masking tape
- Scissors
- Cardboard
- Elastic bands
- Newspaper
- Plastic spoons

Preparation:

Prepare equal amounts of material for each team.

Instructions:

- The idea is for the two teams to have 10 minutes to build a catapult that will launch a ball of tin foil as far as possible.
- Allow the teams a number of attempts
- The team that sends the object the furthest is the winner.

Tips/Advice:

You could have pictures of different types of catapult available.



20 minutes



6+ No maximum number depending on adequate supervision.



Ensure adequate supervision when using scissors.



Introduction:

Most of these puzzle games help children to start learning the process of elimination and build their ability to see patterns in numbers and shapes, which will build reasoning skills. The great thing is that children do not view these games as learning since puzzles are fun.

Activity 1 Rope Tangle

Aim:

To work out through team work how to undo the tangled rope and find their partner.

Equipment:

Lengths of rope

Preparation:

Cut up the rope into 6-8ft lengths.

Instructions:

- You need an even number of players for this game.
- Lay all your lengths of rope onto the floor and tangle them up so that you cannot see which piece is which.
- Then have the children stand on either side of the mess and kneel down.
- They must then pick up one end of the rope and not let go of it or they can tie it into their belt loops or belt.
- When you blow the whistle they must all stand up together and find out how to untangle their rope and find their partner by working together.
- They must untangle themselves and move away from the group.

Tips/Advice:

If you have a large group you could do this in rounds so that you do not have to get too much rope.

Extension Tasks/Adaptations:

The tangle can be made more difficult in preparation or simpler depending on the ability of the group.

**20 minutes**

**4+ No maximum
number depending on
adequate supervision.**



15 minutes



No maximum number depending on adequate supervision.



10 minutes



4+ No maximum number depending on adequate supervision.

Activity 2 Cryptogram Puzzles

Aim:

To get the children to challenge themselves by solving a cryptogram.

Equipment:

- Cryptogram template
- Pens

Preparation:

Lay out a table with sheets and pens.

Instructions:

- Explain to the children what a cryptogram is.
- Children work in pairs to complete the sheet.

Activity 3 Puzzle Pinchers

Aim:

To make the puzzle first without the other team stealing pieces.

Equipment:

2 Puzzles of about 10 pieces

Preparation:

Lay out the puzzle pieces face down in the centre of the room.

Instructions:

- Divide the group into two teams.
- Place all the puzzle pieces face down on the floor.
- On the whistle, player 1 from each team will run into the centre and pick up one piece of puzzle and return to their team.
- The puzzle piece must be placed in front of the team in view of the other team.
- As each team member brings their piece of the puzzle back they will begin to match some pieces.
- When all the pieces have been picked up the next player can then run to the other team and steal one piece of puzzle that is not attached to another piece.
- Only one team member can steal at a time, in the hope of completing a picture.
- The jigsaw picture must be seen by both teams.
- The team completing their picture first wins.

Extension Tasks/Adaptations:

You could put random pieces of other puzzles into the middle to confuse the teams.

**Introduction:**

Trust games are a great way to help build communication skills that are essential for groups of children. These games will help the children to develop mutual respect for each other. They will also help children to build concentration skills and teamwork skills.

Activity 1 Minefield

Aim:

To get the children to learn about trust and the value of being able to be trusted and also of trusting others.

Equipment:

- Blindfolds
- Some obstacles such as chairs, cushions, tables etc

Preparation:

Set up your minefield. Have a good selection of obstacles that will deter a straight path.

Instructions:

- Put the children into pairs.
- One child is then blindfolded and must walk with the other partner's directions through a 'minefield'.
- Place as many things as you wish out on the floor to represent mines in the minefield.
- The partner tells the blindfolded child where to walk.
- If they step on or touches a mine, the team is out.
- The last pair on the course or first team to finish wins.

Tips/Advice:

This game is all about trust, communication and about listening. Encourage them to think about this before they start the game. Make sure that you are using good blindfolds so that there is no cheating.

**20 minutes**

**4+ No maximum
number depending on
adequate supervision.**



**Ensure adequate
supervision.**



20 minutes



3+ No maximum
number depending on
adequate supervision.



Ensure the space is
free from trip hazards.



15 minutes



5+ No maximum
number depending on
adequate supervision.

Activity 2 Blind Leading The Blind

Aim:

To develop trust and group identity.

Equipment:

Blindfolds

Instructions:

- Tell the children that they all, except for one, will be blindfolded.
- The seeing child will be the eyes for everyone and collect all the other children and lead them to safety.
- Lead the group into the room, blindfold them and scatter them a little in the space you are using.
- The seeing child collects a child by linking hands and then as a pair moving to collect another child. This is repeated until all children are collected.
- The seeing child should be the only one who speaks.
- Once all are collected the chain must make its way back to the entrance point by trusting the leader.
- If there is time, all the children could have a turn at being the leader.

Activity 3 Compliments Game

Aim:

To display the children's trust in each other.

Equipment:

- Large sheets of paper
- Pens/Pencils

Instructions:

Compliments Game

- This is an activity to do with children who know each other.
- Each child is given a piece of paper and write their name on.
- The papers are laid out on the floor.
- The children move around visiting everyone else's piece of paper.
- While they are at a piece of paper they have to write something nice, a compliment, about that person.
- Give some examples - "You're a great friend and share your games".
- The sheets could be mounted on the hall wall or taken home by the children.
- Perhaps the leaders could join in!

Tips /Advice:

Ensure that no one writes anything that is mean.



Activity 4 Number Circle

Aim:

To get the children to work together.

Instructions:

- Get the group to sit in a circle, close their eyes and stay quiet.
- Choose one person to start and that person says the number 1.
- Then somebody else says 2 etc, etc.
- The aim of the game is to count as high as possible without any two people saying the same number at the same time.
- If this does happen – it is likely to happen to start with - start again at number 1.
- Each person can say only one number at a time.

Devotion Links:

Proverbs 3:5-6: Trust in the Lord with all your heart, and do not lean on your own understanding. In all your ways acknowledge him, and he will make straight your paths.

Children need time and care and must be able to trust those adults around them. That means as a leader being a consistent, real example of someone who is trustworthy. Children will learn how to view themselves by leader's actions, which speak louder than words or gifts. They will also need to learn to trust in God and know that He is trustworthy.



10 minutes



4+ No maximum
number depending on
adequate supervision.



**Aim:**

Having fun with numbers!

Introduction:

These games may improve their ability with numbers and give them number confidence.

Activity 1 Sudukos

Aim:

To complete the Suduko puzzles.

Equipment:

- Sudoko Template (1 per person / group)
- Pen or Pencil
- Prize (optional for the fastest person to get correct!)

Instructions:

- Use the template provided, give them out to the children, they could work individually or in pairs to solve the puzzle.
- Ensure you explain what they have to do as some children may not have heard or seen one before. Ideally show them how to do one yourself.
- See template for the solutions for the Sudokos.

Tips/Advice:

You could add an incentive in for individuals/groups to solve the puzzle correctly and in the fastest time. If you do this you should allow everyone to finish and collect them all in before declaring a winner.

Extension Tasks/Adaptations:

You could also create your own Sudukos, a blank template is available for to help you with this or go online to www.free-puzzles.net (there are lots of other websites to where you can create your own Sudoku for free!).



10 minutes



No maximum
depending on
adequate supervision



10 minutes



No maximum
depending on
adequate supervision.

Activity 2 Solve the Code

Aim:

To develop an understanding of codes.

Equipment:

- Solve the Code Template
- Pens/Pencils

Instructions:

- Use the template provided, give them out to the children, they could work individually or in pairs to solve the code.
- Ensure you explain what they have to do and ideally show them how to do one letter yourself to make sure they understand.
- The solutions to the Solve the Code templates are as follows:
 - Solve the Code 1 = 'Naughty Elephants Squirt Water'
 - Solve the Code 2 = 'God Loves The World'

Tips/Advice:

You could add an incentive in for individuals/groups to solve the puzzle correctly and in the fastest time. If you do this you should allow everyone to finish and collect them all in before declaring a winner.



20 minutes



No maximum number
depending on
adequate supervision.

Activity 3 Triangle Number Game

Aim:

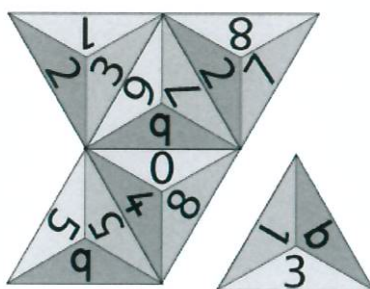
To develop number skills by playing a game.

Equipment:

Triangle Number cards (as required for group size)

Instructions:

- The game is easy to play, and is best with 2-4 players, although it can be used by one child as a "patience".
- Give each child or group a set of Triangle Number cards, explain how it works (see below).
- The game is played much like dominoes.
- Two sides of the triangles are put together according to a chosen rule.
- For older children the winner is the one to finish their cards first, but younger children usually play co-operatively.
- The cards are joined according to a pre-arranged criterion.



- In this game the cards are being joined by the rule "They add to 9".
- The games can be as hard, or as easy, as you like.
- Children can simply match the number symbols, or even colours.
- The numbers can be put together to make 10, or have a difference of 2 or add to make a multiple of 3.
- The two figures put together can be tens and units so that larger numbers can be used, for example, multiples of 6, squares or prime numbers.
- One of the useful aspects of the game is that it can be used to reinforce maths.
- For example, in the bit of the game shown above, the task is the join sides that add to 9.
- The children can be required to state what they are doing. "Seven and two make nine" or perhaps "Seven and two together add to nine".
- Ideally make 25 cards as then 2, 3 or 4 players can have an equal number of cards with one put in the middle to start the game.

Activity 4 Find The Missing Number

Equipment:

- Find the Missing Number template
- Pens

Instructions:

- Use the instructions on the template to work out which animal represents which number.
- Answer:
 - Elephant = 1
 - Tiger = 2
 - Rhinoceros = 3
 - Lion = 4
 - ? = 10



10 minutes



No maximum number
depending on
adequate supervision.



Pairs Games

MIND

think and do



Aim:

To play simple games of strategy.

Introduction:

Great games to get children working together in pairs and co-operating and working with different children.

Activity 1 Boxing Clever

Aim:

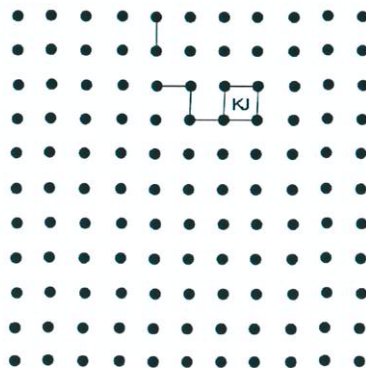
To develop skills of strategy.

Equipment:

- Paper
- Pens

Instructions:

- Draw a grid of dots measuring 10 dots by 10 dots.
- Take it in turns to draw a single line connecting two dots (no diagonals are allowed).
- The aim of the game is to create more boxes than your opponent.
- When a square is complete write your initial in it, and have another go.
- When all the dots have been joined up, count up how many each player has and the person with the most wins.



10 minutes



No maximum number
depending on
adequate supervision.



5 minutes



2+ No maximum
number depending on
adequate supervision.



10 minutes



2-5 No maximum
number depending on
adequate supervision.

Activity 2 F1 Ink

Aim:

To have fun.

Equipment:

- Colouring pens/pencils
- Paper

Instructions:

- Draw a race track on a piece of A4 paper with a start/ finish line.
- Take it in turns to flick your pen around the track.
- Hold the pen vertically with one finger on the end, and the tip resting on the paper.
- Press down with your finger and let the pen flick off, making a line on the paper.
- The first player to the finish line wins!

Activity 3 Marbles

Aim:

To develop skills of strategy.

Equipment:

- String
- 13 Small marbles
- 1 Larger marble per player

Instructions:

- Use the piece of string to create a circular playing area approximately 1m in diameter.
- Place the 13 smaller marbles anywhere within this area.
- From outside the playing area, players must take it in turns to use their thumb to flick a large marble to knock smaller marbles out.
- The larger marble must not leave the playing area.
- One point is awarded for each marble knocked out.
- The turn ends when the large marble leaves the playing area or you fail to knock out a marble.

**Introduction:**

Children who play games are more developed mentally and physically than those children who do not play. Acting games help children to develop socially and build confidence and ability into those children who are quite shy. Shy and introverted children can become more friendly and expressive through acting games.

Activity 1 Being A Cat

Aim:

To get the children thinking uniquely and building confidence and imagination.

Instructions:

- Get the children to spread out in the room and do the following warm up exercises
 - Stretch hands above heads – high – higher – reach for the sky
 - Stand on tip toes – high – high – reach for the sky
 - Lie on the floor and then come to standing in as fluid and flowing a movement as they can.
- Then we start to think like a cat we begin by using hands as paws and moving in a way that a cat does. Get the children to explore moving around the room like a cat for a minute. Then give them the following instructions –
 - Stretch onto a tree or a couch and claw the tree or couch
 - Wash yourself
 - Get ready to attack a mouse
 - Lie down and go to sleep in some sunlight
- Then we will think about the cat's movements
 - Waking up from sleep and stretching
 - The cat sniffing around the garden
 - Hearing a strange sound
 - Arching its back
 - Going into the house through a cat flap
 - Eating from its bowl
- Then bring the session to a finish and ask some questions
 - How did it feel to be like a cat?
 - Was it easy or difficult?

Tips/Advice:

You may wish to change the animal – to a tiger or a chicken. Walk around with the children and encourage them as they are being creative. This will be easier for some and others may find this does not suit them but encourage them to have a go.

**15 Minutes**

**4+ No maximum
number depending on
adequate supervision.**



**If you pick a more
aggressive animal
ensure that there is
no contact between
children.**



15 minutes
 preparation
5 minutes
 performance time



3+ No maximum
number depending on
adequate supervision.

Activity 2 Crazy Machines

Aim:

To get the children to build confidence in a group and be imaginative.

Instructions:

- The idea is for the children to make a machine by each person coming up with a
 - Sound
 - Action

So they may lie on the floor and move their feet whilst making a whistling sound. But each member of the group has to attach their sound and movement to the others and make a machine.

Get each group to perform their machine and then make a group machine.

- Send one person into the middle first and they make an action and a sound.
- Then each child can go in one at a time to add to the giant machine and add their movement and sound.
- Then they must continue until everyone is in the machine.
- Then get them to reach a crescendo and then you tell them to stop.

Tips/Advice:

The activity can be repeated and each person needs to attach to some other part of the machine.

Extension Tasks/Adaptations:

You can video this if you are able and show them afterwards how they did in building on each other's ideas. Or you can take a picture of the final machine. It does look funny.

Activity 3 The Prop Game

Aim:

To give the children props and ask them to create a small play.

Equipment:

- A few props which could include:
 - Hats
 - Wigs
 - Keys
 - Games controllers
 - Book
 - Sellotape
 - Magnifying glass
 - Glasses Chocolate bar
 - Remote control
 - Box
 - Tray
 - Apron
 - Microphone



25 minutes



No maximum number
depending on
adequate supervision.

**Instructions:**

- The children in groups select a number of props.
- Tell each group that they must take their props and go away and come up with an idea for a short sketch, using the props they have been given.
- Give everyone 15 minutes to prepare and then say they will go one at a time and show the sketch to the group.
- They will need some encouragement during their preparation time and it is good if you can go around each group and help them to think about what they could do.
- Try to get everyone involved.
- If you have enough leaders allocate one leader to each group.

Trips/Visits:

Visit the local theatre company or find out if the local school is running a play. See if you can visit backstage a production that is being run locally. If you approach the theatre they may be able to set that up for you.





Imaginative Play

MIND

think and do



Aim:

To enable children to develop their imagination.

Introduction:

Children learn by observing, imitating and experiencing. Imaginative play stimulates intellectual development and social and language skills. Children can be anyone and do anything when they are imagining and will also be able to understand and manage feelings by re-enacting situations, helping children to empathize with others. This form of play is great for all round child development.

Activity 1 What Happens Next?

Aim:

To enable children to use their imagination.

Equipment:

- What Happens Next Templates
- Pens/Pencils
- Colouring Pens/Pencils

Instructions:

- Be encouraging and let them write their own stories.
- Some will spend more time on the text and others will spend more time drawing.
- This is an imaginative exercise so there is no right or wrong way to complete the sheets.
- Once the children have finished you could ask some of them to hold up their sheets and read out their stories.

Tips/Advice:

It may be hard for you to stand back and not give ideas but just watch how creative the children will be.



20 minutes



2+ No maximum
number depending on
adequate supervision.



20 minutes



6+ No maximum
number depending on
adequate supervision.

Activity 2 Story Telling

Aim:

To get the children to work in groups and devise a story from a key word. They must then tell it back to the larger group.

Equipment:

Story Telling Keywords template

Instructions:

- Put the children into small groups.
- Give each group a keyword.
- This will be something that they have to put into a story which they will tell back to the larger group as a small group.
- Try to make sure that all children in the group are involved.
- Give the children their keyword and give them ten minutes to prepare their story. The keyword can be anywhere in the story.
- The children can speak the story or they can act and speak but everyone must play their part.

Tips / Advice:

You may want to go around each group and encourage them. Help them put together a small sketch or story that they can perform for the other group.

Extension Tasks/Adaptations:

You could add props to the activity – one keyword and one prop.



Activity 3 Play Dough

Aim:

To let the children have some fun with play dough and use their imagination to create shapes.

Equipment:

- 1 cup white flour
- 1/2 cup salt
- 2 tablespoon cream of tartar
- 1 tablespoon oil
- 1 cup water
- Food colouring (blue, red, green)
- Plastic knives, cutters etc
- Rolling pin

Preparation:

Make the play dough using the following recipe. Mix the first 4 ingredients in a saucepan. Add the cup of water and mix well. Cook over a medium heat whilst stirring for approximately 5 minutes. At this point the mixture will become like dough, remove from the heat. When cool enough take the dough from the pan and knead on a surface for about 5 minutes whilst adding the food colouring.

Instructions:

- This could be free play or you could suggest an idea to follow.
- The children could make cartoon characters, an animal, a vegetable, or a plate of food.
- You could make a few ideas up so that the children are stimulated before they start.
- If making an animal or cartoon, the children could add eyes etc.

Tips/Advice:

Play dough will keep for a long time stored in a covered plastic container or plastic sandwich bag.



20 minutes



2+ No maximum number depending on adequate supervision.





Memory Games

MIND

think and do



Introduction:

Memory games can boost memory and enhance vocabulary and reading skills. Memory games can foster ability to focus, and lengthen a child's attention span by encouraging the completion of an exciting, enjoyable game.

Activity 1 Swapsies

Aim:

To show how much we can forget about a person's appearance.

Equipment:

Only items that the children have brought with them.

Instructions:

- This activity is best done when the children are not in uniform.
- Split into two teams. One team is left in the room to swap items, whilst the other team goes out of the room.
- Five changes should be made to the children's appearances.
- For example someone may give their watch to another person; two people may swap shoes etc.
- Once all of the five changes are made the other team can then come in and collectively try to guess what changes have been made.
- You may want to decide who should guess by making those who want to guess put their hand up.
- However once three incorrect guesses are stated then the team who swapped their items can then allocate someone to tell the other team the items they did not get.
- As this activity involves giving personal items to another person it should be entirely up to the individual child as to whether they want to do 'Swapsies'.



10 minutes



2 teams, no maximum number depending on adequate supervision.

Activity 2 Who Is Missing?

Aim:

To remember who was in the room and to work out who is hiding.

Instructions:

- This game works better with a larger group (more than 15 people).
- Choose a player to be the Detective.
- They must leave the room and wait until they are called back in.
- In the meantime one or two children must hide and the rest of the group must stand around without expression.
- When signalled the Detective returns to the room and must guess who is missing.



20 minutes



10+ No maximum number depending on adequate supervision.



20 minutes



No maximum number
depending on
adequate supervision.

Activity 3 Movie Observation

Aim:

To see how much attention we pay when watching a film.

Equipment:

- DVD
- DVD Player
- TV/Projector
- Pre-prepared questions
- Pen/Pencil
- Paper

Preparation:

- Pick a particular scene from an appropriate movie/programme, and then go through picking out particular things you notice about the scene e.g Jeff was wearing a green hat or Mr Buckley was supposed to arrive at 14:00 hours.
- Put these facts into a question format i.e. What colour hat was Jeff wearing? or What time did Mr Buckley arrive at the house? These questions will be used later.
- Set up TV/Projector and DVD Player ready at the particular scene in the movie/programme.

Instructions:

- Start by sitting the children down and explaining to them that you want them to pay close attention to the clip that you are about to play to them and that you will ask them questions afterwards.
- Do not say anything more than that.
- Then play the clip.
- Afterwards read out your questions one by one, giving enough time between each one for the children to write their answers down.
- Once you've been through all the questions allow the children to mark their own or each other's papers.
- You could play in pairs or small teams.

Tips/Advice:

- Make sure that you use a film appropriate to the age of the children in the group.
- You could use a clip from YouTube or similar as there are many movie/programme clips available to view.

Aim:

To teach the children about science through simple experiments.

Introduction:

These short and simple experiments will help children to practise the process skills needed in science. This will increase the opportunity for children to develop and practise thinking, speaking and listening skills and give them the opportunity to experience a wider range of science topics, fostering their enthusiasm for science.

Activity 1 Liquid Mix Up!

Aim:

To understand that different liquids have different densities.

Equipment:

- Oil
- Water
- Honey
- Cork
- Grape
- 1p coin
- Jam jar
- Apron

Preparation:

Have all your ingredients prepared and set up your table so that the children can see clearly what you are doing.

Instructions:

- Start by filling your jam jar just under a third with honey – the most dense of the three liquids.
- Then pour on the oil up to just under two thirds – this will float in top of the honey.
- Then pour the water on top leaving some space in the jar – this will sit on top of the oil and the three liquids will be clearly separated.
- The children will be quite impressed at this stage and you then ask them why this has happened.
- Let them give their explanations and make sure they understand that it is because of the density of the liquids.
- Next hold up the coin and ask them where they think that it will sit when you drop it into the jar.
- Ask the same question for both the cork and the grape.
- Then get a volunteer to drop in the coin, another to drop in the cork, and another to drop in the grape.
- Make sure they do it one after the other.
- The coin will sit in the honey, the grape will be in the oil and the cork will be in the water.
- Ask the children to discuss why this has happened and let them ask any questions at the end.
- Put the lid on the jar securely and then get one to the children to shake the jar thoroughly to mix all the liquids and then say at the end of the session we will check to see if it goes back to where it was.

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

- Before you come back together ask the group to decide if they think it will be separated again or all mixed up.
- Explain one more time about density/thickness.

Tips / Advice:

Hide the jar after the children have shaken it. You could let them all shake it so that the anticipation is greater.



20 minutes



4+ No maximum
number depending on
adequate supervision.

Activity 2 Heartbeats

Aim:

To find your heartbeat and demonstrate how it beats.

Equipment:

- Straws
- Modelling Clay

Preparation:

Try this out to make sure that you know what you are doing.

Instructions:

Demonstrate this to the class using another adult leader:

- Put the group into pairs before you start and get them to sit together for your demonstration.
- Take your partner by the wrist and using your first two fingers find their heartbeat on their wrist just below their thumb.
- Make a point of saying that it must be those two fingers as there is a pulse in your thumb.
- Hold your two fingers up to show them which ones.
- Once you have found the person's heartbeat place the small piece of modelling clay over the pulse area.
- Make sure that it sticks to the hand and keep the hand flat so that it stays on.
- Then insert the end of the straw into the clay and watch as it moves with each heartbeat.
- Get the children to watch closely so that they can see it.
- Then give each pair a piece of clay and a straw and tell them to find a space and find each other's pulse.
- You will need to go around and help them as it can be hard to find the right place on the wrist.
- Once all the first children have found it and had a chance to watch the straw move tell them to change over and work the other way around.
- Once everyone has had a turn, bring the group back together to discuss

Tips / Advice:

The children may need a lot of support on this so make sure all the leaders are available to help the pairs. Talk to the children about the heart pumping blood to carry oxygen around the body.



Activity 3 Fizz it Up!

Aim:

To make some lemonade to taste and then to make a chemical reaction to make it fizzy.

Equipment:

- Lemons
- Jug
- Baking soda
- Glasses
- Water
- Sugar

Preparation:

Have your ingredients measured out and prepared.

Instructions:

Children love fizzy drinks especially lemonade.

- Ask for some volunteers and get them to wear plastic aprons then give them some halved lemons and a juicer and get them to squeeze all the juice of five lemons into the jug. (you may need to make sure that they have all the juice.)
- Then get a child to pour in the same amount of water into the jug.
- Get another child to give it a stir.
- Stir in four teaspoons of sugar and mix again. (if this is not enough add more to sweeten.)
- Then have five teaspoons of baking soda measured out and get another helper to pour that in.
- That is when the mixture will fizz up as the lemon, an acid - and the baking soda cause a chemical reaction.
- The fizz that happens when you pour in the baking soda is carbon dioxide bubbles just like those in a bottle of fizzy drink bought from the supermarket.

Tips/Advice:

Ensure the children understand what ingredients cause the reaction.



15 minutes



6+ No maximum number depending on adequate supervision.



Gridbusters Questions

LETTER	QUESTION	ANSWER
A	In what continent is Zambia?	Africa
A	What A was Henry VIII's second wife?	Anne Boleyn
B	Give the B who established a famous organisation that aimed to ensure children were well treated.	Banardo
B	What B is the word given to a Pirate's treasure and is also a well known chocolate bar.	Bounty
C	Give me the C that describes diseases such as Cholera, the Plague and other ailments that spread rapidly due to poor Public Health.	Contagious
C	What C is found in milk, broccoli and spinach?	Calcium
D	Give me the D that takes water from the streets into the Sewers.	Drains
D	What D means to share equally?	Divide
E	What E is the place where the Israelites were led out of by Moses?	Egypt
E	What E can be cooked, scramble, fried or boiled?	Egg
F	How many rings in the Olympics emblem?	Five
F	Which F starts life as a tadpole?	Frog
G	What is the world's largest island?	Greenland
G	What is the Alsatian dog also known as?	German Shepherd
H	Who was the leader of Germany in World War 2?	Hitler
H	Which very famous song does everyone get sung to them once per year?	Happy Birthday
H	Name the 'Super Hero', the mild mannered janitor	Hong Kong phooey
I	Which country is the volcano Vesuvius in?	Italy
I	What I forms when you freeze water?	Ice
J	Which is the largest planet in the solar system?	Jupiter
J	What is Rambo's first name?	John
K	What K is something you look through to see colours and patterns emerge?	Kaleidoscope
K	What K is the name of the place where Dorothy is from in the Wizard of Oz?	Kansas
L	Give me the L that pained the Mona Lisa?	Leonardo Da Vinci
L	What L is the yellow telly tubby?	La La
M	What M goes through different lunar phases each month?	Moon
M	What M is a chocolate that is round, covered in chocolate and full of air?	Malteser
N	In which country would one find 8 of the world's 10 highest mountains?	Nepal
N	What city did God destroy because of its wickedness?	Ninevah
O	What is the name of the prize given to film actors in America?	Oscar
O	What is the largest living bird?	Ostrich
P	What P is an earthly story that Jesus told?	Parable
P	What P grows in the ground, has a spiky top and is a fruit?	Pineapple
Q	What Q is a four sided shape?	Quadrilateral
R	What R is the world's largest country?	Russia
R	What R is the fast flowing part of a river which travels over rocks?	Rapid
S	On which street do Bert and Ernie live?	Sesame St.
S	What S is the highest mountain in Wales?	Snowdon
T	Which T is the capital of Japan?	Tokyo
T	What T is traditionally eaten at Christmas	Turkey
U	People living in a bungalow do not have an	Upstairs
U	What U does the Bible tell us that each one of us is?	Unique

Gridbusters Questions

V	Where does the pot bellied pig come from?	Vietnam
V	What V is used to describe a great choice?	Variety
W	What W is the ability to judge correctly and to follow the best course of action?	Wisdom
W	A rotating mass of water is called a	Whirlpool
W	What W do you wear on your feet when it is raining?	Welly boots
X	The name of a machine that takes images of the skeleton?	X ray
X	What x is a set of wooden bars that plays tunes -spell it?	Xylophone
Y	What Y is a major internet search engine?	Yahoo
Y	What Y is what Fred Flintstone says?	Yabadabadoo
Z	What Z is the study of animals?	Zoology
Z	What Z is a white coloured metal?	Zinc

Cryptogram Puzzles

Use the table below to work out the puzzles . . .

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
R	S	T	U	V	W	X	Y	Z								
18	19	20	21	22	23	24	25	26								

1) Solve the sentence

9 5,14,10,15,25 3,15,13,9,14,7 20,15 2,15,25,19 2,18,9,7,1,4,5
— — — — — —

2) Answer the question using numbers:

9,14 23,8,1,20 13,15,14,20,8 9,19 25,15,21,18 2,9,18,20,8,4,1,25?
— — — — — —

3) Write a secret message to a friend. If you wanted you could make up a new cryptogram to use

Sudukos

Level 1

Every row, column and mini-grid must contain the numbers 1 through 4.

		3	
	4		
		1	
	2		

		2	
	4		
		3	
	1		

		4	
1			
			4
	3		

Sudukos

Level 2

Every row, column and mini-grid must contain the numbers 1 through 6.

2	1			4	3
		6	2		
		3	4		
3	4			5	6

		2	4		
4					2
	2			3	
	4			6	
1					6
		3	5		

		1	6		
6					1
	1			6	
	5			3	
4					5
		5	4		

Sudukos

SOLUTIONS

Level 1

2	1	3	4
3	4	2	1
4	3	1	2
1	2	4	3

1	3	2	4
2	4	1	3
4	2	3	1
3	1	4	2

3	2	4	1
1	4	2	3
2	1	3	4
4	3	1	2

Level 2

2	1	5	6	4	3
6	3	4	5	1	2
4	5	6	2	3	1
1	2	3	4	6	5
5	6	1	3	2	4
3	4	2	1	5	6

6	1	2	4	5	3
4	3	5	6	1	2
5	2	6	1	3	4
3	4	1	2	6	5
1	5	4	3	2	6
2	6	3	5	4	1

5	2	1	6	4	3
6	4	3	2	5	1
3	1	4	5	6	2
2	5	6	1	3	4
4	6	2	3	1	5
1	3	5	4	2	6

Sudukos

Create your Own

Every row, column and mini-grid must contain the numbers 1 through 4.

Solve the Code

Add up the numbers and then for each number find out what letter of the alphabet matches that number - add the letter to the word (each box contains 1 word and all boxes make a sentence).

$$\begin{array}{l} 30 + 39 = \underline{69} \\ 21 + 49 = \underline{\quad\quad} \\ 50 \times 2 = \underline{\quad\quad} \\ 19 + 41 = \underline{\quad\quad} \\ 99 + 119 = \underline{\quad\quad} \\ 55 + 4 = \underline{\quad\quad} \\ 105 - 38 = \underline{\quad\quad} \end{array}$$

word: N _ _ _ _ _

$$\begin{array}{l} 15 + 47 = \underline{\quad\quad} \\ 22 + 22 = \underline{\quad\quad} \\ 31 \times 2 = \underline{\quad\quad} \\ 19 + 60 = \underline{\quad\quad} \\ 200 - 82 = \underline{\quad\quad} \\ 55 + 15 = \underline{\quad\quad} \\ 100 - 31 = \underline{\quad\quad} \\ 59 \times 1 = \underline{\quad\quad} \\ 63 + 15 = \underline{\quad\quad} \end{array}$$

word: _ _ _ _ _

$$\begin{array}{l} 7 + 81 = \underline{\quad\quad} \\ 1 + 1 = \underline{\quad\quad} \\ 50 + 50 = \underline{\quad\quad} \\ 17 \times 2 = \underline{\quad\quad} \\ 60 + 17 = \underline{\quad\quad} \\ 7 + 52 = \underline{\quad\quad} \end{array}$$

word: _ _ _ _ _

$$\begin{array}{l} 40 + 1 = \underline{\quad\quad} \\ 7 \times 10 = \underline{\quad\quad} \\ 50 + 9 = \underline{\quad\quad} \\ 124 - 62 = \underline{\quad\quad} \\ 23 + 55 = \underline{\quad\quad} \end{array}$$

word: _ _ _ _ _

Alphabet - Numbers Table

A = 70	E = 62	I = 34	M = 0	Q = 2	U = 100	Y = 67
B = 61	F = 13	J = 1	N = 69	R = 77	V = 5	Z = 9
C = 50	G = 60	K = 3	O = 55	S = 88	W = 41	
D = 46	H = 118	L = 44	P = 79	T = 59	X = 7	

Solve the Code

Add up the numbers and then for each number find out what letter of the alphabet matches that number
- add the letter to the word (each box contains 1 word and all boxes make a sentence).

$30 + 30 = \underline{60}$

$11 \times 5 = \underline{\quad}$

$15 + 31 = \underline{\quad}$

word: G _ _

$22 \times 2 = \underline{\quad}$

$50 + 5 = \underline{\quad}$

$3 + 2 = \underline{\quad}$

$3 + 59 = \underline{\quad}$

$100 - 12 = \underline{\quad}$

word: _ _ _ _

$47 + 12 = \underline{\quad}$

$102 + 16 = \underline{\quad}$

$50 + 12 = \underline{\quad}$

word: _ _ _

$20 + 21 = \underline{\quad}$

$55 \times 1 = \underline{\quad}$

$11 \times 7 = \underline{\quad}$

$7 + 37 = \underline{\quad}$

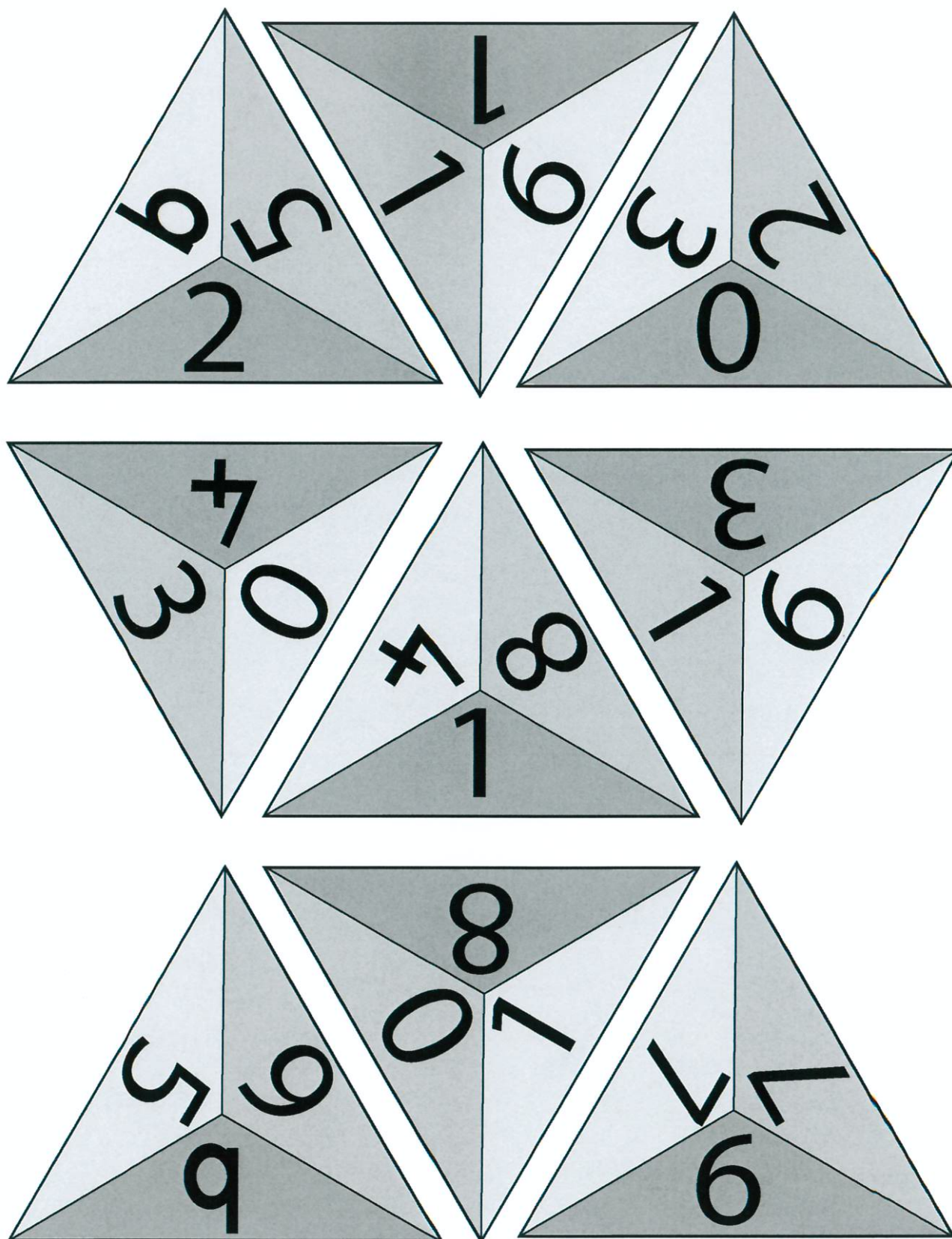
$40 + 6 = \underline{\quad}$

word: _ _ _ _

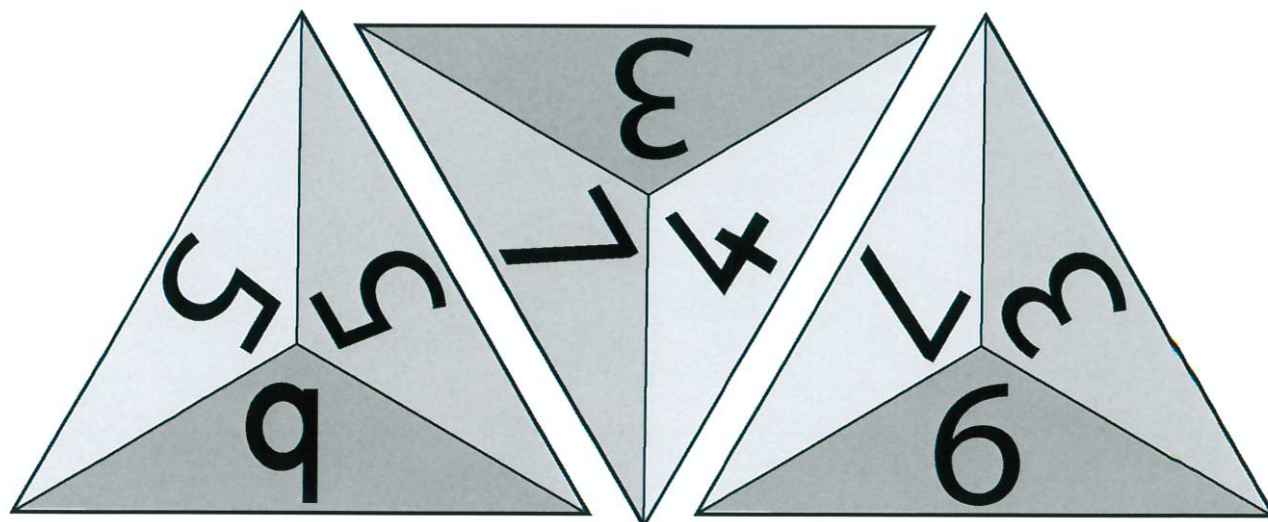
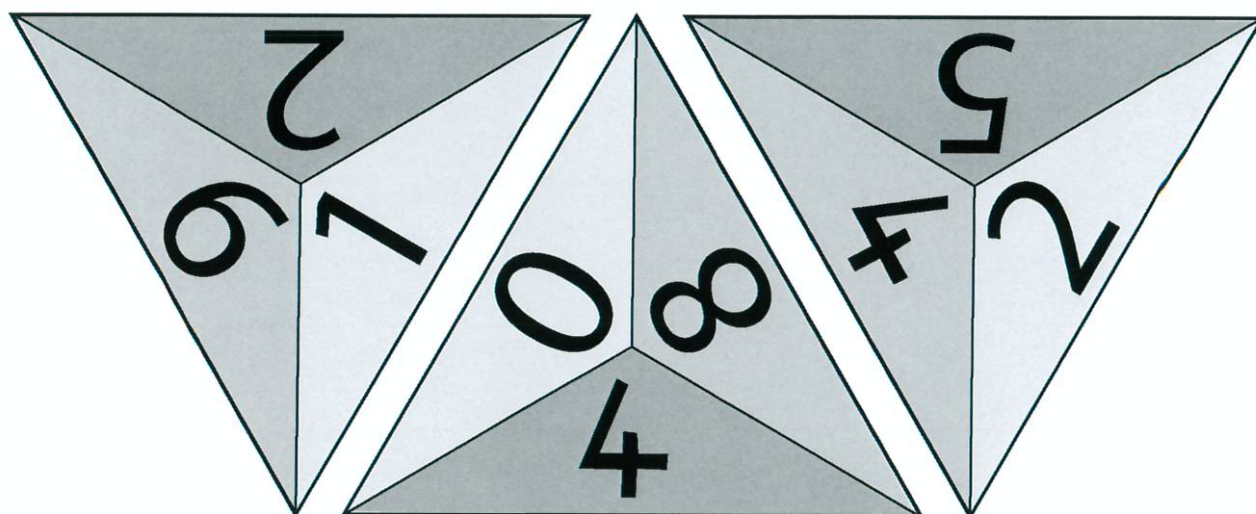
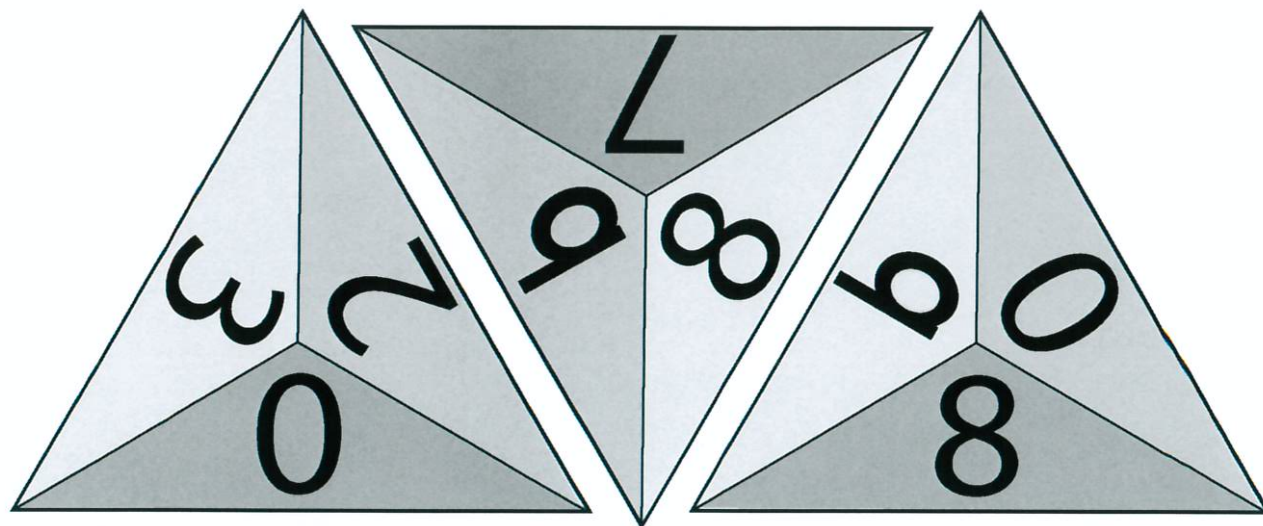
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Triangle Number Game



Triangle Number Game



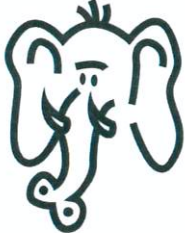
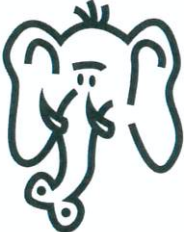
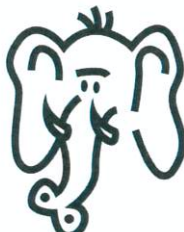
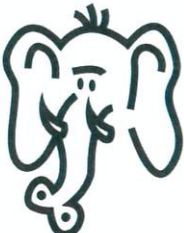
Find the Missing Number

Each animal in this grid represents a number either 1,2,3 or 4.

If you add up the numbers in any row or column, you get the total at the end of that row or column.

For example three elephants, and a tiger equals 5, and two elephants and a lion equals 8.

Work out which animal represent which number and then work out the missing number.

				13
				5
				12
				8
7	9	12	?	

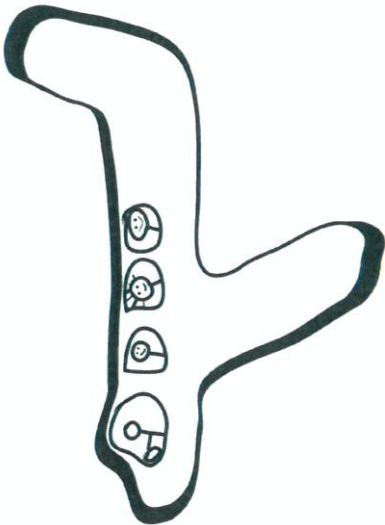
What Happens Next ?

Draw two more pictures and add some sentences to complete Tom's day.

	Tom was cycling home from school. As he turned he saw . . .

What Happens Next ?

Draw two more pictures and add some sentences to complete the story.

	The flight was on time and the family got their holiday off to a good start.		

Story Telling Keywords

Beware of the bears!	The crown was slowly lowered onto her head.
As the car went out of sight he went back into the house.	The clown finished the show and the audience cheered.
Drink me.	The judge banged on his desk... 'Order in the court'!
The knight jumped down off his horse.	As the moon rose everything could be seen.
The prisoner lay very still	The sun was high in the sky and very hot.
People were everywhere as he checked the departure board.	On the other side of the world things were happening.
As they sat on the carpet it began to rise!	I wish, I wish...

