Transition Activities

Transition – Movement, passage or change from one position, state, stage, subject, concept, to another

Transition activities are quick games, brain teasers, riddles used when children are transitioning from one activity to another or are required to wait.

ROLE OF TEACHER – To facilitate both natural and planned transitions. To assist children from one part of the program to the next.

Mirror Image

Children stand face to face. One person is the leader and moves slowly with a minimum of body parts at first, the other child “mirrors” of “copies” movements. Trade leaders.

Cooperation Stories

One person starts a story, the next one adds a line and so on.

Cobalt Counter

Have one child leave the area. Have another child hide the “radioactive object” in the room. Bring in the child and using the cobalt counter (a ruler), they need to find the “radioactive object”. In the meantime, everyone in the room beeps louder and faster as the child gets closer to the “radioactive object”. Switch places once it is found.

Attention Getters

Attention Getters allow you to get the children’s attention in creative and fun ways. It also saves your “cue” from getting overused.
Failure to Plan is a Plan to Fail

If you don't have a plan, the children will make one and it will not include you!

Serious Stan

Choose a child to come to the front of the group and try to make the others laugh. They may use any technique they choose without coming into physical contact with others. The child left not laughing is the next Serious Stan.

Hmmmmm...

What is the one thing that your family makes you do that really drives you NUTS???

What is the one thing your family does that you really LOVE??

Measuring

Who has the most freckles? Line up from tallest to shortest (no talking).

How high can you count in a minute?

And so on...

Musical Bumps

Everyone starts off by standing. When the music is turned on, everyone starts to dance. When the music is turned off, everyone sits down. The last one to sit down becomes the music person. They turn on and off the music.

Captain’s Coming

Instructor shouts “Captain’s coming”
Kids jump to attention and salute

Instructor Shouts” At ease deck hands
Kids move legs to side and hands behind back

Instructor Shouts” Swab the Deck”
Children motion swabbing the deck

Instructor shouts” Man overboard”
Children get on back with arms and legs flailing
Acknowledgement

- Model what you expect!
- Reinforce expected behaviors: “catch ‘em doing the right thing” and acknowledge it!

Verbal Praise: Awesome-Great job– Terrific– Way to go– Funtastic-Fantastic– That’s responsible– You’re so helpful– Great imagination– Good solution– Bright idea– You are a good friend– Great sportsmanship– I am impressed you figured that out

Tongue Twisters

- Silent snakes slither slowly south.
- Terrific tree twigs
- Some shun sunshine-Do you shun sunshine?
- Greasy Greek grapes

Make up your own Tongue Twisters

Good Morning Judge

One child is the judge, the others disguise their voices and the judge tries to guess who is speaking.

Reassemble

One person is “it”; the other children stand in a certain order. Children mix up and “it” puts them back in order.

Pass The Ball

Line up game. Give the first child a ball. The object of the game is to get the ball to the back of the line. It can be passed over heads, through legs, or a combination. Time how fast children can get it to the back of the line.

Outburst

When you need their attention, suddenly burst out laughing hysterically. It will not take long to have everyone looking at you. When you feel you have all eyes on you, quickly stop and give them directions.
Cue

A cue is a verbal signal to which the children are trained to freeze silent wherever they are. You should train them to look at the person who has called the cue to listen for directions. For example you may call out “Chicago” and the children in like manner call back “Bears”. Once the children are quiet and frozen you can quickly give your directions or announcement. This will take several practices to accomplish and will need to be reinforced consistently. Avoid over using your cue! It can become ineffective.

Yes and No

Secretly choose a characteristic such as “wearing red”. Walk around the group saying yes or no based on whether they possess that characteristic or not. The kids try to guess the commonality.

People To People

Each player selects a partner while one person remains free to be the caller. The caller names two parts that the partners must then try to have touch each other. (i.e. hand to foot) If the caller says people to people everyone must switch partners and the caller selects a partner. The person left without a partner is the new caller. If the caller remains too long you can set a time limit or call limit.

No, No, No

Change the noun or the verb. The first player says, “The cat is asleep.” The second person says, “No, no, no, the dog is asleep.” The third person might say, “No, no, no, the dog is barking.”

Boom Chick-a Boom

Instructor shouts with rhythm and kids reply in like manner:

“I said a boom chick-a boom”
“I said a boom chick-a boom”
“I said a boom-a chick-a rock-a chick-a rock-a chick-a boom”

Repeat phrases above with voice and actions below:
Oh Yeah? Cheerleader
Uh huh? Rapper
Yee-haw! Cowboy- rope and gallop
Rocker– air guitar and head banging

Spelling Tic-Tac-Toe

Earn an X or O if a word is spelled correctly.
Staff Positioning

- Staff should always position themselves in ways to see and hear all of the children. This will help prevent discipline problems.
- Station staff in strategic places to have a birds-eye view of what is happening whether it is in the cafeteria, gym or playground.
- Staff can do individual group activities and still be aware of what is going on elsewhere. Do not sit with your back to the children.

Backwards

Write a word backwards one letter at a time on chart paper. Kids will try to guess what the word is.

The Principal’s Cat

The first person uses an “a” word to describe the cat, the second person uses a “b” word. (i.e. The principal’s cat is an angry cat. The principal’s cat is a bouncy cat.)

Active Games

Active Games are games that take longer than transitional times. The following games require little preparation. They can be used for times when you need an activity at the spur of the moment.

Staff Trivia

Have the staff engage in conversation throughout the morning or afternoon program, dropping hints about themselves. Before dismissal, ask a trivia question about the staff and as the children share the right answer they can leave for school/activity.

Hey You Guys

The staff gives a direction such as “When I say “Hey you guys” everyone needs to have their hands and feet off of the ground.” Then the children move around the room or gym until the leader yells out “Hey you guys!” All of the children then freeze, following the direction given.
Forecasting

Think ahead about potential problems and prepare for them!

- Is your environment set up prior to the children’s arrival?
- Do you have the materials for today's activities ready?
- What behavioral problems do you anticipate and why?

With this information, forecast and make changes to prevent the problem.

Stump the Staff

Allow the kids to use a pocket dictionary and have staff try to spell words or guess meanings.

Detective

One child is “it” and the others examine them carefully. The child leaves the area and changes something about their appearance. When they return to the group, the children guess what has changed.

Silent Ball

All children find a place (within any boundary area you set) and stand quietly. Any noises or sounds will eliminate them from the game. A soft nerf ball is thrown to a child who then throws it to another child. If the child misses the ball or drops it, that child must sit and wait for the next person who misses, then stands back up.

Pico, Fermi, Bagels

Using a chalkboard or large piece of paper taped to the wall, the leader chooses a number between 10 and 99. Have this written someplace where the group won’t be able to see it. Have a child start by giving you a random number in that range.

- Pico = one digit right but in the wrong spot
- Fermi = one digit right in the right spot
- Bagels = neither digit is right

Write one of the three next to each number guessed until the correct number is guessed.

Boomerang

Teacher chants in a rhythmic manner and kids repeat “Chili, Chili,-Chili, Chili, Chili” in like manner.

Hands up!; Kids– Chili, chili,— chili, chili, chili
Hands down!; Kids– Chili, chili,— chili, chili, chili
Turn around!; Kids– Chili, chili,— chili, chili, chili
Touch the ground; Kids– Chili, chili,— chili, chili, chili

Instructor– Come on _____(choose a kid), do your thing, let’s all do the boomerang!
Selected kid decides how everyone will move and the group copies the child while chanting Chili, chili– chili, chili, chili two times.
Repeat selecting kids for a long as you like.