

GROUPS AND GAMES

Groups and Games

Belonging to a group is important to young children. When they enter group settings, they are exposed to behaviour, social rules and attitudes that improve social development - all of this is best learned through playing with other children.

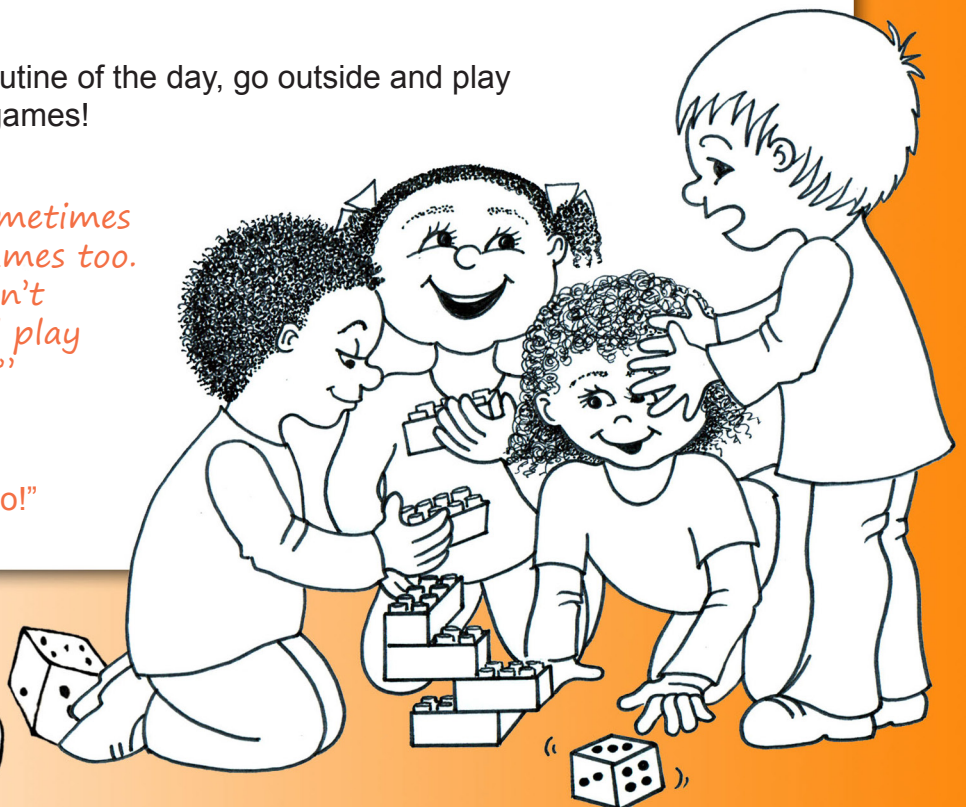
The *6 Bricks* activities in this section are ideal ways for children to practise important social skills, such as:

- learning ways to co-operate; disagree; share; communicate; assert themselves effectively; accept others' ideas
- learning to respect the rights and feelings of others; to display empathy towards others; to express and manage their own feelings in appropriate ways
- to explore and engage with the environment
- to develop self-confidence; to make and develop friendships; "read" social situations
- the development of self-regulation - the ability to reflect on feelings; control impulses; delay gratification; resist temptation
- the ability to resolve conflicts; to give and receive emotional support; to compromise

Take a break from the routine of the day, go outside and play some of these *6 Bricks* games!

*"I'm afraid that sometimes
you'll play lonely games too.
Games you can't
win 'cause you'll play
against you."*

From Dr Seuss -
"Oh, The Places You'll Go!"



COLOUR COLLECT



- Children work in groups of 6; place one set of six bricks in the middle.
- Children close their eyes and pick out any one brick from the pile in the middle.
- Children then have one minute to find and fetch as many objects as they can that is the same colour as their brick.
- They must bring those objects back to the group.
- Count and name the objects you have collected.
- Select any one of the objects you have found and build a model of it, using your six bricks.



BRICK SLIDE

For this activity each child will need a 30cm ruler.

- Children work in groups of 4 - 6 and use one brick only.
- Each child has a ruler in their hand. The game is a relay in which each member of the team must slide a brick down their ruler and pass it onto the next child's ruler without using their hands.
- If the brick is dropped at any stage in the relay then the team must begin again.



BRICK FUN

- Children work in groups of 6 - 8.
- Each child has their bricks loose behind their backs.
- Each child grasps any brick and brings it to the middle.

Q: Which colour have most people picked?

- Score a point if you're in the highest colour majority.
- Lowest colour majority - children must do a forfeit, e.g. stand on one leg for a minute.



PATHWAY GAME

- Children work in groups of 6 - 8.
- Throw 2 dice to start the pathway - colour dice and number dice.
- The first child takes the number of bricks and the colour indicated by the dice, then starts the pathway.
- The next child throws the dice - selects the indicated bricks and adds to the pathway.
- Start at a certain place and the teacher indicates where the pathway must end.
- As they build, they could attempt to create a pattern.



TOWNSHIP GAME

For this activity you will need chalk.

- Children work individually.
- Draw a circle with chalk in front of the child.
- Place 5 bricks inside the circle. The 6th brick is used as a marker brick with which to throw and catch.
- The objective of the game is to throw the marker brick up in the air and before it is caught again one brick from inside the circle must be moved outside of the circle.
- Then the child throws the marker brick up again and moves the one brick from outside the circle to inside the circle before catching the brick again.
- The child must throw the marker brick up and move 2 / 3 / 4 / 5 bricks outside the circle before catching the marker brick again.



CHING CHONG CHA

- Children work in groups of 4. Each child has their 6 bricks on their laps hidden from each other.
- Children chant a tune and on a certain word, hold up any brick they choose.
- The aim is to be different to everyone else, so they think about which brick no-one else will hold up.
- All hold up their brick - the child who has a different brick to everyone else earns a point.
- Play a few rounds and then tally up your points to find a winner.



Variations:

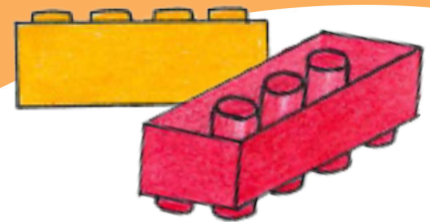
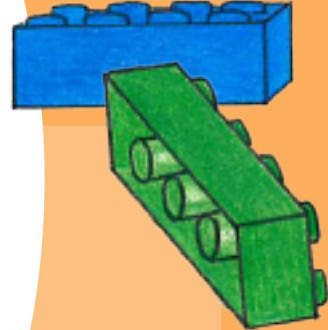
- Change the rules - play the same game, but this time score a point if you have the same colour as everyone else.
- Encourage children to think up their own ideas for how they could play this game.



DICE AND STACK

For this activity you will need dice.

- Children work in groups of 4 - 6. Each child has their 6 bricks in the middle of the play area. The group must also have 2 dice.
- Children take turns to throw the two dice and then place 2 bricks on a communal build. The sum of the numbers shown on the dice must be the number of studs that are left open on the building stack.
- The game begins with two bricks as a starting level - place next to each other.
- Child No. 1 throws the dice and it lands on 4 and 3. This number (7) indicates the number of studs that must be left open when placing bricks onto the starting level.
- Only 2 bricks may be used on each level - the child takes 2 bricks and adds a new level to the starting bricks leaving 7 studs open.

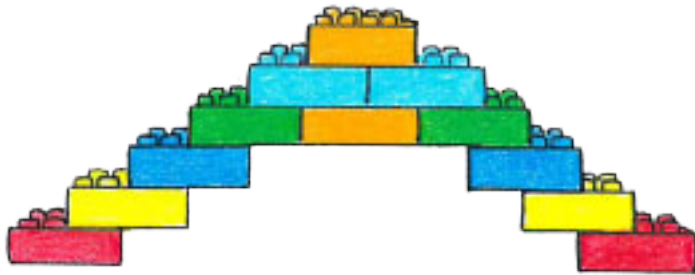


- The next child throws the dice and it lands on, e.g. 2 and 6. (8) This child takes another 2 bricks from the pile and adds another level to the stack and leaves 8 studs open.
- With each turn, the child will only cover studs on the most recently added level. The stack should get higher with each turn.
- The children will have to think creatively at times.
- If a child cannot cover the studs correctly then he / she is out and the game continues with the remaining children.
- When building each level, the children must try to keep the stack balanced. (This will not always be possible.)
- Instead of adding the two numbers on the dice, children could subtract the smaller number from the bigger number.



UP AND DOWN

- Children work in pairs or in groups of 4 - 6.
- Children keep their 6 bricks in front of them.
- First child begins the game by building using all 6 bricks - must build all 6 bricks, going up. (Build in any way, except one brick directly on top of the other - in any position).
- Child No. 2 must continue that build, but go down.
- Colour and orientation of bricks must be copied.



- Child No. 3 then builds up and No. 4 builds down.

Q: *Can you keep the colours and the pattern going?*



PASS ON THE MESSAGE

- Children work in groups of 4 - 6.
- Children throw their 6 bricks into the middle.
- First child begins the game by building, hiding the build, and then whispering the 3 colours into the next child's ear. E.g. Green, blue, yellow or Red, red, orange etc.
- This message is whispered from one person to the next in the group. The last person in the group must listen to the colours and then build the sequence.
- The first child checks if this is correct.
- Repeat this activity so that every child has a chance to build.

Variations:

- Add more colours to the message.
- Add different orientation of bricks to the message.



30 SECONDS



- Children work in groups of 4 - 6.
- Children throw their 6 bricks into the middle.
- Teacher / Leader calls out a name of an animal / object, e.g. "cat" / "square", etc.
- Children take turns to build that object in 30 seconds, trying to use all the bricks in the middle.
- After 30 seconds, the teacher calls "Stop". The children count the number of bricks they did not use. This number is written down to keep score.
- Once everyone has had a turn, reveal your scores and compare. Whoever has the least bricks is the winner for that round.
- Repeat the activity for another round.
- After the game is over, children reclaim their 6 bricks.



NO HANDS

- Work in groups of 4 - 6. Each child places their bricks in the middle.
- The objective of the game is to make the tallest tower before the tower falls over but in making the tower no hands may be used. The children must use two bricks (one in each hand) to pick up bricks and build the tower (without using clutch power).
- Each child has a chance to pick up one brick and place it onto the tower. Each brick on the tower must be in a different position to the one below, i.e. no two bricks may be placed in the same position.
- If a child places the brick on the tower and the tower falls, they start over again.
- The teacher can give a time limit for this game.



I WROTE A LETTER TO MY LOVE



- Whole class activity. All children sit in a circle.
- One child is "on". He / She walks around the outside of the circle with one brick in his / her hand.
- The whole class chants the following rhyme:

*I wrote a letter to my love
And on the way I dropped it,
Someone must have picked it up,
And put it in his pocket,
It wasn't you ... it wasn't you ...
It was you!*



- While the class sings the rhyme the person circling the children (Child A) drops the brick behind someone.
- As soon as the brick is dropped, that child (Child B) must pick up the brick and chase after the Child A. Child A must run around the circle and attempt to sit in the place of Child B.
- If Child A is not caught then Child B walks around the circle while the class sings the rhyme again.

FLICK AND CATCH

- Work with a partner and begin with one brick.
- Stand next to a desk. Place the brick balancing over the edge of the desk.
- With the back of your hand, flick the brick upwards and catch it with the same hand before it makes contact with the desk.
- Once you have mastered this try it with the left hand.
- Take turns to flick and catch or one child can flick, the other can catch etc.
- Try flicking the brick off your friend's hand.

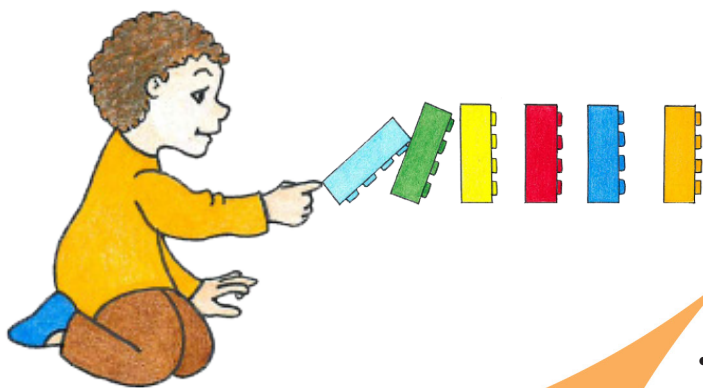
Q: Can you think of other ideas to play this game and think of a way to score points?



DOMINO RATTLE

- Working in groups of 5 or 6, ask the learners to place their bricks into one pile.
- Each learner must place the bricks, one at a time, in a row to build a domino line. The bricks must be placed upright, balancing on the small edge. The objective is make one long line to finish the pile of bricks. Once all the bricks have been placed then one child can knock the first brick to see if they can create a domino rattle and knock all the bricks down.
- If the bricks are knocked down while creating the line then the group must start again.

Q: What shapes can you create in your domino line?
Q: Could you join up with other groups to spell out a word?



GAME WITH DICE

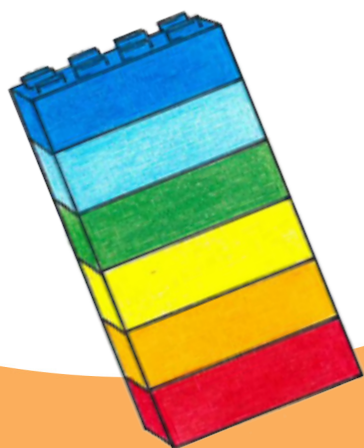
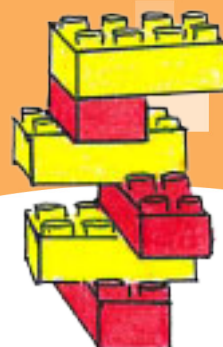
- Children work in groups of 4 and place their bricks in a pile together. Each group must have one dice. One brick must be placed as a starting block for the game.
- Taking turns, each child will throw the dice. The child must call out the number that the dice shows. He / She must then pick up one brick and place it over the number of studs shown on the dice. E.g. The dice shows 2. The child must place his / her brick over the starting block covering 2 studs. The model that the children are starting to build must always balance and not fall over.
- The game continues with each child having a chance to throw the dice and build onto the model.
- The game ends when the tower falls over or cannot balance.



SKITTLES

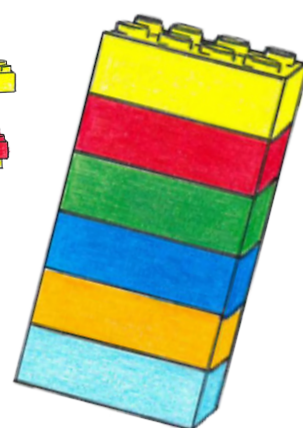
For this activity you will need a soft ball and masking tape.

- Children will need their 6 bricks and a ball, e.g. tennis ball.
- Children work in groups of 6. Each child stacks their 6 bricks on top of each other to make a skittle.
- Create a “bowling alley” in the classroom or area with smooth flooring. There must be a demarcated line from which the children will ‘bowl’ the ball and a line approximately 5 metres away showing where the skittles must be arranged.
- The skittles are placed in a formation. Each child has a turn to try and knock the skittles over by bowling the ball underhand along the ground. They can begin by having 2 turns each to knock the skittles over.



Variations:

- Target practice - children arrange their skittle in a line. Using a paper ball or softer ball they must aim and try to knock the skittles over. Depending on the number of skittles displayed, the child has that many chances to knock them over. E.g. If there are 5 skittles then he / she has 5 chances to knock them over.



CLEAR THE DESKS!

- Children work in groups of 6, all have their 6 bricks randomly spread out in the space.
- Take turns to throw two dice, one shows colour; one shows number.
- Remove from the desk, the number of bricks in the colour shown by the dice.
- The winning group is the one who clears their desk first.



TIC-TAC-TOE

- Work with a partner.
- On paper or a hand held white board, draw two parallel lines vertically and horizontally to create a 'tic-tac-toe' board.
- One partner uses their bricks studs down and the other partner uses their bricks studs up.
- The partners work against each other, each taking alternate turns to see who can get three of their own bricks in a row (either vertically, horizontally or diagonally).



KNOCK 'EM DOWN!

- The children work in groups of 4.
- Each child builds a skittle for a game.
- Find a space to line your group's skittles up, or arrange them in a special way.
- Each group has their own ball; take turns in the group to roll the ball from a certain distance, to knock the skittles down.
- The children can work out their own rules and scoring for the game.

Examples:

- Each colour skittle could have a certain value attached to it; individuals could tally their score according to the skittles they manage to knock down on their turn.
- Or, if you knock down all the skittles, you score 4 points; if you only knock down one skittle, you score one point, etc.

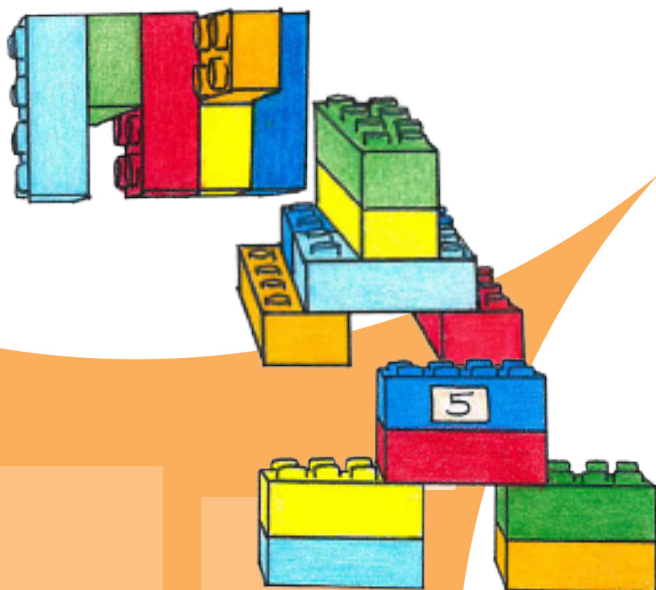


TUNNELS

- The children work with a partner. Between them, they must build two tunnels - they could be different sizes.
- Now join up with another couple to have a game, using the four tunnels.
- The tunnels are placed at the end of a space.
- Each group of four has 4 marbles. Children take turns to roll their marble through a tunnel, to score a point.
- Children can come up with their own ideas for how the game should be played.

Examples:

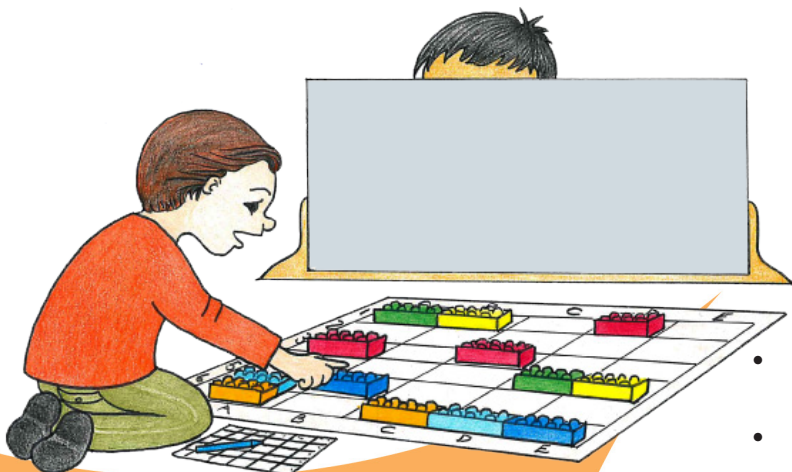
- The tunnels could have a value attached to them, and children score that number if they get their marble through.
- Children could call out which tunnel they are aiming for, if the marble goes through one of the other tunnels, they lose points, etc.
- Children pick a number out of a jar - they must try to score that number by rolling their marble through the appropriate tunnels.



BATTLESHIPS



- Children work with a partner to have a game of Battleships.
- Each child will have an A4 grid, with number and letter referencing.
- Teacher puts up a key: red brick = submarine; green & yellow brick = battleship; orange, light blue & dark blue = frigate
- Each child plots their battlefield using the bricks as their ships.
- Have a screen up between the two children so that they cannot see each other's battlefield.
- Children take turns to call out a grid reference - trying to "hit" each other's ships.
- E.g. Child No 1 calls "A4"; Child No 2 will say whether it is a hit / a hit & sunk / a miss.
- The child that gets all the ships first, is the winner of the game.



CATCHING COLOURS

- Children work in groups of 6; pile your 6 bricks in the middle.
- Each child decides on a colour and collects all those bricks from the pile.
- Children take turns to throw a colour dice - whatever colour comes up, that child takes the colour brick from whoever has it.
- As soon as your pile of bricks has gone, you are out of the game.
- Whoever lands up with the most bricks in the end, is the winner.



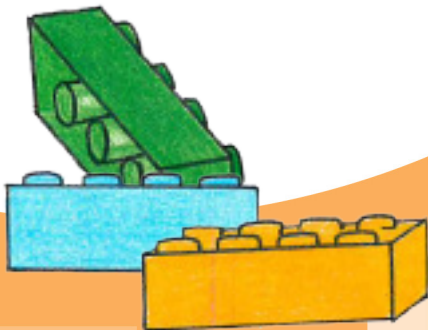
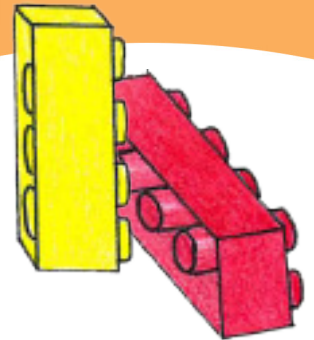
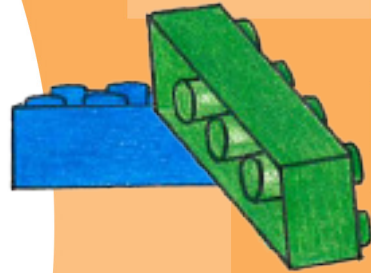
Variations:

- Children take turns to throw the colour dice.
- The child with the colour brick that corresponds to the dice, may begin a model build.
- As each colour is thrown, the corresponding child builds.
- Whoever finishes his / her colour first, wins the round.



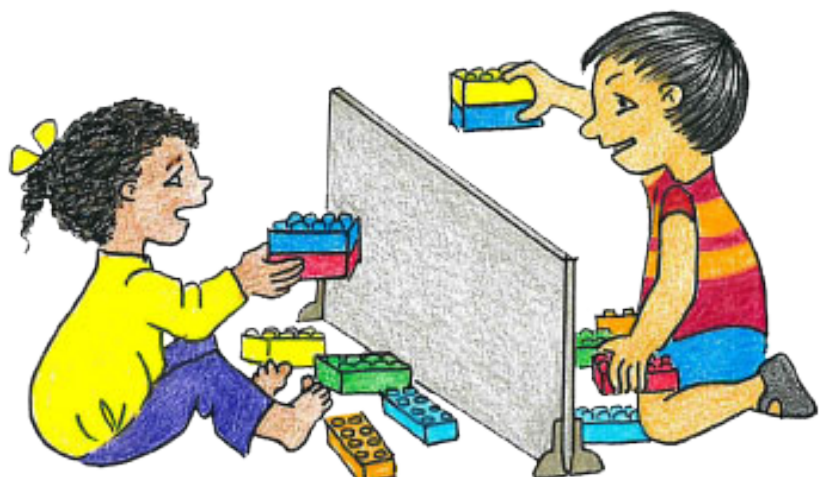
MASTER MIND

- 2 children sit opposite each other, with a screen between them; their 6 bricks are randomly placed in front of them.
- Child No. 1 selects any 2 bricks and joins them and says to Child No. 2, "I have 2 bricks, one connected directly on top of the other - Can you build the same?"
- Child No. 2 selects any 2 bricks that he thinks might be the same, connects them and holds them above the screen for Child No. 1 to see.
- Child No. 1 then compares it to his / her model and comments, e.g. "One colour is correct, but it is in the wrong position."
- Child No. 2 then changes, perhaps, the positioning and shows it to Child No. 1 again. (May only make one change at a time)
- Child No. 1 - "Yes, now you have 1 colour correct and it is in the correct position."
- Child No. 2 then knows that the bottom colour is incorrect and then replaces it with another colour until he / she gets the correct colour - when Child No. 1 will tell him "Yes!"
- Compare and check models.



Variations:

- Repeat the activity with 3 / 4 / 5 / 6 bricks according to the children's ability.
- The same activity can be done with 2 / 3 / 4 / 5 / 6 bricks, where the bricks are arranged differently - not just one on top of the other.

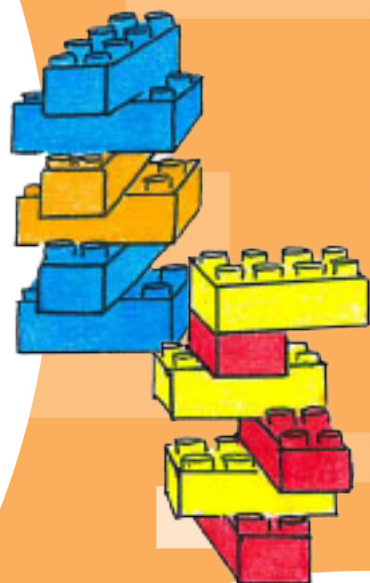


PATTERN BUILD

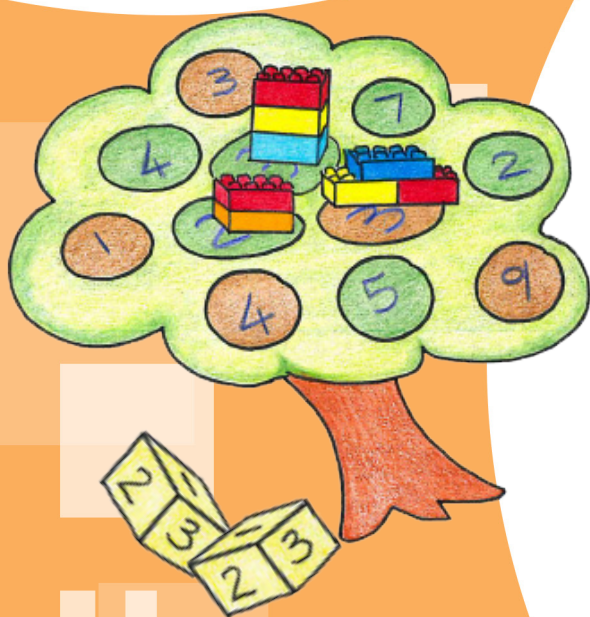
- Children work in groups of 4 - 6; each with their 6 bricks placed randomly in front of them.
- Teacher instructs children to: Make a 2s pattern. One child in the group starts the pattern by grouping any of their 2 bricks together in any way.
- The next child uses the same colours, and adds his / her group of 2, in any way, building onto the first child's build.
- Carry on until each group member has added their two to the pattern.
- Discuss the pattern that emerges.

Variations:

- Repeat the activity, this time each child adds 2 bricks of a different colour combination.
- Build a pattern as you join them; discuss.
- Count your 2s pattern - how many bricks did you count?
- Repeat the activity with patterns of 3s; 4s; 5s; 6s.



BLOSSOMS ON THE TREE

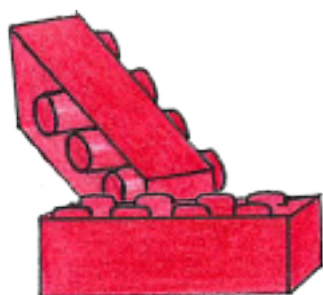
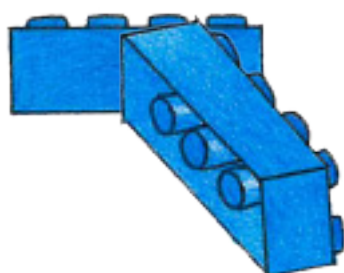


- Children work in groups of 4 - 6 with their 6 bricks piled in the middle.
- Each group has a big cut-out of a tree on the mat, with numbers 1 - 12 randomly placed on the tree. (Repeat the numbers a few times)
- Each child takes a turn to throw 2 dice.
- That child decides whether to add the two numbers, or subtract one from the other and calls out either, "Add" or "Subtract".
- Each child in the group then does the mental calculation, takes the number of bricks for the answer, joins them in any way and then places the bricks on top of that number.
- Whoever gets their bricks onto the number first, collects a counter.
- Play a few rounds, then count your counters to see who has the most.
- Think of other ways to play this game - make up different rules.



SNAP!

- Children work in groups of 4 - 6 with their 6 bricks piled in their lap / out of their partner's sight.
- Each child pulls out any brick - if any two / three / four children pull out the same colour, the first one to shout "SNAP!" wins a counter.
- Play a few rounds, then tally up your counters to see who got the most.



MINUTE TO WIN IT

For this activity you will need a stop watch.

- Children work groups of 3.
- Each child places their bricks together on the table.
- The teacher gives the children a challenge which must be completed in one minute. (Have a stop watch handy.)
- The first activity is to create a tower using 18 bricks. The trick is that no bricks may be clicked together and all bricks must be placed on their smallest flat side in a vertical position.
- Each child in the group has a chance to try and build the tower in one minute.
- Those who succeed can go through to another knock-out round to ultimately find a winner.
- Different challenges can be created and given to the children to complete or the children can think of other challenges.



PYRAMID OF BRICKS



- Children work in groups of 3.
- Each child places their bricks together on the table.
- The group must build a pyramid of bricks. Each brick must be stacked using the long, horizontal side of the brick.
- The bottom layer of bricks must have 6 bricks, the next layer must have 5 bricks, the next four and the last layer must have 3 bricks.
- The objective of the game is to remove one brick from each of the three bottom layers without the pyramid falling over. The children may not remove the bricks on the edges of each row.
- The only row that will stay intact is the top row.



STUD TIMING

For this activity you will need a stop watch.

- Children work in groups of 3.
- Each child places their bricks together on the table.
- The teacher gives the instructions of the game:

Build a tower with one brick on top of each other but you are only allowed to cover / click two studs. Each person in the group takes chances to place a brick on top.



- There is a time limit for this game. Give the group a minute to build.
- The first group to place 18 bricks in a two stud tower that will stand on its own is the winner.
- This activity can also be played with 12 bricks but only one stud must be covered and clicked to build the tower. This is a game of careful placement of bricks, compensation and problem solving to keep the tower from falling over while still building one on top of the other.



PLAY NOW



- Children work in groups of 4 - 6.
- Place your 6 bricks loosely in your lap, hidden from the rest of the group.
- When Child No. 1 says, "Play now!" all place any colour brick on top of the table for all to see.
- If any of the colours are the same as Child No. 1, you must give those bricks to him / her.
- Play 2 rounds for each person in the group.
- The winner is the one with the most bricks at the end.
- Think of other ways to play this game.



DECISION DICE

- Children can work with a partner or in small groups.
- Each child brings their chair to the play area and they sit on their chair to play this game.
- Use one set of 6 bricks to build a cube; each group will also need a dice.
- Teacher displays a key to the numbers on the dice - e.g. if a child throws a one, they must use their feet to pass the cube to each other; if they throw a two, they must pass the cube with their left hand; if they throw a four, they must pass the cube from under their chin etc.
- Children can help Teacher to decide on different ways to pass the cube.
- Children refer to the key each time they throw the dice to see how they have to pass the cube.
- Children can think of different ways to play this game, and come up with their own rules and ideas for scoring.

