



PASS THE PARCEL



<p>Equipment:</p>	<p>Lots of different kinds of materials for wrapping up a small parcel (e.g. newspaper, tissue paper, bubblewrap, cotton material, plastic, shiny wrapping paper, woollen material, sandpaper.....), sellotape, scissors, suitable 'prize' for the winner (i.e. the last child to unwrap the parcel), source of music.</p> <p>Optional: small objects to put between each layer, e.g. rubbers, sticker shapes (good for maths: these may be bought cheaply in large quantities in discount shops).</p>				
<p>Suggested Class Level:</p>	<p>Infants – Second Class</p> <p>(This activity could be adapted for older children by giving more challenging tasks to the children in-between each layer of material – see under 'cross-curricular links').</p>				
<p>Preparation:</p>	<p>1. One or two sessions beforehand, reviewing the vocabulary that might be used, would be helpful: e.g. rough/ smooth, hard/soft, shiny/dull, scratchy/slippy, stiff/flexible (<i>bendy</i>), fluffy,Posters could be a useful back-up for this exercise.</p> <p>2. Wrap up the 'prize' in lots of layers using different materials each time. In-between each layer a small item could be put, e.g. rubber, pencil sharpener, a sticker shape (<i>the shape should be appropriate to the maths level in the curriculum, e.g. circle, square for Infants</i>),</p>				
<p>Background information:</p>	<p>Materials can be grouped and described in many different ways, e.g. colour, shape, texture, natural or man-made, according to their uses, whether flexible or rigid, hard or soft, scratchy, etc. Children should be encouraged to look carefully at the material (<i>through a hand lens if available</i>) and also feel it.</p>				
<p>Trigger questions:</p>	<p>What is your coat made of? What are your shoes made of? Do you wear the same clothes in the summer and winter? Would you make a bicycle out of rubber? Why not? Would you make an umbrella out of paper? Why not?</p>				
<p>Content:</p>	<p>SCIENCE: Materials: Properties and Characteristics</p> <p>MATHS: (See under 'Cross-curricular links for how Maths could be included in this activity)</p> <p>If sticker shapes are used in-between each layer, the children can be asked to describe the shape, how many sides it has, etc.</p>				



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Skills:	Observing Analysing (<i>Sorting and Classifying</i>) Designing and Making
Cross-curricular Links:	Geography: Natural environments: Human environment Language: Opportunity for development of language skills. Other subjects: There is a good deal of scope for teacher to ask a question from another curricular area, after the child has unwrapped and described the material: e.g. sandpaper: "Where does sand come from?", or newspaper: "spell NEWS", or even an unrelated question "What does 2+3 make?". Bonus points could be given for this.
Activity:	<p>The children sit in a circle and pass the parcel around while music plays. When the music stops the child who is holding the parcel unwraps one layer of material and has to describe the next layer of material (<i>teacher can judge what would be appropriate for the class, e.g. colour, uses, texture, if waterproof - in Infants; natural or manmade, strength etc. - in First/Second</i>). The children should be encouraged to feel the material. The child can keep the small object if a reasonable description of the material is given.</p> <p><i>Try to make sure each child gets a chance to unwrap and describe.</i></p> <p>This activity could be useful as an ice-breaker for a science event.</p> 
Safety:	Children should wash their hands after this activity.
Follow-up activity:	<ol style="list-style-type: none">1. Can the children make up a 'Pass the parcel' game? They could suggest what they will use for the different wrappings (<i>they could be asked to bring these in from home</i>), and how they will secure each layer (<i>e.g. string, sellotape, anything else?</i>)2. The children could group and classify the materials.3. Different types of string could be used and described.4. This activity could be adapted for older children by giving more challenging tasks at each stage of unwrapping.  