**THEME: INTRODUCTION TO SCHOOL AND MY BODY**

**Topic 1: The games we play at school**

Requirements

* Medium to large space with potential for hiding spots
* 2 Flat sheets
* Color pencils
* Koki’s
* Crayons
* Pegs and Prestik (put drawings on the wall or peg them somewhere)
* A6 paper (1 per child)
* Fine liner or ball point pens (1 per child)
* Camera or cell phone for taking photos and videos
* Resources: Storybook or story cards for “Hide and Seek” by Polly Noakes
* Optional: Laptop

Preparation

You can use the flat sheets to create hiding spots. Set this up for your demonstration of where to hide.

Think about the safety precautions for the setting. Which areas are out of bounds? Children may not hide in the same spot etc. Keep in mind the context of the children and how to stay in control of managing their behavior.

Optional: Set up a laptop to play the YouTube video of the story “Hide and Seek” by Polly Noakes.

<https://www.youtube.com/watch?v=WvV-vrPPS2I>

1. Opening CIRCLE (10 minutes)

Share your own experience: Share your experience of games you played as a child on the playground. Elaborate on how many friends were involved in the game, what the playground or surroundings looked like and how you interact with each other. Such as: “*We used to play a variety of games in the playground at school. We had a sandpit and a jungle gym on our playground. Some children used the jungle gym to play pirate games, while others played in the sandpit and made pretend cakes. My favourite game took place on the large open field: ball games. My friends and I would try to see who could kick the ball the farthest. To do so, I had to sprint toward the ball and quickly swing my leg to kick it as hard as possible."*

Asking if they relate: Give each child a chance to share their favourite game they play at school. You could include some follow-up questions, such as:

* Where do you play this game?
* With whom do you play the game?
* Do you play this game at home as well?
* Who in the group also play this game?

Encourage the children to share different games they play instead of repeating what their friend have said, by asking questions such as:

* Is there maybe something else you also play or do outside?
* What games do you play with the blocks?
* What games do you play with cars?
* What other ball games do you play?

If hide and seek was not mentioned as one of the games they play, you can ask them whether they are familiar with the game and if they have ever played it before. If they had played it, you could ask them follow-up questions about who they played the game with, where they played, and where they hid. Use prepositions to describe hiding spots, such as under, behind and in. You can also describe how their body was positioned like curled up in a ball, standing straight up with your hands next to your sides etc.

Introduce the activity: Play the hide and seek story on the laptop or if you have a book, read the story on hide and seek. Then ask the children:

* What steps did the girl follow in playing the game? (She closed her eyes, counted to ten while her friends hid in different spots and then she went looking for them).
* What senses did she use to find her friends? (She used her ears to hear and eyes to see). Explain when we hide, no one must see or hear you otherwise they will find you. You must be very quiet.
* Where did all the friends hide? Repeat and focus on the prepositions used such as hiding under, above, in or behind.
* Where can you hide in the classroom - under, in or behind?

Tell the children that you are going to play hide and seek, just like the girl in the story.

1. EXPLORATION (15 minutes)

Once you are at the play area, explain the rules including where they can safely hide and where they cannot. Demonstrate different hiding spots with the children before playing the game. Review the steps the girl followed in the story: she closed her eyes, counted to ten and then started to search.

You can start the game by telling them they have to find places to hide while you close your eyes and count to ten. Follow the steps of the game as outlined in the story. While searching for the children, describe the places you are looking for them by using phrases like: “*Could they be behind the bin?” “Are you hiding under the table?*” You can also describe the senses you use: “*Can I see their arm or leg?*” “*Can I hear whispering or giggling?*”

After the first round, briefly describe everything you witnessed, including what happened first, the different places they hid, their facial expressions when you found them. Allow the children to share their experiences, such as where they hid and what they observed.

Play three to four rounds, giving different children a turn to search for their friends. Guide the children hiding to find new spots each time.

1. REFLECTION (25 minutes)

Let the children go back inside and ask them to draw a picture of playing hide and seek. Mention they can draw where they stood and counted to ten, where they hid and what they saw from their hiding spot, which friends hid with them or who found them.

After drawing with the fine liner or pen, give them the option to explore with other materials (colour pencils, Koki’s or crayons) but limit them to two options.

As each one shares their story, write down their answers on the A6 paper or take a voice recording of their reflections. Mark the description cards with their name, age, topic and the date.

Ask questions about their hiding place, what they observed, and who found them.

Remember to photograph each child’s drawing with their description card before leaving the site.

1. CLOSURE (10 minutes)

Let the children sit in a circle and show the group their drawings.

You can either give each child a turn to share their picture or you display the picture on a wall and ask whom of them would like to say something about their own or a friend’s drawing. Ask questions like: “*What can you tell me about your friend’s drawing*?”

You can end the activity by recapping some of the new words introduced during the activity, such as, “under”, “behind” and “on top of”. You can decide how you want to review the vocabulary. Some options include (but are not limited to):

* Placing their hands in the middle and saying the words together (like a huddle)
* Clapping the new words
* Making moves while saying the words