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Playing to Learn and Learning to Play

Ministry of Education: Republic of Vanuatu

Early Childhood Care and Education

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Introduction

This document has many different games to engage children in using their small and large muscles, learning about friendship, hand washing and other important concepts. The games promote learning and fun for children. The games are safe, age appropriate and motivating. Each game has an introduction. If you need materials and do not have them be creative. If you need a ball and do not have one use newspapers packed tightly and taped or yarn. If you need to draw finish and start lines use chalk, draw on the ground or sand, and if you need bean bags use socks and fill them with sand.

Before you start each activity:

- Have all the materials ready
- Explain the activity twice and practise it once so all children understand.
- Make sure the area is safe and clean
- End the games when you think they have grasped the concept
- Invent your own games but make sure the games are used to teach a lesson or concept.

After each game sit in a circle with your children and ask them open ended questions:

- Why did you like the game?
- What did you learn?
- Ask them to pair with a friend and share what part of the game they liked best.

Encourage discussion and ensure everyone has a time to share

Disability

By promoting inclusion, everyone learns to accept and appreciate the diversity that exists around us every day. Here are a few helpful hints about working with children and adults who have a disability:

- Focus on what they can do, not what they cannot do. Emphasize abilities, not limitations.
- Let the persons do or speak for themselves.
- Do not assume that they need help.
- Modify games and activities only when necessary.

Change the activity

- Make the game easier or harder by changing some rule
- Have players take different roles or positions.
- Allow players to play in different ways (for example sit rather than stand).

Change the play area

- Change the size. Make the area smaller or bigger.
- Change the distance; for example, bring a bucket closer.
- Change the height of the target up or down.
- Allow for more or less space between players.
- Let children start at different places.

Change equipment

- Reduce size or weight of equipment.
- Select balls of different textures or brighter colours or balls that make noise.

Disability Possible Modifications

Vision

- Have the child work with a partner.
- Have others wear brightly coloured pins if a child has some vision.
- Slow down the movement of the ball.
- Simplify expectations for the game.
- Use sound to signify a success, for example, a partner claps hands if the ball goes into the basket.

Hearing

- Make sure the child understands demonstrations.
- Have the child work with a partner.
- Use simple signs for instructions.

Physical

- Have the child work with a partner.
- Simplify the expectations for the game.
- Allow skill development based on strength: for example, allow the child to throw from a seated position.
- Decrease the size of the playing field.

Cognitive

- Have the child work with a partner until he or she feels comfortable.
- Make sure the child understands demonstrations.
- Allow the child time to observe the game before playing to ensure the child understands.
- Simplify the expectations for the game

These games were adapted with permission from various sources and the drawings also. The main document used is the Early Child Play Leaders Manual from Right To Play, Toronto, 2012

Let's Begin To Play

1. How to Play: Name Game (this game helps children learn their names)

The following games will help the children get to know each other's names. If you are working in a group that already knows each other well, you may choose to use other warm-up games to set a fun tone on your first day.

1. Tell the children that you will be leading a few games to help them learn each other's names.
2. Challenge them to remember the names of at least 2 other children in the group that they didn't know before today.

Game 1:

1. Ask the children to sit in a circle.
2. Explain and demonstrate that:
 - You will start by calling out your name and your favourite food. For example, "Hello, I am Ali and I like grapes."
 - The rest of the group will then greet you, saying, "This is Ali. He likes grapes."
 - The child on your right will then call out her name and favourite food and the group will greet her in response.
3. The game continues until all the children have called out their names and favourite foods and received greetings from the group.

Game 2:

1. Ask the children to stand in a circle.
2. Explain and demonstrate that:
 - You will start by calling out your name using a particular volume.
 - The rest of the group will repeat your name in the same volume as you used.
 - The child on your right will then take his turn calling out his name in a tone that he likes and the group will repeat.
 - For example, Hanna roars, "SMITH!" and the group roars back "SMITH!" MARY whispers, "MARY." The group whispers back "MARY."
3. The game continues until all the children have had a turn

2. How to Play: Ground Rules (this game establishes rules early)

Ensure that the playing area is clean and safe

Step One: The Boat Game

1. Divide the children into teams of 3-5.
2. Ask each team to stand in a line with hands on the shoulders of the child ahead.
3. Explain and demonstrate that:
 - Each team will pretend they are a boat.
 - Together they will move around the playing area (remaining connected) and moving their bodies in response to the words you call.

- For example, if you call out, “Move like a boat on a calm, calm lake,” they should move slowly and calmly.

If you call out, “Move like a boat in the middle of a storm with big rough waves,” they should jump up and down and back and forth while remaining connected.

4. Call out the following instructions:

- Move like a boat on a calm, calm ocean....
- There are some winds picking up....
- The winds are getting stronger and stronger....
- Now there are waves hitting the sides of the boat....
- The waves are getting bigger and bigger...
- Now the waves are crashing over the front of the boat....
- The lightning is coming down...
- Suddenly, your boat hits a big rock and all of you are tossed onto the beach of a deserted island.

Step Two: The Group Contract

5. Tell the children that they are making a fresh start in a new group. Just like a group of people starting a life on a deserted island, they are starting a life in this Early Child Play group together. To work and play well together, they need some ground rules, so that everyone knows what to expect and what is expected of them.

6. Ask the children to sit in a circle. Ask if there are any rules in their family that they must follow. Ask why these rules are important to follow. Tell the children that together they need to come up with a few rules that are important for the entire group to feel safe and happy. Give one or two examples from the list below. Then encourage the children to come up with other rules. Write them down.

Some examples of rules to include are the following:

- Play fairly.
- Respect one another.
- Be kind to one another.
- Include everyone.
- Listen to instructions.
- Share the equipment.
- No teasing each other.
- No hurting each other.
- Look after yourself, look after one another.

8. When the groups have shared all of their ideas, review the list. Ask the children if they think that all of the rules listed are reasonable.

9. If there are rules that you are unsure of, or think are unreasonable, discuss them and remove them if necessary.

10. Pick only 3 or 4 rules to focus on at first. Make these choices with the children. As the children learn and apply the rules, add new rules one at a time.

11. When the list is complete, ask all of the children if they agree to abide by the rules they have created.

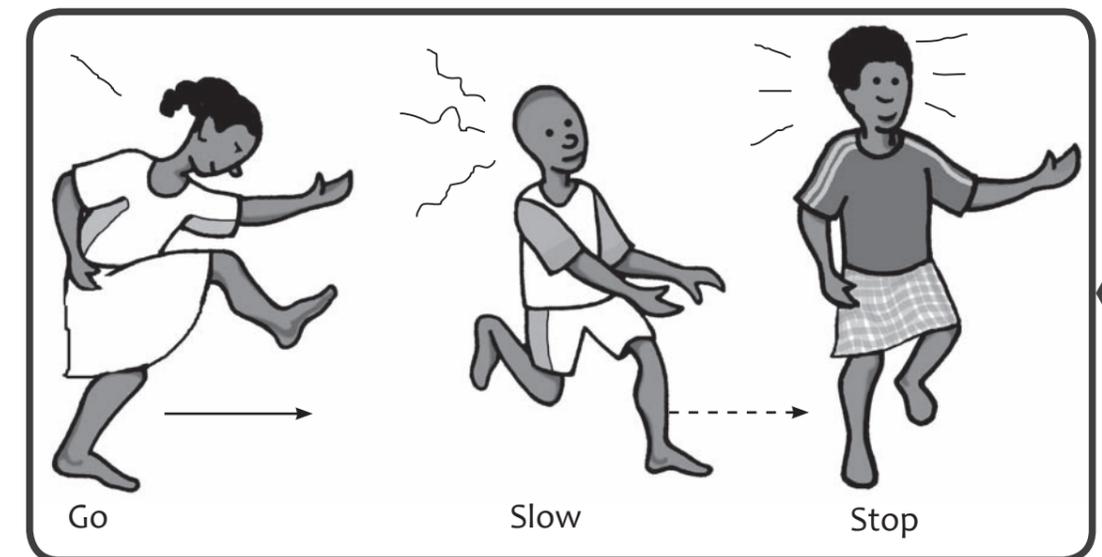
12. If possible, bring the list with you to each session. Remind the children of the rules they created to keep the group feeling safe and happy.

How to Play: Play Go, Slow, And Stop (this game will assist children to follow directions)

1. Mark clear boundaries for a play area that allow enough room for children to run and chase each other.
2. Ask the children to find a space in the play area and face you.
3. Tell the children that they will pretend to drive a car, bicycle, or motorcycle when playing this game.
4. Explain and demonstrate that there are three commands in the game that the children must be aware of:

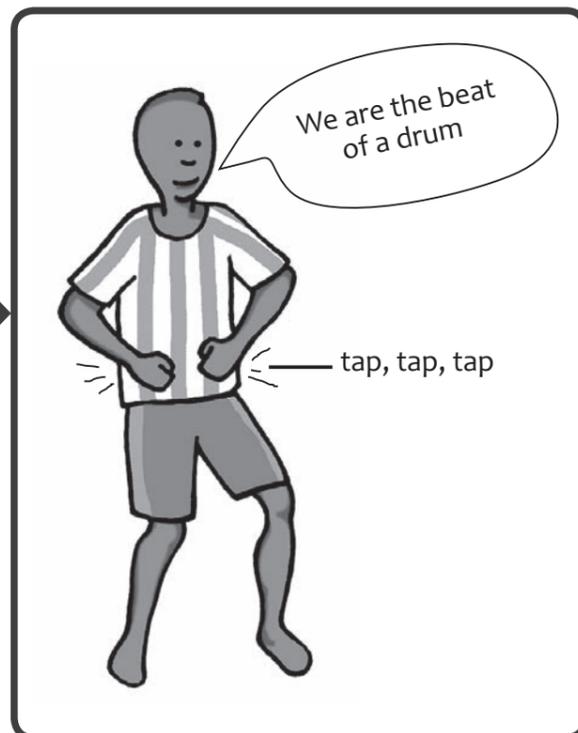
- The first is “Go.” When you say, “Go!” the children will move quickly around the play area pretending to drive their vehicles and working to avoid bumping into any other vehicles.
- The second is “Slow.” When you say “Slow,” the children will move in slow motion around the play area, still pretending to be vehicles.
- The third is “Stop.” When you say “Stop,” the children will freeze and stand completely still until they hear the words “Go,” or “Slow,” again.

5. The game ends at your discretion. Make sure the children are watching for others at all times.



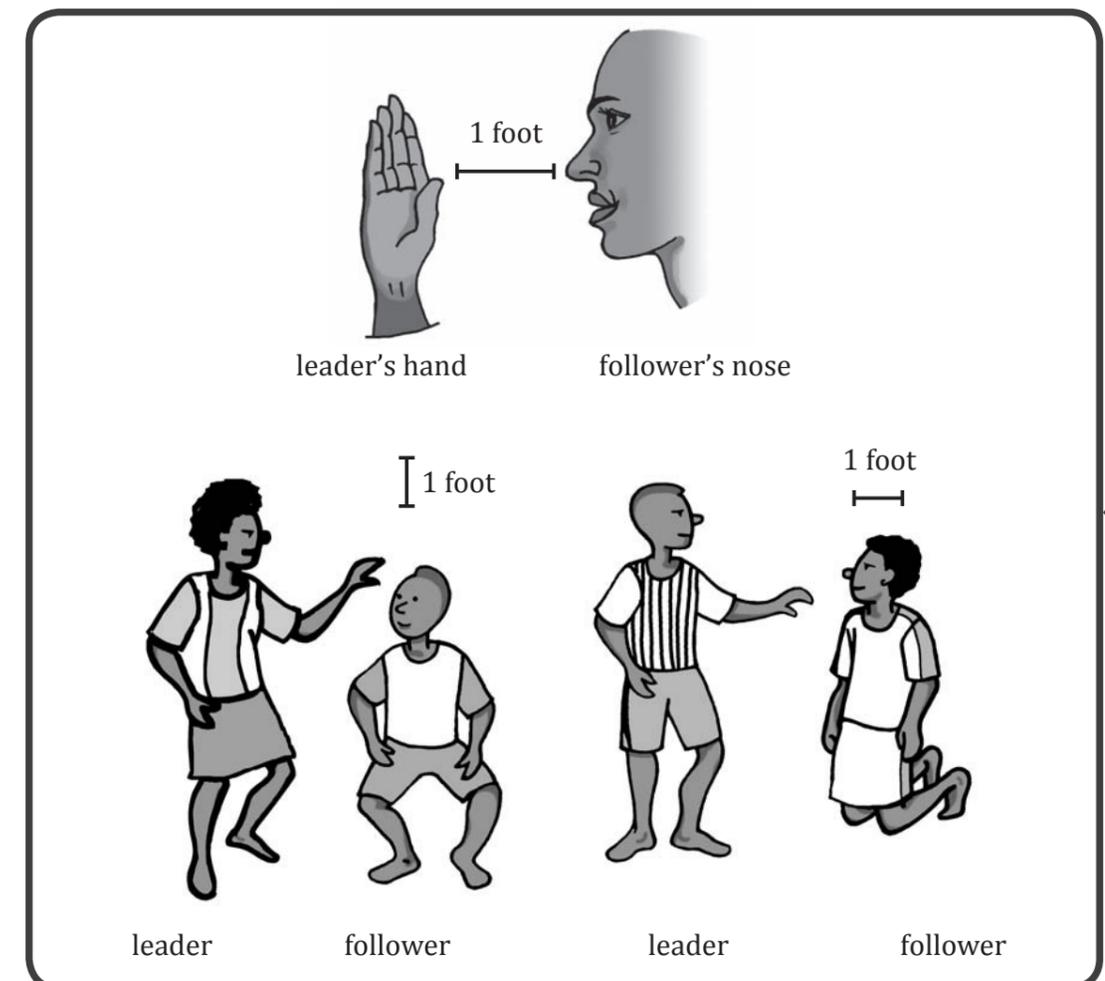
How to Play: Musical Me (this game teaches parts of the body)

1. Ask the children to form a line one behind the other facing the first child in line.
2. Tell the children that they will pretend to be a band when playing this game.
3. Explain and demonstrate that:
 - The children will follow you around the room making the same noises and actions as you do.
 - Lead the children around the room changing your actions and sounds every 15-20 seconds.
 - Say: "We are the beat of a drum" then clap your hands as you walk.
 - Say: "We are the beat of a drum" then click your tongue to make a noise as you walk.
 - Say: "We are the beat of a drum" then tap your stomach as you walk.
 - Say: "We are the voice of a singer" then sing lalala lalalala as you skip.
 - Say: "We are the sound of a guitar" then make guitar noises and play an imaginary guitar as you walk.
 - Say: "We are the beat of a drum" then stomp your feet loudly as you walk.
4. Invent your own musical sounds and actions.
5. You can speed up and slow down your movement as you lead the group.
6. The game ends at your discretion. Make sure the children are watching for others at all times.



How To Play: Follow My Hand (a follow the leader game)

1. Divide the children into pairs.
2. Ask one member of each pair to begin the game playing the role of the Leader.
3. The other partner in each pair will begin the game being the Follower.
4. Explain and demonstrate that:
 - When you say the word, "Go," all the Followers will try to keep their noses approximately half a metre from the right hand of their Leaders.
 - Leaders will move around the room lifting their right hand high and low and in any direction they choose.
 - When you say, "Stop," all of the Followers will change roles with the Leaders and lead their partners with their right hands.
5. Say, "Go!" and "Stop," every 1-2 minutes. Make sure the children are watching for others at all times.



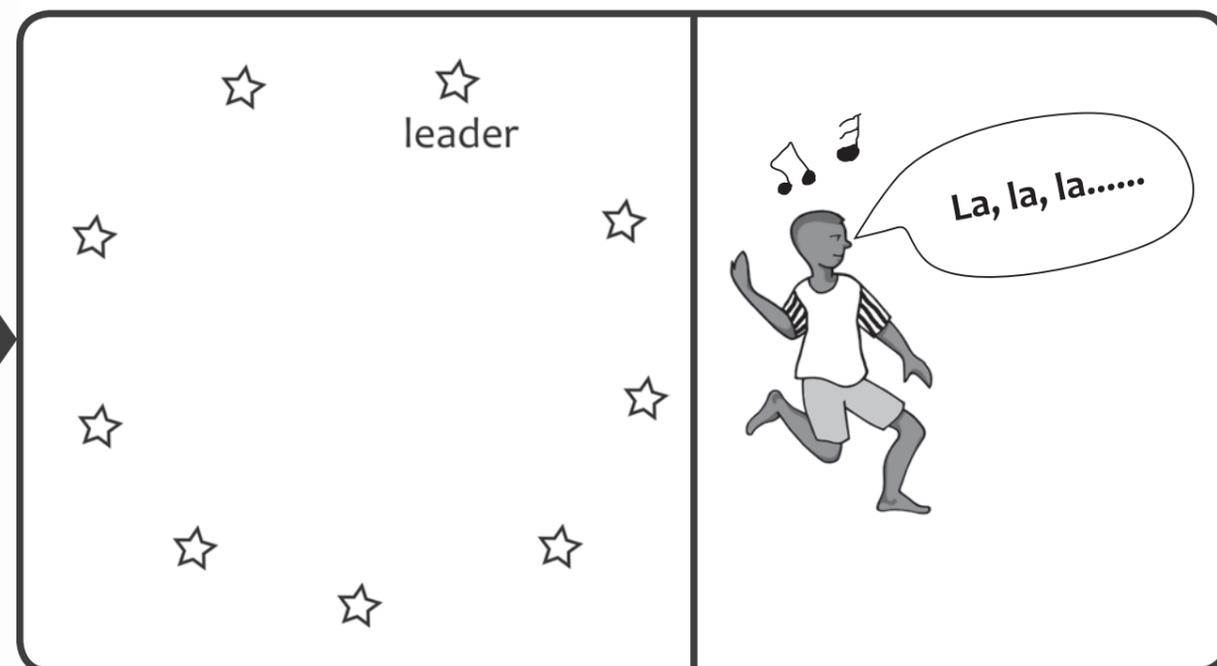
How To Play: **Singing And Dancing** (a game of movement and concentration)

Ask the children to form a circle.

2. Explain and demonstrate that the children should listen to the song and follow your movements. Try to sing a song that the children know.
3. Lead the children in a local song that they know or might have heard. The more simple or repetitive the language, the better.
4. Ask the children to follow your dance or to make their own dances. To vary the dance actions, tell children to:

- jump and turn to face out of the circle when you say a certain word
- jump back and face into the circle when you say the word again
- shake their bodies
- jump or bounce
- sway their hips
- skip

5. The game ends when the song ends. You may repeat the song a few times to allow children to learn the words and actions.



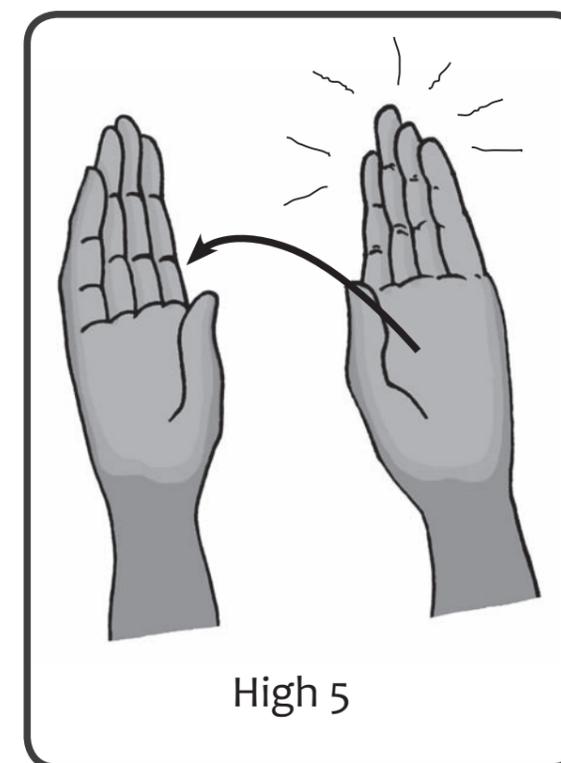
7. How To Play: **High Five** (a game of follow the leader and concentration)

1. Ask the children to find an open space in the play area.
2. Explain and demonstrate that:

- They should jog around the play area.
- When they pass other players they should raise their arms, open their palms and give the other players a High 5.

Ask the children to High 5 gently

3. The game ends at your discretion



How to Play: **Slow Leak** (a game that encourages drama)

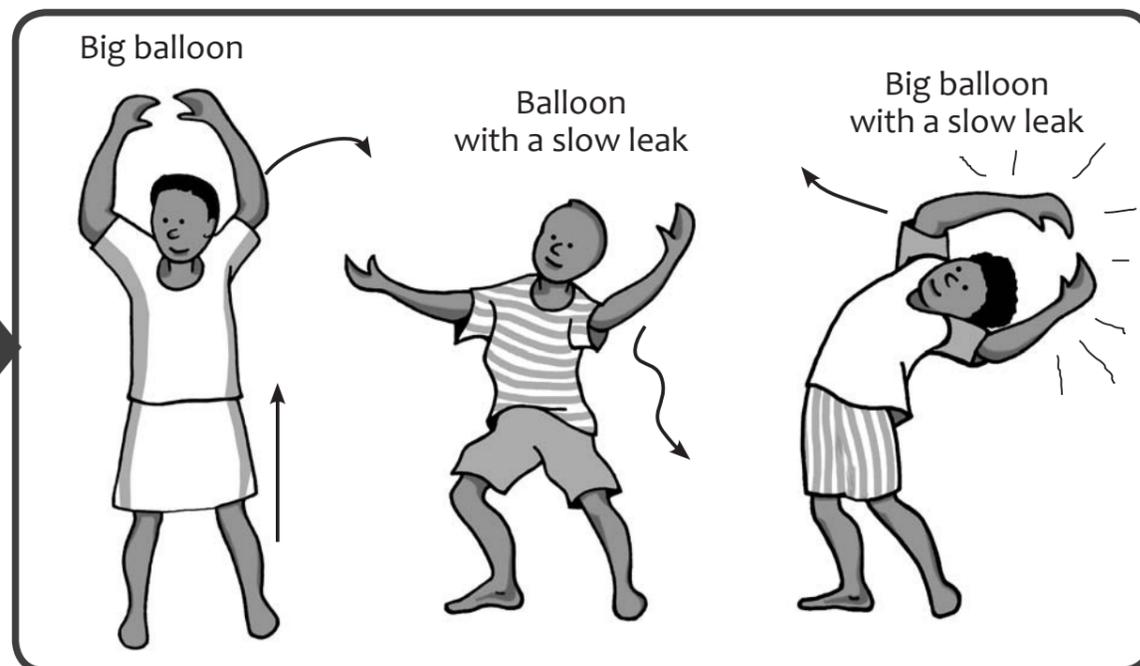
Ask the children to pretend they are big balloons (they can do this by waving their arms in the air, bouncing around the room, hopping, and so on).

2. Explain and demonstrate that:

- You will tell the children that different things are happening to the environment or to the balloons. The children must use their bodies to act as though they are balloons in the situation you describe. For example, “Pretend you are a balloon and a big wind storm has just lifted you into the air,” “Pretend you are a balloon and you have been tied to the back of a bicycle that is riding around town,” “Pretend you are a balloon that is tied to a ceiling fan,” and so on.

3. The final situation you present should be this one: “Pretend you are a balloon that has a small hole in it and the air is slowly leaking out.” Ask the children to pretend they are deflating. They slowly move their bodies downward until there is no more air left in the balloons. Finally, they are in the crouching position, making no movements.

4. Allow the children to stay in the final position for 10-20 seconds to allow their bodies to cool down. Make sure there is enough space between children so they do not hit each other as they follow the instructions.



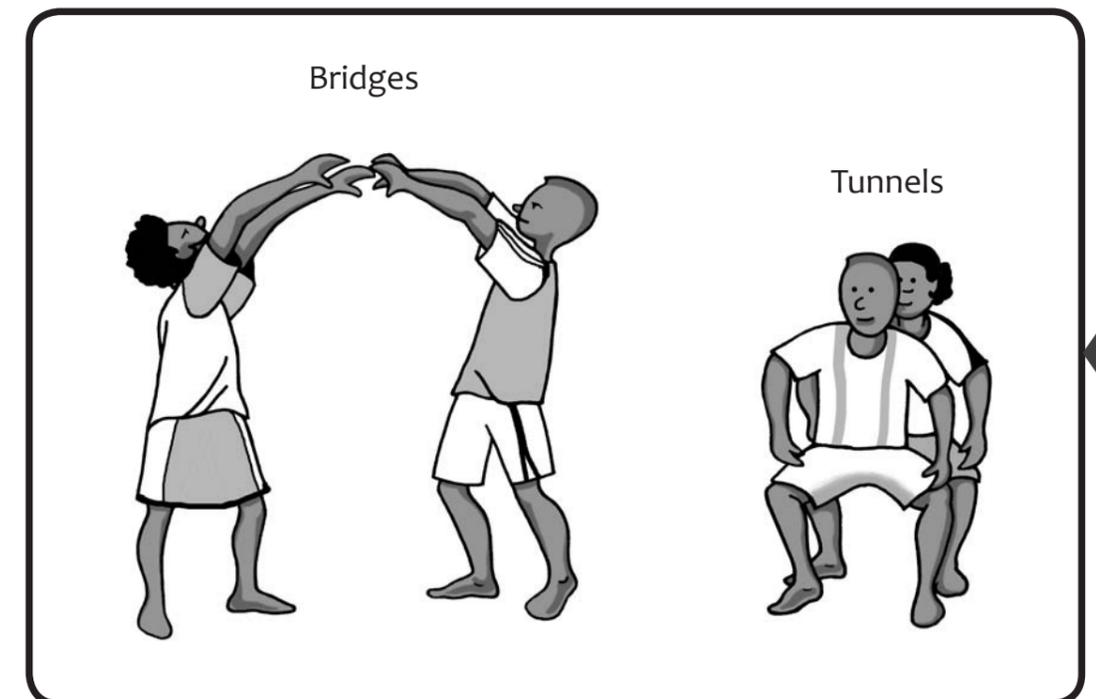
How to Play: **Bridges And Tunnels** (a game focused on children following instructions)

1. Ask the children to find an open space in the play area.

2. Explain and demonstrate that:

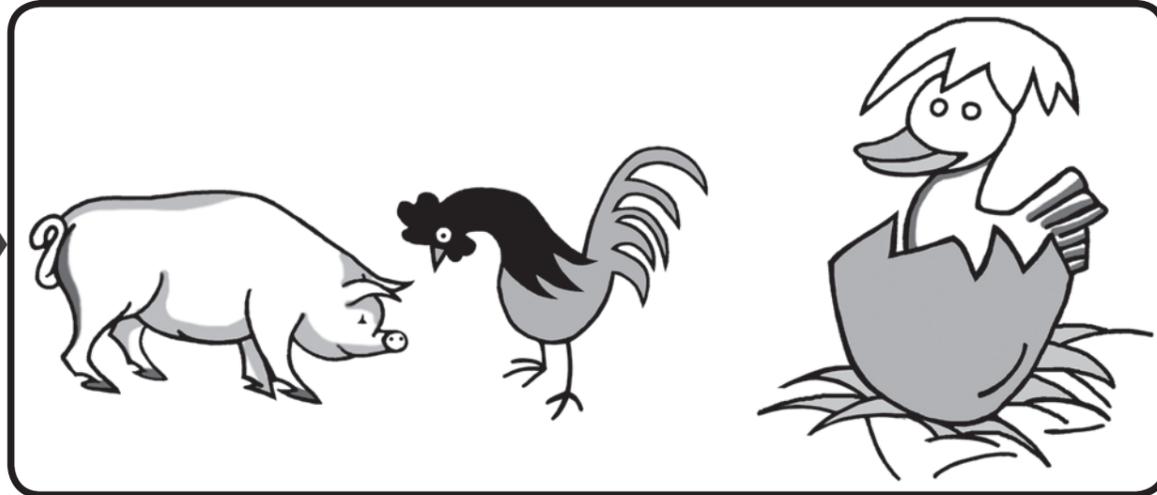
- When you say, “Go!” the children should move freely about the play area hopping, jogging, dancing or marching.
- You will call out either “Bridge” or “Tunnel.”
- When they hear the word, “Bridge,” the children should find partners. Partners stretch their arms in the air and touch palms with each other. Ask the children not to lean on their partner when making the bridge shape to avoid falling into one another.
- When they hear the word, “Tunnel,” the children should find new partners. Partners stand back to back, bent over slightly, their legs spread wide apart and their hands on their knees, and.
- After they have held either position for 15 seconds, you will say, “Go!” again. The children should continue moving around the play area until the next position is called.

3. The game ends at your discretion



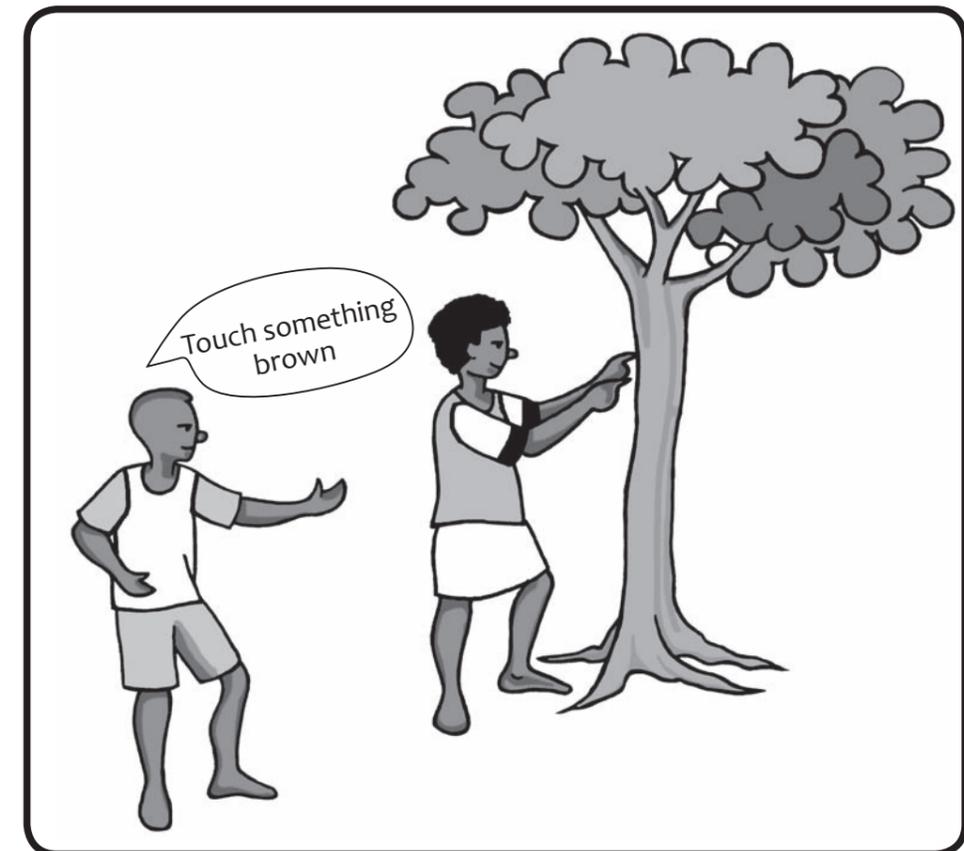
How to Play: **Animals In The Yard Or Farm** (a game that teaches children about animals)

1. Ask the children to find an open space in the play area.
2. Choose 3 animals.
3. Secretly assign one of the animals to each child. Try to assign the animals evenly.
4. Explain and demonstrate that:
 - Each child must keep the animal a secret.
 - Ask the children to close their eyes.
 - Ask the children to move carefully around the play area, with their eyes closed, making the sound their animals make.
 - Children should use the animal sounds to find and link arms with other children who are the same animal as they are.
 - The only communication allowed is the animal sounds. Make sure the children are not pushing others as they walk around with their eyes shut. Ask the children to move slowly so they do not have any accidents.



How To Play: **Find Your Colour** (a game that teaches children colours)

1. Ask the children to spread out in the play area and face you.
2. Tell the children that this game is about colours.
3. Ask the children to name as many colours as they can think of.
4. Explain and demonstrate that:
 - You will ask the children to touch an object of a certain colour (for example, “Touch something green!” or “Touch something red!”)
 - The children will then run and touch something in the play area of the colour that has been called.
5. Watch to see that children are quickly identifying the colours you call out.
6. The game ends at your discretion.
7. Make sure children do not run into each other.



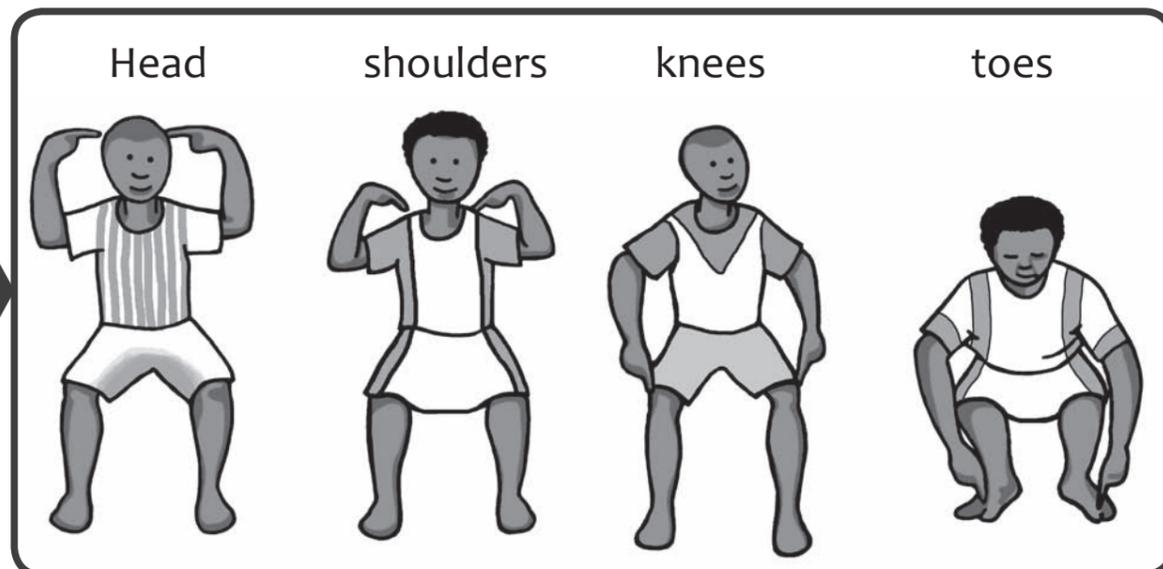
How To Play: **Body Parts** (a game that teaches children to identify parts of the body)

1. Ask the children to stand in a semi-circle facing you.
2. Sing the following song (to the tune of “London Bridge” or any other children’s song) pointing to each body part as you sing about it. Ask the children to repeat each line and action.

Head, shoulders, knees and toes,
Knees and toes,
Knees and toes,
Head, shoulders, knees, and toes,
Eyes, ears, mouth and nose.

3. As the children become more familiar with the song, have them sing it with you.
4. Explain and demonstrate that:

- The first time the children sing the song, they will sing it from beginning to end doing all of the actions.
- The second time they sing the song, they won’t say the word “head,” but will do all of the actions and sing the rest of the song.
- The third time, they won’t say the words “head” or “shoulders,” but will complete the rest of the song.
- They will continue in this way until the entire song is all actions and no words.

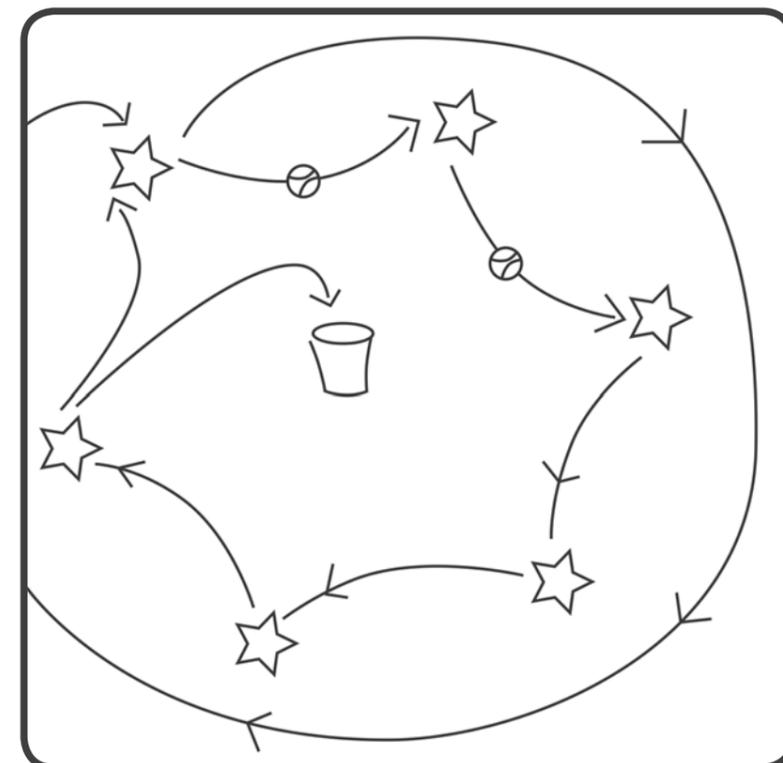


How To Play: **Listen To This** (a play that focuses on concentration and listening)

1. Divide the children into groups of 6-8.
2. Ask each group to form a circle.
3. Give 1 child in each group a ball.
4. Tell the children that this game involves whispering. Ask them to practise whispering by whispering, “Listen to this.”
5. Place a basket in the middle of each circle of children (see diagram).
6. Explain and demonstrate that:

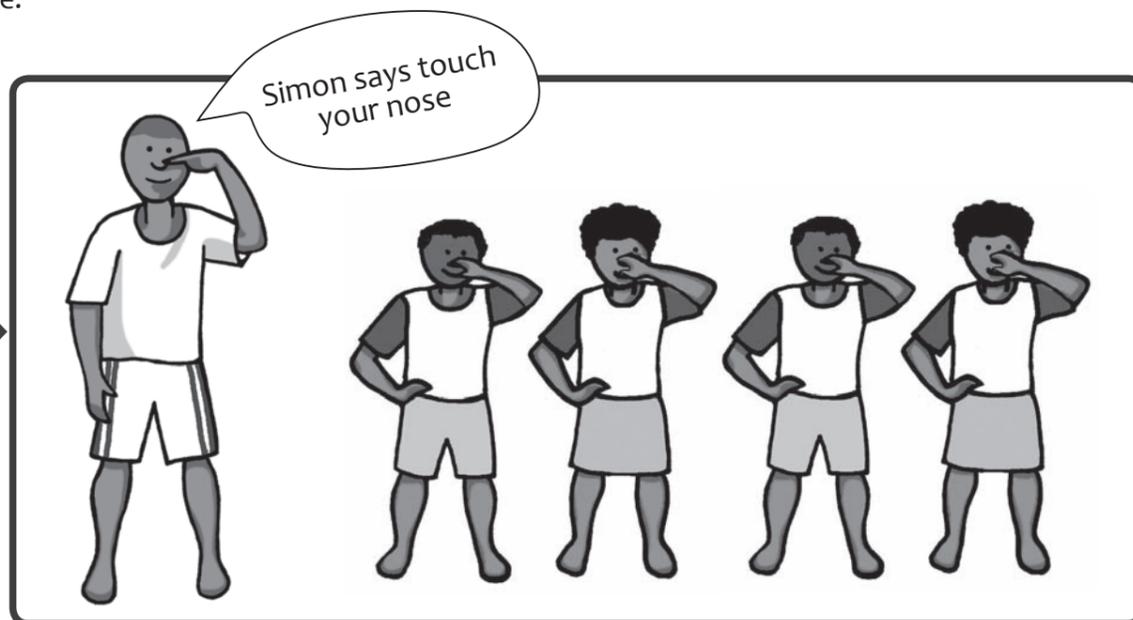
- You will whisper a message in the ear of the child holding the ball (for example, “Fish like to swim.”).
- That child will then run around the outside of the group and return to the same spot.
- The runner will then whisper the message to the next child and give that child the ball.
- The next child will do the same as the first.
- This pattern continues until the last child in the circle completes a run around the group.
- The last child to run will put the ball in the basket and say the message out loud.

7. Create new messages each time and allow different children to start with the ball.
8. The game ends at your discretion



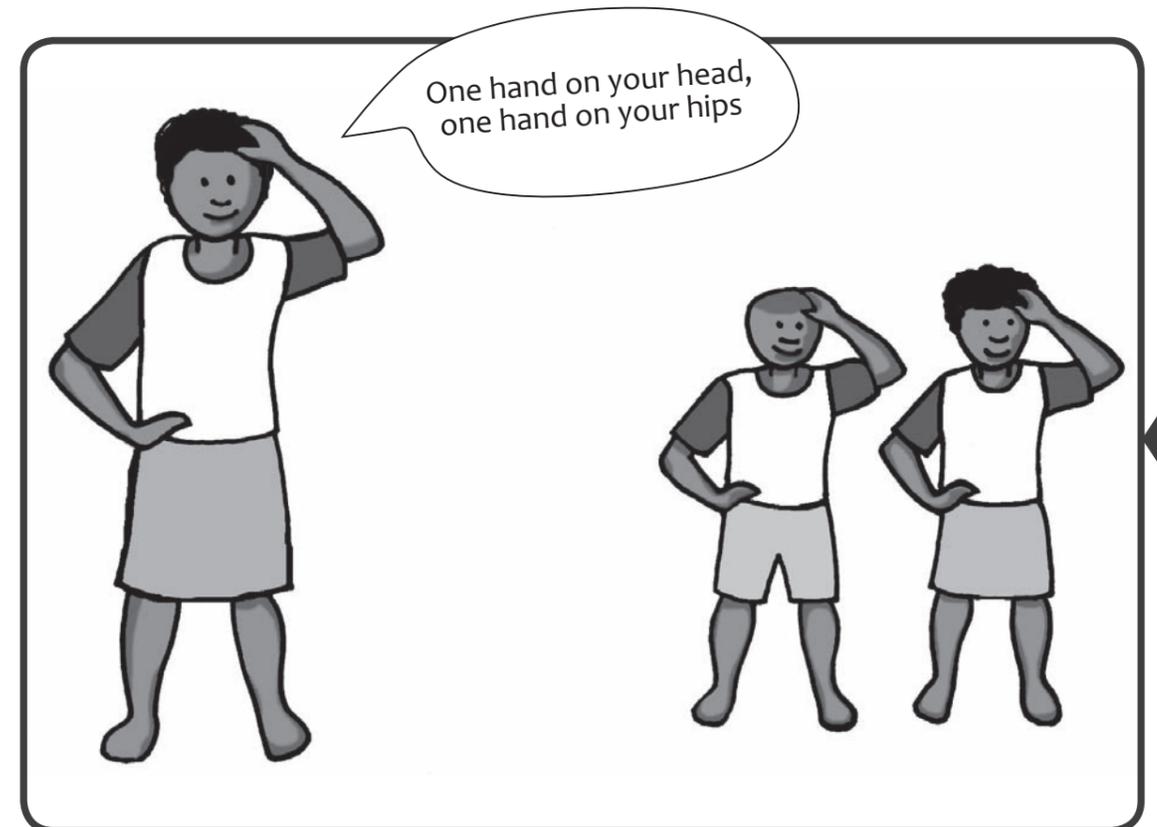
How To Play: Simon Says Or Sarah Says (a game that focuses on following directions and listening)

1. Ask all the children to stand somewhere in the room facing you.
2. Tell the children that, in this game, your name is Simon.
3. Explain and demonstrate that:
 - Simon will give them instructions.
 - Whenever Simon starts an instruction with “Simon says, “they must try to follow that instruction.
4. Give the children 3 examples to practise (for example, “Simon says touch your nose,” “Simon says touch your toes,” “Simon says turn around.”).
5. Explain that sometimes, Simon gives instructions without starting with “Simon says.” When Simon does this, the children must not follow the instruction (for example, “Touch your head,” “Touch the ground,” “Run on the spot.”).
6. Start the game by giving instructions slowly and occasionally give instructions that do not begin with “Simon says.” For example:
 - Simon says hop on one foot.
 - Simon says sit down.
 - Simon says kick your leg.
 - Touch your chin.
 - Simon says clap your hands.
 - Stop clapping.
7. When children make mistakes, ask them to touch their toes 3 times and then continue with the game.



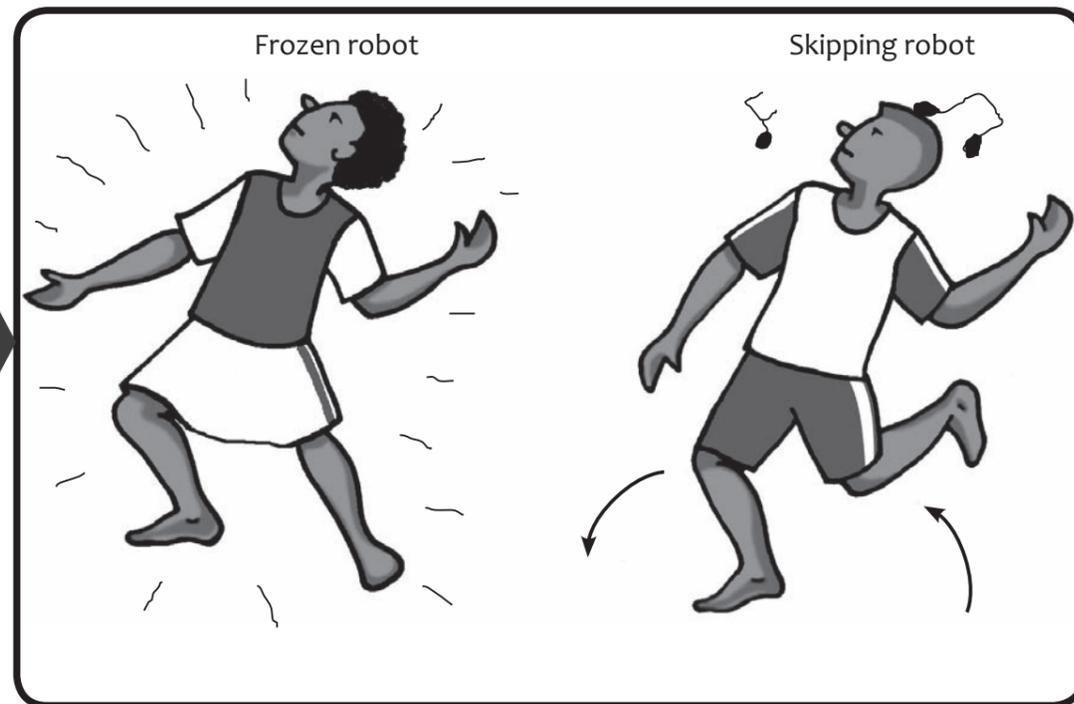
How To Play: Mirror (a game to reinforce body parts and listening)

1. Ask the children to stand in a group facing you with at least an arm's length between them.
2. Explain and demonstrate that:
 - This is a game that involves knowing your body.
 - The children will try to repeat any action you are doing as though they are looking into a mirror.
 - You will call out a body position and demonstrate what the body position looks like. For example, “1 hand on your head, 1 hand on your hip,” “2 knees on the ground, 1 hand on your cheek,” “1 leg in the air, 1 arm in the air,” and so on.
 - The children will then try to copy (or mirror) what you are doing.
 - Once all the children are copying the position correctly, you can call out a different body position.
3. The game ends at your discretion.



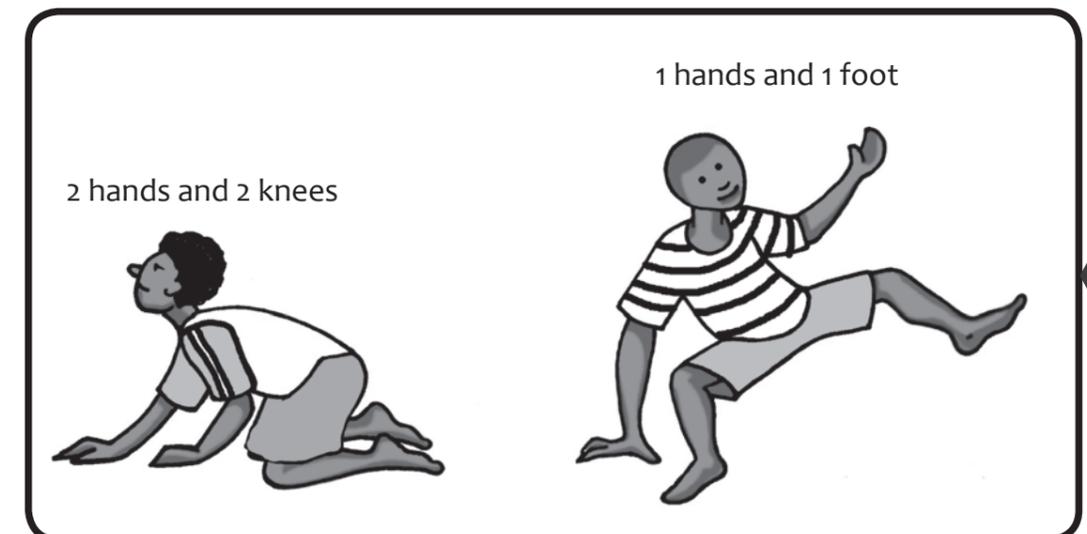
How To Play: Musical Robots (a game that focuses on movement)

1. Ask the children to spread out in the play area and face you.
2. Explain and demonstrate that:
 - In this game the children will pretend to be robots.
 - When the music plays, the children will hop, skip or jump as if they are made of metal.
 - When the music stops, the children will freeze immediately as if they are robots and their batteries have run down. This means they must stay in whatever position they are in.
 - When the music starts again, the children will resume skipping, jumping or hopping, as though their batteries have been replaced. Make sure children don't bump into one another.
3. The game ends at your discretion



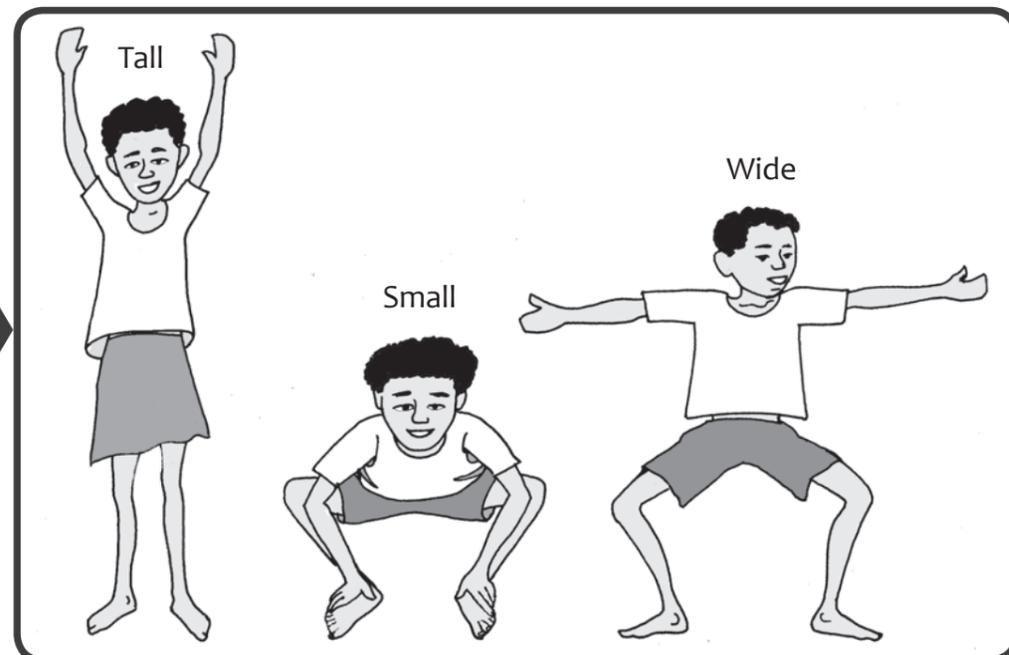
How to Play: Statues (a game that focuses on parts of the body and following directions)

1. Ask the children to spread out in the play area and face you.
2. Ask the children to make themselves look like statues.
3. Explain that this game involves balancing and freezing like a statue.
4. Explain and demonstrate that:
 - You will call out different combinations of body parts that children must place on the ground and balance on. For example:
 - 2 hands and 1 foot
 - 2 feet
 - 1 hand and 1 foot
 - 2 knees and 1 hand
 - 1 elbow and 2 knees
 - No other body parts should touch the ground.
 - Each child should try to balance in the position for 3 seconds, counting each second out loud.
5. The game ends at your discretion.



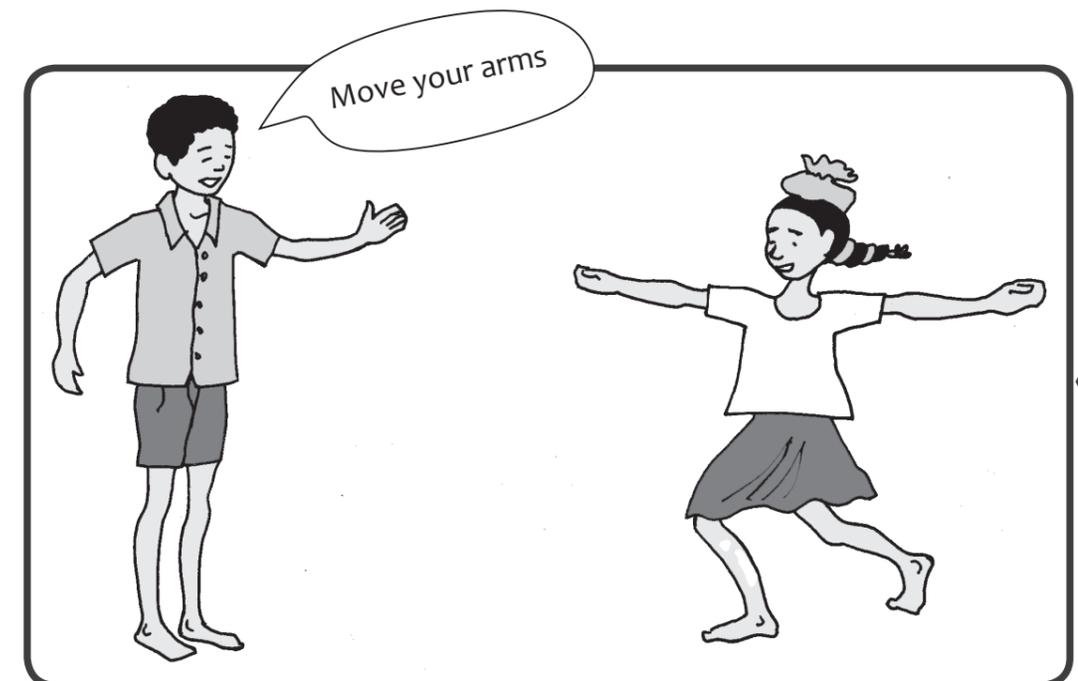
How To Play: Tall, Small And Wide (a game that focuses on learning different sizes and length)

1. Ask the children to find a spot in the play area where they have at least an arm's length of space on either side of them.
2. Ask them to stand facing you.
3. Tell the children that in this game they will get a chance to stretch their bodies in many different ways. They should not bounce when they stretch, but stretch slowly and hold each stretch for 6-8 seconds.
4. Ask the children if they can make themselves "as tall as a house, as small as a mouse or as wide as a wall."
5. Explain and demonstrate that:
 - By standing on tiptoes and stretching their arms up high, they are as tall as a house. Ask them to hold this stretch for 6-8 seconds.
 - By crouching down and hugging their knees, while tucking their head in, they are as small as a mouse. Ask them to hold this stretch for 6-8 seconds.
 - By stretching their arms and legs out as wide as possible they are as wide as a wall. Ask them to hold this stretch for 6-8 counts.
6. Ask the children if they can think of anything else that is tall (for example, a hill, a building, the school). Continue stretching for each tall example.
7. Repeat the questions for small things and wide things. With each example, do the stretch.
8. The game ends at your discretion.



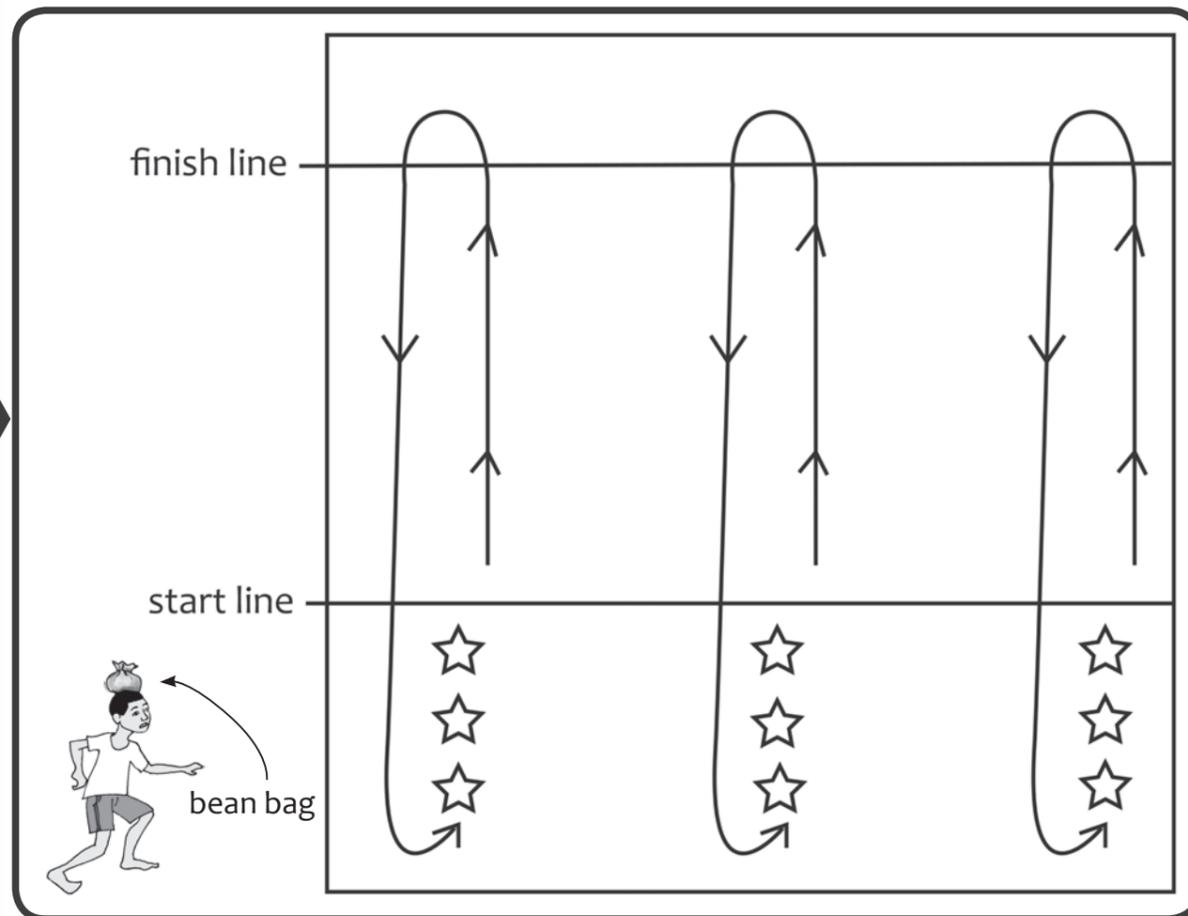
How to Play: Your Body Is In Control (a game that shows children how to self-regulate and control their body)

1. Ask the children to spread out in the play area so that they each have room to move around.
2. Ask them to stand facing you.
- 3 Explain and demonstrate that:
 - You will begin marching on the spot at a slow and steady rhythm.
 - The children will follow by marching on the spot keeping your rhythm.
 - You will point to a certain body part while marching (for example, elbow, knee, arm, shoulder, etc.).
 - The children will then begin moving that body part in a variety of ways (for example, moving it up and down, rolling it around, wiggling it, etc.).
 - You will slowly increase the speed of the marching rhythm as they change body parts and they will increase their speed as well.4. The game ends at your discretion.



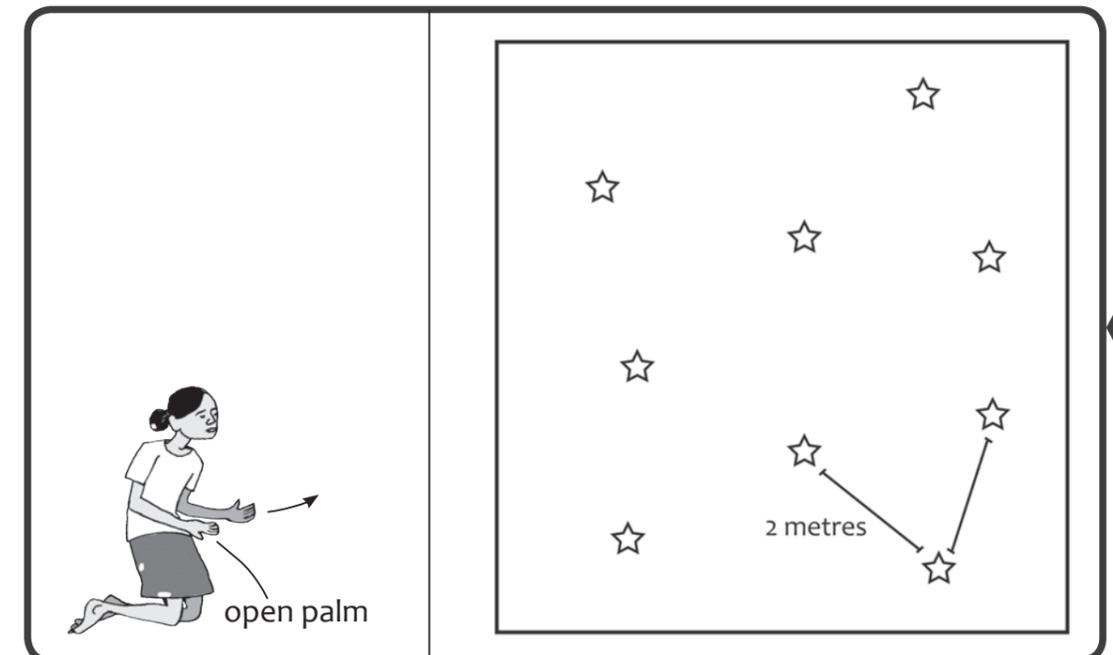
How to Play: Bean Bag Race (a game focused on balance)

1. Mark a start and finish line.
2. Divide the children into groups of 6-10.
3. Ask each group to stand in a line behind the start line.
4. Explain and demonstrate that:
 - The first child in each line will balance a beanbag on his head and walk or run to the finish line and back. Then, he will pass the beanbag to the next child.
 - The second child will then balance the beanbag on his head and walk or run to the finish line and back, then the third and so on.
 - Once every child has had a turn, the team must sit down with their hands on their heads to signal that they are done.
 - If a child drops the beanbag, that child must pick it up and place it back on his head and continue the race.Make sure the groups are safely spaced apart from one another.



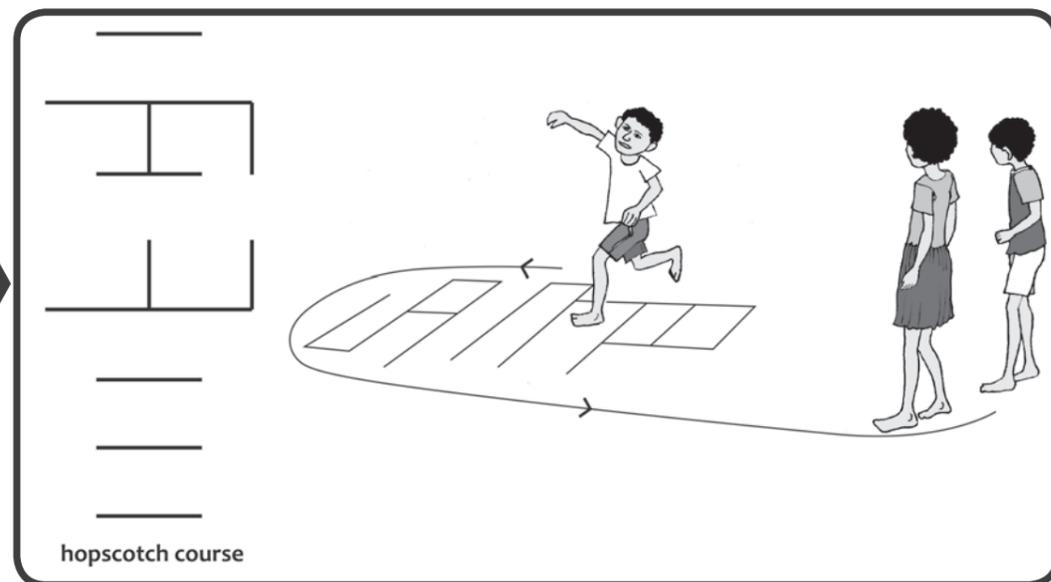
How to Play: Hit The Ball (a game focused on balance, concentration and coordination)

1. Give every child a ball.
2. Ask each child to find a space in the play area with at least 2 metres of space around each child (see diagram).
3. Tell the children that in this game they will get a chance to practise hitting the ball with their hands.
4. Explain and demonstrate that:
 - The children will start by kneeling.
 - They should place the ball beside them.
 - They can then practise hitting the ball with an open palm.
 - Each time they hit the ball; they should retrieve it and try again. Remind the children to be careful not to hit each other.
5. When the children are comfortable hitting the ball with an open palm, ask them to try:
 - Hitting it with a closed fist.
 - Hitting it while standing up.
 - Hitting it while the ball is bouncing.
 - Hitting it up into the air.
6. The game ends at your discretion.



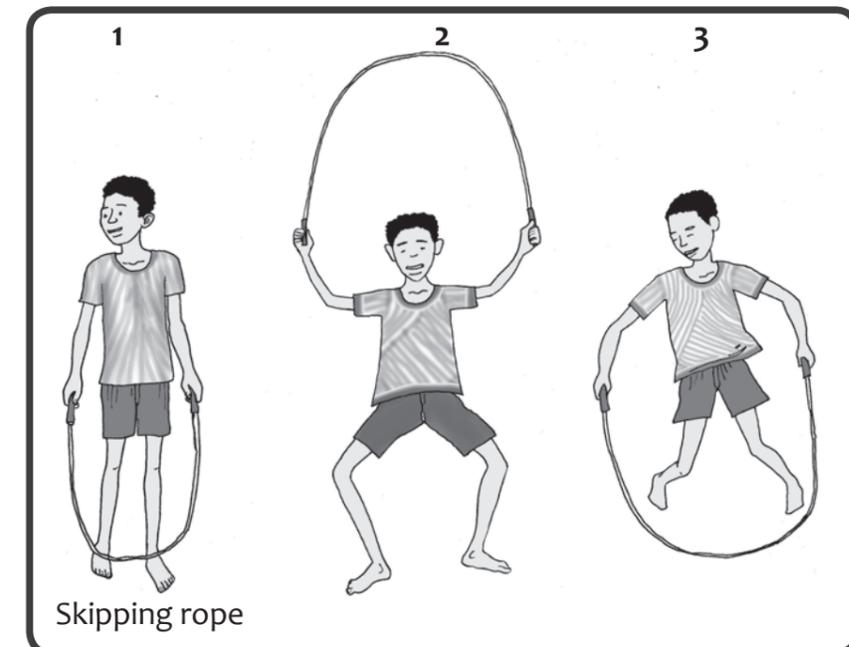
How to Play: Hopscotch (a game to learn about squares, distance, and jumping)

1. Divide children into groups of 3-6.
2. Draw a hopscotch course on the ground for each group (see diagram).
3. Ask each group to line up behind a different hopscotch course.
4. Explain and demonstrate that:
 - The purpose of the game is to jump on each square of the hopscotch course landing on 1 or 2 feet depending on how many squares there are. For example, each child will jump on 1 foot when there is one square in front of them and jump on 2 feet when there are 2 squares side by side in front of them, allowing 1 foot to land in each square.
 - The first child in each group will begin. Emphasize the importance of bending their knees, swinging their arms, and landing with their feet shoulder width apart.
 - Once the child completes the course, the child will turn around and jump back through the hopscotch course.
 - When the child has returned to the start of the course, that child will join the back of the line and the next child in line will take a turn. Make sure the hopscotch courses are a safe distance from one another.
5. Continue playing until each child has had at least 5-6 turns on the hopscotch course.



How to Play: Skipping For Beginners (a game to teach length, size, and colour of rope, uses of rope, and how to skip)

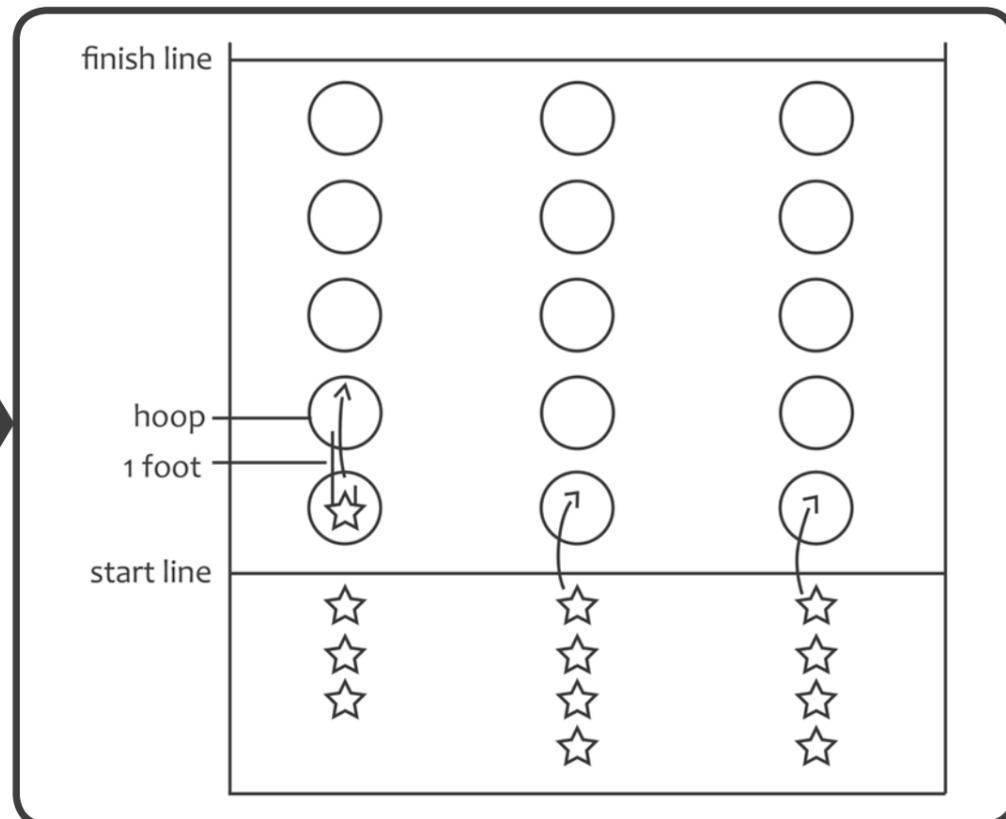
1. Give each child a skipping rope.
2. Ask each child to spread out in the room.
3. Make sure the children are a safe distance (approximately 2- 3 metres) from one another, to avoid getting hit by another child's skipping rope.
4. Explain and demonstrate that:
 - the purpose of the game is to turn the skipping rope while jumping over it and landing.
 - Hold the skipping rope by the handles, 1 in each hand.
 - Hold the handles with your thumbs pointing downward.
 - Hold the rope out in front of your body.
 - Bring the rope slowly toward your body and step over the rope.
 - Bend your elbows up close to your ears.
 - Move your arms forward and swing the rope over your head.
 - Let the rope hit the floor.
 - Jump over the rope, taking off and landing on 2 feet.
 - Continue swinging the rope around your body and jumping over the rope.
5. Emphasize the importance of the children bending their knees, and swinging the rope high above their heads. If the rope is too long for a child, tell them to wrap a bit of the rope around their hands to make the rope shorter. Make sure the rope hits the ground before the children.



How to Play: Stepping Stones (a game focused on coordination, balance, concentration and team work)

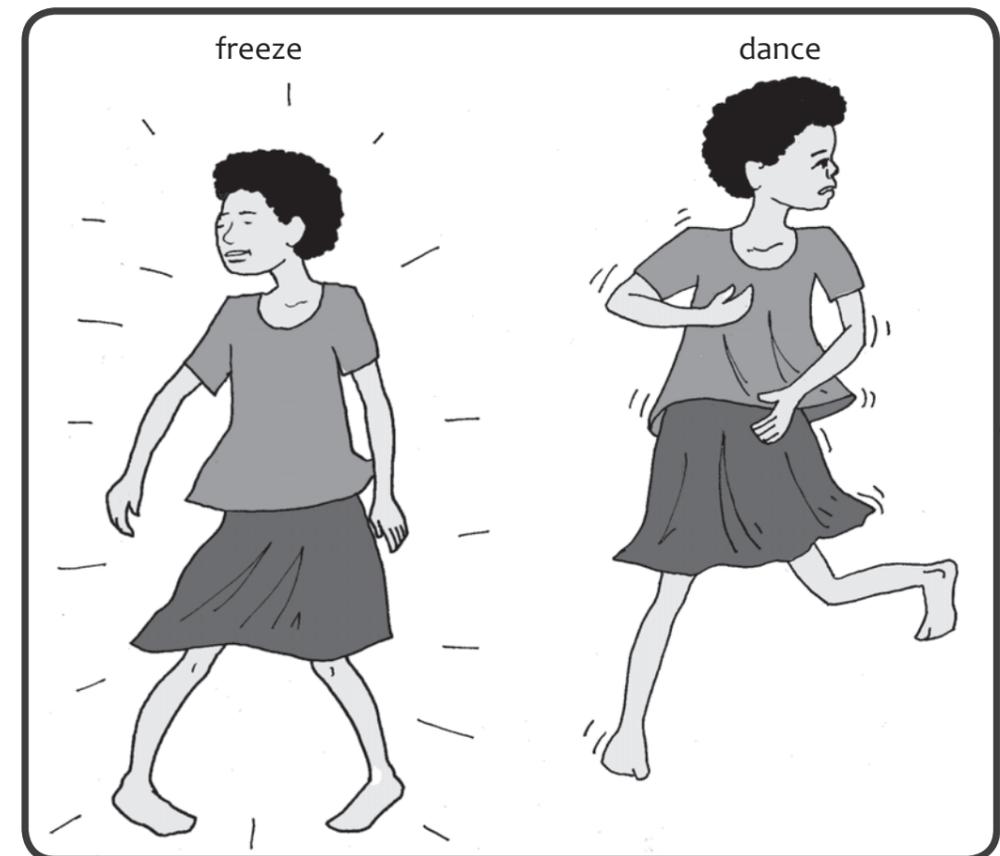
1. Draw a start line and a finish line.
2. Divide the children into groups of 6-8.
3. Ask each group to form a line behind the start line (see diagram).
4. Draw 5-10 circles on the ground using chalk, hula hoops or tape.
5. Tell the children that these circles represent stepping stones.
6. Explain and demonstrate that:
 - Children will walk and jump from 1 stepping stone to another until they reach the other end.
 - The first child will begin by jumping on the first stepping stone.
 - The second child will begin after the first child has moved to the second stepping stone.
 - The third child will begin after the second child has jumped to the second stepping stone, and so on.
 - When all children have reached the finish line, the children will return to the start line in the same way.

Make sure children wait at the finish line until everyone has had a turn.
7. The game ends at your discretion.



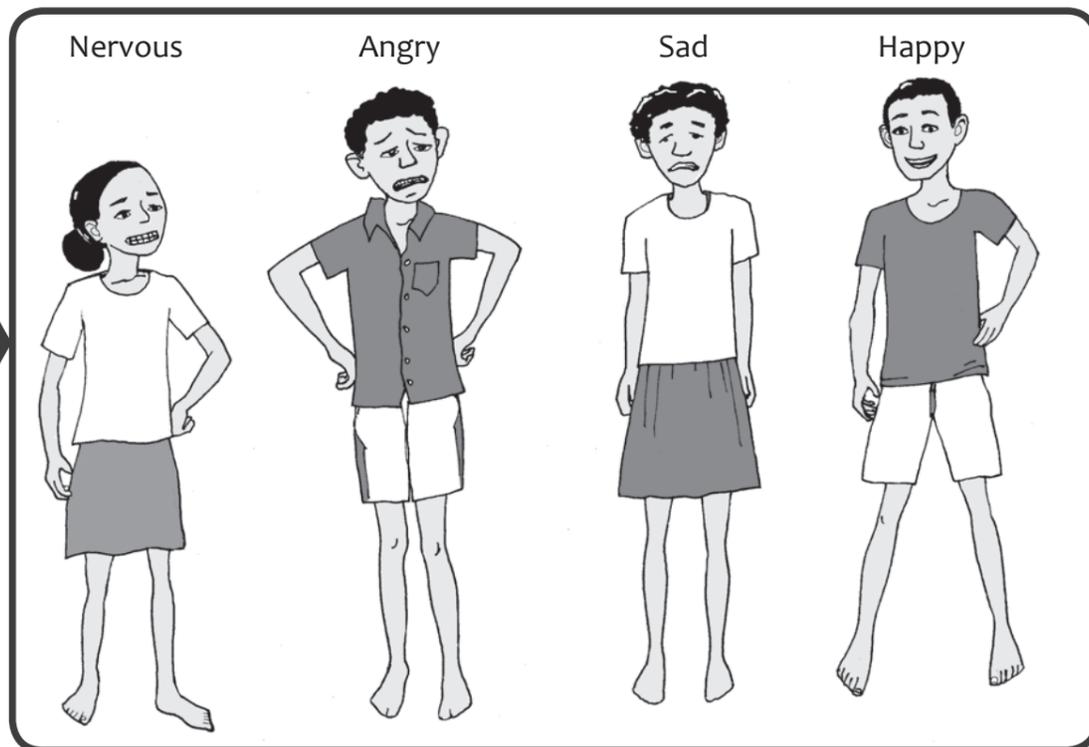
How to Play: Freeze (a game focusing on listening and observing and also self-control)

1. Ask the children to spread out in the play area so that they each have room around them to move.
2. Tell them that this game involves dancing and laughing.
3. Explain and demonstrate that:
 - You will begin the game by playing music.
 - When the children hear the music, they will dance in any way they choose.
 - When you stop the music, the children must freeze like statues and try not to move until the music begins again.
 - While the children are frozen, you will move around the room and try to make the children laugh by making funny faces, performing funny actions or saying funny things.
 - If a child laughs or moves, they can move and help you to make other children laugh.
 - After 1-2 minutes, you will play music again and all the children will continue dancing until the music stops and they freeze again.
4. The game ends at your discretion



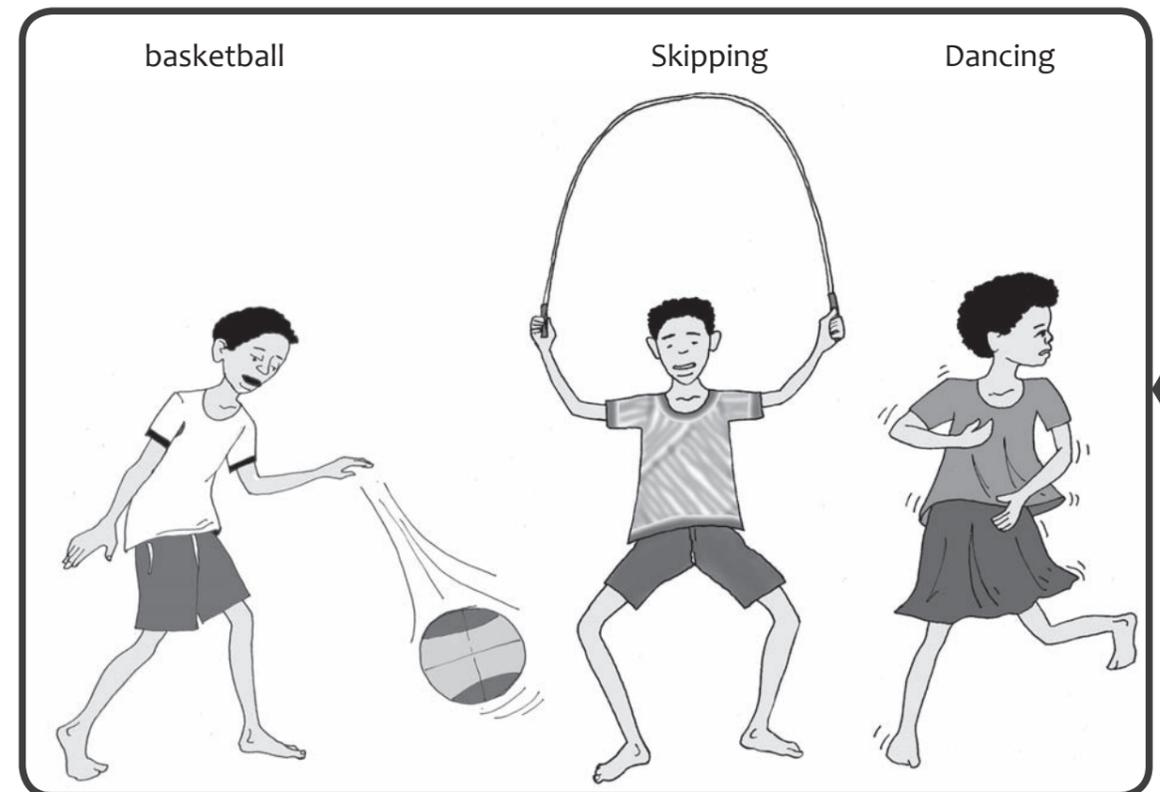
How to Play: How Are You Feeling? (a game to support children to discuss their feelings in a safe environment)

1. Ask the children to sit in a semi-circle facing you.
2. Tell the children that this game is all about feelings.
3. Ask the children to name different kinds of feelings or emotions they have felt (for example, anger, sadness, frustration, happiness, excitement).
4. Explain and demonstrate that:
 - You will perform a physical action to show a certain feeling (for example, happy, angry, scared, sad, and so on).
 - The children will then guess what the feeling is.
 - When the children become familiar and comfortable with the demonstrations, ask for volunteers to act out different feelings. The other children will continue guessing.



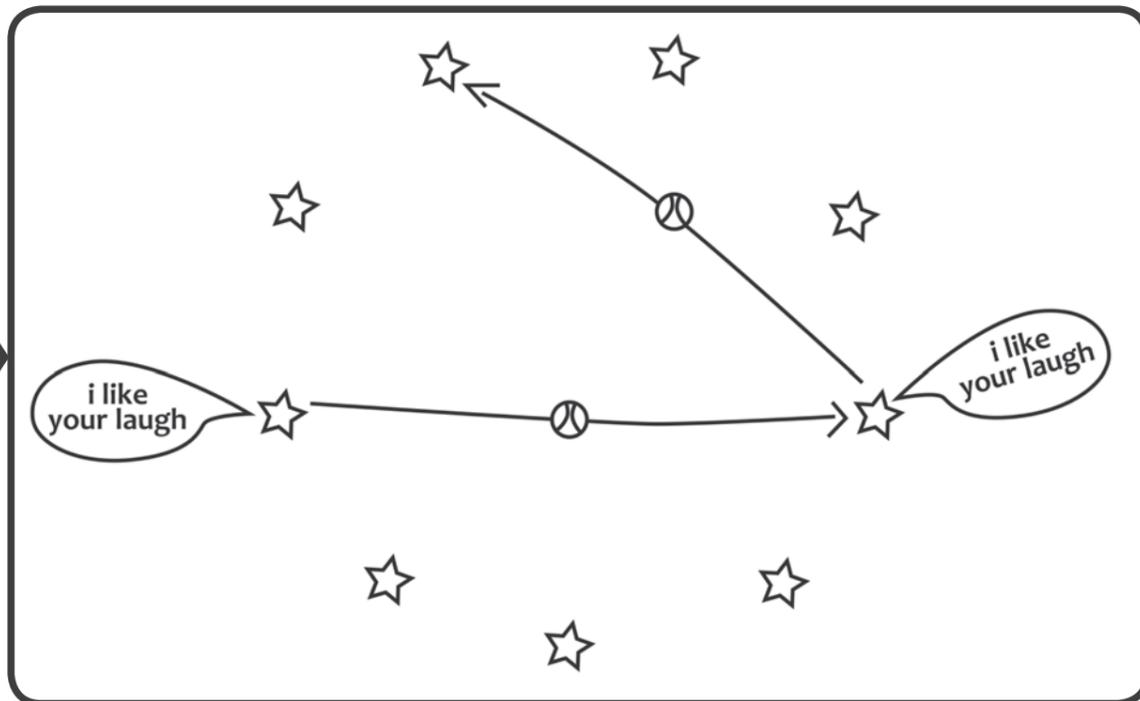
How to Play: What is your favorite? (a game to showcase what children enjoy and value)

1. Ask the children to spread out in the play area leaving at least an arm's length between them.
2. Ask the children what are some of their favourite physical activities.
3. Ask each child to act as though they are playing a favourite physical activity.
4. Explain and demonstrate that:
 - The children will move around the area demonstrating their favourite physical activities.
 - Every 30-45 seconds, you will call out a new physical activity (for example, soccer, jumping jacks, twirling, tennis, and so on). Each child will then act out the activity that has been called.
 - At any point, you may call out "What is your favourite?" and the children will go back to performing their favourite physical activities. (Tell the children that they can change the favourite activity throughout the game. They may have many favourites.)
5. The game ends at your discretion.



How to Play: I like.....

1. Divide the children into groups of 6-8.
2. Ask each group to sit in a circle.
3. Give 1 child in each group a ball.
4. Explain and demonstrate that:
 - The child with the ball will roll it to someone else in the circle.
 - The child who rolled the ball must then say something they like about the child they rolled the ball to (for example, "I like Annie because she is nice," "I like Sarah's laugh," "I like Nelson's smile," "I like the way Mere plays soccer," etc.).
5. The game ends at your discretion

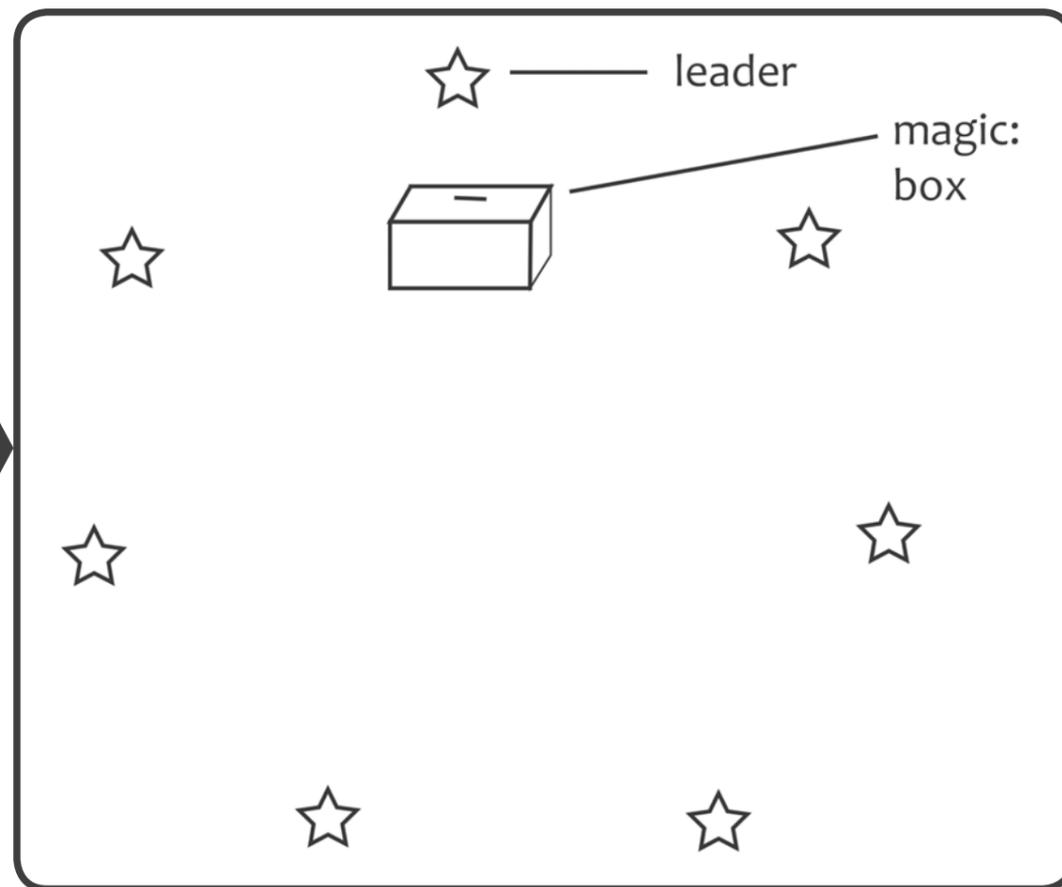


How to Play: A Friend like Me. (a game focused on team work and appreciation and respect for others)

1. Ask the children to stand in a circle.
2. Tell them that the game they will play involves knowing things about themselves and finding out what other children have in common with them.
3. Explain and demonstrate that:
 - When the game begins you will stand in the middle of the circle.
 - You will call out an attribute or quality. Any child who has that attribute or quality will step into the circle and move across the circle to a new spot around the circle. For example, "I have brown eyes," "I like to eat ice cream," "I have 3 sisters," etc.
4. Call out 4-5 examples and make sure that the children move to a new spot if they identify with the statement.
5. When children are comfortable with the game, ask for a volunteer to stand in the middle and call out a quality or attribute.
6. Select a new volunteer each time allowing different children the chance to call out qualities and attributes. Encourage the children to come up with new statements each time.
7. The game ends at your discretion.

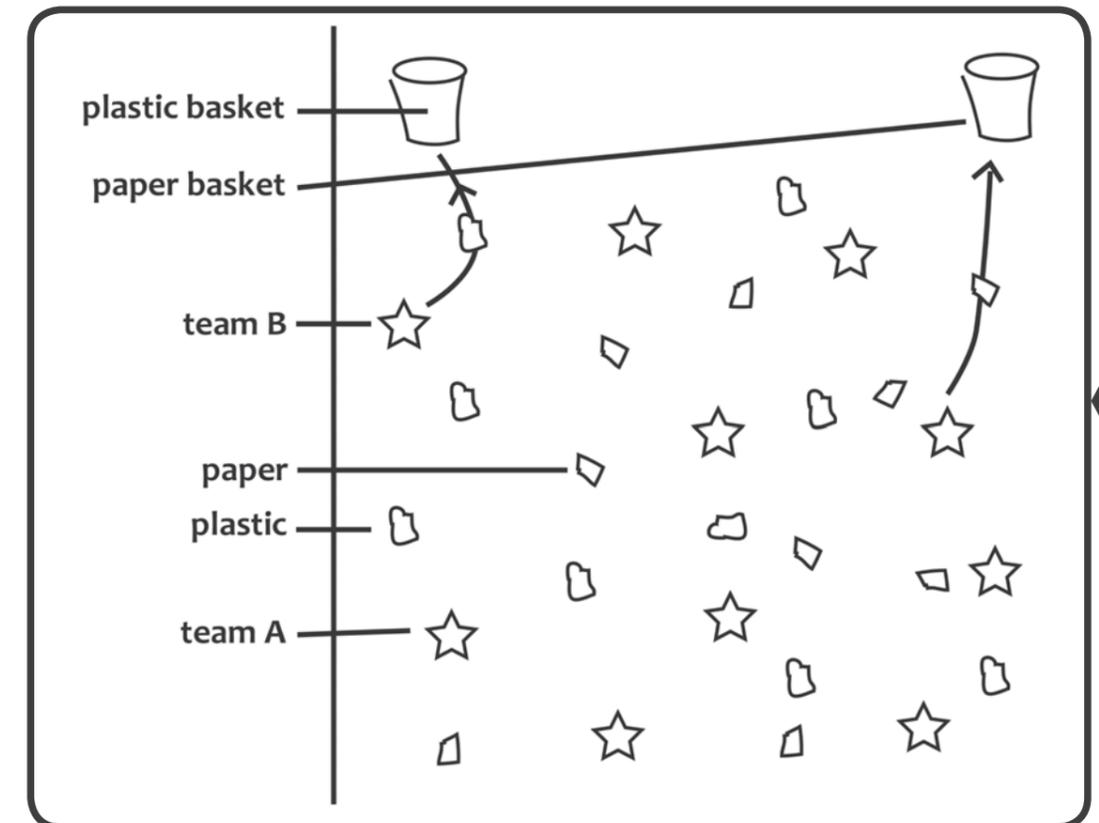
How to Play: Magic Box (a game to focus on the imagination, touch, sight, and other senses)

1. Ask the children to sit in a semi-circle so they can all see you.
2. Show them a box (decorated if possible) that has 1 side open. The opening is covered by a towel or cloth with a small hole in it just big enough for children to reach through.
3. Explain and demonstrate that:
 - You will hide different objects in the box.
 - You will call up 1 child at a time to stick an arm in the box and feel the object. (If you are playing with a large group of children, make 3-4 magic boxes and ask 3-4 children to take a turn at the same time).
 - The child will then have 3 chances to guess what the object is.
4. Make sure that every child has a chance to feel an object.
5. The game ends at your discretion.



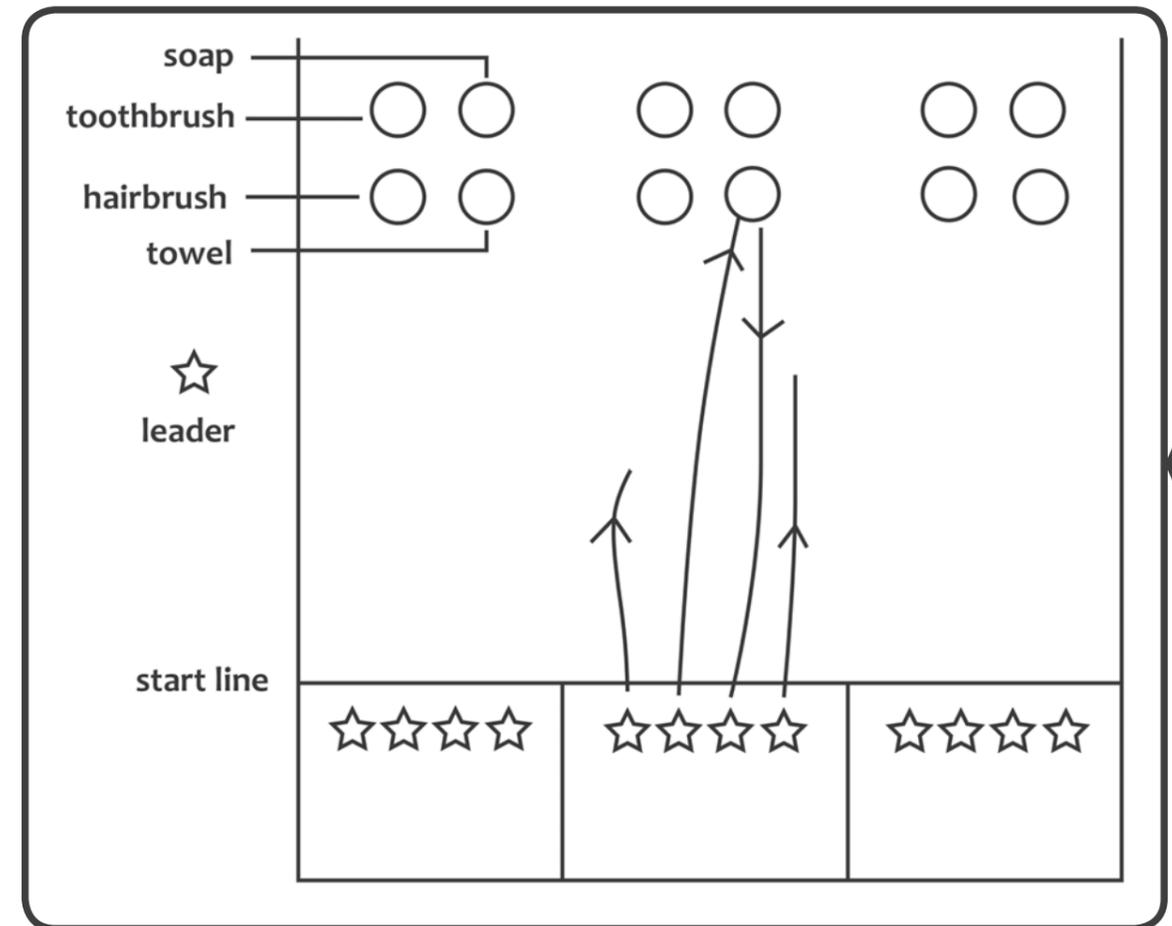
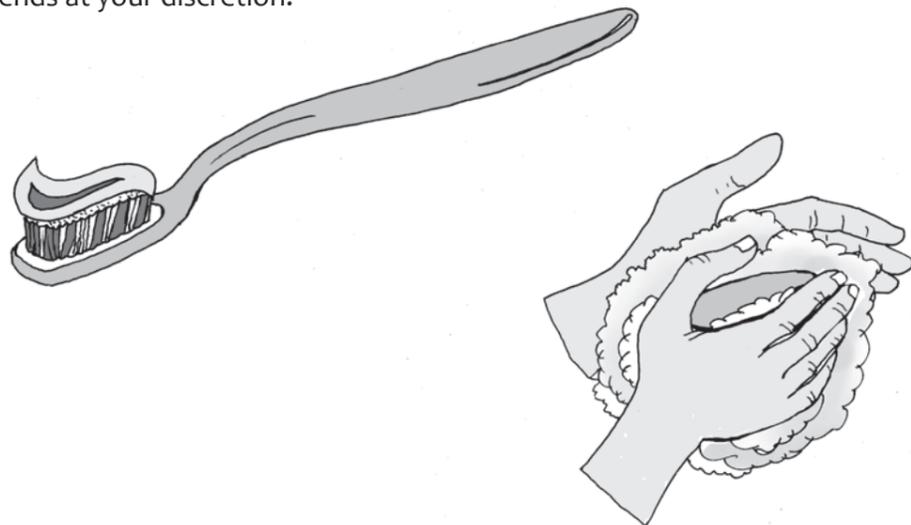
How to Play: Cleaning Up (a game focused on the environment)

1. Divide the children into 2 equal-sized teams (Team A and Team B).
2. Place the baskets on 2 sides of the play area (see diagram).
3. Scatter the plastic bottles and pieces of paper all around the Room.
4. Tell the children that this is a game about cleaning up.
5. Ask the children if any of them help to clean up at home.
6. Explain and demonstrate that:
 - one basket is for paper and the other basket is for plastic bottles. (Point to each basket so the children know which basket is for paper and which is for plastic bottles.)
 - Team A will work to collect all the paper.
 - Team B will work to collect all the plastic.
 - Children can only collect 1 piece of paper or plastic at a time and take it to the basket.
 - When you shout "Go!" both teams will work to collect all of the garbage as quickly as they can and place it in the correct basket.
 - You will time them to see how quickly they can do this.



How to Play: Hygiene is Important (a game focused on the importance of hygiene)

1. Mark a clear start line using chalk or markers.
2. Divide the children into groups of 4-6.
3. Ask each group to stand in a line behind the start line (see diagram).
4. Place four hoops on the ground in front of each group at least 5-10 metres from the start line. (See diagram)
5. Hold up a picture of each of the 5 hygiene products. Ask the children to name each hygiene product and to explain what each is used for. (For example, "That is a toothbrush. It is used to brush your teeth and keep them clean.")
6. Place one of the pictures in each of the hoops for every group.
7. Explain and demonstrate that:
 - You will call out a hygiene activity, for example, "Washing your hands." The children from each group will run to the hoop with the hygiene object needed for the activity (soap).
 - When they get to the hoop, they will place 1 foot in the hoop and pretend to wash their hands for 5 seconds.
 - They will then return to the start line and wait for the next hygiene activity.
8. Examples of other hygiene activities you can call out are:
 - brushing your teeth
 - washing your hair
 - washing your body
 - cleaning your nails
9. The game ends at your discretion.



Why is it important to wash hands regularly?

Washing your hands is the best way to stop germs from spreading. Think about all of the things you touched today - from the telephone to the toilet. Whatever you touched today, you came into contact with germs. It is easy for a germ on your hand to end up in your mouth. Germs that get into your body can make you sick.

When are the best times to wash your hands?

- Before eating or touching food.
- After using the bathroom.
- After blowing your nose or coughing.
- After touching pets or other animals.
- After playing outside.
- After visiting a sick relative or friend.

Information from: www.kidshealth.org

Literacy

Re-use and recycle our toilet rolls and bottle tops and create them into a wonderful toy to help promote learning about alphabet letters and sight words.

What you will need?



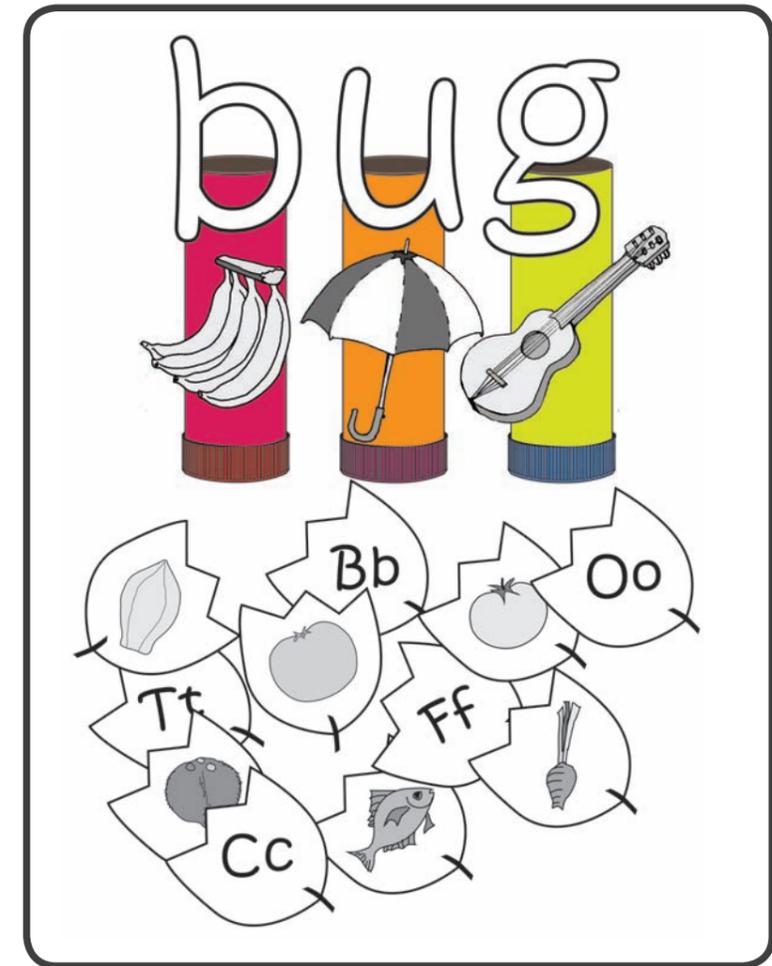
You will need 26 bottle tops, 26 toilet rolls, paint, scissors, paint brushes, sticky tape and a copy of the alphabet letters and pictures.

Tip: to fit the toilet roll into the bottle top, I made a small snip with the scissors at the bottle of the roll and folded it slightly to slide into the bottle tops. Get children to help you colour the rolls.

Sequencing the alphabet letters into correct order and using the song to assist them. This is great for becoming familiar with alphabet letters, knowing what they look like and their shape, the name of the letter and what sound it makes. It is important for kids to understand and know what sound a letter makes for successful reading and writing. Teaching your child the letter sound first then the letter name is a great place to start.

Use the pictures as a cue to help develop an understanding and memory for these sounds, 'a' is for apple and 'b' is for banana.

Matching



The Printable Letter Blends Puzzle is a hands on activity to reinforce or revise the learning of some letter blends. It is a fun activity that encourages kids to listen to the sounds in words and match them with the correct picture.

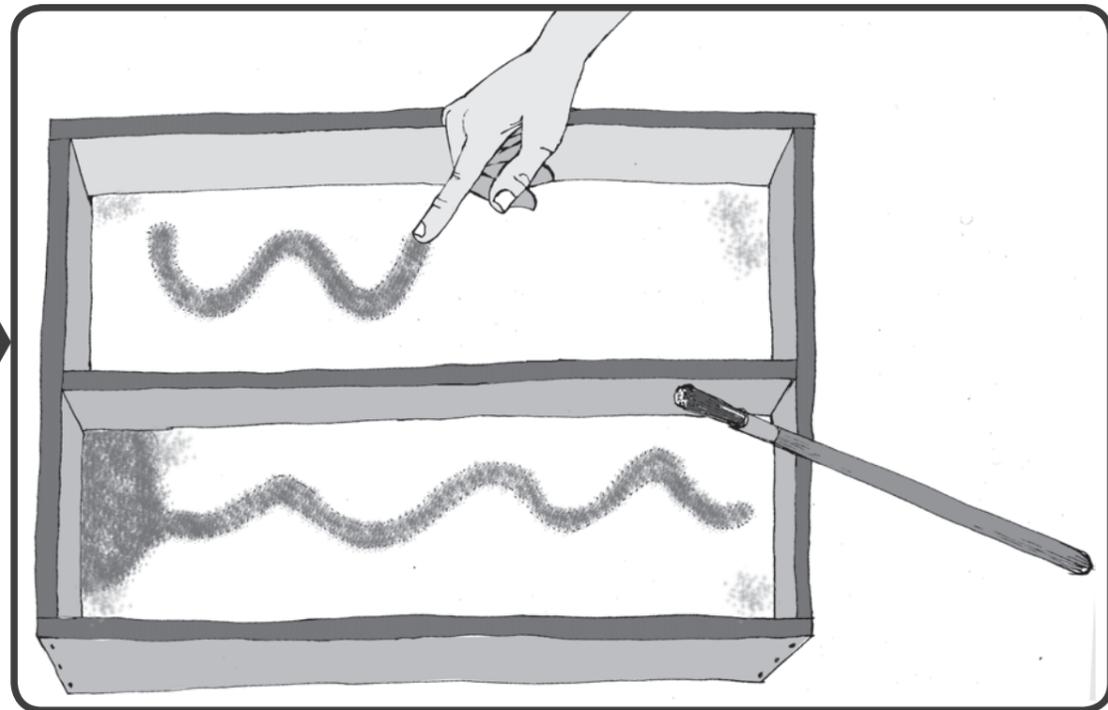
There are 44 pieces altogether with 22 complete matches

The puzzle set includes these combinations for matching.

dr – drill, sh- shoe, sh-sheep, dr-drum, sn-snowman, tr-train, fl-flag, fl-flower, cl-clown, cl-clock, sp-spider, sp-spoon, sn-snail, tr-truck, gl-glove, gl-glasses, fr-frog, cr-crown, cr-crab, gr-grasshopper, st-star, sl, slide.

Playing with salt tray and Paints

Fill a salt tray with sand or salt and let the children write a letter and trace it carefully with their hands. They can also write words and then erase them and start again. The important part is for them to copy and trace the letters and verbalize the sound “a”



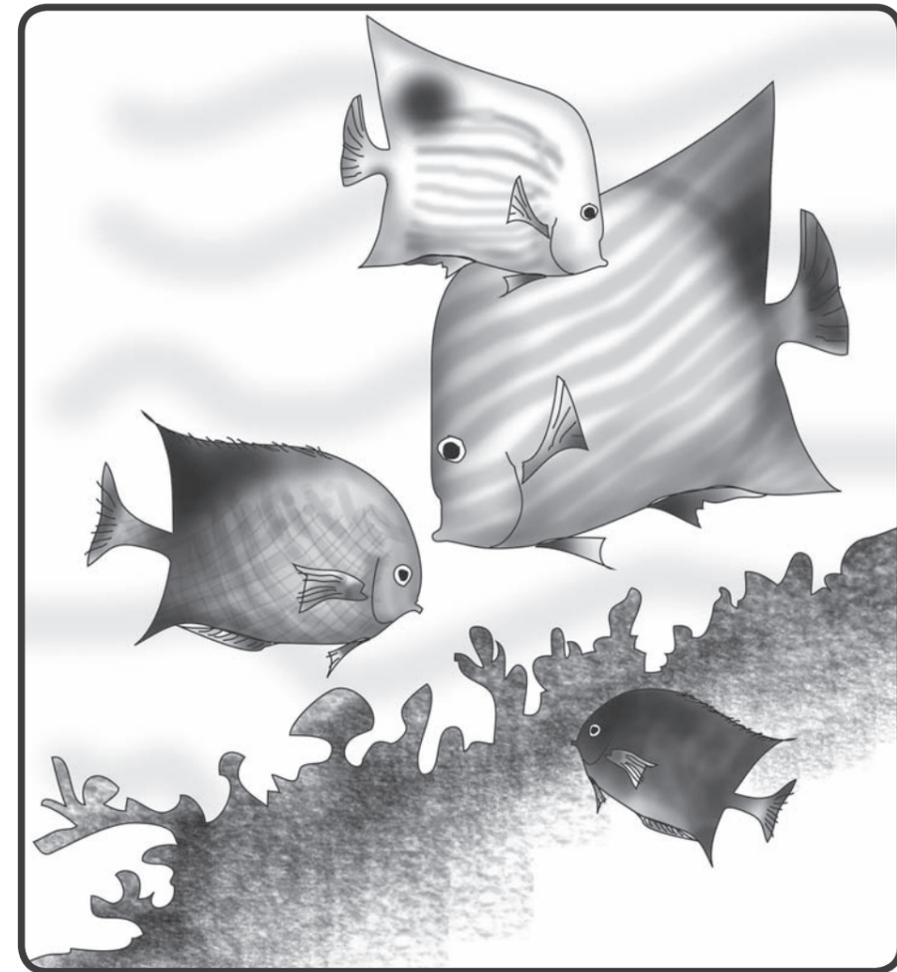
Go Rhyme Fishing

Goal: To help your child create new words that rhyme with a given word What You Will Need:

- Cards or pieces of paper with words on them (up to 27 cards or nine sets)

Let's Go!

1. Write rhyming words on the pieces of paper (i.e., fish, dish, wish, go, no, so, cat, bat, hat)
2. Shuffle and deal out four cards, leaving the extra card in the “pond.”
3. Ask your child, “Do you have a word that rhymes with “go”?”
4. S/he gives you all the cards that rhyme with “go.” If s/he doesn't have the word — “go fish”!
5. Once a player collects three rhyming cards, it's a set.
6. Continue until all the cards from the “pond” are gone



Alphabet Scotch

Goal: To help your children recognize letters and letter sounds

What You Will Need:

- Several sheets of 8-1/2" x 11" plain paper
- Crayons or markers

Let's Go!

1. Print each letter of the alphabet on a sheet of paper. Ask your child to help you decorate the letters with crayons or markers.
2. Choose ten letters and arrange them in a hopscotch pattern on the floor.
3. Play hopscotch, saying the names of the letters as you land on each square.
4. Play again, this time saying the sounds the letters make as you land on each square.

Hopscotch a Word

Goal: To help your child identify letters and sounds, and blend them together

What You Will Need:

- Sidewalk chalk
- Sidewalk or driveway
- An active child willing to hop

Let's Go!

1. Create three boxes with sidewalk chalk (large enough for your child's feet to fit in).
2. Put a consonant letter in the first box, a vowel in the second box and a consonant in the third box. Example: **h o p**
3. Have your child jump from one box to the next. Make sure s/he looks at the letter right side up. Have your child say the letter sound when s/he jumps on it. Continue jumping and giving the letter sound for the rest of the letters.
4. Jump again, blending the letters together faster and faster (meaning the child has to jump quicker and quicker). Finally blend the word together and say the word.

Note: If it's too wet to go outside, try making large letter cards you can lay on.

Thinking About what we read

Goal: To help your child think about what she/he reads

What You Will Need:

- Book or story
- Paper
- Drawing tools
- Pencil or pen

Let's Go!

1. Read a story or book with your child.
2. Discuss what the story was about.
3. Discuss where and when the story took place.
4. Discuss who the story was about.
5. Discuss the problems and solutions in the story.
6. Discuss the events in the story. What happened at the beginning, middle and end?

Let's Go On!

7. Draw three pictures that show what happened in the beginning, middle and the end. For example in the beginning of the story a truck went to the market.



Letter Detective

Goal: To help your child learn to recognize upper- and lowercase letters of the alphabet

What You Will Need:

- Pencil or crayon

Let's Go!

1. Read each letter.
2. Draw a circle around each lowercase letter.

A B k D I M n

Let's Go On!

3. Give your child a newspaper or a magazine. Find one sentence. Ask your child to circle one lowercase letter in each word in that sentence.

M k R V F O P m
A m H D g L j l
T E W I J B S s

Alphabet Bank

Goal: To help your child build vocabulary and read more fluently

What You Will Need:

- File folder or spiral notebook
- Pen, pencil, crayons and/or markers

Let's Go!

If you are using a spiral notebook:

1. Write an individual letter both upper- and lowercase at the top of each page, going in alphabetical order. (Write Aa on page one, Bb on page two, and so on.)
2. Ask your child to think of a word. Then have her/him write it on the page that shows the letter that begins the word. For example, "bat" would be written on the Bb page. The words your child writes could be words s/he needs practice with, or new words s/he has learned, or words of things you've discovered on your summer outings. Draw a picture, if possible. If you are using a file folder:

1. Open up the folder and divide the entire inside into 26 boxes. In each box write a letter in both its upper- and lowercase form (Aa, Bb, or Cc, etc.). Then have your child write words in the boxes, matching beginning letters as above

Let's Go!

If you are using a spiral notebook:

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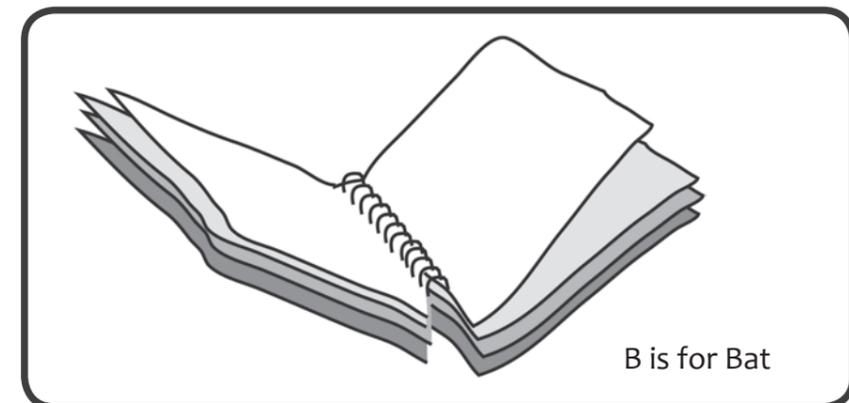
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Letter or Word

Goal: To help your child learn the difference between letters and words

What You Will Need:

- Magnetic letters OR
- Words and letters written on index cards

Let's Go!

1. Find a flat surface.
2. Start by making your child's name with the magnetic letters. (Linda)
3. Say, "Let's count how many letters are in your name." Pull each letter down as you start counting.
4. Say, "Yes there are six letters in your name. (L-i-n-d-a)" You could have your child point to and name the first letter in his/her name and the last letter in his/her name, or point to and say ALL the letters in his/her name.
5. Repeat, using other names of family or friends. Say, "All the letters together make the word, but by themselves they are just letters."

Linda

Numeracy

Measuring Feet and Footsteps

What You Do:

1. Trace a copy of the child's right foot onto construction paper. Examine the foot patterns and discuss similarities and differences. Who has the biggest foot? The smallest? Are any of them the same size? Ask children to place the foot patterns in order from largest to smallest and from smallest to largest.
2. Much of measurement is about comparing things. Challenge children to use their feet cut out and find something longer than, shorter than, and about the same size as their feet.
3. Ask children to choose another foot pattern to measure things around their home. For example to draw their mother or brother's feet.
4. Ask children to walk from where they are to the Kindy door or the storage room. How many steps does it take? Record the number on a piece of paper and then have another child do the same thing. How many steps does it take them? Was it more or less than the child's answer? Discuss why. Then graph your results. An easy way to do this is to write the names of each of child on the bottom of a piece of paper, going left to right, then above each name, draw the number of feet it took to reach the door (for example, if it took 12 steps, stack 12 foot pictures on top of each other).

Number Memory and Match Up

What You Need:

- 20 index cards
- Colored markers

What You Do:

1. You and your students can work together to make the game cards. First make the ten numeral cards. Using markers, write the numerals from 1 – 10 on each card.
2. Next, have children help make the ten quantity cards. You can give them all a card and separate them into groups and then say: this group write number 1 to 5 in each card.
3. Once all of the game cards have been made it's time to begin playing Number Memory! Mix up the cards thoroughly. Lay the cards on the floor or on a tabletop in rows. Make 4 rows with 5 cards in each row.
4. Have your child turn over two cards. If the cards are a match (a card with the numeral 3 written on it and a card with a picture of 3 objects), she has a match and can keep the pair. If the cards are not a match, both cards must be turned over and returned to their original positions. Then the next player takes a turn.
5. Keep playing until all of the matches have been found.

Your kindergartener will not only practice matching number symbols to quantities, but she will fine tune her memory skills as well. To challenge your child as she matures, change the memory game to a basic facts memory game. Instead of having numeral cards, make cards for basic addition facts such as $2 + 3 =$, $2 + 2 =$, $1 + 3 =$, etc. Your child will find the quantity that completes each addition fact!

Start a Survey!

Graphs are important for children to learn We therefore need to engage in asking them simple questions like who likes bananas and who likes coconuts and chart the answers on a piece of paper. Then children can carry out a survey of questions with their friends and create a chart.

What You Need:

- Poster Board or Chart Paper
- Markers
- Blank paper
- Pencil
- Friends and family members

What You Do:

1. In the “real” world, people always develop charts. They ask people questions about their favourite food, fruit or book.
2. Now sit down with your child and brainstorm a list of 3 people she could ask to answer her chosen question. She can include parents, grandparents, neighbors, friends, or teacher. Help her write the name of the people on the piece of paper which already has a chart with the questions outlined.
3. Begin collecting the information. An easy way to do this is to have your child draw a picture next to each person’s name that represents his or her response. For example, if their favorite color is red, she can make a red mark with her marker. If their favorite pet is a dog, she can draw a sketch of a dog next to their name.
4. Once all the information has been collected, the next step is to find a way to display it! Using the poster board, design a chart listing all of the choices and the answers. One of the simplest ways to display data, which is very popular in kindergarten classrooms, is a bar graph. Here’s an example of what the results from a “Favorite Sport Survey” might look like:

My Favorite Colour

My favorite colour is red **RED x x x**
My favorite colour is blue **BLUE x x x x**
My favorite color is green **GREEN x x**

Play Bingo Numbers

Prepare Bingo cards and play bingo numbers

Play Number Hopscotch

Draw hopscotch inside or outside and fill it with numbers that children recognize and leave some numbers out. You can start by asking them to no step on the empty blocks or to only step on 3 or 6.

Acknowledgement:

- Joe Siri for the design of the document
- Jennifer James and Teresa Gonzalez for their commitment to play

Front and back cover on separate A3 sheet