

Jenny Mosley's **Activities To Help Children Get On Together**

All these activities, based on '101 Activities to Help Children Get On Together' by Jenny Mosley and Helen Sonnet, are for pairs or small groups of children – designed to help children work together, play together and to get on well together. Good luck!

Facing The Facts

This is a great game for boosting self-esteem.

Resources

A photocopy of following page for each child. Coloured pencils, scissors and a 1-6 dice to share.

What to do

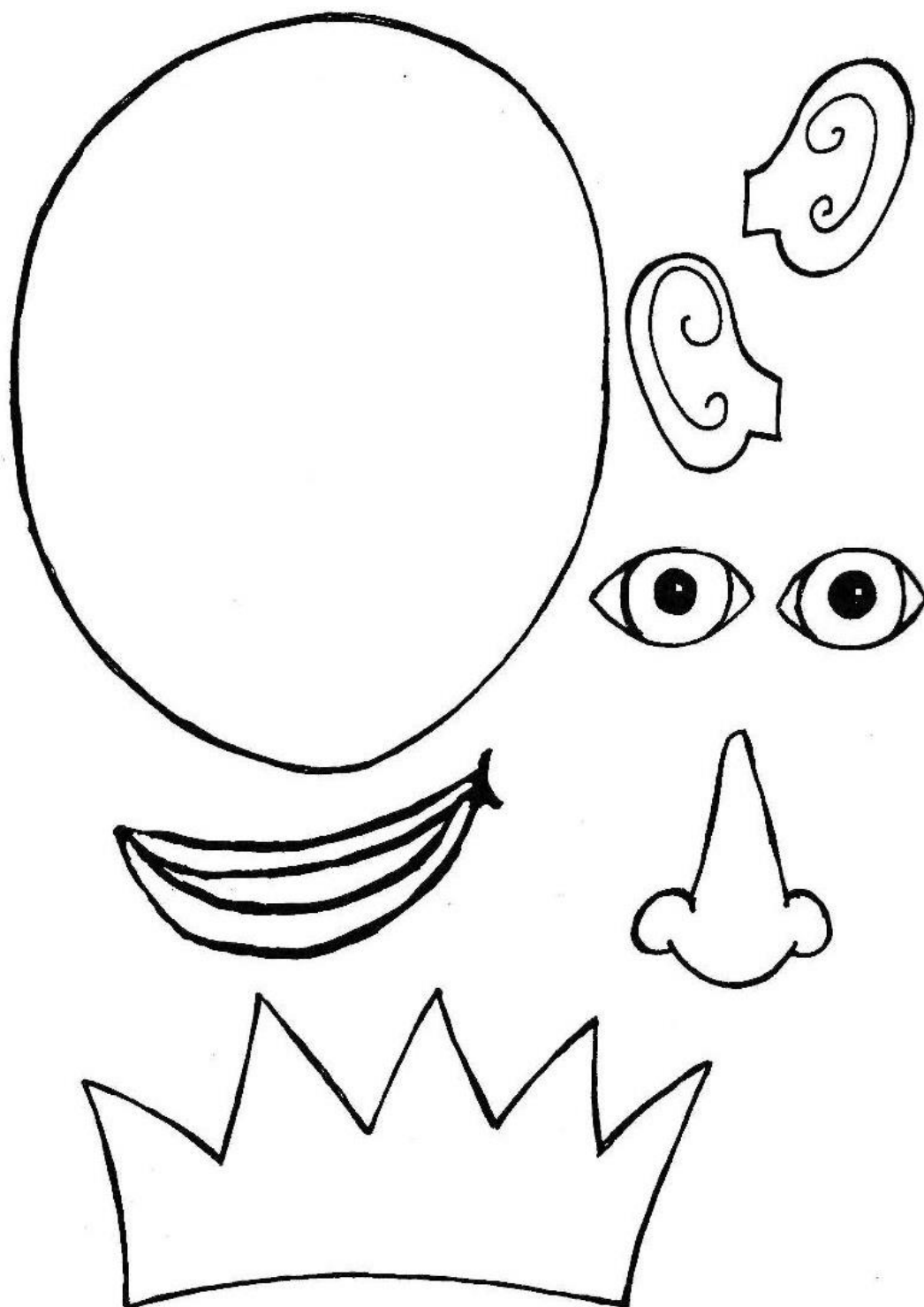
Give each child a photocopy of the picture on the following page to colour. Once completed, they cut out the items shown. The children take turns to roll their dice. For each number rolled, they collect the following item(s) and complete the related sentence:

- 1 - face ('I like my [chosen part of the body].')
- 2 - both eyes ('I like to look at ...')
- 3 - nose ('I like to smell ...')
- 4 - both ears ('I like to listen to ...')
- 5 - mouth ('I like to eat ...')
- 6 - crown ('I am good at ...').

If they already have the item(s) for the number rolled that go becomes invalid. The winner is the first child to complete their photocopied face.

Before the game begins, ask the children to remember one of the sentences that one of the other children says during the game. When most/all of the faces are complete, ask each child in turn to tell you their partner's sentence.

Facing the facts



Measuring Up

This is a useful activity to encourage children to chat.

Resources

A slip of paper and a pencil to share.

What to do

Give the children a selection of different measuring tasks, such as measuring the length / width / height of:

- the room in full strides
- the room in heel-to-toe steps
- a bookcase in hand spans
- the door in index-finger lengths
- a cupboard in forearm lengths
- the halt in arm spans.

Ask them to write their task and the measurement taken on a slip of paper and chat through what they thought the answers were going to be.

(Before the measuring task, make sure the children understand what you mean by the different units of measurement.)

Float or Sink?

The children must use their skills of prediction in this activity.

Resources

A jam jar with a lid, golden syrup, vegetable oil, water coloured with food colouring, and a selection of small objects, such as rubbers, pencil shavings, shells, beads, crayons, and so on. Paper and pencils for each group. (Use whatever safe liquids and small objects that you have in your cupboards for this one.)

What to do

Give the children a jam jar and equal amounts of each liquid. Ask them to pour each of their liquids into their jar. Instruct them to put the lid on their jar firmly and to shake the jar well. Discuss what happens. Ask the children to watch their mixture and observe any developments. Discuss what changes have taken place at minute intervals. The Liquids will separate after a few minutes. Ask the children why they think the liquids have formed into separate Layers.

Ask the children to collect a selection of small objects such as those listed above.

Discuss with them what they think will happen to each object once they drop it into their mixture. They should make a list of their predictions before the investigation.

Chat through what the children have seen and the fact that the liquids separate and have different characteristics because of their different densities.

Telephone Trials

The children will need to work together in this activity to think of appropriate questions.

Resources

Six different lengths of thin string and a variety of containers made of thin plastic, such as different yoghurt pots, twelve if possible. Puncture the base of each container before the activity.

What to do

Tell the children that they are going to carry out an investigation into home-made telephones. Ask the groups to assemble their telephones by attaching one of their plastic containers to either end of each length of string (with the cup of the pot facing out), inserting the string through the hole in the base and tying a knot in it. They can take turns to talk to each other using the different 'phones'.

Ask the children to discuss what questions they might investigate using their telephones. They might choose one of the following:

- Does the Length of string make any difference to the effectiveness of the phone?
- Do the phones work as well outside as they do inside?
- Does the size/type of container influence a phone's effectiveness?

Chat with the children about what they have found out.

The telephones work most effectively when the strings are stretched tight.

Garden Designs

This is great for getting children to think together about the needs of others.

Resources

Paper and pencils.

What to do

Explain that they are going to design a garden for a specific age group – either toddlers, children, teenagers, adults and the elderly. They have to think about what the age group they are building the garden for would want and design their garden accordingly. When they have completed this, they can explain to you why they have designed it the way they have. How would they change it for one of the different age groups? They could use books of the internet to look at examples of gardens.

Quick Sketch Artist

This is a fun activity, good for using observational and memory skills.

Resources

Paper and pencils and a picture that contains plenty of detail.

What to do

Explain that you are going to show them a picture and that they will have one minute to study it before it is hidden. Then give them ten minutes to try to reproduce the picture together. Explain that you won't be looking for the most artistic drawing, but the picture should include as many details as possible from the original in the correct position. After ten minutes, let the children compare their work with the original piece. Ask the children what sort of picture they would find easier to remember?

Print Sprint

The children will need to work together very efficiently to succeed at this activity.

Resources

A selection of pages from magazines or newspapers (suitable for children), a pair of scissors each, paper and glue to share.

What to do

Hand out the resources, explaining that you will read out a word, and they have to make up the word by cutting out, collating and gluing onto the paper the individual letters from the newspapers and magazine pages. Let the children have a think about how they are going to do this. Then tell them the first word. This word must be made up of letters taken only from headlines / headings. As the children to do this as speedily as they can. Then ask them what their strategy was to make this a quick process. This could be extended to writing sentences from letters or whole words that they can cut out from the printed sheets.

Building Up A Picture

The children much work together in this activity to interpret a set of picture clues.

Resources

A photocopied set of the picture clues.

What to do

Give the children in a pair or small group a set of picture clues, numbered by the adult. Ask them to devise a story according to the numerical order of their clues. Allow plenty of time for them to develop their storylines and then gather them in. Ask them to display their picture clues in the given order and then tell their story.

At a different time, re-number the clues in a different order and ask the children to come up with a different story to fit the new order of the clues.

Discuss how different the stories are when the pictures are in a different order.

Further Activities

Monster models

Give the children a set of everyday construction materials – like cardboard tubes, corrugated cardboard, buttons, tin foil, and so on. Ask them together to use their materials to create a detailed model of an imaginary monster.

Family or Group logo

Show the children some company logos and chat about what they are like.

Ask the children to design a simple logo for their family or group. It may be based on their group's name or something that they think represents or is important to them. Encourage them to explore different versions to help to develop their ideas. You can use the logo on cards and in other places.

Treasure hunt

If possible, play this game outside where there is more space. Give the children a piece of 'treasure'. One child puts on a blindfold, while the other child or children hides their treasure some distance away. The child (or children) who hid the treasure moves away from it. They then shout instructions to the blindfolded child, telling them where to go to find the treasure. The blindfolded child has to try to concentrate on the voice (or voices) in order to find their treasure.

You can't say that

Create a collection of cards, each with a different letter of the alphabet on, omitting q, v, x, y and z. Make another set of cards each with a different category such as pets, fruit, sports, vegetables, colours. Place each card set in a different container. Ask children in turn to take out one of each card. They take it in turns to say an item in the given category that does not have the nominated letter in it. They must try not to repeat an item or hesitate.

Paper, Scissors, Stone II

Ask the children to work together to try to devise a different version of Paper, Scissors, Stone. Share ideas and try some of the new versions to create a new craze.

Games workshop

(You will need some magnets for this one)

Ask the children to design a game based on magnetism. They might want to create one similar to the game that uses a magnet on the end of a toy fishing rod to catch fish made of thin card, each with a paperclip attached to it. Alternatively, they may create toy racing cars from card that each has a magnet attached to it. They place these with the magnet facing downwards on a racing track drawn on a large piece of card. They then use a second magnet per car beneath the track to move each car.

Shape tests

With the children, research and create some sets of the following 3D shapes from card: cones, cubes and cylinders. Place three of the same shape beneath a tray. Keep adding weights to the tray until the shapes collapse. Note the total weight they supported. Repeat this for the other shapes.