

Matthew, Mark, Luke and John

Students all sit in a circle. Assign the above names to each of the first four students and then count round from 1 to however many students you have. 'Matthew' starts. 'Matthew to ...' and says a number. That number then says their number 'to ...' and chooses another number. If someone forgets to answer or pauses then they become the highest number in the circle and everyone beyond their original number gets re-numbered. The point of the game is to become Matthew.

Teambuilding

Give students a command and they have to get into an appropriate sized group in order to carry out the action. Here are some suggestions:

4 feet on the floor.

1 elbow to ear.

5 hands on the floor.

2 right hands on 2 left knees.

1 triangle (form the shape somehow within a group).

3 left hands on 2 right shoulders.

2 hands and 3 feet on the floor.

1 right hand and 2 left feet on the floor.

1 square.

3 left hands on four left knees.

Splat

Students stand in a circle with arms at their sides. One student stands in the middle and calls out another's name. The two students each side of the chosen pupil have to hold their hands in a gun shape and shout 'splat'; the student between them (whose name was called) has to duck. The second student to aim and say 'splat' is out unless the student in the middle doesn't duck.

Swords and Shields

Each student holds one arm out straight in front of them as their sword and one arm behind their back as their shield. On the teacher's command students have to try to get each other out by touching others' shields (ie the arm behind the back) between wrist and elbow. It is important to stress that students can not swing their arms around, that they must only make contact between wrist and elbow and that the teacher's judgement is final.

Names

Students stand in a circle and a ball is thrown between them – each time the person being thrown to has their name called. There must be no hesitation in throwing the ball on to the next person, the name must be called and the person must catch the ball and immediately send it on its way again. Once students are ready go around the circle with each student choosing a food (foods can not be duplicated although different fruits or flavours of ice-cream or yoghurt are acceptable) and then add in a different coloured ball to represent the food. Now students have to keep an eye out for two balls and remember two pieces of information about each other. You can add a third ball in for a made up name and a fourth one for favourite town or country.

Transport cards (separate resource)

In groups students have to do a tableau of their mode of transport without saying anything, or using noise of any sort. No other group should see the cards – each group then guesses each other group's transport type.

Next time, each group mimes their mode of transport without any noise. Each other group guesses.

Lastly, each group can only use sound effects (no talking) to create their mode of transport. Each other group guesses.

Ship to Shore

Each area of the classroom is: port, starboard, bow and stern. The following are also important:

'Captain's coming' – all students line up and salute the teacher.

'Scrub the decks' – all students get on their knees and pretend to wash the floor.

'Climb the rigging' – students pretend to climb a rope ladder.

'To the lifeboats in ...' – give a number and students have to make appropriate sized groups.

The teacher calls out the above commands and students must act out the command. Whenever port, starboard, bow or stern are called out students must go to that part of the room.