

# Chat-about



## Who's it for?

This activity is suitable for all age groups.

## What skills does it develop?

English language

## What do I need?

- A random object – it could be anything, a piece of pottery or a memento of some kind

## How long does it take?

10 minutes upwards, depending on the size of the group and the chosen topic

## What happens?

The overall aim is to create an open forum of discussion/story-telling. This game is based on the 'sacred pottery' in Tolkien's *Lord of the Rings* – a great book to use as an introduction to the use of speaking tools.

- Each member of the group takes it in turn to hold the object and tells a story to explain what it is, where it comes from, who it belongs/ed to and how it comes to be at the breakfast club. Each person can choose whether to start afresh, or whether to build on or contradict the previous person's tale.
- Other members of the group must not interrupt the person who is holding the object. This helps to create an atmosphere in which people can express themselves freely at their own pace.
- Discussion can be based on topical or factual events, or can be completely fictional and imaginary.

# Enough for everyone?



## Who's it for?

This activity is suitable for all age groups.

## What skills does it develop?

Maths, Science, health promotion

## What do I need?

- A favourite recipe
- The appropriate ingredients and utensils
- Pens, pencils and paper

## How long does it take?

One session, or a number of sessions, each looking at different quantities or recipes

## What happens?

The overall aim is to enable the group to calculate the amount of ingredients needed to feed a pre-determined number of people. You could consider making a treat for all breakfast club members to take home. Remember to stick to simple but effective recipes. Ones that don't require any cooking are best for younger children.

- Choose a simple dish that all members of the group can make, such as a milk shake or smoothie, scrambled eggs, salsa, a fruit salad or Rice Krispie cakes.
- Think about what constitutes one portion of the selected dish. Spend some time discussing why we have portions and how they are measured (see the website [www.deni.gov.uk/schools/meals/healthyeating\\_annexa.pdf](http://www.deni.gov.uk/schools/meals/healthyeating_annexa.pdf) or [www.food.gov.uk](http://www.food.gov.uk) – use the site search for more information on portion sizes).
- Ask members of the group to think about how to calculate the amount of ingredients required for more or fewer people than stated in the recipe.
- Work out the amount of each ingredient required to make one portion for each member of the group.
- Make the dish. Remember to encourage all members of the group to be actively involved in deciding how much to put in.
- If applicable, ask the members to think about the volume of the dish – whether it will rise or expand during the process. If so, is it possible to calculate by how much? What factors affect the answers to this question? (These might include temperature, consistency of temperature, and the accuracy of the recipe.)
- Share the dish out and see whether the calculations were correct – is there enough for everyone?

# Food around the world



## Who's it for?

This activity is suitable for all age groups.

## What skills does it develop?

Geography, Art, Design and Technology

## What do I need?

- Pens, pencils and paper
- Glue/sticky tape
- Leaflets, magazines and newspapers with images of food and farming
- A selection of grains, fruits, seeds and other fresh produce as samples

## How long does it take?

The time needed will depend on the size of wall hanging that the group makes. It would be a good idea to run this activity over a number of sessions to offer continuity and opportunities for further exploration.

## What happens?

The overall aim is to create a wall hanging or map that gives information about local produce and local producers.

- Visit websites with information about food and food production, or encourage your members to do so, if they have internet access. You could try looking at [www.bigbarn.co.uk/aboutus/](http://www.bigbarn.co.uk/aboutus/) On the education pages of [www.hgca.com](http://www.hgca.com) you will find additional ideas, and you will be able to download activity sheets on cereals, local produce and farming techniques.
- Talk about the different foods that people eat for breakfast in different parts of the world, and locally, and then ask club members to work together to design and make a wall hanging showing this.
- Remember to encourage the group to talk about where the foods come from and how they grow.
- Encourage group members to use different kinds of collage and artistic skills by sticking the seeds and pictures cut from leaflets and magazines to the wall hanging, and by drawing images and designs.
- Ask group members to prepare a short presentation to go with the wall hanging – they could make this at an assembly or at a breakfast club session to which they invite members of their families, people from the local community or breakfast club sponsors.

# 'In the good ol' days'



## Who's it for?

This activity is suitable for all age groups.

## What skills does it develop?

History, English language and Citizenship

## What do I need?

- Pens, pencils and paper
- A tape recorder
- A special guest, preferably an older member of the community – perhaps the grandparent of one of the students

## How long does it take?

One session for preparation and one session for the activity

## What happens?

The overall aim is for the group to develop their interviewing skills and to discover more about what breakfast time was like for previous generations.

- Explain to group members that a visitor is going to come to the club. It will be their job as investigative reporters to find out as much as they can about what that person used to eat for breakfast when they were the same age as members of the group. They could also ask the visitor what they eat for breakfast now and what their ideal breakfast would be. Suggest to the group some of the things they might ask about, such as: why their guest used to eat the things they did; what was different about breakfast then compared with now; and whether they had a breakfast club at their school.
- Spend the first session helping the group to come up with a list of questions that they are all happy with.
- Give different members of the group responsibility for asking questions on different topics.
- In the second session, group members should interview their visitor along the lines that have been agreed. You could set it up like a daytime chat show with a host, microphone runners and the sound monitor (looking after the tape recorder).

# Rain, rain, go away



## Who's it for?

It is intended for use with younger students (at Key Stages 1 and 2).

## What skills does it develop?

Music/Geography

## What do I need?

- A cardboard tube for each person – they should be of medium length, but not all the same length
- Cardboard strips/heavy-weight paper to cover the ends of the tubes
- Paper
- Sticky tape/glue
- Rubber bands
- Pens and pencils
- Glitter, wrapping paper, confetti, old magazines optional
- Seeds or rice

Get ready for the session by finding out about rainsticks. There are hundreds of internet sites about the Amazon and the origins of rain sticks. Use a search engine to find out more.

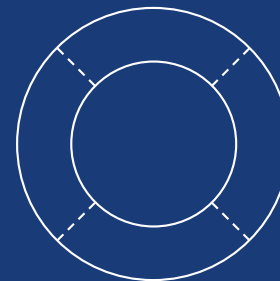
## How long does it take?

40 minutes to 1 hour

## What happens?

The aim of this activity is to raise children's awareness of musical instruments related to the Amazon culture. Introduce the session by talking about rainforests, the weather, and the origins of rain sticks and what they are usually made of.

- Hand out a cardboard tube to each member of the group.
- Ask them to use the extra cardboard/strong paper to create ends for the tubes by drawing two circles on the card, one inside the other, the same size as the end of the tube (see the diagram). They should cut out the larger circle and then cut a few slits from the outer edge to the inner circle.
- Next pupils should attach one of the circles to one end of the tube, using a rubber band, sticky tape or glue. They should leave the second end uncovered at the moment.
- Now ask group members to decorate the tubes, using the materials provided – pens/paper/glitter/old magazines and so on.
- To finish the rain stick, they should fill the tube at least a quarter full with rice or seeds and attach the second cap.
- Explain to the group how to use the rain stick – hold it in a vertical position, and rotate it slowly until it is completely upside down.
- Ask group members to compare the different sounds made by the longer sticks and the shorter ones, and consider whether the rice or the seeds sound more like rain.



# Making smoothies



## Who's it for?

This activity is suitable for all age groups.

## What skills does it develop?

Healthy eating/nutrition

## What do I need?

### Session 1

- Lists of possible ingredients for smoothies – a different list for each group. Remember that soft fruits work best. (NB Some of the pupils may have allergies to certain foods – you will need to check this out.)
- Paper and pencils

### Session 2

- The fruits that the groups have chosen
- Other ingredients, such as honey/maple syrup, semi-skimmed milk, plain yoghurt and wheatgerm
- A blender

## How long does it take?

- Session 1: 20–30 minutes
- Session 2: 20–30 minutes

## What happens?

The aim is to raise awareness about how much fun healthy eating can be and about ways of combining different tastes, textures and flavours.

### Session 1

- Divide the group into equal teams (three groups work well). Give each team a different list of possible ingredients.
- Ask each team to make up a recipe for a smoothie, based on any of the ingredients on their list. The recipe can be as exotic as the team wants but everyone has to try it. Remind the groups to check that there's nothing in their recipe that a member of the group is allergic to. While the groups are devising their concoctions, ask them to think about whether smoothies are healthy, and to explain their answers.
- Ask each group to produce a drawing of their smoothie.

### Session 2

- Make sure that each group has all its ingredients. Ask pupils to wash the fruit and then put all the ingredients into a blender and switch it on for about a minute.
- Pour out a small amount of each smoothie for each person, but don't tell them what is in each one.
- Ask everyone to taste all three smoothies (with a drink of water in between to cleanse the palette) and to decide what they think each one is made of. They could discuss it and write down their answers as a team.
- Once everyone has tried guessing the main ingredients, reveal what the smoothies were really made of and see how close they were.



# Parlez-vous français? Sprechen Sie Deutsch?

## Who's it for?

This activity is suitable for all age groups.

## What skills does it develop?

Modern foreign languages

## What do I need?

- A selection of games
- Pens, pencils and paper
- Post-it notes

## How long does it take?

This could be a regular ongoing activity, held once a week.

## What happens?

The overall aim is to help pupils become more interested in and do better at foreign languages. You can focus on one language, or on a range of languages. This could include languages spoken by pupils and their families as well as those that are taught at school.

- Put post-it notes round the area where you hold the breakfast club, labelling different pieces of furniture in whatever language(s) you have chosen.
- You could turn this into a team game by asking pupils to work in groups. Give each group six stickers with the names of different pieces of furniture written on them, and allow a set amount of time for the groups to decide what their labels say and to stick them in the right place.
- Offer pupils a selection of verbally interactive/descriptive games, such as 'Guess who!', with the additional stipulation that they have to conduct the whole game in French, German, Punjabi, or whatever the chosen language is.
- Ask group members to devise word searches and crosswords in foreign languages – the clues as well as the solutions should be in the chosen language.

# Squiggles



## Who's it for?

All age groups can participate in this activity. You can introduce rules and themes to make it more challenging for older students.

## What skills does it develop?

Art, design, imagination and creativity. It really helps club members to become accustomed to turning a mistake into a piece of art.

## What do I need?

- Pencils and coloured pens
- Sheets of plain paper – as large as possible
- Paints

## How long does it take?

A minimum of 15 minutes, but it can easily be extended

## What happens?

- Put out sheets of paper on the floor and ask club members, in pairs, to sit down by one of the sheets.
- Explain that you want one person from each pair to squiggle a random shape on their piece of paper, and the other to turn this shape into something recognisable. They should make the squiggles, and the images, as large as possible. Suggest that they start off with pencils and then try other drawing materials.
- You could give club members different time limits for completing an image, or prescribe a theme for the drawings.
- If there is time, encourage the members to colour in their drawings. Alternatively, they could try the activity with paint and really big sheets of paper.