

## **Games: A context for Oral Language development**

It is important that children are prepared both physically and mentally before engaging in drama and role-play, as some children may need to be energised or relaxed or need help focusing on the task in hand. The following games may be used in order to prepare and stimulate children and may be used as warm up/down activities. The games may be used in their basic form for the Junior Classes and elaborated on as the children develop through the school. Remember to keep the games short so that the children will remain interested. They are simple and a lot of fun. No props are needed for the majority of the games. Some of the following games will share the same objectives, and have been grouped accordingly.

### **Junior/Senior Infants Oral language objectives:**

**Receptiveness:** Experience, recognise and observe simple commands.

#### **Fruit Bowl**

- The children sit in a circle
- The names of three fruits are chosen e.g. apple, orange, pear.
- Go around the circle giving each child a fruit name.
- One child stands in the centre of the circle he/she will call out one of the above fruits and all children with that fruit name must swap places.
- The object of the game is for the child in the centre to find a seat. The other children try to avoid being left in the centre.
- If the child in the centre shouts "fruit bowl" everyone swaps places.

This exercise helps the children's concentration as they have to listen carefully to the fruit that is being called out, it is quite energetic and it usually happens that children are separated from their friends.

**Receptiveness:** Learn to adopt appropriate verbal and non-verbal behaviour to secure the attention of a partner, for example eye contact, gestures, facial expressions.

**Competence and Confidence:** Use language to perform common social functions  
Introducing oneself and others.

### Who are you?

- The children are put into pairs A and B.
- They are given one thirty seconds to introduce themselves to their partner and to find out a few facts about them, for example A's favourite/least favourite food, B's hobbies, favourite T.V programme.
- A then introduces B to the group and vice versa.
- Once again the children find a new partner and are given time to find out as much information about each other as they possibly can, some topics may include family, friends school, hobbies etc.
- When giving the information about themselves the children should incorporate non-verbal cues to aid the listener, for example "I hate cabbage" thumbs down, "I play soccer" pretend to kick a ball.
- This time after introducing A to the group B is questioned by the other children and s/he tries to remember and answer as many facts as possible.
- Finally the children find a new partner, one of the partners is given a hat, for example a policeman's hat, fireman's hat, straw hat, hard hat, witch's hat etc.
- The person wearing the hat will take on this new persona and will be interviewed by a reporter. The person can be famous, encourage the children to be as imaginative as possible.

**Receptiveness:** Learn to adopt appropriate verbal and non-verbal behaviour to secure the attention of a partner, for example eye contact, gestures, facial expressions.

### **Applause**

- The children sit or stand in a circle.
- Each of the children take turns running into the centre and doing something e.g. a short dance, a twirl, a funny face, touch their toes, mimic an animal etc.
- The act does not need to last more than a few seconds.
- Similarly the action can continue until someone in the circle has correctly guessed the action.
- All the time the audience, or other children, in the circle applaud loudly, whatever the action.
- The child rejoins the circle and the next child moves into the centre.
- This continues until each child has had a turn.

### **Indian Chief**

- The children sit in a circle and one child is chosen to be a squaw or a brave and are asked momentarily to go to the back of the class and face the wall.
- The teacher points to a child in the circle and asks for that child to raise his/her hand. The name of the child is not mentioned but everyone knows that this child is the leader or Indian Chief, s/he will do a series of continuous actions, which the group must copy.
- I ask the children to copy all of the Indian Chief's movements, but remind them that if they all look at the Indian Chief together the brave/squaw will be easily able to pick out the leader. Similarly if the leader or Chief begins clapping or making noise s/he may give the game away as s/he will be a little ahead of the group.
- I ask the Chief to begin doing an action, this action cannot be changed until the absent brave/squaw has returned to the circle and has begun to observe the group.
- The Indian Chief changes the action as often as s/he wishes, meanwhile the brave/squaw attempts to guess the identity of the Chief, two/three guesses may be given, depending on the size of the group.

**Emotional and Imaginative development:** Create real and imaginary sound worlds.

#### **What's Happening Now?**

- Make out a set of cards, with pictures for younger children or with sentences or phrases for older children.
- One child takes a card and goes to the centre of the circle. S/he mimes whatever is on the card. (For example, s/he may mime someone golfing, getting up out of bed and dressing etc.)
- Similarly the children may perform in pairs or small groups, where they work together to create the mime. The mime is frozen when the rest of the class begin to guess what the child is referring to.
- Remind the children to mime things slowly with clear and expressive gestures.

**Receptiveness:** Mime and interpret gesture, movement and attitudes conveying various emotions.

#### **Quick Feelings**

- Divide the classroom into four areas.
- Choose a feeling to go with each area of the room e.g. area 1 is happy land, area 2 is angry land, area 3 is sad land, area 4 is nervous land.
- The children walk in a circle around these "lands"
- When the teacher calls stop the children must act out the feelings of that land.
- The teacher moves around asking the children how they feel and why they are feeling this way,
- In order to link this game in with Nursery Rhymes the children can take on the roles of different characters and say how they are feeling e.g. I'm Humpty Dumpty and I'm worried in case I fall off the wall again. I'm the spider from *Little Miss Muppet* and I'm happy because I frightened Miss Muppet and got to eat her curds and whey.
- This lesson can be developed by asking the children to mime how they feel and why, other children in the group can verbalise the mime.
- This game can be used with fairytale characters or with other stories.
- Finally the children may just want to think of things that make them happy, sad and angry. The feelings can be changed as often as possible.

**Receptiveness:** Use and interpret tone of voice expressing various emotions.

**Competence and Confidence:** Use language to perform common social functions. *Greeting others and saying goodbye:*

**Emotional and Imaginative development:** Use language to create and sustain imaginary situations in play.

#### Telephones

- For this game you will need two telephones.
- Discuss different feelings and how people respond to different types of news.
- Ask the children to respond with facial expressions and gestures to the following news, give examples.
- Choose different children to respond verbally and with facial expressions to the following news.
- Two children are given a situation and asked to act it out with the appropriate emotions and tone of voice, for example A's best friend rings to say s/he is moving house. A gets a phone call from Den 2 to say s/he has won lots of prizes etc.
- Focus on the emotions of the children and how they react to the news.

**Competence and Confidence:** Use language to perform common social functions *Giving and receiving messages*

#### Whisper, Whisper

- One child chooses a phrase and whispers it to a person beside him/her
- The whisper is passed around the circle but the message is usually quite different when it reaches the end of the line

#### Electric Currents

- The group stands in a circle, holding hands.
- One person is chosen to stand in the middle.
- One person in the group begins by squeezing the hand of the person beside him/her, this is the electric current, they in turn pass it on to the person beside them and so on.
- Meanwhile the person in the middle tries to guess where the current is.

### Variations

- The children can also pass a handshake, a nod, a smile, a grumble etc.
- The children can also pass a touch using different parts of their bodies, knees, elbows, feet, shoulders etc.
- In each of the above a word or phrase may accompany the touch, for example gently stand on someone foot “Oops! Did I step on your foot?”

### Follow up

- Ask the children to form a circle.
- Choose a leader to begin a movement, for example putting one hand in the air.
- Ask each child to wait a second or two before copying the actions of the person in front of them, this is like a domino or wave effect when the action returns to the leader s/he can perform another movement.
- Finally a word or sound may accompany the action and can be passed on, for example “hello”.

## First and Second Class

**Receptiveness:** Become more adept in using appropriate verbal and non-verbal behaviour to secure and maintain the attention of the listener, for example eye contact, facial expressions, tone, clarity and audibility.

### Who Are You? (Development)

- Each child find a partner, one of the partners A is given a hat, for example a policeman's hat, fireman's hat, straw hat, hard hat, witch's hat etc.
- A takes on this new persona, however something has happened, for example the witch's spells have been stolen and she is giving a description to the guards, the fireman/woman is giving a report of a fierce explosion and fire to a news reporter.
- Following the interview the guard or reporters may have to report back to their boss, may be the teacher, check how accurate the stories are the second time around.
- Encourage the children to be as imaginative as possible.

### Applause (Development)

- Each child in the group moves to the centre of the circle and they perform for their audience. On this occasion the children speak/sing as well as act, for example say their name or something about themselves, tell a joke, sing a song, say a rhyme or poem etc. Meanwhile the rest of the group applaud.
- The children may volunteer to go into the centre of the circle, but try to make sure that everyone gets a turn.
- This activity gives the children the confidence to perform in front of their peers and reassures them that no matter what they do they will still get applause.

**Receptiveness:** Become more adept in using appropriate non-verbal behaviour to secure and maintain the attention of the listener.

**Pass It On (Development of whisper, whisper)**

- Develop the whisper, whisper game by asking the children to stand in a straight line, one behind the other, and face the back of the room.
- The teacher stands at the back of the line and taps the person in front of him/her on the shoulder.
- The child faces the teacher and the teacher performs a very simple series of hand movements.
- The child then taps the person in front of him/her and repeats the movements.
- Eventually the movement reaches the person at the top of the line.

The children look at the difference between the original movement and the last one. Once the children are familiar with the game one of them can begin the movement. The children can use other parts of the body to develop the movement, for example tap their knees, scratch their heads etc.

**Receptiveness:** Express in mime various emotions and reactions, and interpret the emotions and reactions of others

**Emotional and Imaginative development:** Use play to sustain imaginary situations

**What's Happening Now? (Development)**

- Make out a set of cards, with a sequence of events for older children.
- One child takes a card and goes to the centre of the circle. S/he mimes whatever is on the card.

The mimes can develop from simple to difficult, for example the child may buy a lotto ticket, check the numbers on the T.V, realise he/she has won, show reaction, go to claim money, can't find the ticket, return home sad. The sequence of events is longer here and emotions are involved. The child miming must be clear and deliberate in their actions, while those guessing the situation must give detailed accounts of the situation and emotions of the person miming.

**Receptiveness:** Use gesture and movement to extend the meaning of what he/she is saying  
Express in mime various emotions and reactions, and interpret the emotions and reactions of others

**Competence and Confidence:** Engage in imaginary situations to perform different social functions, for example greeting others, using the telephone, making requests for information

#### **Telephones (Development)**

- For this game you will need two telephones and some hats.
- The teacher begins by telling A that s/he will hear good, bad, worrying or infuriating news from B and must react with the appropriate emotions and tone of voice.
- To develop this game the children can be asked to wear a certain hat, for example A might wear a hard hat B may wear a straw hat, by wearing these hats the children take on a new persona.
- They make up their own conversation and decide whether the news is good/bad etc.
- The teacher may wish to intervene at times to include feelings that may be more difficult for the children, for example agitation, excitement, amazement, trepidation etc.
- The teacher may also focus on situations where A makes a phone call looking for information concerning a certain product, service or person before beginning the conversation B will be told how to deal with A, for example keep him/her on hold, give a lot of information or give little or no information. How will A react?

Encourage the children to use facial expressions, whole body movements and tone of voice to express their feelings

**Receptiveness:** Listens to sounds and responds to them. Use gesture and movement to extend the meaning of what he/she is saying.

#### **Sounds Around**

- The children sit in a large circle.
- The teacher reads a story, for example “A Lion at Bedtime” (see drama)
- The children discuss the story and think of everyday sounds that they could incorporate into the story, for example in picture one Ben is surrounded by cows and it is a cold windy day. (sounds: cows bawling and wind in background)
- On a signal from the teacher the children will make the sound and this can cease when the teacher raises his/her hand.
- Later the lion “clackety-clawed” up the stairs, so the children make the appropriate sounds.
- Finally after the children have practiced the different sounds read through the story and allow the children to add the sound track.
- Develop this idea by asking the children to create different pictures from the story, freeze-frame these until the teacher shouts action. Each group in turn begins to act out the picture with the sound track.
- The children can elaborate on this further by adding in conversations etc.
- Finally the children can be invited, in small groups, to invent their own stories with actions and sounds.

**Receptiveness** Use gesture and movement to extend the meaning of what he/she is saying  
Listens to sounds and responds to them

#### **Animal Actions**

- The children sit in a large circle.
- After reading and discussing a story the teacher explains that he/she is going to allocate different sounds to different people or events in the story.
- In “A Lion at Bedtime,” when the teacher says certain words the children respond with a certain action, for example.

**Lion:** Hold your nose and roar like a lion.

**Ben:** Pat your knees twice.

**Mother:** stand up, sit down.

**Father:** scratch your head and yawn.

- Practice the actions a few times with the class.
- The teacher now reads through the story slowly and the children respond.
- In this way the children will listen intently to the story so that no cues are missed. The game improves the concentration and listening skills of the children.
- This activity can be linked in to any story, and is especially good when the character names are repeated continuously as in stories such as "*Chicken Licken*."
- The number of actions can be increased or decreased so that it can be used from infants to sixth class. Finally the teacher can use cues for particular words that need to be reinforced rather than character.

**Cognitive development:** Engage in imaginary situations involving language use.

**Emotional and Imaginative development:** Create real and imaginary sound worlds

#### **Cross Country**

- The children sit in a circle and each is given a number between one and three. It is better to keep the groups small, only five or six children should have the same number
- The teacher calls out one of the numbers and all of the children with that number must cross the circle
- Before crossing the circle the teacher will tell the children the setting or environment that they are in, for example "you are trudging through the jungle," "You are wading through deep water," "you are wading a tight rope," "You are skiing very quickly down a steep and bumpy mountain," "You are rolling down a grassy hill."
- This is continued until each of the groups have had a go
- Putting the children in a more difficult or dangerous environment can develop this activity, for example, "You are crawling through the hot desert when you are suddenly confronted by a snake." "You are plodding through the marshy jungle when you begin sinking in quicksand."
- The children can speak their thoughts as they are performing the act

**Emotional and Imaginative development:** Create real and imaginary sound worlds

#### **Mirrors**

- Explain to the children that they are at the carnival, discuss things they may see there, now they are going in to the hall of mirrors.
- Ask the children to find a partner and face each other.
- A is the person and B is the mirror.
- The first mirror that A looks into is quite ordinary. A begins by moving his/her face/head or another part of his/her upper body (remind A to use simple gestures and not to rush the actions) B tries to replicate the action simultaneously.
- The aim of this exercise is for A and B to work as a team so their actions are identical.
- When A and B have had lots of practice and the actions are synchronised A can develop and involve the whole body.

**Emotional and Imaginative development:** Create real and imaginary sound worlds

#### **Like a Puppet on a String**

- Set the scene for the children, they are puppets in the puppeteer's workshop, and that you the teacher is the puppeteer (You may need to discuss this concept with younger children, referring to Pinocchio etc.).
- Explain to the children that they have invisible strings tied to the different parts of their body (nose, arms, stomach, back, legs etc).
- When you, as teacher, call out a part of the body and begin pulling on a string they have to move as if being pulled by that part of the body, for example if the teacher calls out the "nose" each child moves as if being pulled by their nose.

**Emotional and Imaginative development:** Use imaginative play to create humorous characters and situations

#### **Everyday Things**

- The children sit in a large circle.
- They turn to the child beside them and ask each other questions about things they do every day. Questions can be quite specific or nonsensical, for example do you eat cocoa pops every morning? Do you brush your teeth standing on your head?
- After a few moments each person gives a quick account of things their partners do and don't do, such as: Lisa eats toast for breakfast but she doesn't brush her hair with her toothbrush.
- Take the most common things the children do and put actions and words to them, for example.
- **I wake in the morning** (big stretch and loud yawn).
- **I get up out of bed** (stamp feet, say thump, thump).
- **I throw on my clothes** (hands in the air/towards the ground).
- **I just banged my head** (rub head, Ow,Ow).
- The children can try and make the poem rhyme if this wish, but it is not necessary.
- Practice your masterpiece a few times.
- The children can also choose a character from stories, poems or T.V. imagine the silly things that they do, as before make up short phrases and accompany them with actions.

### Third and Fourth Class

**Receptiveness:** Become increasingly aware of the importance of gesture, facial expressions, tone of voice, audibility and clarity of enunciation in communicating with others.

Use mime to convey ideas, emotions

**Activities based on the Sheep-pig by Dick King-Smith: Carnival**

The following activities although based on a particular story may be adapted to suit a significant number of other stories (see drama)

- Ensure that the children are seated comfortably in the library or reading corner.
- Discuss activities that may have been offered at the fair, how have things changed over the years, and elicit that there are few fairs now and instead we have carnivals.
- Explain to the children that they are going to create their own fair or carnival; they can brainstorm activities and characters that they would like to include.
- Before the carnival begins the children stand before the class and mime the character they are going to be, for example someone may mime being an acrobat by walking the tightrope, someone else may mime being a clown. The children may decide to work in pairs and mime being a lion and lion tamer etc. The rest of the class guess the role of the character/characters.
- The teacher in role can be the Ringmaster (although not completely necessary) he/she will entice the children to participate in different activities, while maintaining the characteristics of their own character.
- □Initially there will be no sound at the carnival; in order to communicate the characters will have to express themselves through facial expression, gesture and body language. After a short time the teacher in role can explain that she/he is “turning up/down the volume a little/a lot.”

**Receptiveness:** Use mime to convey ideas, reactions, emotions, desires and attitudes

#### **Super-Pig**

Babe meets the three little pigs, all four pigs are going for the same job in the movie world – that of “Super Pig” They argue, say why each should get the part etc. Finally they go to the “interview”, the teacher in role may be the interviewer. Greet the pig, question them on why they would be suited to the part, ask each to do a party piece to show acting ability or singing voice.

**Competence and Confidence:** Give and take turns in speaking and experience a classroom environment in which tolerance for the views of others is fostered

#### **You Can't Sell Me!**

- Teacher and the children discuss the animals that are on the farm.
- The teacher takes on the role of Farmer Hogget and explains to the children that he has so many animals on the farm that he just can't cope with them all and will need to sell some of them.
- In pairs or small groups go to different areas of the room and discuss reasons as to why they can't be sold. After a few minutes the teacher in role goes to the different groups saying “Right I'm sorry but I just have to get rid of these sheep,” the sheep reply, in what they believe to be a sheep's voice (maybe timid and nervous) “you can't sell ME, I give you wool for your woolly socks and jumpers etc. The farmer replies with “You're right I really need that wool.”
- This continues until the role of each animal has been assessed. Eventually the farmer realises that his animals are too important to be gotten rid of and he will just need to get extra help.

**Emotional and Imaginative development:** Create and sustain imaginary contexts

#### **Advertisements**

- In small groups of about three or four the children choose to advertise a particular animal, giving the merits of having this animal. The children may wish to take elements from well-known T.V. ads or construct their own advertisement.
- The children can add background music etc. if they wish, for example “Buy this beautiful big Kangaroo for just £99.99, ideal for hopping up to the shop to collect the groceries. Brilliant at bouncing on beds with children AND you can even sleep in his nice comfortable pouch, yours for just £99.99. So come on down to *Kangaroo City* today.”

**Receptiveness:** Become increasingly aware of the importance of gesture, facial expressions, tone of voice, audibility and clarity of enunciation in communicating with others.

Use mime to convey ideas, emotions

#### **Mirrors (Development)**

- In later lessons A moves on to different types of mirrors. A (the person) makes very big movements and B (the mirror) copies but makes small movements, and vice versa
- In the next mirror A recites a poem/rhyme/alphabet. B begins to recite also. A will continue to change his/her emotions, and therefore his/her voice and tone throughout the recitation, and B must attempt to mimic A's emotions perfectly
- A performs the action and B copies it but may voice A's thoughts, for example A smiles or waves, B does the action simultaneously and says “hello,” or A yawns and stretches, B copies saying “I'm so tired, I've been working so hard at...”
- Finally A mimes a sequence of events, for example getting up and ready, going to the airport, getting on a flight etc. B mimics the actions and when they are all complete B tells A what has happened.
- Similarly B can provide a soundtrack for the action
- A and B will change roles throughout these activities.

**Receptiveness** Use mime to convey ideas, reactions, emotions, desires and attitudes

**Like a Puppet on a String (Development)**

- Each child finds a partner
- A is the puppeteer and B is the puppet
- The puppeteer, A, mimes tying strings to parts of the puppet's face, for example the eyebrows, either side of the mouth and the chin.
- The teacher will call on the puppeteers to make certain faces, for example a surprised face – in this case the eyebrows may be pulled up and the chin pulled down
- At a later stage a hand may be placed on the puppets head so that he can voice what has made him surprised, angry
- In a follow up lesson the puppeteers may tie strings to other parts of the puppet's body, for example the hands and feet, as these can be used to make gestures or elaborate on expressions
- In a follow up lesson the puppet has been given the gift of speech, interview him/her how he/she felt before and after this change etc.

**Receptiveness:** Give and follow instructions on how to perform a particular task or function

**Competence and Confidence:** Give and take turns in speaking and experience, a classroom environment in which tolerance for the views of others is fostered

**The Professionals**

- Explain to the children that they are all working for a T.V. company
- Each of the children will be given a job title and must mime this job in front of the group
- If someone in the group realises the job that the person is doing they come and mime another action that the professional does
- When two other people have joined A the picture is frozen and the children takes turns guessing the activity, for example A is a Air Host/Hostess and may be giving the safety talk, B realises what A is doing and begins to mime giving out drinks/food and C might check tickets

In a follow up lesson ask the children to perform a task and talk the audience through the task, for example A might be a chef and will show and tell his/her audience how to cook a chicken. B may be a mechanic showing how to change a wheel etc.

**Competence and Confidence:** Give and take turns in an environment where tolerance for the views of others is fostered

**Emotional and Imaginative development:** Create and sustain imaginary contexts

#### **Hopping all over the World**

- Allow the child to sit in a comfortable area of the room, maybe in the library area, where there is a globe or map.
- Explain to the children that they are going on a magical journey to their favourite country in the world
- Ask each child to think about this country, what are the people like? What animals or birds live there? (The children may have researched a little about their favourite country earlier, not a lot of detail is needed)
- Each child will pretend to be a person, animal, bird or unique feature of the country they are in.
- The teacher hops from country to country (child to child) and the class watch each child acting out aspects of that country
- The children can guess the country they believe the person to be in
- In order to elaborate on this theme the children can be placed in a time rocket and return to any time in history they wish, for example pretending to be a cave man and creating fire etc. Again the rest of the class guess the time/period
- Both of the above activities can be done in groups or as individuals
- A follow up activity may be to have the people from different countries and time periods meet and interact

### **Under the Hawthorn Tree by Marita Conlon-Mckenna**

The following games and activities are based on the above book, but can be adapted and used with other stories (see drama)

**Receptiveness:** Be continually aware of the importance of gesture, facial expressions, audibility and clarity of enunciation in communicating with others. Competence and Confidence:  
Give and take turns in an environment where tolerance for the views of others is fostered

#### **Meetings**

- Bring the children to a large area and begin reading the story. Stop reading after paragraph 1 pg 11, (the children have to run home from school to help gather the potatoes)
- Tell the children that we are going to pretend that we are the inhabitants of the village of Duneen, in which the story takes place. I, as teacher, will play the part of the Priest, and I will call and conduct the meeting.
- Each child decides for him/herself who they will be. "Hello everyone and thank you for coming to the meeting, this is a terrible time for us all and I am hoping we can work together to find some solutions to our problems. If you have anything to say will you put up your hand and say your name and occupation loudly and clearly."
- If you as teacher find that certain characters are not included you can prompt the children, "Is the landlord here, after all we are his tenants and he may be able to help," Try to ensure that all students participate actively.
- After a number of possible solutions have been discussed and debated the Priest can end the meeting by suggesting that the villagers impose them. Another meeting can be called at a later date.

**Receptiveness:** Take part in games in which unseen objects are identified from descriptions given by other pupils

- Begin the game by asking all of the children to close their eyes
- The teacher can then use familiar everyday items to create sounds
- The children guess the sound
- Divide the class into pairs A and B
- A is given a card with the name of an object that s/he describes
- A is given one minute to describe the object to B
- B can have two chances at guessing the object in question
- As time goes on decrease the amount of time given to describing the object, or ensure that the children give a more detailed account of an object
- The children may also be asked to describe countries, places, monuments, characters, food etc.
- Develop this game by blindfolding two children, A and B, one child, A, is given an object and begins to describe the feel, size, shape, smell, taste etc. of the object
- The second child, B, guesses the object

**Receptiveness:** Use mime to convey ideas, reactions, emotions, desires and attitudes

#### **Inventions**

- The children sit in a circle
- One child becomes a famous inventor, s/he goes to the centre of the circle and begins to invent something
- The student may "use" as many other students as necessary to construct her/his invention.
- It may or may not move, depending on the students
- The rest of the class tries to guess what the invention is for or what it does.

**Receptiveness:** Use mime to convey ideas, reactions, emotions, desires and attitudes

#### **Mime Time**

- A's are given cards with different emotions on them and situations that have made them feel this way
- All of the group (A and B) walk around the room/area
- When the teacher calls stop, A begins to mime his/her feelings and why s/he is feeling this way, to the B closest to him/her, for example A may be angry because s/he have lost something valuable, B reacts with different attitudes and can feel sorry for A, angry, happy, worried etc
- They then return to the circle and B voices the situation that occurred while A tells the group how B reacted to the situation
- □ Similarly half of the group, A are given cards with different emotions they meet B and act out their feeling with a simple mime. B guesses why A is feeling this way

**Competence and Confidence:** Give and take turns in an environment where tolerance for the views of others is fostered

**Emotional and Imaginative Life** Experience and enjoy playful aspects of language, for example playing word association games, experiment with funny sounding words

#### **The Name Game**

- Ask the children to sit in a large circle
- Each child must think of an adjective beginning with the same initial as his/her first name to describe him/herself, for example Happy Henry, Silly Suzie etc.
- Next ask the children to think of a verb to go with their name, for example Silly Suzie skies, Happy Henry hops
- Continue on adding nouns adverbs etc. Check which children can make the longest sentences "Silly Suzie slowly skies down steep and slippery slopes"

### Word Games

- The children sit in a large circle
- The teacher picks a topic and one by one the children name a word that is linked to the topic
- Initially the children clap or stamp their feet between each word, to give them a chance to think of linking words, for example Cat, *stamp feet*, kitten, *stamp feet*, whiskers...etc. Topics can also include famous people, counties, space, current affairs, maths(square numbers etc.)

### Angry Animals

- The children sit in a circle and the first child is A, the second is B and so on.
- The children use the letter they are given to describe animals, for example angry antelopes, bold buffalos etc.
- This can be links to other areas such as countries, birds, people etc.

**Competence and Confidence:** Give and take turns in an environment where tolerance for the views of others is fostered

**Emotional and Imaginative Life** Experience and enjoy playful aspects of language, for example playing word association games, experiment with funny sounding words

### I went to the shop

- The children sit in a circle and a topic is chosen, for example animals, birds, insects, food, clothes etc.
- A begins " I went to the shop and I bought a gorilla" the child can add an action to help others remember, for example scratching under his/her arms.
- B continues, "I went to the shop and I bought a gorilla and an elephant" B makes the action for gorilla and elephant, this continues around the circle with each child repeating the animals that have gone before then adding their own animal.
- To end this game all of the group repeats all of the animals that were bought and each action to go with it.

### What's in a word (I Went to the Shop) (Development)

- One child, A, thinks of a word, this word may have a particular feature, for example it may have a letter doubled in it (stoppper, applle, berryies)
- A begins " I went to the shop and I bought a stopper"
- The rest of the group try to link other words that have the same feature, but must guess the particular feature first
- B raises his/her hand, and says a word that s/he believes is linked to the first. S/he may think A is referring to all the words that begin with "s" so s/he will suggest " I went to the shop and I bought a saucer" C may suggest words that end with "r", "I went to the shop and I bought a calendar"
- A will say "that's wrong I didn't buy a saucer or a calendar"
- The children continue until someone guesses the feature, D might suggest "I went to the shop and I bought a parrot" A will say "that's right I did buy a parrot"
- Both A and D and whoever else guesses the feature can continue giving examples until all or the majority of people see the link
- Remember some children may not have guessed the correct feature but may say a word linked to "stopper", for example a child, B, thinks that all the words beginning with "s" is the link and s/he may suggest "I went to the shop and I bought a sheep". This word has the "e" doubled so A will say it is right. To eliminate this problem get all those who guess correctly to give a few examples of the feature throughout the game
- Initially keep the game simple until the children have a good grasp of the idea.

### **Sounds like fun**

- The children sit in a circle; one of the children is chosen to be a detective.
- The children are told that a murder has taken place and that because they were at the scene of the crime when the incident occurred they will be questioned. In this game all of the children are the same person and so must remember the details that others give, so that when a question is repeated they will give the same answer, for example.
- A -“what is your name?” B -“Where were you at the time of the murder?” E -“what were you drinking?” H -“Who were you with?” C -“Excuse me, what did you say your name was again?”
- Ask lots of questions randomly in quick succession, repeat different questions a number of times

In order to develop the game ask the witness for descriptions of different people and places

### **Sounds like fun (Development)**

- Similarly before beginning the game, explain to the children that they must get words or phrases to rhyme, for example
- A - “what is your name?” who me, oh it’s Lee
- B - “Where were you at the time of the murder?” In the bar, having a jar E - “what were you doing?” I was having a smoke and drinking coke, H -“Who were you with?” I was with some folk, Betty Betolk and some other bloke C - “Excuse me, what did you say your name was again?” etc.

### **Bibliography**

The following are a selection of books that may be helpful in developing games and activities in the classroom

Mosley, J. (1993) Turn your School Around: LDA, Cambridge. ISBN 1 85503 174 4

Mosley, J. (1996) Quality Circle Time: LDA, Cambridge. ISBN 1 85503 229

Mosley, J. (1998) More Quality Circle Time: LDA, Cambridge. ISBN 1 85503 270 8

Poulter, C. (1987) Playing the Game: Macmillan. ISBN 0-333-40385-1