

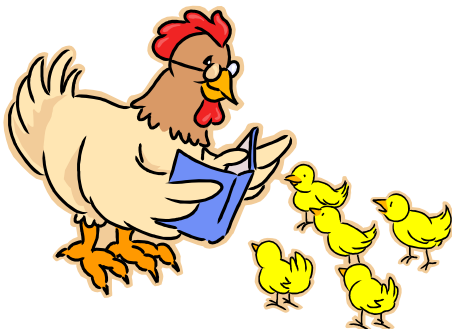


Who am I?

Teacher chooses one student to come out and cover his/hers eyes. Teacher points to another student who calls, "Who am I?" the student 'guesses' who called.

Little Red Hen

One student goes out. Teacher chooses 6 chickens. All students cover their mouths but only the six start peeping. Student comes in, finds 6 chickens.





Who is tapping?

Choose some kids to tap with a pencil on the floor behind their back. Find where the noise is coming from. Which kids are tapping?

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What is in the tin?

Good to have tin with clear plastic lid. Name the things to put in the tin. Students close their eyes while the teacher puts something in the tin and shakes. Start with things that are quite different, e.g. rice, paper clip, rubber, soap.

Variation: 2 tins - same or different - which tin has more in it.

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What am I tapping on?

Name the things to tap on, eg. tin, wood, stone, box. Students close their eyes. Teacher taps something. Children guess.



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Clapping Rhythms

Start with easy ones. 3 sounds build up to 8. To think of different rhythms, think of the names of children's stories or rhymes, e.g. The Three Bears, The Three Little Pigs, Humpty Dumpty, Little Miss Muffet, Hey Diddle Diddle, Little Red Riding Hood. Clap the rhythm. If the students have difficulty copying, tell them the word you are thinking of.

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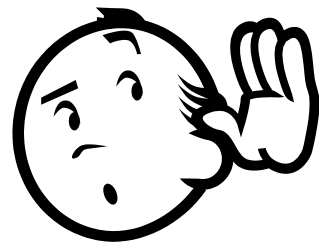
Follow The Bell

Blind fold one student. Blind student has to follow the student with the bell in and out of the other students - they must stay still, otherwise use chairs.



What can we hear?

Everyone close eyes and sit quietly for one minute. Children take turns to tell what sounds they could hear.





Shipwreck

One student is a ship and the rest are rocks. The rocks sit on the floor and do not move at all during the game. The ship is blindfolded and must walk from one end to the other without bumping into a rock. When the ship gets too close to a rock the rock says, ssshhh, similar to the sound of waves on rocks. This warns the ship to move away, when the ship makes it to the other side it is another students turn.

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Music

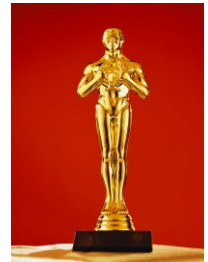
- Put you hand up when you hear the drum.
- Respond to changes in music, e.g. shake hands fast for fast music, slow for slow music, shakes them up high for high music and low for low music.
- Change actions with changes in tune, as in folk dances.
- Walk in a circle, turn and walk in the other direction when the music changes.
- Movement to music - walk slowly when the music is slow, fast when it is fast. Learn to respond to, e.g. marching music,
- skipping, walking, galloping, jumping, running, shaking, being a robot, fairy, giant.

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Statues

Freeze when the music stops. Anyone who moves is out.



Musical Instruments



Have different music instruments. Get children used to them. Close eyes. "Which was I playing?" Hand out different musical instruments to different groups of children. Teach them to play in turn, e.g. shakers the first line of the song, clap sticks the second, triangles the third line, drums the last.





Counting Bounces

Students cover their eyes, listen to the bounces made by the teacher with a ball, and count them.



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Partners

Work in pairs. Students can only have the number of things touching the ground that the teacher calls out, e.g. 5 - could be 2 hands, 2 feet and 1 head.

Variation: Try working in groups of 3 or 4.

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Hot or Cold

One student goes outside while the others hide an object. As the student searches for the hidden object the rest of the class say 'hot' if they are close or 'cold' if they are far away.



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Related Words

Students sit in a circle. Pass an object around - only the person holding the object can speak. Start with a word - students will take turns to say a word that is related to the word said before, e.g. ball, bounce, catch, kick, football, Essendon, Michael Long, Indigenous, and so on.