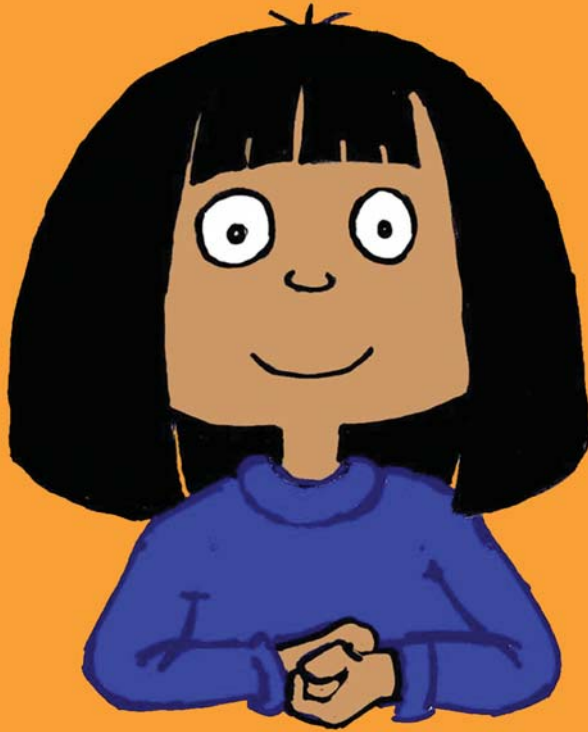


Jenny Mosley's

Small Book
of

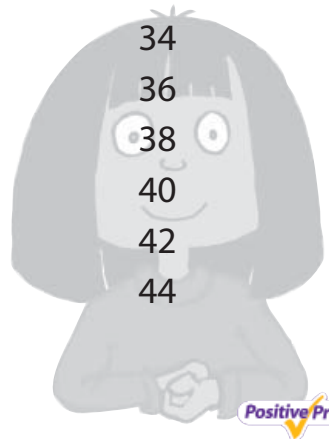


Concentrating Skills

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Orchestra soundtrack



What you need: a selection of percussion instruments – tambourine, triangle, maracas, wood block, etc.; a recording of a familiar song; and CD player

Preparation: none

What to do:

Introduce the instruments and allow children some time to explore them.

Discuss which song they would all like to sing.

Tell them when and how they will play their instruments. You can organise this by dividing the children into sections and using hand movements to conduct them.

Rehearse the piece several times until the children are proficient.

You may like to record their performance, play it back and discuss how they might make it even better.

Teach them some new words as you play – quiet, loud, gentle, quick, slow, jerky and smooth.

Praise them for their excellent concentration skills.

Now try this ...

I'm the conductor

Each child is given an instrument. They hold this quiet and still.

The conductor waves their arms about chanting:

*I'm the conductor.
I tell you what to do.
I'm the conductor
And I choose you.*

The conductor points at a child. This child must do as he/she is instructed. Start with names. Like this:

Susie, play your name (Susie, taps her instrument twice).

Christopher, play your name (three taps needed).

Then you can move onto animals or whole sentences.

Tapping/clapping like this is a rich source of concentration activity that teaches concentration in a useful, multi-sensory way that can be used as often as you can manage.



Jumping jacks

What you need: space

Preparation: none

What to do:

One child is chosen to be the Watcher and stands facing the wall.

The other children are Jumping Jacks and line up against the opposite wall.

While the Watcher is turned away, the Jacks can move forward, but only by jumping.

If the Watcher turns around and sees any of them moving, they will be sent back to start again.

The Jacks have to concentrate in order to stop moving as soon as they see the Watcher beginning to turn.

The first Jack to reach the end and touch the Watcher without being detected becomes the new Watcher.

Praise all the children who manage this for it takes focused attention to only move when the Watcher is not looking.



Now try this...

A variation on this game is, *What's the time, Mr. Wolf?*, which is played like this:

Somebody is chosen to be Mr. Wolf.

Mr. Wolf goes and stands at the end of the playground with his back to everybody.

The players say – *What's the time Mr. Wolf?*

Without turning around and looking, Mr. Wolf says a time, for example – *5 o'clock*.

The players then take 5 steps forward and then say again – *What's the time Mr. Wolf?*

Mr. Wolf answers again with another time.

This continues until Mr. Wolf says – *Dinner time*.

He then turns around and tries to catch everyone as they all run for home.

The player caught is then Mr. Wolf and the game starts again.

If no one is caught then Mr. Wolf has to be Mr. Wolf again.

If a player reaches Mr. Wolf before 'Dinner time' then they tap Mr. Wolf on the shoulder and start to run for home with Mr. Wolf trying to catch them in the same way as before.

Watch them carefully and be ready to commend any children who have concentrated particularly well.

