

The 35th Annual Kansas Division for Early Childhood Conference

Magical Chaos: Using “Play with Purpose”

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Games and Activities that inspire PLAY

The Human Bop It

Great physical activity where everyone is in unison! Also great for memorization, diction, and projection.

This is a “call and response” game. Everyone stands. Facilitator will call out “Bop It!” Everyone will respond by jumping once in their space while saying, “Boing!” Then, the facilitator will say, “Twist it!” and the group will respond by twisting their body while making a twisting noise (you can come up with this as a class). Next, the facilitator will say, “Pull it!” and everyone will respond with a strong pulling movement and sound.

Then, you allow for students or clients to come up with some of their own. Each time you add a new movement and sound, you start from the beginning and express each one.

When adding new movements and sounds for example:

Mary: I want to do a cat!

Facilitator: Great! Show me a movement and sound for cat.

Mary: Meow! (while pretending to lick her paws)

Then, as a group you would go over “Cat it!” and meow, while pretending to lick your paws.

Shake, Shake, Shake

Based off the song, “Shake Your Booty”. Great verbal and physical activity!

Everyone is standing. You start singing the song and allowing different students to choose each time you pick a new body part to shake.

Everybody put your (fingers, elbows, tongues, head, hair, etc.) in the air and shake them like you just don’t care.

For example: Tod: Fingers!

Everybody put your fingers in the air and shake them like you just don’t care. Shake, shake, shake. Shake, shake, shake. Shake, you fingers! Shake your fingers!

Magic Hat

I usually do this during a large group and allow one child to be the one to grab something out of the “magic hat”.

I call on someone to come up to the front of the class. I get the “magic hat” out. (The magic hat can be any kind of hat). And we start off by singing, “What’s in the hat? What do you think of that? (clap, clap) What do you think of that? (clap, clap)”

Then, the student puts their hand in the “magic hat” and pulls out anything they want. (Using their imagination).

My kids usually pick an animal. I usually ask questions about their animal such as, “What is its name?”, “What does it like to eat?”, and “What is its favorite thing to do?”

They use their imagination in order to answer my questions.

After they tell their story, I let them pass their imaginative item around to each child to hold or perhaps feed them their favorite food.

We sing a song that cues each friend when their turn is over.

Magician

Each child gets the chance to be the magician. Each child will remain in their assigned spot during the game. When it is a child’s turn to be the magician they will say, “Abracadabra, I turn you all into ...” and then they will choose what they want to turn the rest of the class into. It could be a dog, cloud, ice cream cone, or horse. The class will then instantly become what they called out.

I will give them about five seconds to embrace the character and then I will yell out, “FREEZE” and they all know to return to a neutral position in their spot. The child who was just the magician will now pass the wand to the person beside them.

Story Structure:

Character(s) wants something

But there is an obstacle

Character has to do something to get past it

They either succeed or don’t succeed