

# Just Before the Bell

Short, sharp, classroom activities



By Sally Young

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# Teachers' Notes

## Rationale

In an ideal world, teaching would be about planning great lessons, delivering them with ease to an expectant room of students, critically evaluating the outcomes and beginning the whole process again. The problem is all the bits in between. Children learn from a jam-packed pre-school life of computer games, DVDs and bouncing children's entertainers not to pay much attention to things that don't grab them – mainly you. In addition to that, the school day has become a series of interruptions in between which time you are allowed to teach. If that isn't enough, there are continual situations of you being called out of class, dumped with the non-swimmers or non-campers, being left to entertain the entire school choir for the 10 minutes until lunch (knowing you are tone deaf), and similar situations which leave the average teacher frazzled.

*Just Before the Bell* provides games, puzzles, quiz questions and lateral thinking activities. These activities are useful as attention grabbers to focus students at the beginning of a lesson, or are equally perfect as wind-down activities or end-of-session rewards. As they are designed to be minimum preparation activities they are easy to pick up and deliver within a matter of minutes. As gap fillers, emergency situation activities and as a relief teacher's bible, this book is full of activities that will interest and engage students.

*Just Before the Bell* should always be close at hand as a godsend for any wise teacher who knows to expect the unexpected.

# *Teachers' Notes*

## **How to use this book**

All the activities in this book have been compiled with the intention of providing quick “pick up and deliver” lessons. Most activities require no equipment and no preparation time. If preparation or equipment is involved it is outlined in a coded box. Also included in the coded box are quick references to the suitable age range and approximate length of the activity. This allows you to be able to find an appropriate task as quickly as possible.

## **5+, 10-15, 20+ Minute activities**

The activities have been organised into three sections: 5 minutes +, 10-15 minutes and 20 minutes +. These labels act as a guide only. Many activities in the shorter sections could be extended or, alternatively, longer activities could be completed in parts.

## **Photocopying pages**

Whilst all pages in this book are photocopiable, many pages are essentially designed as a reference tool for teachers. Activities can be completed without the use of photocopying provided there is a whiteboard available (there is a minimum amount of text needed to be copied on all activities).

Some pages contain instructions aimed at students, although teachers may wish to copy and distribute them.

## **Equipment**

It is assumed that teachers will have access to a whiteboard/blackboard, and that the students will have pens and paper. In the few cases that there is a requirement for equipment above and beyond, it will be listed at the beginning of the activity.

1

## Do what I say – not what I do

**Excellent for grabbing and focusing attention quickly.**

1. Perform a series of actions, repeating them as an instruction as you do them.

*E.g. "put your hands on your head" – you put your hands on your head*

*"click your fingers" – you click your fingers*

2. After a few such actions try to catch the children out by saying one action which they are to follow, whilst performing a different action yourself.

*E.g. "touch your eyes" – you touch your ears instead*

3. Children who follow your action instead of your command are out.

2

## Stand Up/Sit down

The whole class begins by standing. One person stands at the front of the class with his/her back to everybody else and gives a series of "sit down" selectors, e.g.

1. Sit down if you've already turned 11 this year;
2. Sit down if you have a younger brother;
3. Sit down if you have green eyes;
4. Sit down if you have a blue bike, etc.

**The last person standing goes to the front to start the game again.**

3

## Clap a Name

Students take turns to clap the rhythm of a person's name in the class, without saying the name or looking at the person, e.g.

Melanie Robson – ti ti ti ta ta

James West – ta ta

Nicola Butler – ti ti ti ta ta

Chantelle Chapman – ta ta ta ta

The other class members put up their hands and try to guess the correct name by clapping it back and saying it at the same time,

e.g. "Ni-co-la But-ler" (clapping)

7

## Jumbled Words

Unjumble these themed words:

## 7.1 Animals

rtefre	_____	etarkem	_____	laglior	_____
soopripe	_____	podnihl	_____	nutargnao	_____
cinshorero	_____	tago	_____	esumo	_____
aerh	_____	kydone	_____	heeltanp	_____
figfare	_____	telruuv	_____	pantloee	_____

## 7.2 The Ocean

uleb healw	_____	seavw	_____	tunrecr	_____
athfirss	_____	wasdeee	_____	gugond	_____
srahk	_____	edit	_____	drowssihf	_____
tryoes	_____	salruw	_____	taun	_____
idsuq	_____	ogensp	_____	tanknolp	_____

## 7.3 The Environment

oeecsmtys	_____	ieffildw	_____	eeeadngndr	_____
itenva	_____	tabahit	_____	roncnetiosav	_____
eehdnatter	_____	ercersou	_____	afnau	_____
ssepiec	_____	raewt	_____	nltoipou	_____
hmeeatsopr	_____	aslnima	_____	noeoz	_____

## 7.4 Occupations

sitnedt	_____	nareim oolgiistb	_____	irlaabrni	_____
rongseu	_____	ritle	_____	nierenreg	_____
ueaiaitnbc	_____	aiaerietnvr	_____	leass nopser	_____
garstilaehc	_____	crytarees	_____	nitapioc	_____
rawsitse	_____	rolftis	_____	sumanici	_____

## 7.5 Ancient Civilisations

hharaop	_____	npysatige	_____	vselsa	_____
rorsiawr	_____	sogd	_____	meryneco	_____
sianc	_____	ceasifcri	_____	snoam	_____
steelmp	_____	mseumim	_____	sazcet	_____
erompre	_____	sgkree	_____	srliatu	_____

9

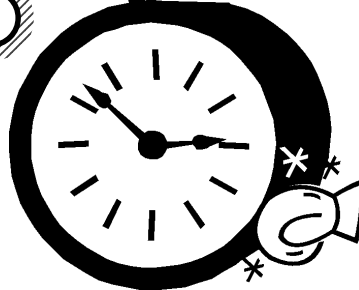
## Phruzzles 2

Use the clues to work out these sayings.

1

You Just Me

2



3

A  
THF OOTE DOOR

4

Hot  
heels

5

TCOHNEGEUKE

6

All iiiiiiiiiiiiiii's R  
U

7

C  
O  
M  
E  
O  
N

8

carrot  
potato  
in  
tomato  
peas

9

Death Life

10

s  
d  
R o a d s  
o  
R

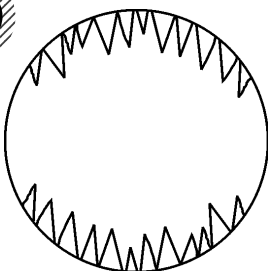
11

but  
thoughts thoughts

12

bass bass

13



14

Think

15

Walking  
ICE

4

## Finish The Saying

- Write the correct answer if you know it.
- Make up and write your own ending underneath.

- The early bird ... *catches the worm*

*The early bird ...* *greet the sun*
- A rolling stone ...

*A rolling stone ...*
- A leopard cannot ...

*A leopard cannot ...*
- A little knowledge is ...

*A little knowledge is ...*
- Many hands ...

*Many hands ...*
- Don't put all your eggs ...

*Don't put all your eggs ...*
- Action speaks louder ...

*Action speaks louder ...*
- People who live in glass houses ...

*People who live in glass houses ...*
- Been there ...

*Been there ...*
- Stand up and face ...

*Stand up and face ...*
- A fool and his money ...

*A fool and his money ...*
- Some are born great, some achieve greatness ...

*Some are born great, some achieve greatness ...*

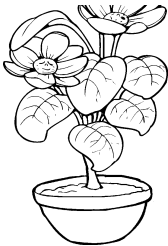
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## Don't Say It! 1

Students take turns to look at a card. They have 30 seconds to explain it to the class without saying its name or any of the words underneath.

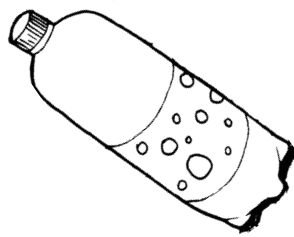
### Don't Say Flower Pot

\* flower \* pot  
\* grow \* plant



### Don't Say Bottle

\* drink  
\* hold \* water



### Don't Say Fishing Rod

\* fish \* bait  
\* catch \* line



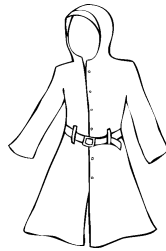
### Don't Say Christmas Tree

\* decorate \* lights  
\* December



### Don't Say Raincoat

\* rain \* raining \* coat  
\* wet \* umbrella \* dry



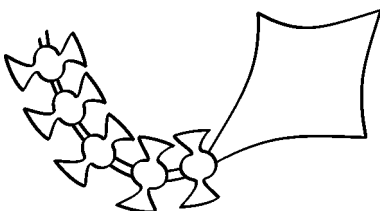
### Don't Say Fork

\* knife \* eat \* dinner



### Don't Say Kite

\* fly \* sky \* wind



### Don't Say Puppy

\* dog \* animal \* bark



### Don't Say Hammer

\* hit \* tool \* nail

