

A few thinking games

- Try having a conversation using only questions, with the whole class and/or small groups
- Class give you 10 words, you write them randomly on the board, they have to think of links. As an extension, ask them to link 2 particular ones together. Another extension for older children - list criteria that can be used for linking, i.e. size, use, materials etc. Are some links better than others? Why?
- Count to 20 - all stand, sit down when you say a number. Stand back up and start again if more than one person says a number at once. Not allowed to signal your intention nor to simply go round the circle in turn. Idea is to use your eyes and make judgements
- Take a familiar object - a shoe/pencil pot/dry wipe pen etc - and pass it round the circle. Each person has to make up a different use for it, i.e. a shoe could be a speedboat for mice, a drinking cup (for people who have no sense of smell??) etc
- Distinctions - give examples of similarities and differences between the following pairs: A slipper and a shoe? Pushing and pulling? A door and a gate? An entrance and an exit? A tunnel and a cave? A mother and a father? A nail and a screw? A genuine reason and an excuse?
- Fair/unfair? - Charlie knew who had broken the classroom window but wouldn't say, so he was kept in at lunchtime; Tilly always wins the school writing competition without trying; Harry always wins his races at sports day, so he's given a handicap; etc
- Thunks - If someone walks into a newsagents, reads a whole comic, puts it back on the shelf and then walks out, is it stealing? Are the clouds above, in or below the sky? If every pupil and teacher left the school but the building remained, is it still a school? (Good exercise for criteria listing - what makes a school a school)
- One player chooses an object without telling the others and says, "Bumble bee, bumble bee, I see something that you don't see, and the colour of it is (say the colour)."
 - The other players take turns guessing what the object might be.
 - Players are given a yes or no response as appropriate.
 - If players are having difficulty, they may be given clues.

- In groups of about 10, or all the class if space permits, all move around and either jump, clap or freeze, as directed by the teacher. Once they're used to that, jump = clap, clap = freeze, freeze = jump. Add actions as you like.
- Pairs, standing opposite each other - one child says one, the other says 2, back to the first one to say 3, then back to one again, alternating. Then change 1 for a clapping own hands, 2 for bending knees, 3 for clapping partner's hands (don't change them all at once!) Or other actions as you like. Build up speed.
- Lateral thinking stuff - coin in a bottle, cork stoppers the bottle - how do we get the coin out without pulling out the cork or smashing the bottle? 3 cups in a row - 1st and 3rd upside down, 2nd one right way up - how to get them all the right way up by turning 2 cups at a time? Do it in pairs, who does it fastest - following the rules! For older children - you only have three moves to do it in, who does it fastest? Triangle of letters on the board - A at the top, B & C underneath, D,E & F under that, G,H,I & J on the bottom. Moving one letter at a time, change the triangle so it's pointing downwards. Progression - do it in three moves. Could be laid out with counters/coins if space/resources allow.

Creative Links

Try to connect pairs that have things in common

