

Games of Low

Organisation (GLOs)

Types of Games

Word Games

Fitness/Movement Games

Action Games

Guessing Games

Ice Breaker / Getting To Know You

Word Games

- Alpha Noun
- Alpha Bits
- Anything But...
- Around the World
- Boom Chicka
- Build-a-word
- Buzz word
- Chinese Whispers/Grapevine
- I went to the shops
- Letter Challenge
- Letter Hunt
- One word story
- One minute please
- Suddenly...
- Supermarket
- Taboo
- The 'Um' Game

Fitness/Movement Games

- All over red rover
- Cat and Mouse
- Crows and Cranes
- Four Corners
- Human Knot
- Red Rover
- Sock Wrestling
- Stuck in the Mud
- Thumb Wars
- Under Over

Action Games

- **Add to it**
- **Back Artist**
- **Back to Back**
- **Band Leader**
- **Blue Bum (Red Elbow)**
- **Birdie on a perch**
- **Boating**
- **Captains Calling**
- **Charades (Two Teams)**
- **Charades (Classic)**
- **Egg, Chicken, Dinosaur**
- **Ninja Slap**
- **Rock, Paper, Scissors**
- **Space Jump**
- **Triggers**

Guessing Games

- **Celebrity Heads**
- **Heads and Tails**
- **Heads Down Thumbs Up**
- **Hot or Cold**
- **Name Bingo**
- **People Bingo**
- **Twenty Questions**
- **Who's Lying?**
- **Who am I?**
- **Wink Murderer**

Ice Breaker / Getting To Know You

- **Cinderella's Shoe**
- **Line Up**
- **Name Sentence**
- **Never have I ever**
- **Two truths and a lie**
- **Web of People**

ADD TO IT

Type of Game: Action Game

Minimum/Maximum Participants	Equipment
2 - Unlimited	None required.

How To Play!

Sit or stand in a circle.

One person makes an action, the next person repeats the action and adds one of their own.

The third person does the first two actions and adds another of their own etc.

Rules!

When someone forgets an action the next person starts a new sequence off.

Boring?

Extension 1: Introduce the rule that the actions have to alternate between verbal and non-verbal.

Variation 1: Introduce the rule that you must stand up when doing the action (if sitting) or sit down when doing the action (if standing).

Framework Outcomes:

1.1 Children feel safe, secure and supported

1.4 Children learn to interact in relation to others with care, empathy and respect

2.1 Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation

2.3 Children become aware of fairness

4.1 Children develop dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

5.1 Children interact verbally and non-verbally with others for a range of purposes

ALL OVER RED ROVER

Type of Game: Fitness Game

Minimum/Maximum Participants	Equipment
6 - Unlimited	None required.

How To Play!

Players line up on one side of the boundary area.

A player is chosen to be the 'tagger'.

The tagger chooses a something, for example "I call over, everyone wearing red" or "I call over, everyone who has a hat on", and those people need to run across the designated area to the opposite boundary line without being tagged.

The players who make it to the other boundary line, must wait for the tagger to call the next 'category' to see when to run across.

The tagger may also choose at some point in the game, to call "all over red rover" which means all players must make their way to the opposite boundary line.

This game finishes when there is one player left who has not been tagged, and they are declared the winner of that round and become the new tagger.

Rules!

Players must remain within the marked boundaries, and if they run outside of these boundaries they are immediately and automatically 'tagged'.

If a player gets tagged, then they join the tagger and can help to tag people.

Boring?

Variation 1: Those who are tagged by the tagger must remain in the spot that they were tagged. They can move their bodies and their arms, but their feet must remain 'glued' to the spot.

Framework Outcomes:

- 1.1 Children feel safe, secure and supported
- 2.1 Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
- 2.3 Children become aware of fairness
- 5.1 Children interact verbally and non-verbally with others for a range of purposes

ALPHA NOUN

Type of Game: Word Game

Minimum/Maximum Participants	Equipment
2 - Unlimited (If more than 20 play in two groups)	None required.

How To Play!

Choose a topic.

In a circle, participants go around and name an item from the chosen topic in alphabetical order.

Rules!

If participants cannot think of an item beginning with the letter of focus then they must name 2 items when focusing on the next letter. Fail to do so will result in elimination.

Participants can bring eliminated players back in by naming 3 items from the focus letter.

Boring?

Extension 1: Enforce that each participant has to communicate their item in a funny voice!

Framework Outcomes:

1.1 Children feel safe, secure and supported

1.4 Children learn to interact in relation to others with care, empathy and respect

2.1 Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation

2.3 Children become aware of fairness

4.1 Children develop dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

Topic Ideas for ALPHA NOUN and APHABITS

- Movies
- Disney/Pixar Movies
- TV Shows
- Book Titles
- Animals
- Bugs/Insects
- Mammals
- Things with tails
- Fish
- Birds
- Types of Cars
- Forms of Transport
- Things that have wheels
- Items of Clothing
- Food
- Fruit
- Vegetables
- Pizza Toppings
- Ice Cream Flavours
- Types of Chocolate
- Types of lollies/sweets/candy
- Types of drinks/beverages
- Things you'd find in a kitchen
- Countries
- Cities
- Places in Australia
- Things you'd find in a classroom
- Colours
- Musicians/Singers/Bands
- Song Titles
- Famous People
- Movie Characters
- Superheroes/Villains
- Cartoon Characters
- Plants
- Flowers
- Things that grow
- Things that are cold
- Things that are hot
- Boys Names
- Girls Names
- Sports
- Things you'd find in the ocean
- Things you'd find in the desert
- Things you'd find in a jungle
- Things you'd find in a savannah
- Things you'd find in a park
- Parts of the body
- Musical Instruments
- Toys
- Jobs/Occupations
- Feelings/Emotions
- Technology
- Hobbies
- Words associated with summer/
winter/autumn/spring

ALPHABITS

Type of Game: Word Game

Minimum/Maximum Participants	Equipment
4 - Unlimited	None required.

How To Play!

After the rules of the game have been explained, choose 1-2 people to be on the 'Judging Panel'.

Begin the game by choosing a letter of the alphabet and a topic/category.

For example:

Letter is 'B' and the Topic is 'Animals'.

The children need to come up with as many words beginning with the chosen letter, that fit into the category.

For example:

Bat, baboon, bison, bilby.

The 'Judging Panel' need to keep track of any words that get repeated. If a person repeats a word then they join the judging panel.

Game ends when either people can't think of any more words, or everybody has moved across to the 'judging panel'.

Rules!

No repeated words, and all words have to be actual words (not made-up).

Boring?

Variation 1: Children can re-join the game if they can come up with a word AFTER all that are still playing cannot think of one.

Framework Outcomes:

- 1.1 Children feel safe, secure and supported
- 1.4 Children learn to interact in relation to others with care, empathy and respect
- 2.1 Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
- 2.3 Children become aware of fairness
- 4.3 Children transfer and adapt what they have learned from one context to another
- 5.1 Children interact verbally and non-verbally with others for a range of purposes

ANYTHING BUT...

Type of Game: Word Game

Minimum/Maximum Participants	Equipment
2 - Unlimited	Any object from the room.

How To Play!

Choose an object from the room, and moving around the circle, each person must turn the object into anything but what it actually is.

For example: If the object was a CUP, you could say it was a BOAT, or a HAT

Rules

Cannot repeat what somebody else has already said.

Must be different to what the item is.

Boring?

Variation 1: Each child has to enact the purpose that they describe. (If they say it is a hat, then place it upon their head)

Variation 2: Place a timer on each child (e.g. 5 seconds) within which they must come up with an idea or they sit out for the rest of the round.

Framework Outcomes:

1.1 Children feel safe, secure and supported

1.4 Children learn to interact in relation to others with care, empathy and respect

2.3 Children become aware of fairness

4.2 Children use a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating

5.1 Children interact verbally and non-verbally with others for a range of purposes

AROUND THE WORLD

Type of Game: Word Game

Minimum/Maximum Participants	Equipment
2 - Unlimited	None Required

How To Play!

Participants must form a circle.

The starting participant must name a country, place or item of culture

For example: Germany, The Great Wall of China, or Skiing.

The next participant must name something using the last letter of the word from the participant before them.

For example: Participant one: Germany, Participant two: Yodelling, Participant three: Grampians

Rules

No words can be repeated.

Failure to name a word means that the participant must come up with two words for the next one (the participant after them uses the last letter of the second word).

Boring?

Extension 1: Enforce that participants need to speak in a funny voice!

Framework Outcomes:

1.1 Children feel safe, secure and supported

2.3 Children become aware of fairness

5.1 Children interact verbally and non-verbally with others for a range of purposes

BACK ARTIST

Type of Game: Action Game

Minimum/Maximum Participants	Equipment
4 - Unlimited	None Required

How To Play!

This game is based on the old "Chinese whispers" but involves touch rather than hearing.

Divide the group into teams of about six each. Each team sits in a line, one behind the other.

The last person is shown a simple hand-drawn picture of an object such as a house, a cat, or a Christmas tree, etc.

The person who is shown the drawing then tries to draw an exact copy of it, using their fingers, on the back of the person in front of them. The second person then draws what they felt onto the back of the person in front of them.

This continues until it gets to the person at the front of the line, that person then must draw what he or she felt, on a piece of paper.

The team whose picture most resembles the original wins that round.

Rules

The drawing can only be done once for each person.

No talking is allowed, it is a silent game.

Boring?

Extension 1: Increase the difficulty of the drawings.

Extension 2: Participants need to use their elbows to draw instead of their fingers.

Extension 3: Participants need to use their foot to draw instead.

Framework Outcomes:

1.1 Children feel safe, secure and supported

2.3 Children become aware of fairness

4.1 Children develop dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

4.2 Children use a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating

5.1 Children interact verbally and non-verbally with others for a range of purposes

BACK TO BACK

Type of Game: Action Game

Minimum/Maximum Participants	Equipment
2 - 10	None Required

How To Play!

This is the game where you start out with two people sitting back to back and they have to stand straight up without using their hands.

The children will be amazed at how it works!

Rules

Cannot use hands.

Requires teamwork.

Boring?

Extension 1: Add another child each time they successfully stand up.

Extension 2: Add a challenge for the participants to complete once they stand up.

For example: walk across the room back to back; turn the group around in a circle back to back; sit back down back to back without falling over.

Framework Outcomes:

1.1 Children feel safe, secure and supported

2.3 Children become aware of fairness

4.1 Children develop dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

4.2 Children use a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating

5.1 Children interact verbally and non-verbally with others for a range of purposes

BAND LEADER

Type of Game: Action Game

Minimum/Maximum Participants	Equipment
2 - Unlimited	None Required

How To Play!

All the children sit down in a circle.

One person is chosen to leave the room while the group decides on somebody to be the 'band leader'.

It is the band leaders job to come up with actions for the rest of the group to follow.

The guesser returns to the group when the band leader is chosen and the first action has started.

The actions need to change every 10 seconds or so.

The guesser has to look around the group and see if they can work out who the band leader is.

Rules

The guesser cannot ask any questions, they can only use their observational skills.

The leader needs to change the actions fairly often, to give the guesser a chance at working out who the leader is.

The rest of the group need to try not to look directly at the leader, otherwise they will give it away to the guesser.

Boring?

Extension 1: Have them clap out rhythmic patterns instead of actions.

Extension 2: Have the leader change the actions more frequently.

Framework Outcomes:

1.1 Children feel safe, secure and supported

1.2 Children develop their autonomy, interdependence, resilience and sense of agency

2.1 Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation

4.1 Children develop dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

5.1 Children interact verbally and non-verbally with others for a range of purposes

BLUE BUM (RED ELBOW)

Type of Game: Action Game

Minimum/Maximum Participants	Equipment
2 - Unlimited	None Required

How To Play!

Gathering everyone together in one area, two people are chosen: one person is elected to choose a colour, and another is elected to choose a body part.

For example: Red Elbow or Blue Bum.

The rest of the group must find the selected colour in the room and place that body part on it. Last person to do this is out.

Rules!

More than one person CAN use the same object, if they are able to.

Boring?

Extension 1: Place a time limit on how long they have to select an object (e.g. 5 or 10 seconds) and anybody who hasn't selected one within that time is automatically out for the next round.

Framework Outcomes:

1.1 Children feel safe, secure and supported

2.3 Children become aware of fairness

4.1 Children develop dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

4.2 Children use a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating

5.1 Children interact verbally and non-verbally with others for a range of purposes

BIRDIE ON A PERCH

Type of Game: Action Game

Minimum/Maximum Participants	Equipment
6- Unlimited	Music

How To Play!

BEFORE starting the game, make sure that music is ready to go.

Have all of the participants partner up and decide who will be the 'birdie' and who will be the 'perch'.

All the birdies then stand in a circle facing outwards, and all of the perches stand in a circle surrounding the birdies facing inwards.

When the music starts, the birdies walk clockwise around the circle and the perches walk counter-clockwise.

When the music stops, the birdies must find their perches and sit on them.

Usually the perch kneels on one knee, making a perch out of the other leg.

Rules!

The last couple to pair up is out and the object is to be the last couple left.

Boring?

Extension 1: To speed it up, you can make the last 3 (or more) couples to pair up be out.

Variation 2: Add another person. TREE, PERCH and BIRDIE. The Tree kneels (the proposal kneeling style), the Perch sits on their knee, and the Birdie sits on the perches lap.

Extension 3: The last group to form are out AND anybody who falls over in the process.

Framework Outcomes:

1.1 Children feel safe, secure and supported

2.3 Children become aware of fairness

4.1 Children develop dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

5.1 Children interact verbally and non-verbally with others for a range of purposes

BOATING

Type of Game: Action Game

Minimum/Maximum Participants	Equipment
2- Unlimited	None required

How To Play!

Play this in pairs.

2 people sit on the floor with their legs straight and the soles of their feet touching.

They lean forward and grasp hands.

Keeping their legs as straight as possible.

Each person then tries to pull the other person to her feet.

Rules!

Legs need to be as straight as possible.

Boring?

Variation 1: Participants can try and do this with three people.

Framework Outcomes:

1.1 Children feel safe, secure and supported

1.4 Children learn to interact in relation to others with care, empathy and respect

2.3 Children become aware of fairness

4.1 Children develop dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

5.1 Children interact verbally and non-verbally with others for a range of purposes

BOOM CHICKA

Type of Game: Word Game / Song

Minimum/Maximum Participants	Equipment
2 - Unlimited	None Required

How To Play!

Person leading: "I say a BOOM"

Kids: "I say a Boom"

leader: "I say a boom - chicka "

Kids: "I say a boom-chicka"

Leader: "I say a boom-chicka-boom"

Kids: "I say a boom-chicka-boom"

leader: "I say a boom-chicka-rocka-chicka-rocka-chicka-boom"

Kids: "I say a boom-chicka-rocka-chicka-rocka-chicka-boom"

leader "Oh yeah"

Kids: "Oh yeah"

leader: "One more time"

Kids: "One more time"

Rules!

Everyone repeats what the leader says.

Boring?

Extension 1: Change the style. For example: opera, jive, rap, rock song, love ballad, sign language, whisper, fast, slow, etc.

Extension 2: Choose one of the kids to lead a round.

Framework Outcomes:

1.1 Children feel safe, secure and supported

1.4 Children learn to interact in relation to others with care, empathy and respect

2.1 Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation

5.1 Children interact verbally and non-verbally with others for a range of purposes

BUILD A WORD

Type of Game: Word Game

Minimum/Maximum Participants	Equipment
Groups of 4	Pen and Paper

How To Play!

The object is to spell a word of three or more letters.

Each person adds a letter.

The person who adds a letter that completes a whole word is out.

Be very careful to notice any words. Often the second or third person will be out because they are thinking of a longer word than what they have actually added.

For example, if the first person starts with an "A", and the second person adds a 'C', and then the third person is thinking of a long word like "Actually" they'd be out by adding a "T" since that actually makes a complete word ('Act').

Rules!

Have each group sit in a small circle around their pen and paper, and tell them that it will go clockwise or anticlockwise. Each person has their turn at writing down a letter. The person to the right/left of whoever completes a word (depending on which direction you go), starts off the next word.

Boring?

Variation 1: Each person has 5 strikes that they need to keep track of on their fingers, and when they reach 5 they are out.

Framework Outcomes:

1.1 Children feel safe, secure and supported

2.3 Children become aware of fairness

3.1 Children become strong in their social and emotional wellbeing

4.1 Children develop dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

5.1 Children interact verbally and non-verbally with others for a range of purposes

BUZZ WORD

Type of Game: Word Game

Minimum/Maximum Participants	Equipment
4 - Unlimited	None Required

How To Play!

All participants sit in a circle.

They start counting out loud in turn, but whenever a 2 occurs in a number, they just say 'Buzz' e.g. 14 = Ten Buzz, 24 = twenty buzz, etc.

Rules!

Participants must say BUZZ (or another chosen word) at the correct multiple or they accumulate a strike.

3 strikes and you're out.

Boring?

Extension 1: Later when any multiple of 4 occurs, for example '8', the player just says '2 times Buzz'.

Extension 2: Try adding "WHIZZ" for 5 and multiples of 5.

Framework Outcomes:

2.3 Children become aware of fairness

4.3 Children transfer and adapt what they have learned from one context to another

5.1 Children interact verbally and non-verbally with others for a range of purposes

CAPTAINS CALLING

Type of Game: Action Game

Minimum/Maximum Participants	Equipment
4 - Unlimited	None Required

How To Play!

Choose one leader to be the CAPTAIN and one leader to be the JAILOR

Have the captain explain all the rules and control the game.

Have the group form lines, one behind the other, facing front.

Then have the captain explain that this game is a lot like Simon says.

“You are crew members on a ship and I am your captain. Whatever I say to do, you do. If you disobey my orders then you go to jail, where the jailer will make you do push ups and jumping jacks.”

When the captain says:

STERN the crew must run backwards

BOW the crew must come to the front.

PORT the crew must go left.

STARBOARD the crew must go right.

When the Captain says CAPTAINS ATTENTION the crew must stand facing the captain. The following commands can be made during this:

CAPTAINS BALL the crew must partner up and dance until the command changes.

ROWBOAT the crew must get into groups of three and act like they are in a row boat.

OCTOPUS the crew must get into groups of four, sit together in a circle, legs facing outwards and kick like an octopus.

STARFISH the crew must get into groups of six, link arms and swing around in a circle.

Rules!

Only once the captain has said CAPTAINS CALLING, can the crew follow the stern, bow, port and starboard commands. Meaning, if the captain chooses to trick the crew and say, for example ‘port’, during CAPTAINS ATTENTION, and the crew follow that command they must go to the jailor. The same applies for if the captain chooses to say, for example ‘captains ball’ and he has not yet said Captains Attention.

Boring?

Extension 1: Make it so that, during CAPTAINS ATTENTION, if there are crew members left over from the grouping, they are automatically out of the game.

Framework Outcomes:

1.1 Children feel safe, secure and supported

2.3 Children become aware of fairness

3.2 Children take increasing responsibility for their own health and physical wellbeing

4.3 Children transfer and adapt what they have learned from one context to another

5.1 Children interact verbally and non-verbally with others for a range of purposes

CAT AND MOUSE

Type of Game: Fitness Game

Minimum/Maximum Participants	Equipment
5 - Unlimited	None Required

How to play!

Participants must form a circle

The chosen participant must walk around the circle on all fours and name each participant mouse, until they reach their desired participant and call out cat.

The Cat must chase the mouse around on all fours until they take their original place back in the circle.

If the cat catches the mouse then the mouse must sit in the middle of the circle until the next mouse gets in.

Rules!

Participants must run on all fours.

Boring?

Extension 1: Say 'Mouse' in a squeaky mouse-like voice

Extension 2: Increase the difficulty and have two cats, and two mice.

Variation 1: For larger groups, have two circles going separate of each other. When people get caught by the cat, they move to the other circle.

Framework Outcomes:

- 1.1 Children feel safe, secure and supported
- 1.2 Children develop their autonomy, interdependence, resilience and sense of agency
- 1.3 Children develop knowledgeable and confident self-identities
- 1.4 Children learn to interact in relation to others with care, empathy and respect
- 2.1 Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
- 2.2 Children respond to diversity with respect
- 2.3 Children become aware of fairness
- 2.4 Children become socially responsible and show respect for the environment
- 3.1 Children become strong in their social and emotional wellbeing
- 3.2 Children take increasing responsibility for their own health and physical wellbeing
- 4.1 Children develop dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
- 4.2 Children use a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating

CELEBRITY HEADS

Type of Game: Guessing Game

Minimum/Maximum Participants	Equipment
5 - Unlimited	Pen and scrap paper

How to play!

Write down a few different names of celebrities that are well known (this can include characters from movies, cartoons, etc.)

Choose two children to sit in front of the group. Give each child a piece of paper and without them looking at it, have them hold it upon their foreheads with the writing facing towards the group so that the group can see who they have got.

Each person takes it in turns to ask a simple question, these questions can only be answered with a 'yes' or a 'no'. For example:

"Am I a female?"

"Do I play sport?"

"Have I won any awards?"

Rules!

The audience can only give clues by answering the questions with a 'yes' or a 'no'. You can answer 'maybe' or 'sometimes' if it is necessary to.

Once a person has guessed theirs correctly, another person can immediately take their place.

Boring?

Extension 1: Increase the difficulty and limit the person guessing, to only having 10 questions.

Extension 2: Add a point system, a point is added for each question that the person needs to ask until they guess it. The lower the points, the better that person has done at guessing. Compare numbers at the end, lowest number is declared the overall winner.

Framework Outcomes:

1.1 Children feel safe, secure and supported

1.3 Children develop knowledgeable and confident self-identities

2.3 Children become aware of fairness

4.1 Children develop dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

4.2 Children use a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating

Celebrities/Characters for CELEBRITY HEADS

- Spiderman
- Batman
- Hulk
- Captain America
- Iron Man
- Homer Simpson
- Bart Simpson
- Lisa Simpson
- Mickey Mouse
- Elsa (from Frozen)
- Anna (from Frozen)
- Rapunzel
- Snow White
- Sleeping Beauty
- Peter Pan
- Tinkerbell
- Santa Clause
- Tooth Fairy
- Easter Bunny
- Shrek
- Donkey (from Shrek)
- Spongebob Squarepants
- Patrick (from Spongebob)
- Fin (Adventure Time)
- Jake (Adventure Time)
- Princess Bubblegum (Adventure Time)
- Ben10
- Elmo (Sesame Street)
- Oscar the Grouch (Sesame Street)
- Kermit the Frog
- Miss Piggy (Muppets)
- Dora the Explorer
- Snoopy
- Fry (Futurama)
- Harry Potter
- Ron Weasley
- Hermione Granger
- Winnie the Pooh
- Minion (Despicable Me)
- Katy Perry
- One Direction
- 5 Seconds of Summer
- Justin Timberlake
- Beyonce
- Lady Gaga
- Taylor Swift
- Ariana Grande
- Angelina Jolie
- Hugh Jackman
- The Queen
- The Prime Minister
- President of the USA
- Prince William
- Ronaldo (Soccer Player)
- Messi (Soccer Player)
- Albert Einstein

CHARADES (TWO TEAMS)

Type of Game: Action Game

Minimum/Maximum Participants	Equipment
5 - 20	None Required

How to play!

Split everyone up into two teams. If you are using blank slips of paper, everyone should receive equal amounts of blank slips of paper. Have the players write down ideas for the opposing team to have to act out. Now obviously you could write impossibly hard clues, but in the effort of fairness/fun, try to keep the phrases down to earth. Place these slips in a hat (or other container), and when everyone is finished, place the hat in front of the opposing team.

Next, determine a 'batting' order for the players on the team. It is often easiest to just go down the line (if you are all sitting on a couch), or clockwise (if you are sitting in a circle).

Flip a coin to determine which team goes first. A player from that team should stand up and act out the clue. If the team can correctly identify the clue within the time limit, they get a point.

After the time is up, or the clue has been guessed, the next team goes, and you simply repeat from there till the final score is reached.

Rules!

The final score should be determined before the game (for example 10).

Boring?

Extension 1: Remove the use of one limb so that the person acting out the charade cannot use, for example their left arm or their right leg.

Extension 2: The charade needs to be acted out whilst the person is lying on the floor.

Framework Outcomes:

1.1 Children feel safe, secure and supported

1.3 Children develop knowledgeable and confident self-identities

1.4 Children learn to interact in relation to others with care, empathy and respect

2.3 Children become aware of fairness

4.1 Children develop dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

4.2 Children use a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating

4.4 Children resource their own learning through connecting with people, place, technologies and natural and processed materials

CHARADES (CLASSIC)

Type of Game: Action Game

Minimum/Maximum Participants	Equipment
10 - Unlimited	None Required

How to play!

Choose a child to go first to act out their charade to the rest of the group.

They have the choice of being given something to act out by the staff, or to come up with something on their own.

The child needs to act out the chosen scenario, whilst the rest of the group takes turns at guessing.

Rules!

The key to playing charades is that the person acting out the scenario cannot speak or make any form of sounds.

They can give clues only by acting out using their body.

They can also give clues as to the number of words, number of syllables in a word, or give a "sounds like" clue in which the word they act out sounds like the word it actually is.

The first person to correctly guess becomes the next person to act out a charade. If this person has already had a go, then they can choose somebody to go next.

Boring?

Extension 1: Remove the use of one limb so that the person acting out the charade cannot use, for example their left arm or their right leg.

Extension 2: The charade needs to be acted out whilst the person is lying on the floor.

Framework Outcomes:

1.1 Children feel safe, secure and supported

1.3 Children develop knowledgeable and confident self-identities

2.3 Children become aware of fairness

4.1 Children develop dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

4.2 Children use a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating

Ideas for CHARADES

Movies Titles

- ◆ Flubber
- ◆ Dumb and dumber
- ◆ Frozen
- ◆ Tarzan
- ◆ Jurassic Park
- ◆ Shrek
- ◆ Avengers
- ◆ Despicable Me 1 or 2
- ◆ Planes
- ◆ Alice in Wonderland

Books

- ◆ Harry Potter (any book)
- ◆ The Cat in the Hat
- ◆ The Hunger Games
- ◆ Diary of a Wimpy Kid
- ◆ Goldilocks and the 3 Bears
- ◆ Sleeping Beauty
- ◆ Jack and the Beanstalk

Animals

- ◆ Tiger
- ◆ Lion
- ◆ Monkey
- ◆ Zebra
- ◆ Horse
- ◆ Dog
- ◆ Cat
- ◆ Fish
- ◆ Shark

Occupations

- ◆ Nurse/Doctor
- ◆ Teacher
- ◆ Policeman
- ◆ Fire Fighter
- ◆ Detective

Scenarios

- ◆ Washing the car
- ◆ Brushing the dog
- ◆ Driving a train
- ◆ Eating breakfast
- ◆ Riding a skateboard
- ◆ Playing basketball
- ◆ Playing soccer
- ◆ Winning an award
- ◆ Mountain Climbing
- ◆ Doing the ironing
- ◆ Painting a picture
- ◆ Going on a holiday
- ◆ Playing the drums

Emotions

- ◆ Happy
- ◆ Sad
- ◆ Angry
- ◆ Frustrated
- ◆ Excited/Ecstatic
- ◆ Disappointed

CHINESE WHISPERS / GRAPEVINE

Type of Game: Word Game

Minimum/Maximum Participants	Equipment
2 - Unlimited	None Required

How To Play!

The group sit in a large circle and can either all stand or all sit.

The "originator", whispers a short message into the ear of the person sitting to the right of them. The message is whispered once.

The new messenger then whispers the message into the ear to the one to their right, and so on and so on.

When the message reaches the person sitting to the left of the originator the message is announced out loud. Seldom does the message arrive in its original form.

The person to the right gets to be the next originator.

Rules!

It must be a whisper, and it must be an appropriate sentence.

Boring?

Extension 1: Increase the difficulty by saying it must have a certain number of words .

Extension 2; Make it more interesting by providing the originator with some long and complicated words to include.

Extension 3: To make it really difficult, you could try and have two different messages going around at the same time.

Framework Outcomes:

2.1 Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation

2.3 Children become aware of fairness

4.1 Children develop dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

4.2 Children use a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating

5.1 Children interact verbally and non-verbally with others for a range of purposes

CINDERELLA'S SHOE

Type of Game: Ice Breaker Game

Minimum/Maximum Participants	Equipment
8 - Unlimited	Shoes

How To Play!

All the participants need to partner up and sit in a circle. Staff will need to assist with the partnering up as children may not know each other very well yet.

Once everybody has a partner and seated in a circle, give a blindfold to each pair.

Once at least one person per pair is blindfolded, tell the non blindfolded person to take off one shoe and throw it in the middle of the circle.

When a leader says go, all the blindfolded people have to go to the middle and bring back the right shoe that belongs to their partner.

Rules!

Their partner can yell from their seats, but cannot touch them or physically guide them to their shoe.

The blindfolded person must bring back the right shoe in order for the game to be stopped and Cinderella to live happily ever after.

Boring?

Variation 1: Each person takes off one shoe and puts it into the middle of the circle. Each person then needs to run into the circle and pick up a shoe. They need to then find the person that the shoe belongs to. Have a pre-set question beforehand that they need to ask when they find the person whose shoe they have picked up. For example: "What is your favourite colour?"

Framework Outcomes:

1.1 Children feel safe, secure and supported

1.4 Children learn to interact in relation to others with care, empathy and respect

2.3 Children become aware of fairness

3.1 Children become strong in their social and emotional wellbeing

4.1 Children develop dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

4.4 Children resource their own learning through connecting with people, place, technologies and natural and processed materials

5.1 Children interact verbally and non-verbally with others for a range of purposes

CROWS & CRANES

Type of Game: Movement Game

Minimum/Maximum Participants	Equipment
8 - Unlimited	Coin or similar

How To Play!

Find a coin, or something with two distinguishable sides.

Assign one side as 'Cranes' and one side as 'Crows'.

Divide the players into two equal groups, 'Cranes' and 'Crows'.

Outline a playing area, with two opposing boundary lines. Have the two teams line up facing each other on opposite boundary lines. Explain that these are the boundary lines, it might help to

Flip the coin, if it lands on the crows side, the crows chase the cranes. If it lands on the cranes side, the cranes chase the crows.

The goal is for whichever side is being chased, to make it across their opposing teams boundary line.

Rules!

Option 1

If a crow is tagged, they become a crane. If a crane is tagged, they become a crow.

Option 2

Children who are tagged are out, and must wait for a golden round to re-join the game.

Boring?

Extension 1: Change the names of the groups, brainstorm with the children ideas for what the groups could be called. For example "paper" and "pens, or "spaghetti" and "meatballs".

Framework Outcomes:

1.1 Children feel safe, secure and supported

2.1 Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation

2.3 Children become aware of fairness

EGG, CHICKEN, DINOSAUR

Type of Game: Action Game

Minimum/Maximum Participants	Equipment
10 - Unlimited	None Required

How To Play!

The goal of this game is to work your way up by beating other players at Rock-Scissors-Paper to the "position" of king or queen.

Everyone starts out as an egg. You find another egg and play Rock-Scissors-Paper. The winner "grows" into a chicken who finds another chicken to play against. Whoever wins "grows" into a dinosaur. The loser returns to being an egg.

Once a dinosaur you must find another dinosaur to play against. If you lose you step down to a chicken. The next step is becoming a prince or princess, which of course means playing against another prince or princess. If you win you become a King or Queen and stand off to the side. If you lose you return to a dinosaur. The game is played until there is one egg, chicken, dinosaur and prince. All other players will be kings or queens.

Rules!

Players must only play against someone who is the same level as they are, and they must be honest about which level they are at.

Boring?

Extension 1: Introduce Actions so that eggs waddle on the ground in a little ball, chickens walk and squat while flapping their wings and "clicking", dinosaurs "roar" standing up. Princes/princesses "prance" around holding an imaginary sceptre while kings and queens stand off to the side victoriously.

Framework Outcomes:

- 1.1 Children feel safe, secure and supported
- 1.2 Children develop their autonomy, interdependence, resilience and sense of agency
- 2.3 Children become aware of fairness
- 3.1 Children become strong in their social and emotional wellbeing
- 5.1 Children interact verbally and non-verbally with others for a range of purposes

FOUR CORNERS

Type of Game: Movement Game

Minimum/Maximum Participants	Equipment
10 - Unlimited	None Required

How To Play!

Number each corner of the room.

One child is "It", and stands in the middle of the room. They must then close their eyes and count aloud from ten to zero.

Meanwhile, each child tiptoes silently to any one of the four corners of the room.

Everyone must be in a corner by the time the person who is "It" says, "zero".

The person who is it then calls out a number between 1 and 4, and the children in the corner with that assigned number are out and sit in the middle of the room with the person who is "It".

The other children redistribute themselves and "It" counts again.

Play continues until one child is left and he/she becomes the new "It."

Rules!

Children who are out, must sit in the middle of the room.

Boring?

Extension 1: Introduce a "Golden Round". Where the person who is "it" chooses a time to call a golden round (they must say that it is a golden round before they start counting down from ten), and the children who are out must hold up using their fingers a number between 1 and 4. If their number gets called then they can re-join the game.

Framework Outcomes:

1.1 Children feel safe, secure and supported

1.4 Children learn to interact in relation to others with care, empathy and respect

2.3 Children become aware of fairness

HEADS AND TAILS

Type of Game: Guessing Game

Minimum/Maximum Participants	Equipment
2 - Unlimited	None Required

How To Play!

The coin flipper (teacher or child) has two coins ready to flip.

Each child needs to make a guess as to which sides each coin will land on by placing their hands on their heads or tails (bum). They can do any combination: heads & heads; tails & tails: or heads & tails.

Rules!

The children whose guesses are correct when the coins are flipped remain standing, whilst the other children sit down until a winner is found.

Alternative Children only sit down for one round of coin flipping before joining back in again.

Boring?

Variation 1: Get everyone standing in two lines, facing forwards with all players in the same team holding hands. The two people at the back of the lines need to watch the coin flipper (who will stand at the back in the middle of the two lines) and if it is heads they need to squeeze the hand of the person in front ONCE, and if it is tails then they need to squeeze their hand TWICE. The squeeze is sent from the back through to the person at the front of the line, and if they are the first to tap the staff member standing at the front on the hand, then they can state what the coin said.

Framework Outcomes:

2.3 Children become aware of fairness

4.2 Children use a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating

HEADS DOWN THUMBS UP

Type of Game: Guessing Game

Minimum/Maximum Participants	Equipment
8 - Unlimited	None Required

How To Play!

Play “Heads Up/Thumbs Up” by choosing four children to come to the front of the room. The other children put their heads down on their desk with one thumb up. (can also be played sitting on the floor with heads facing down and eyes close, thumbs above their head).

The four chosen children pick one child each by touching a child’s thumb. After a child is chosen, he/she hides his thumb.

After the four players have each touched a child’s thumb, they return to the front of the room. Then say, “Heads down, thumbs up,” and children sit up.

The chosen children stand up and take turns guessing who touched them. If they guess correctly, they get to replace the one who tapped them. If they miss, they wait until everyone has guessed and then they are told who picked them and the game begins again.

Rules!

If a child peeks, he/she is out of the game.

Boring?

Depending on how many children are playing you can vary how many children are chosen to be the taggers.

Extension 1: A variation is to ask each chosen child a question like a math fact, a spelling word, or any information they should have memorized. If the child answers correctly, he may replace the one who tapped him.

Framework Outcomes:

2.3 Children become aware of fairness

4.2 Children use a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating

HOT OR COLD

Type of Game: Guessing Game

Minimum/Maximum Participants	Equipment
4 - Unlimited	None Required

How To Play!

Chose a participant to act as 'finder.'

Once the 'finder' leaves the room, choose another participant to act as the 'hider'.

The hider must hide the object in desired place.

Once the object has been hidden, the finder re-joins and must find the object whilst the other participants yell warm, hot, boiling when they get closer to the object or cold, freezing, arctic when they get further away.

Rules!

Participants are not allowed to tell the finder where the object is.

Boring?

Extension 1: Instead of stating hold or cold, have the participants shake their head for cold and nod their head for warm.

Framework Outcomes:

1.2 Children develop their autonomy, interdependence, resilience and sense of agency

2.3 Children become aware of fairness

4.1 Children develop dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

4.2 Children use a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating

HUMAN KNOT

Type of Game: Movement Game

Minimum/Maximum Participants	Equipment
5-6 (more than 6, divide into groups)	None Required

How To Play!

This works best in groups of 5-6 people.

Everyone stands in a close circle and puts their hands in the middle of the circle. Each person grabs hold of a hand (a hand in each of their hands), and then everyone works together as a group to untangle the knot to form a circle again.

Rules!

Each participant must keep hold of both hands, and if somebody lets go of a persons hand they must grab hold of the other hand in the same position that they let it go.

It is permitted to pass locked hands under legs, over heads, have people turn around. Whatever movement is required to untie the knot without people letting go of each other's hands.

Boring?

Extension 1: Change the group sizes, make them larger or smaller to create more of a challenge.

Variation 1: Choose 2 people to be the “puppeteers”. These two people need to give instructions or help to move people to untangle the knot. This could work by having 6 people in a group with 2 puppeteers, and as many groups as numbers allow.

Framework Outcomes:

1.1 Children feel safe, secure and supported

1.2 Children develop their autonomy, interdependence, resilience and sense of agency

1.4 Children learn to interact in relation to others with care, empathy and respect

2.3 Children become aware of fairness

4.2 Children use a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating

I WENT TO THE SHOPS

Type of Game: Word Game

Minimum/Maximum Participants	Equipment
4 – Unlimited	None Required

How To Play!

The first person starts by saying 'I went to the shop and bought a toothbrush' and mimes the action.

The second person repeats this with the mime then adds another object and mimes it.

The third person repeats the first two mimes and adds another and so on.

Rules!

Each person needs to act out all previous mimes and stories, before adding their own.

Mimes and stories must be different.

Boring?

Extension 1: Increase the difficulty by having actions only.

Extension 2: Each player needs to choose a funny voice to say their line in (high pitch, squeaky, singing, loud, quiet, deep).

Framework Outcomes:

1.1 Children feel safe, secure and supported

2.2 Children respond to diversity with respect

2.3 Children become aware of fairness

4.1 Children develop dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

LETTER CHALLENGE

Type of Game: Word Game

Minimum/Maximum Participants	Equipment
2 - 8	None Required

How To Play!

The staff member calls out a letter and chosen person has 30 seconds to say as many words as they can think of, starting with that letter.

Other children help to keep count and make sure no words are doubled up.

Another person then has a go, until each person has had a turn.

Each person needs to remember their score for comparison at the end,

Rules!

Others keep count and check that no word is repeated.

Boring?

Variation 1: Pair the children up. Choose a random letter. The first person starts listing off as many words as they can in 30 seconds. They then switch and a new letter is chosen. The two players then compare, and whoever got the most words moves into the next round and verses another person who also had the highest number of words. This continues until there are only 2 players left to play for "Ultimate Word Master". (Those who are 'out' can keep playing but are out of the championship).

Framework Outcomes:

1.1 Children feel safe, secure and supported

1.2 Children develop their autonomy, interdependence, resilience and sense of agency

2.3 Children become aware of fairness

4.1 Children develop dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

4.3 Children transfer and adapt what they have learned from one context to another

5.1 Children interact verbally and non-verbally with others for a range of purposes

LETTER HUNT

Type of Game: Word Game

Minimum/Maximum Participants	Equipment
2 - Unlimited	Objects in a room.

How To Play!

Choose a letter from the alphabet. Each person has 3 minutes to find and bring back as many objects as possible beginning with the chosen letter.

Rules!

Score 2 points for any object that no one else has, 1 point for objects others have.

Boring?

Extension 1: Change the category. For example, find something based on a chosen colour, use, or size.

Framework Outcomes:

1.1 Children feel safe, secure and supported

2.3 Children become aware of fairness

4.1 Children develop dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

4.3 Children transfer and adapt what they have learned from one context to another

LINE UP

Type of Game: Ice Breaker / Getting to know you

Minimum/Maximum Participants	Equipment
2 - Unlimited	None Required

How To Play!

Assemble the children into a group, and ask them to line up in order of whatever you might say.

Examples:

- Order of height (smallest to tallest and vice versa)
- Order of birthdays (Jan through to Dec)
- Order of age (youngest to oldest and vice versa)
- Order of number of siblings (most to least or vice versa)

And anything else that you or the children might come up with.

Rules!

Children must communicate with each other verbally or non-verbally to find out where they fit in the line.

Boring?

Extension 1: Have a child call out the category and have the teacher join in the line.

Extension 2: Make it completely silent, and children must only communicate non-verbally to find out where they should be in the line.

Framework Outcomes:

- 1.1 Children feel safe, secure and supported
- 1.2 Children develop their autonomy, interdependence, resilience and sense of agency
- 1.4 Children learn to interact in relation to others with care, empathy and respect
- 4.1 Children develop dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
- 5.1 Children interact verbally and non-verbally with others for a range of purposes

NAME BINGO

Type of Game: Guessing Game

Minimum/Maximum Participants	Equipment
3 - Unlimited	None Required

How To Play!

Tell all other participants to turn around and close their eyes.

The staff member, or a chosen 'leader' pick one child to be the 'Bingo' child. This child does not know that they have been chosen.

Once chosen all participants can turn back around to face the leader/staff member.

Each participant then gets a turn to ask a staff member a question about the 'Bingo' person (a yes/no question) such as "Are you a boy? Do you have long hair?"

This is so the participants can try to guess to guess the Bingo child. If they guess and get it wrong they then sit down.

This continues until the 'Bingo' person is guessed correctly.

The person to make the correct guess becomes the new leader and chooses a new 'bingo' child.

Rules!

Only yes/no questions can be asked.

The person who guesses correctly can help the staff member choose a new bingo.

Boring?

Extension 1: Try having the participants work in groups.

Framework Outcomes:

1.1 Children feel safe, secure and supported

2.3 Children become aware of fairness

4.2 Children use a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating

5.1 Children interact verbally and non-verbally with others for a range of purposes

NAME SENTENCE

Type of Game: Ice Breaker Game

Minimum/Maximum Participants	Equipment
2 - Unlimited	None Required

How To Play!

Children need to think of a sentence using each letter of your full name as the first letter of each word.

For example:

John
Only
Eats
Lemons

Similar to acrostic poems.

Rules!

All the letters must be in the right order and your sentence must make sense.

Boring?

Extension 1: Get the children into pairs and have them create one for their partner.

Variation 1: Can make it a bit easier and make them describing words instead of sentences.

Framework Outcomes:

1.1 Children feel safe, secure and supported

2.1 Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation

3.1 Children become strong in their social and emotional wellbeing

4.1 Children develop dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

5.1 Children interact verbally and non-verbally with others for a range of purposes

NEVER HAVE I EVER

Type of Game: Ice Breaker Game

Minimum/Maximum Participants	Equipment
4 - Unlimited	None Required

How To Play!

Children sit around in a circle and put ten fingers out in front of them to keep score.

One child starts by saying "Never have I ever...." and then stating something that he has never done.

If any of the other children **have** done that particular thing, they lose a life and must turn one finger under. Play continues until someone has lost 10 lives and is out.

Examples: "never have I ever ...been on an airplane... worn pink... eaten carrots"

Rules!

Begin by reminding children that they need to be honest about how many lives they have.

Once a child has run out of lives, they are out of that round but can still contribute by saying 'never have I ever' when it comes around to their turn, they just can't win the game. Game ends when there is one person left with lives still on their fingers.

Boring?

Variation 1: This game can also be played using chairs. Set out chairs in a circle, one for each child minus one, as one child will always need to be in the middle. This person says "never have I ever", those who have need to move from their seat to another. The child who misses out on a seat becomes the next person in the middle of the circle. Children cannot move to the seat next to them. The aim of this game is to not be the person in the middle.

Framework Outcomes:

1.1 Children feel safe, secure and supported

2.3 Children become aware of fairness

5.1 Children interact verbally and non-verbally with others for a range of purposes

NINJA SLAP

Type of Game: Action Game

Minimum/Maximum Participants	Equipment
6– 10 (more than 10, divide into groups)	None Required

How To Play!

This game works best in small groups, of about 6-10 people.

Groups stand in a close circle facing inwards, the 'leader' calls out "Ninja" and then everyone jumps backwards into a ninja pose.

Starting with the leader, each child needs to try and slap the person to their left's hand in one single movement.

The receiver can dodge the slap in one single movement. This person then tries to slap the person to their left's hand, and this continues on around the circle.

Whatever pose they end up in they must hold until their turn comes around again.

If someone does manage to slap a persons hand, that person must hold the slapped hand behind their back, leaving them with only one hand to try and slap with.

Rules!

Slaps must be more of a light tap, and anybody who is hitting too hard will be automatically be disqualified.

Boring?

Extension 1: Increase the difficulty and enforce that each player has to stand on one leg. If they fall over they lose a life (hand).

Framework Outcomes:

1.1 Children feel safe, secure and supported

1.4 Children learn to interact in relation to others with care, empathy and respect

2.3 Children become aware of fairness

4.1 Children develop dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

ONE WORD STORY

Type of Game: Word Game

Minimum/Maximum Participants	Equipment
2 - Unlimited (works best with 5-6 children)	None Required

How To Play!

Participants must create a story by each saying one word after one another.

For example:

Kid A 'Once'

Kid B 'upon'

Kid C 'a'

Kid D 'time'

Rules!

Each participant only is allowed to say one word at a turn.

Boring?

Extension 1: Enforce a topic.

Extension 2: Participants must speak in a funny voice.

Framework Outcomes:

3.1 Children become strong in their social and emotional wellbeing

4.1 Children develop dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

5.1 Children interact verbally and non-verbally with others for a range of purposes

ONE MINUTE PLEASE!

Type of Game: Word Game

Minimum/Maximum Participants	Equipment
2 - Unlimited	None Required

How To Play!

The aim of the game is to talk for one minute on a given subject.

You announce the topic and a member of the group is randomly selected to speak for one minute.

Use a pack of cards to randomly select i.e. person who draws the lowest number.

Choose subjects to stimulate the imagination and which may be amusing.

Put a stopwatch on each person to see how long they last before drying up!

Subjects might include, my earliest memories, my favourite computer game, why beans are good for you, 10 things you can do with potatoes, Alligator wrestling, pre-millennialism (no, not really!)

Rules!

If the speaker pauses for longer than 5 seconds, they are immediately out.

Boring?

Extension 1: Have the speaker talk in a funny voice (high pitch, softly, loudly, squeaky, etc.)

Framework Outcomes:

1.1 Children feel safe, secure and supported

4.1 Children develop dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

5.1 Children interact verbally and non-verbally with others for a range of purposes

PEOPLE BINGO

Type of Game: Guessing Game

Minimum/Maximum Participants	Equipment
5–25	None Required

How To Play!

To play the game one staff member must assign each participant a number.

Another staff member then acts as the 'Leader' and during each round will think of a number between the assigned number range. Each participant takes it in turns to guess the number.

When they guess the number, the person with that number sits down/is out.

If the person who guesses correctly has the same number as the one that is chosen, they are saved from being out.

The trick with this game is you need to try and not let people know what your number is, otherwise you might get targeted. So don't always guess your own number.

(Similar idea to Kelly Pool)

Rules!

Participants are not allowed to tell anyone else their numbers.

When it gets down to the final 2 players, they play rock, paper, scissors to decide the final winner.

Boring?

Extension 1: Each participant takes it in turns to be the Leader and to think of a number between those numbers assigned. Nobody playing knows what each players number is. The Leader will say 'I am thinking of a number between (for example 5 and 20), and all of the other players have a turn in guessing what that number is

Framework Outcomes:

2.3 Children become aware of fairness

4.2 Children use a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating

RED ROVER

Type of Game: Fitness Game

Minimum/Maximum Participants	Equipment
5–25	None Required

How To Play!

The game is played between two lines of players, usually around thirty feet apart. The game starts when the first team (usually called the "East" or "West" team, although this does not relate to the actual relative location of the teams) calls a player out, using a line like

"Red rover, red rover, send [name of player on opposite team] right over" (which is sometimes sung).

The immediate goal for the person called is to run to the other line and break the "East" team's chain (formed by the linking of hands).

If the person called fails to break the chain, this player joins the "East" team.

However, if the player successfully breaks the chain, this player may select either of the two "links" broken by the successful run, and take them to join the "West" team.

The "West" team then calls out "Red rover" for a player on the "East" team, and play continues.

When only one player is left on a team, they also must try and break through a link. If they do not succeed, the opposing team wins. Otherwise, they are able to get a player back for their team.

Rules!

When trying to break the chain, participants must not use excessive force, and can only push using their body weight to try and break the link.

The players holding hands, only hold hands and not hand to wrist or hand to arm.

Boring?

Extension 1: Have each team call over two players at a time to increase the difficulty.

Framework Outcomes:

1.1 Children feel safe, secure and supported

2.3 Children become aware of fairness

3.2 Children take increasing responsibility for their own health and physical wellbeing

5.1 Children interact verbally and non-verbally with others for a range of purposes

ROCK, PAPER, SCISSORS

Type of Game: Action Game

Minimum/Maximum Participants	Equipment
4 - Unlimited	None Required

How To Play!

Choose a participant to be the challenger.

Participants must line up in a line and try to beat the challenger.

Rules!

Once a participant has had their turn they must then go to the back of the line.

Once the challenger has been beaten they must go to the back of the line and the winner becomes the new challenger.

Participants must delay so they know what the other is choosing.

Boring?

Extension 1: Enforce that participants only have 2 seconds for their turn.

Framework Outcomes:

1.1 Children feel safe, secure and supported

2.3 Children become aware of fairness

4.2 Children use a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating

5.1 Children interact verbally and non-verbally with others for a range of purposes

SOCK WRESTLING

Type of Game: Movement Game

Minimum/Maximum Participants	Equipment
2 - Unlimited (teams of 5-6 works best)	None Required

How To Play!

Divide the group into pairs.

Each player needs to remove their shoes and then take up the “crab” position in the “wrestling ring”.

The aim of the game is for one player to remove the other players socks, using only their feet.

Rules!

Use of hands is not permitted.

No kicking (obviously).

Boring?

Extension 1: Create two teams, and have the teams elect their ‘champion’ each round and keep score of how many time their champion won.

Extension 2: Have two people versing two people.

Framework Outcomes:

1.1 Children feel safe, secure and supported

1.2 Children develop their autonomy, interdependence, resilience and sense of agency

2.3 Children become aware of fairness

5.1 Children interact verbally and non-verbally with others for a range of purposes

SPACE JUMP

Type of Game: Action Game

Minimum/Maximum Participants	Equipment
4-8 (unlimited audience)	None required

How To Play!

One participant is chosen to begin. To do so they must stand in front of everyone as another participant moulds them into a starting position.

Once they have been moulded they then begin acting (anything they want – points for creativity)

At any given point the staff member will yell out 'SPACE JUMP' and the person will freeze.

A staff member will then pick another participant to join in BUT they have to change to act to something completely different.

The staff member will keep yelling space jump until there are up to 8 people involved and then reverse it.

To reverse it the staff member in charge yells out 'JUMP SPACE' and the participant who last came in sits back down and the rest of the participants keep acting the scene previous to the removed participant joining.

Rules!

The scene needs to change each time another participant is added.

The scene needs to return to the previous one each time a participant is removed.

Be creative.

Boring?

Extension 1: Give participants crazy scenes to act out if they get stuck.

Framework Outcomes:

1.1 Children feel safe, secure and supported

2.3 Children become aware of fairness

3.1 Children become strong in their social and emotional wellbeing

4.1 Children develop dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

5.1 Children interact verbally and non-verbally with others for a range of purposes

STUCK IN THE MUD

Type of Game: Fitness Game

Minimum/Maximum Participants	Equipment
6 - Unlimited	None required

How To Play!

Participants must spread out around a designated area.

One person is chosen to be the “Tagger”.

The tagger needs to tag as many people as they can.

Once a person has been tagged, they are then ‘stuck in the mud’ and cannot move again until they are freed by another player.

They can be freed by the other play crawling underneath their legs. Once freed they can re-join the game.

Rules!

Once a person has been tagged they must stand in the same spot that they were tagged and cannot move until they are free.

The only people who can free other players are those who have not yet been tagged.

Players cannot be tagged if they are either in the middle of freeing a person, or being freed by someone.

Boring?

Extension 1: Have two taggers.

Extension 2: Introduce balls, players must have a ball and must roll it through the players legs before crawling through themselves.

Extension 3: Using one ball, players must pass the ball to each other to avoid the tagger getting hole of the ball. All other rules still apply.

Framework Outcomes:

1.1 Children feel safe, secure and supported

2.3 Children become aware of fairness

4.2 Children use a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating

SUDDENLY...

Type of Game: Word Game

Minimum/Maximum Participants	Equipment
4 - Unlimited	None required

How To Play!

The leader starts a story with a sentence that ends in SUDDENLY.

The next person then has to add to the story with his own sentence that ends in SUDDENLY.

Continue the story until everyone has contributed. The story becomes crazier as each young person adds their sentence.

For example; 'Yesterday I went to the zoo and was passing the elephant enclosure when SUDDENLY.....'

Rules!

Each persons sentence needs to end with SUDDENLY, and the next person's sentence needs to follow on from the previous sentence.

Boring?

Extension 1: Each person's sentence needs to include the person before them into the story.

For example

Tom: "Yesterday I went to the zoo and was passing the elephant enclosure when SUDDENLY..."

Katie: "... the elephant escaped and started spraying Tom with water when SUDDENLY..."

Jack: "... he ran into the monkey enclosure and found Katie there..."

Framework Outcomes:

1.1 Children feel safe, secure and supported

3.1 Children become strong in their social and emotional wellbeing

4.1 Children develop dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

5.1 Children interact verbally and non-verbally with others for a range of purposes

SUPERMARKET

Type of Game: Word Game

Minimum/Maximum Participants	Equipment
2 - Unlimited	None required

How To Play!

Participants must form a circle.

The participant chosen to start must say 'I went to the supermarket and bought an Apple', the next participant must repeat the sentence and then add an item starting with the next letter of the alphabet

'I went to the supermarket and bought an Apple and a Bouncy Ball'.

Continue through the whole alphabet and see if you can go through it twice!

Rules!

No words are to be repeated.

Participants can not give clues.

Boring?

Extension 1: Go through the alphabet backwards.

Framework Outcomes:

1.1 Children feel safe, secure and supported

3.1 Children become strong in their social and emotional wellbeing

4.1 Children develop dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

5.1 Children interact verbally and non-verbally with others for a range of purposes

TABOO

Type of Game: Word Game

Minimum/Maximum Participants	Equipment
2 - Unlimited	None Required

How To Play!

Split into two teams.

A player from each team is elected to get a word from the “word-master”, which they need to try and get their team-mates to guess. The catch is that they cannot use that word or 2 other related words to be selected by the word-master (as these are the taboo words). If they do then they lose that round. First team to guess the word correctly wins that round.

Rules!

Players cannot say the selected word or the associated taboo words, or they lose the round for their team.

Boring?

Extension 1: Add some more taboo words (3, 4, or 5) to make it even trickier!

Framework Outcomes:

2.1 Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation

2.3 Children become aware of fairness

4.2 Children use a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating

5.1 Children interact verbally and non-verbally with others for a range of purposes

Examples of Words and Associated Taboo Words

Word	Taboo Words
Shark	Ocean, Swims
Tree	Plant, Leaves
Parrot	Bird, Flying
Lion	Wild Cat, Roars
Toothbrush	Teeth/Tooth, Cleaning
rabbit	Hop, carrots
turtle	Ocean, swimming
money	Pay, buy
computer	Typing, technology
Christmas	Family, presents
chair	Sit, comfortable
phone	Call, text
stapler	Sharp, staples
Birthday card	Message, birthday
book	Reading, words
clock	Time, numbers
Table	Legs, furniture
tissue	Soft, nose
shop	Shelves, trolley
slide	Play equipment, fun
water	Wet, cold/hot
Air conditioner	Cold/warm, air
pen	Ink, writing
Ice-cream	Yummy, cold
cake	Dessert, icing
bin	Rubbish, yucky
I pad/tablet	Games, technology

THE 'UM' GAME

Type of Game: Word Game

Minimum/Maximum Participants	Equipment
2 - Unlimited	None Required

How To Play!

1 person is chosen to be the speaker.

The rest of the children decide on a topic for them to talk about for 1 minute.

Rules!

The objective is to not say 'um' or pause longer than 3 seconds.

Boring?

Extension 1: Increase the difficulty and catch the person out if they say 'um' or 'ah'.

Extension 2: Increase the difficulty and catch the person out if they say 'um', 'ah' or 'like'.

Framework Outcomes:

1.1 Children feel safe, secure and supported

1.3 Children develop knowledgeable and confident self-identities

1.4 Children learn to interact in relation to others with care, empathy and respect

4.1 Children develop dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

5.1 Children interact verbally and non-verbally with others for a range of purposes

THUMB WARS

Type of Game: Movement Game

Minimum/Maximum Participants	Equipment
2 - Unlimited	None Required

How To Play!

The classic thumb wrestling game.

Two players verse each other by gripping each other by the fingers and holding their thumb upwards.

The rhyme:

“1, 2, 3, 4 I declare a thumb war”

The aim is for one of the players to hold down the other players thumb for 5 seconds.

Rules!

Hands must be resting on the table, players are not permitted to lift up their hands as this gives them an advantage.

Boring?

Extension 1: This could be turned into a “Thumb War Championship” by having 2 or 4 teams, whose players take it in turns to verse the opposing teams and work their way up the championship table.

Framework Outcomes:

1.1 Children feel safe, secure and supported

2.3 Children become aware of fairness

5.1 Children interact verbally and non-verbally with others for a range of purposes

TRIGGERS

Type of Game: Action Game

Minimum/Maximum Participants	Equipment
4 - Unlimited	None Required

How To Play!

Choose one player to be the guesser.

Ask the guesser to leave the area whilst you give everyone else a trigger –
REMEMBER THE TRIGGERS MUST CONNECT.

For example: Kid A have to act like a monkey for 3 seconds every time someone says 'um' (as a trigger) and Kid B might have to pick his nose when someone acts like a monkey, then Kid C has to say 'um' every time someone picks their nose.

The guesser may re-enter the room and guess what is causing what.

Rules!

Participants are not to give away their trigger until guessed.

Boring?

Extension 1: Enforce that the triggers need to be really active and silly things.

Framework Outcomes:

1.1 Children feel safe, secure and supported

1.3 Children develop knowledgeable and confident self-identities

1.4 Children learn to interact in relation to others with care, empathy and respect

4.2 Children use a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating

5.1 Children interact verbally and non-verbally with others for a range of purposes

TWO TRUTHS AND A LIE

Type of Game: Ice Breaker Game

Minimum/Maximum Participants	Equipment
2 - Unlimited	None Required

How To Play!

Have each participant think of (or write down) three interesting facts about themselves. However, one of these must be a lie.

For example, someone's statement could be:

- This summer I went to Sydney
- I have 5 brothers
- My favourite food is Brussel sprouts

Each person (including you) gets a chance to share their three sentences.

Then the rest of the class takes turns guessing which one is the lie.

Obviously, the more realistic your lie (or mundane your truths), the harder time people will have figuring out the truth.

Rules!

One of the statements must be false.

People take turns guessing after each person has shared their statements.

Move in a clockwise/anti-clockwise direction around the circle to ensure that each person has a turn sharing their statements.

Boring?

Variation 1: Try two lies and a truth, where the other players need to work out which one is the truth.

Framework Outcomes:

1.1 Children feel safe, secure and supported

1.4 Children learn to interact in relation to others with care, empathy and respect

4.2 Children use a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating

5.1 Children interact verbally and non-verbally with others for a range of purposes

TWENTY QUESTIONS

Type of Game: Guessing Game

Minimum/Maximum Participants	Equipment
2 - Unlimited	None Required

How To Play!

One player is selected to think of an item.

The rest of the group tries to guess the item by asking a question which can only be answered with a simple "Yes" or "No."

This continues until the group correctly guesses the item.

Rules!

Truthful answers only, as anything else will ruin the game.

Boring?

Extension 1: Increase the difficulty and have only 15 questions, then try 10!

Framework Outcomes:

1.4 Children learn to interact in relation to others with care, empathy and respect

4.2 Children use a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating

4.4 Children resource their own learning through connecting with people, place, technologies and natural and processed materials

5.1 Children interact verbally and non-verbally with others for a range of purposes

UNDER OVER

Type of Game: Fitness/Movement Game

Minimum/Maximum Participants	Equipment
6 - Unlimited (if more than 25, form two lines)	A Basketball

How To Play!

Spilt the participants into 2 teams.

Participants form a line standing with their legs spread out.

The participants at the beginning of the line must pass the object through their legs to the other participant, the receiving participant the puts the object back over their heads to the next one and so on.

Once the participant has handed the object back they then run to the back of the line.

Once the team has gone through the whole line then they must sit down.

The team that gets through all the participants is the winner!

Rules!

Participants cannot just throw the object through the legs of others.

Boring?

Extension 1: Enforce that the participants must jump as they are passing over and under.

Framework Outcomes:

1.3 Children become aware of fairness

3.2 Children take increasing responsibility for their own health and physical wellbeing

5.1 Children interact verbally and non-verbally with others for a range of purposes

WEB OF PEOPLE

Type of Game: Ice Breaker

Minimum/Maximum Participants	Equipment
6 - Unlimited	A ball of string

How To Play!

As the children enter the room, have everyone sit in a circle so that everyone can see each other. You then sit in the circle and bring a ball of string to the circle.

Explain that everyone must tell the group something unique about them when the ball of string is thrown to them.

Start the game off by stating something unique about yourself then throw the ball of string to one of the kids.

Keep this going until everyone has told a unique fact about themselves.

The ball of string should have created a spider's web.

Rules!

The ball of string can't be passed to the person next to them.

Boring?

Extension 1: Try and untangle the string, going in reverse order.

Extension 2: Have each participant try and remember the 'unique thing', before passing the string back to them.

E.g. "That is "Joe" and he has been to New Zealand" - and then they throw the string to Joe. Etc. etc.

Framework Outcomes:

1.1 Children feel safe, secure and supported

1.3 Children develop knowledgeable and confident self-identities

1.4 Children learn to interact in relation to others with care, empathy and respect

5.1 Children interact verbally and non-verbally with others for a range of purposes

WHO'S LYING?

Type of Game: Guessing Game

Minimum/Maximum Participants	Equipment
3 - Unlimited	None Required

How To Play!

In a circle, participants get to 'go crazy' by jumping, dancing, pulling faces, singing etc. (respectfully) for 1 minute.

After the minute is up you then must choose a participant to be the guesser.

The guesser must cover their eyes as you chose a participant to lie.

The guesser must enter the circle as you go around the circle and each participant explains once sentence of what happened when they went crazy.

Rules!

Participants are not to talk over others, point or do anything that may help the guesser.

Only the participant chosen to be the liar is allowed to lie.

Once the participant acting as the liar has been guessed they then need to swap over.

Boring?

Extension 1: Add more liars or swap it around and have them guess the participants telling the truth.

Framework Outcomes:

1.1 Children feel safe, secure and supported

2.3 Children become aware of fairness

4.1 Children develop dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

4.2 Children use a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating

5.1 Children interact verbally and non-verbally with others for a range of purposes

WHO AM I?

Type of Game: Guessing Game

Minimum/Maximum Participants	Equipment
3 - Unlimited	None Required

How To Play!

Each child needs to think of a person/character.

Choose a child to go first. They need to give one clue at a time, starting with the most broad/vague clue. After each clue, the rest of the children have an opportunity to guess who the person/character is.

Clues keep going until somebody guesses the correct answer.

The person who correctly guesses, becomes the new clue-giver.

Rules!

If a person makes a guess and are incorrect, they can no longer make any guesses for the rest of the round.

Boring?

Extension 1: Encourage the clue-giver to incorporate some acted-out clues.

Extension 2: Adopt a point system, where for each clue the clue-giver has to give, they are awarded a point (the more clues, the more tricky it is, and therefore the more points they get to reward them for being creative). Points need to be remembered at the end, and players can compare afterwards to see who had the trickiest person/character.

Framework Outcomes:

1.1 Children feel safe, secure and supported

4.2 Children use a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating

5.1 Children interact verbally and non-verbally with others for a range of purposes

People/Character Ideas for WHO AM I?

- Spiderman
- Batman
- Hulk
- Captain America
- Iron Man
- Homer Simpson
- Bart Simpson
- Lisa Simpson
- Mickey Mouse
- Elsa (from Frozen)
- Anna (from Frozen)
- Rapunzel
- Snow White
- Sleeping Beauty
- Peter Pan
- Tinkerbell
- Santa Clause
- Tooth Fairy
- Easter Bunny
- Shrek
- Donkey (from Shrek)
- Spongebob Squarepants
- Patrick (from Spongebob)
- Fin (Adventure Time)
- Jake (Adventure Time)
- Princess Bubblegum (Adventure Time)
- Ben10
- Elmo (Sesame Street)
- Oscar the Grouch (Sesame Street)
- Kermit the Frog
- Miss Piggy (Muppets)
- Dora the Explorer
- Snoopy
- Fry (Futurama)
- Harry Potter
- Ron Weasley
- Hermione Granger
- Winnie the Pooh
- Minion (Despicable Me)
- Katy Perry
- One Direction
- 5 Seconds of Summer
- Justin Timberlake
- Beyonce
- Lady Gaga
- Taylor Swift
- Angelina Jolie
- Hugh Jackman
- The Queen
- The Prime Minister
- President of the USA
- Prince William
- Ronaldo (Soccer Player)
- Messi (Soccer Player)
- Albert Einstein

WINK MURDERER

Type of Game: Guessing Game

Minimum/Maximum Participants	Equipment
8 - Unlimited	None Required

How To Play!

Participants must form a circle.

One participant is chosen as the detective and must leave the area (Or close their eyes/ blindfolded)

Whilst the detective is waiting a participant is chosen to be the wink murderer.

The detective must enter the circle as the wink murder begins to wink at the other participants, causing them to drop/play dead.

The detective must guess the wink murderer.

Once guessed they swap over with one another.

Rules!

Participants are not allowed to make noise, point or any other distraction that may help the participant acting as the detective.

The participant acting as the detective must not peak whilst the wink murderer is being chosen.

Boring?

Extension 1: Enforce that once a participant has been winked at they must drop/play dead for a maximum of 5 seconds before re-joining the game.

Framework Outcomes:

1.1 Children feel safe, secure and supported

2.3 Children become aware of fairness

4.2 Children use a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating

5.1 Children interact verbally and non-verbally with others for a range of purposes

WORD LINK

Type of Game: Word Game

Minimum/Maximum Participants	Equipment
2– Unlimited	None Required

How To Play!

Participants must form a circle.

The Participant chosen to start must name a noun (such as: Sticky Tape).

The next participant must say a noun that links (such as: Glue) and so on (example: Sticky Tape, Glue, Fixing, Breaking).

Rules!

Participants are not allowed to cue each other on what the next linking word could be.

Boring?

Extension 1: Enforce that participants are not allowed to repeat words!

Framework Outcomes:

1.1 Children feel safe, secure and supported

2.1 Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation

4.1 Children develop dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

4.3 Children transfer and adapt what they have learned from one context to another

5.1 Children interact verbally and non-verbally with others for a range of purposes

WORD SALAD

Type of Game: Word Game

Minimum/Maximum Participants	Equipment
2 - Unlimited	None Required

How To Play!

A category is chosen and each person in the circle needs to come up with something that falls into that category.

Examples of categories: forms of transport; brands of cars; fruits and vegetables; Disney movies.

Rules!

If something is repeated or someone can't think of something then that person sits out for either the rest of the game OR for 1-2 rounds.

Each participant only is allowed to say one word at a turn.

Boring?

Extension 1: Participants must speak in a funny voice.

Variation 1: One-to-one battle - two teams face each other with one person from Team A battling a person from Team B.

Framework Outcomes:

1.1 Children feel safe, secure and supported

2.1 Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation

4.1 Children develop dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

5.1 Children interact verbally and non-verbally with others for a range of purposes

Category Ideas for Word Salad

- Movies
- Disney/Pixar Movies
- TV Shows
- Book Titles
- Animals
- Bugs/Insects
- Mammals
- Things with tails
- Fish
- Birds
- Types of Cars
- Forms of Transport
- Things that have wheels
- Items of Clothing
- Food
- Fruit
- Vegetables
- Pizza Toppings
- Ice Cream Flavours
- Types of Chocolate
- Types of lollies/sweets/candy
- Types of drinks/beverages
- Things you'd find in a kitchen
- Countries
- Cities
- Places in Australia
- Things you'd find in a classroom
- Colours
- Musicians/Singers/Bands
- Song Titles
- Famous People
- Movie Characters
- Superheroes/Villains
- Cartoon Characters
- Plants
- Flowers
- Things that grow
- Things that are cold
- Things that are hot
- Boys Names
- Girls Names
- Sports
- Things you'd find in the ocean
- Things you'd find in the desert
- Things you'd find in a jungle
- Things you'd find in a savannah
- Things you'd find in a park
- Parts of the body
- Musical Instruments
- Toys
- Jobs/Occupations
- Feelings/Emotions
- Technology
- Hobbies
- Words associated with summer/
winter/autumn/spring