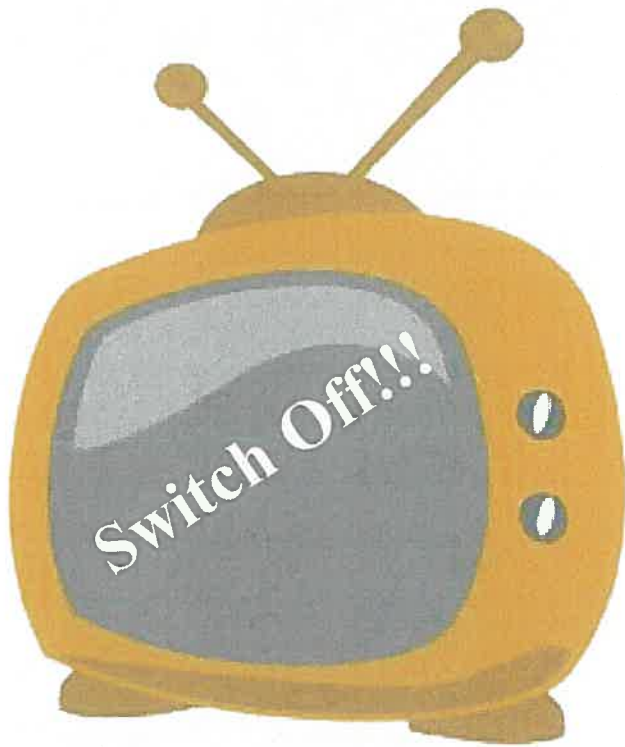


# TV Free Night



- Board games
- Ball games
- Singing
- Dough
- Baking
- Stories
- Charades
- Hide & Seek
- Darts
- Torch light
- Camp fire
- Puzzles.

- Talking
- Relating
- Laughing
- Discussing
- Enjoying
- Interacting
- Building bonds
- Self esteem
- Buddies
- Learning
- Quality Time
- Loving.



# TV free night

Spending time with the kids is beneficial for all concerned. Playing with them and having quality time is the best way to build a relationship.

Low cost games are available and just as much fun as high cost activities. Dough; blowing bubbles; blocks; ball games for pre-schoolers. Paper and pen games for mid years such as: dots; battleships; yatzee etc. as well as outdoor games. Teens enjoy quality time with their parents too: Make a quiz night; talent quest; bonfire with marshmallows; baking; torch light etc.

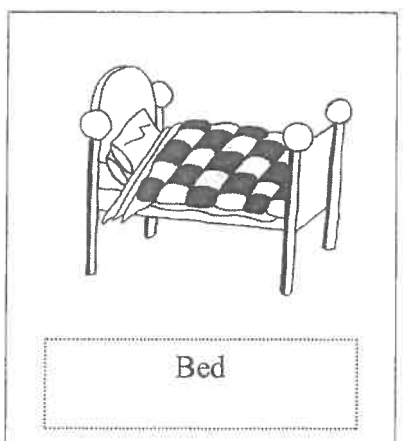
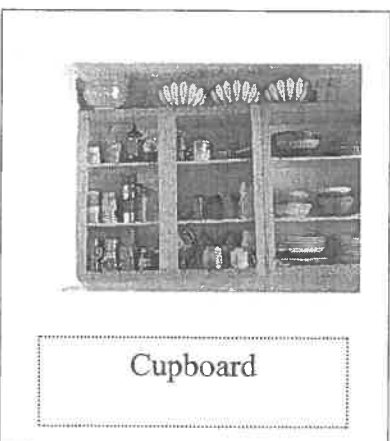
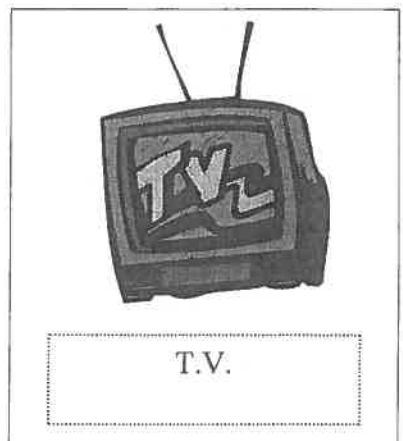
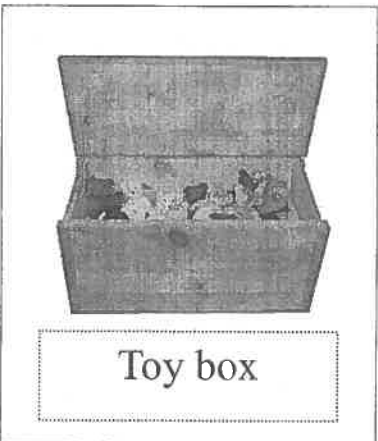
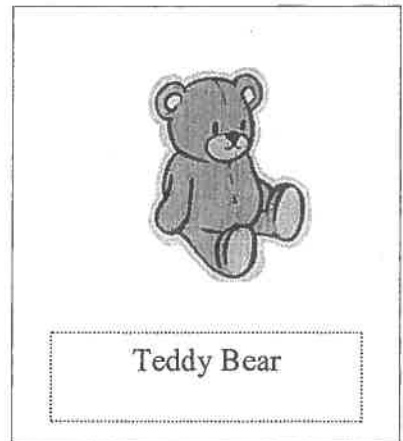
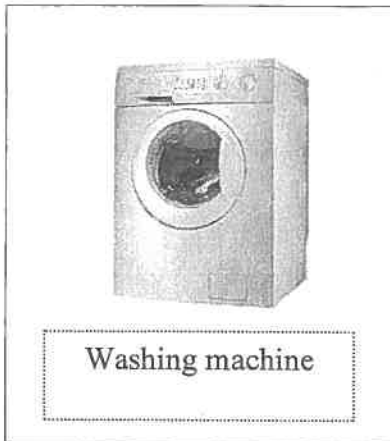
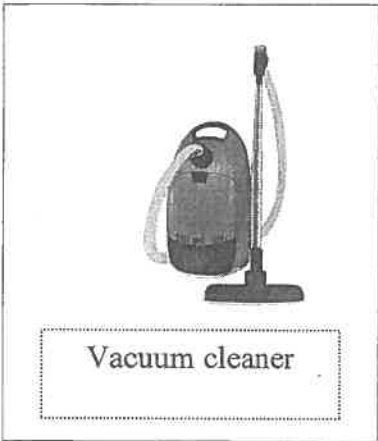
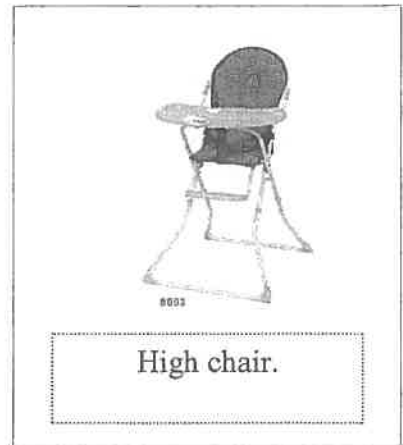
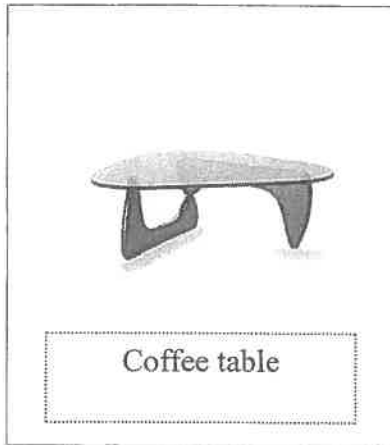
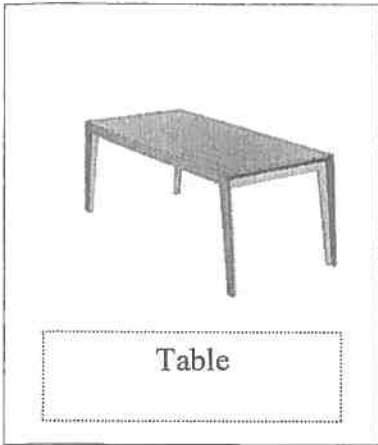
Find examples of these in your TV Free pack.



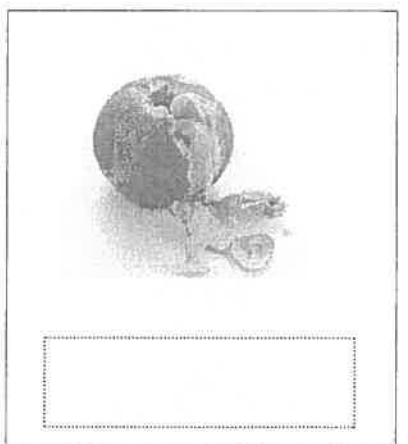
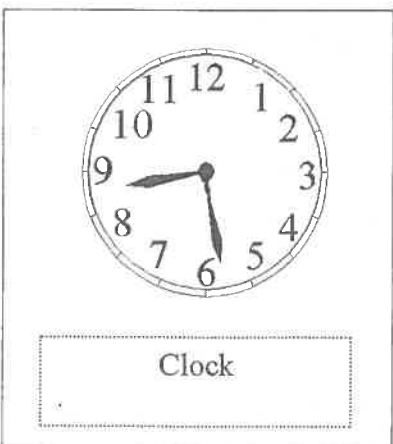
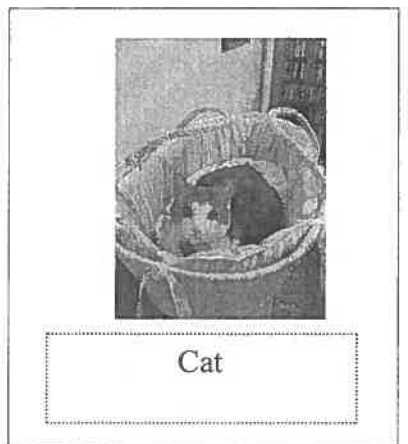
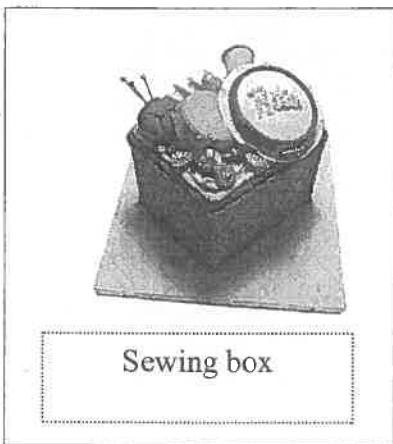
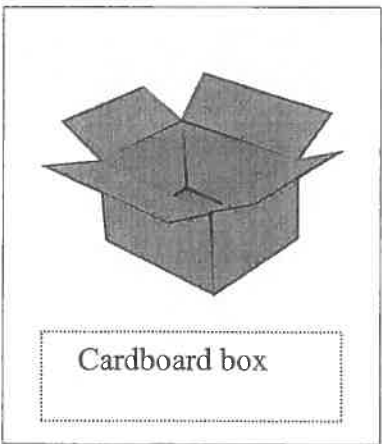
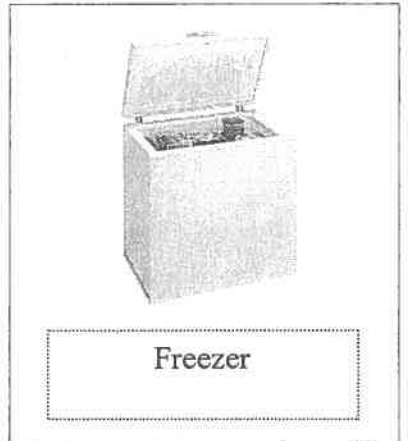
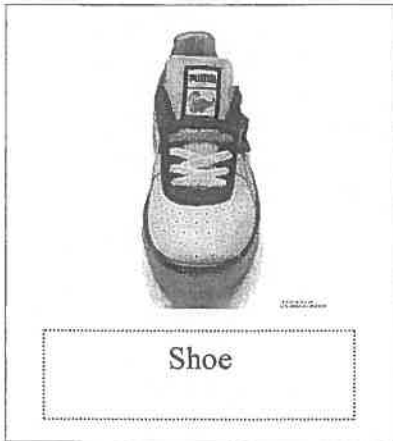
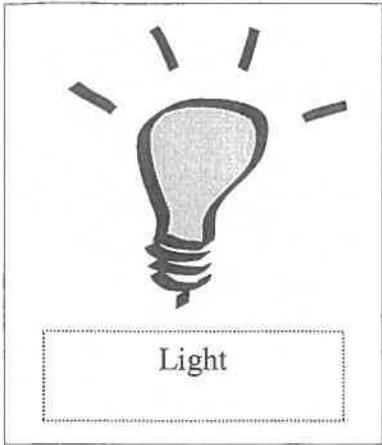
### **Make a treasure hunt:**

1. Young children use picture clues.
2. Develop language using concepts: Under. Behind, underneath; beside etc. e.g. "Look beside the green chair." "Look under the coffee table for the next clue." etc
3. Older children:
  - use rhyming clues; E.g. look under the place that rhymes with Gable. The next clue is in the place that rhymes with bridge. A clean place that rhymes with rope.
  - Use clues where they have to think a bit: eg: look in the place where we keep food cold; look under the place where you sleep at night. "A container made of strong paper." (cardboard box).
  - cryptic clues. "Has an eye but cannot see" (Needle); 'The feline's basket' (cat) "the coldest place in the house." (Freezer). 'Has a tongue but cannot talk.' (shoe). 'Black and white and red (read) all over.'" (newspaper). 'Not heavy; used in the dark.' (light). 'Has many keys but no locks. (Piano). This is red (read) (Book). Speaks but has no voice (Radio, TV etc). 'Has hands but no fingers.' (clock). 'a colour you can eat!' (Orange).

# Treasure Hunt Clues



# Treasure Hunt Clues



# TV free night

## Make Your Own Play Dough

**Prep time:** 10 minutes

### **Ingredients:**

2 1/2 cups white flour  
1/2 cup salt  
2 tablespoons cream tartar  
2 cups boiling water  
2 tablespoons oil  
couple drops of food colouring

### **Directions:**

Mix flour, with salt and cream tartar in a bowl.  
Add boiling water and oil plus a couple drops of food colouring.  
Mix quickly then knead on a floured board until firm. Add extra flour if sticky.  
Store in an airtight container.

This is the Plunket recipe for play dough. It lasts a long time if stored in an airtight container. Make sure you watch very young ones playing with this, as you don't want them to eat it due to the high salt content



# TV free night

## Flash Light Tag

Played at night, this game mixes the popular games, hide and seek with tag. The person who is "it" waits at the "jail" counting to a high number while everyone else hides. Then, armed with a flashlight, this person searches for the others who may be switching hiding spots. The flashlight must remain on at all times and may not be covered. When "it" spots someone, s/he must use the flashlight to get a close enough look at the person to identify him/her and call out his/her name.

What happens when a person gets caught, gives rise to variations of this exciting game. One variation is to pass the flashlight to the caught person, so s/he becomes "it." Another version is to send each caught person to "jail" to wait until everyone is caught. The first person caught then becomes "it." Another variation is to have more than one person (or a team) be "it." With this configuration, people who are not "it" can tag other people (or team members) free from "jail." One of the "its" may stay near to guard the "jail."

Players will find new and interesting ways to improve their play. One such strategy is to watch where "it(s)" have already searched, and then switch to that hiding spot. One might also find success by following "it(s)." For added challenge, players may camouflage themselves with dark clothing and face paint. This game is excellent for developing great strategies of guerilla warfare in young minds. This game will also encourage paranoia in parents and entire neighbourhoods.



## *Slow bike race*

**Age** works well with teenagers  
**Equipment** one or more bicycles, stopwatch (optional), obstacles (optional)

If you have enough bicycles, have the teams compete at the same time. Otherwise use a stopwatch to time each player. Set up a goal and have each player ride to it as slowly as possible without putting a foot down. To make the game harder, arrange obstacles along the route to the goal (as in a slalom ski run). Any player who has to touch the ground is out and the next team member must start immediately. The slowest team wins.

## *Legs ladder*

For this game the team members sit on the floor, spaced out and with their legs apart. On go player 1 gets up, runs behind the team to the other end of the row, then runs over all the outstretched legs and back to their place. Player 2 must run over 1's legs, down the back of the team and over the rest of the legs to his or her place, and so on.

## *Two-at-a-time relays*

**Equipment** pre-tied, 30 cm elastic leg joiners (optional), ball (optional)

Players race around a goal and back, side-by-side in pairs, with their arms linked. First players 1 and 2, then 2 and 3, then 3 and 4, and so on.

Alternatives: try back-to-back with the person who led going backwards on the way back; or wheelbarrow racing, leap-frogging, three-legged racing or just hurrying and kicking a ball between partners.

# *Scavenger hunts*

There are several ways of organising a scavenger hunt. Either make a list of items or answers to be found and send off a copy with each player or team so they can be ticked off as they're found, or have the players or teams bring back items or answers one at a time and then ask for the next item on the list.

All these scavenger hunts take five minutes or longer. The length of each game is determined by the length of your list. All these games require some preparation, and the more you put into it the more interesting the game will be.

Any number can play, but four is a good number for the Alphabet hunt.

## *Standard scavenger hunt*

This hunt involves ordinary items found anywhere. Try things like these: a round stone

a feather

a dog hair

an ice-block stick

**Age** 6-adult, depending on items chosen  
**Equipment** various items found near playing area





*Make a simple sock ball for the children to have lots of fun with outside.*



**What You Need**

- Tennis ball
- A long sock - one of Dad's football or walk socks is ideal

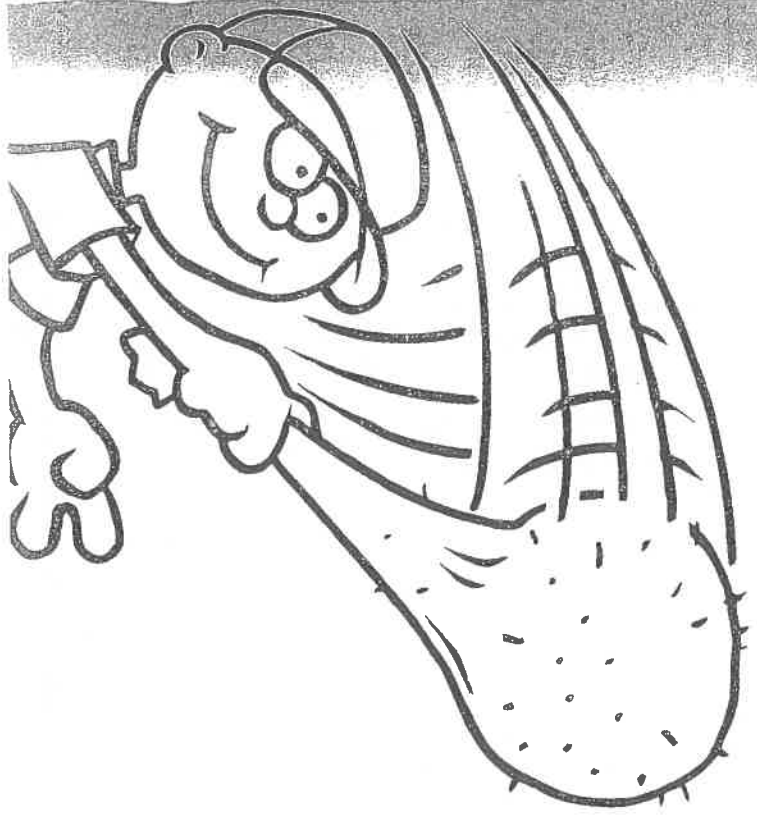


**What To Do**

Put the tennis ball in the toe of the sock and tie a knot at the other end.

Your children will have lots of fun swinging it, throwing it, bouncing it against walls and catching it.

As my son says, "They'll have a ball with this gamell!"



*One of the preschools I visit made a wonderful pond in their grounds last year with the help of the children. They had raised frogs from tadpoles and, when the tadpoles were nearly ready to turn into frogs, they were released into their pond. Every time I visited, the children proudly took me to see their pond.*



**What You Need**

- The garden hose
- Spade
- Pond liner (available from nurseries, hardware stores, and garden s
- Sand
- Rocks for edging
- Waterplants

**What To Do**

Garden ponds are best made out in the open as they will become polluted too many falling leaves. Choose a spot in the garden with the children and out the diameter with the garden hose. Cut the turf carefully with a spade elsewhere and then the children can help dig out the hole for the pond. Measure bottom in a few levels; line it with the sand and smooth out carefully. Next cover with the liner and carefully mould it to fit the shape of the pond. Be careful not to make any holes in the liner as you work.

Cover the edges of the liner with soil and then add rocks around the edge pool to make it look as natural as possible. Place the water plants in pots a position them just below the surface of the water.

Finally, fill the pond with water and allow it to stand for a few weeks before adding any fish or other pond creatures. It is a good idea to place a garden seat beside the pond so you can sit and enjoy it with the children.



*A fun variation on the old chasey game.*

**What You Need**

- Two or more children
- Lots of space to run

**What To Do**

One player is "it" and he waits and counts to 10 while the other players scatter as far away as they can run.

The player who is "it" chases them and tries to stand on their shadows. When someone is caught he joins the first guy who is "it" to help chase all the other.

The last player to be caught is "it" for the next game.



*This was one of our favourite games at primary school. Your children will love playing it if you have a wall to bounce against at home.*

**What You Need**

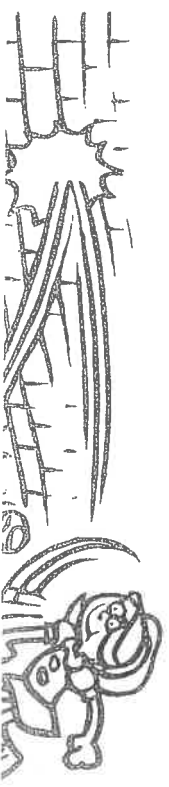
- Players
- A tennis or other soft, small, bouncy ball

**What To Do**

The players take it in turns - when a player drops the ball the next person turn. There are many ways to play this game but the one I remember was this:-

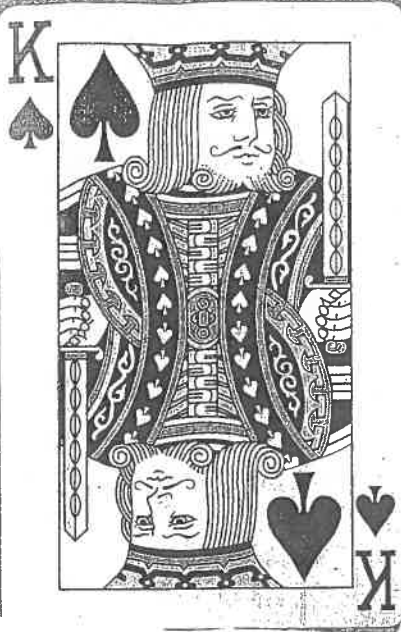
- 7 times      throw the ball against the wall and catch it with two hands
- 6 times      throw the ball against the wall and catch it with one hand
- 5 times      throw the ball against the wall, let it bounce and catch it
- 4 times      throw the ball under your leg against the wall then catch it
- 3 times      throw the ball, clap your hands once and catch it
- 2 times      throw the ball, turn around, let it bounce and catch it
- Once          throw the ball, let it bounce, bounce it with your hand, and catch it

When you have another turn you start at the turn where you dropped the ball rather than have to begin all over again.



## Chase the ace

**Age** 3+, with older friends  
**players** any number; large groups can play  
**equipment** one pack of cards (ace low)  
chips (matchsticks or counters)



In this game each player has several chips to represent "lives". The aim of the game is to try not to lose any lives. A life is forfeited by the player with the lowest card at the end of each game. Depending on the number of players, the rounds can be quite quick.

1. The dealer shuffles the deck of cards and deals one card to each player, starting on the dealer's left.
2. If any player is dealt a king they must immediately turn it face up in front of them. The king acts as a block (see below).
3. Then, in turn, and starting at the dealer's left, the players decide whether to keep their card or exchange it. Players can swap their card only with the player on their left, who has no choice but to change cards if asked.

The decision about whether to change cards is based on the rank of the card. Because the person with the lowest card has to pay a life at the end of the game, nobody would want to keep an ace. A two would always be changed, and it is usually a good idea to swap if you have a three. But if the person on the player's left has a king they cannot swap cards and must keep the card they have. The player on the right who wants to change cards is blocked.

4. When play reaches the dealer, he or she may choose to keep the card dealt (or the card received from their neighbour), or cut the pack and take the card that turns up.
5. Now all players turn up their cards and the player with the lowest card pays a life.

## Menagerie

**Age** 7+ family groups  
**players** 7 (play with one pack) or larger numbers (12 is ideal). Use 2 packs  
**equipment** 1 or 2 packs of cards

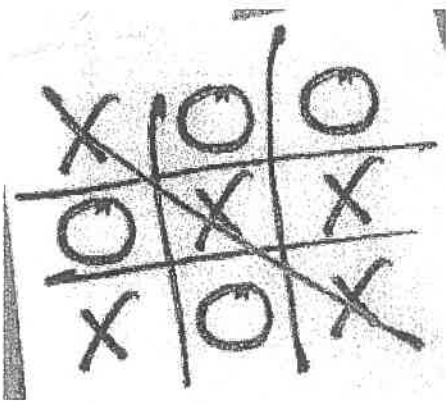
In this game individual players aim to collect a large pile of cards — the whole pack if possible. This is really a game of luck, although some skill is required in the speed of players' reactions.

1. Each player in turn chooses an animal and practises making the noise that animal makes. Go around the group to hear each one.
2. The dealer shuffles the cards and deals seven to each player (the number can be reduced for a large group playing with one pack of cards). These cards are placed face down in a pile on the table in front of each player.
3. One-by-one, and starting on the dealer's left, players turn up the top card on their pile, forming another pile of face-up cards. If someone turns up a card of the same face value as a card already turned up, they immediately make the animal noise belonging to the holder of the other card. The owner of the first card of the pair races to make the animal noise chosen by the player who has just turned up the matching card. The first player to make the correct noise wins the other player's pile of face-up cards and places them under their other cards.
4. The game continues until one player wins all the cards or most of them.

A variation of this game is known as "Shops". In this version each player owns a shop (for example, a chemist's or a drapery). As pairs of cards are turned up players race each other to give the name of an item from the partner's shop.

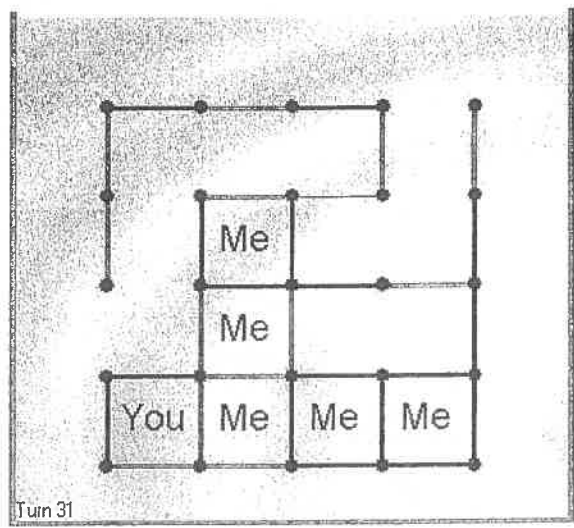
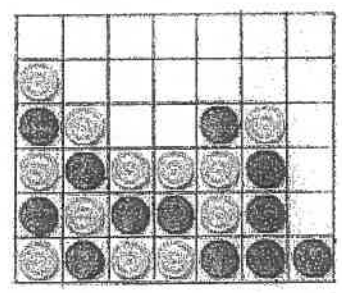
# TV free night

## Pen & Paper Games.



MALC

LEE

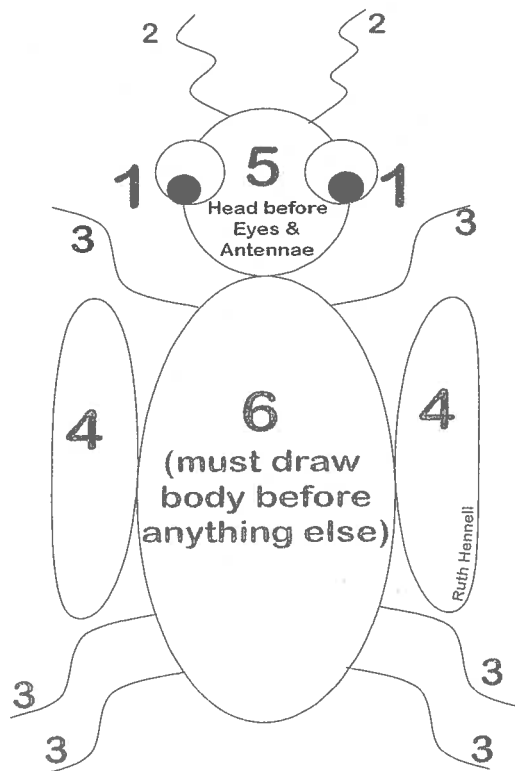


Turn 31

# TV free night

## Beetle

1. You need a dice and pen and paper for each player.
2. Take turns to roll the dice.
3. Draw your beetle according to the numbers below.
4. Winner is the person who completes their beetle first.

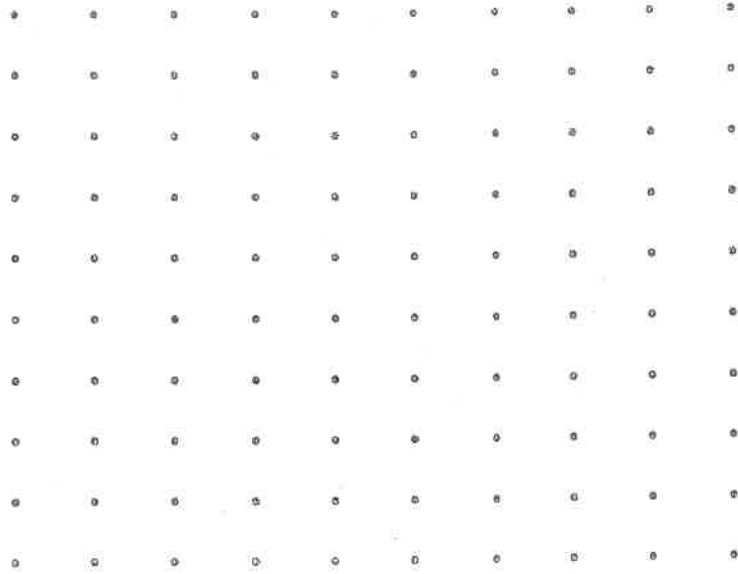


## GAMES:

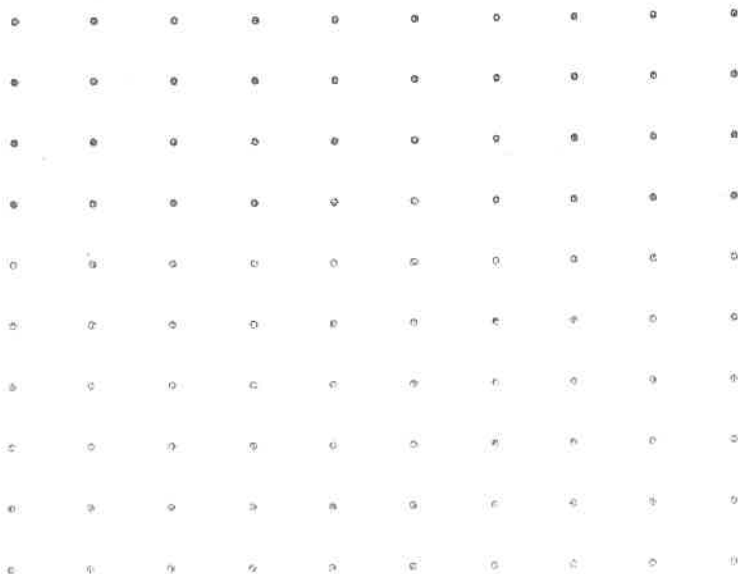
### DOTS:

1. Make a grid out of dots:
2. Take turns join 2 dots with a line:
  1. Try and make squares with your lines.
  2. Put the first letter of your name in the square you've made.
  3. The one with the most squares wins (this time!)

### Game One:



### Game Two:



# BATTLESHIPS!

|   |   |   |   |   |   |   |   |   |   |    |
|---|---|---|---|---|---|---|---|---|---|----|
|   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| A |   |   |   |   |   |   |   |   |   |    |
| B |   |   |   |   |   |   |   |   |   |    |
| C |   |   |   |   |   |   |   |   |   |    |
| D |   |   |   |   |   |   |   |   |   |    |
| E |   |   |   |   |   |   |   |   |   |    |
| F |   |   |   |   |   |   |   |   |   |    |
| G |   |   |   |   |   |   |   |   |   |    |
| H |   |   |   |   |   |   |   |   |   |    |
| I |   |   |   |   |   |   |   |   |   |    |
| J |   |   |   |   |   |   |   |   |   |    |

Add to grid:



1 battleship



5 submarines

2 tankers



3 cruisers

# BATTLESHIPS!

|   |   |   |   |   |   |   |   |   |   |    |
|---|---|---|---|---|---|---|---|---|---|----|
|   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| A |   |   |   |   |   |   |   |   |   |    |
| B |   |   |   |   |   |   |   |   |   |    |
| C |   |   |   |   |   |   |   |   |   |    |
| D |   |   |   |   |   |   |   |   |   |    |
| E |   |   |   |   |   |   |   |   |   |    |
| F |   |   |   |   |   |   |   |   |   |    |
| G |   |   |   |   |   |   |   |   |   |    |
| H |   |   |   |   |   |   |   |   |   |    |
| I |   |   |   |   |   |   |   |   |   |    |
| J |   |   |   |   |   |   |   |   |   |    |

Add to grid:



1 battleship



5 submarines

2 tankers



3 cruisers



---

### **Battleships**

The object is to sink your opponent's fleet before they sink yours. Each player has a 10 × 10 square on which they fill in squares to depict various vessels, as set out in Handout 6 overleaf. A second 10 × 10 square is used to record hits and misses when attacking the other player. Players take it in turns to designate one of their opponent's squares, hoping that they will score a direct hit. When successful, they are told what type of vessel has been struck, and this helps guide their next 'missile'.

Great fun, and a useful lead into stage 7, as the child is actually saying two 'words' together as they name the squares ('D4', 'E9', etc). In response, single words only are required ('hit', 'miss', 'submarine', 'tanker', etc).

### **Stage 7**

---



zero points if you scored it in the *Aces* (Ones), *Twos*, or *Fives* category, four points if you scored it in the *Fours* category, or six points if you scored it in the *Sixes* category.

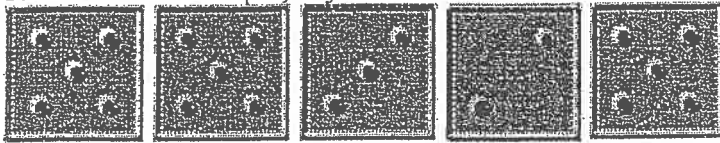
When the game is over, if you score 63 or more upper points (an average of 3 die faces per category), you will get an *upper bonus* of 35 points. Of course do don't need to score exactly three die faces in each upper category to get the bonus, as long as the upper total is at least 63.

## Lower Scores

In the lower scores, you score either a set amount (defined by the category), or zero if you don't satisfy the category requirements.

### 3 and 4 of a Kind

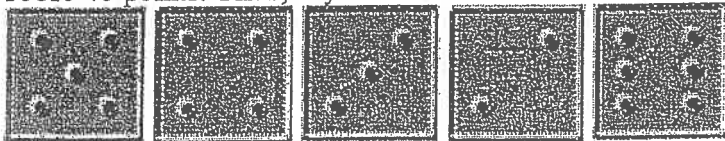
For *3 of a Kind*, you must have at least three of the same die faces. If so, you total all the die faces and score that total. Similarly for *4 of a Kind*, except that you must have 4 of the 5 die faces the same. So for example, if you rolled:



you would receive 20 points for 3 of a Kind, but zero points for 4 of a Kind.

### Straights

Like in poker, a *straight* is a sequence of consecutive die faces; a small straight is 4 consecutive faces, and a large straight is 5 consecutive faces. Small straights score 30 points and large straights score 40 points. Thus, if you rolled:



you could score either a small straight or a large straight, since this roll satisfies both.

### Full House

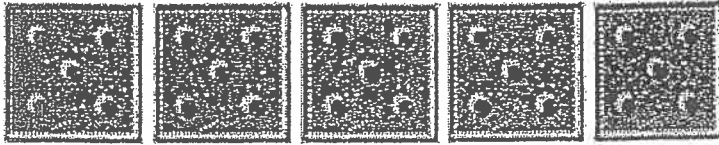
Again as in poker, a *Full House* is a roll where you have both a 3 of a kind, and a pair. Full houses score 25 points.

### Yahtzee

A *Yahtzee* is a 5 of a Kind (i.e. all the die faces are the same), and it scores 50 points. If you roll more than one *Yahtzee* in a single game, you will earn a 100 point bonus for each additional *Yahtzee* roll, provided that you have already scored a 50 in the *Yahtzee* category. If you have not scored in the *Yahtzee* category, you will not receive a bonus. If you have scored a zero in the *Yahtzee* category, you cannot receive any bonuses during the current game.

You can also use subsequent *Yahtzee*'s as *jokers* in the lower scores section, provided the following criteria have been satisfied:

1. You have scored a zero or 50 in the *Yahtzee* category.
2. You have filled the corresponding category in the upper scores section. For example, if you have rolled:



the *Fives* category must also be filled.

If this is the case, you can use the *Yahtzee* as a joker to fill in any lower scores category. You score the category as normal. Thus for the *Small Straight*, *Large Straight*, and *Full House* categories, you would score 30, 40, and 25 points respectively. For the *3 of a Kind*, *4 of a Kind*, and *Chance* categories, you would score the total of the die face.

### **Chance**

*Chance* is the catch-all roll. You can roll anything and you simply total all the die faces values.



PLAYERS NAME \_\_\_\_\_

**SCORE CARD**

| MINIMUM<br>REQUIRED FOR BONUS    | HOW<br>TO SCORE                 | GAME<br>#1 | GAME<br>#2 | GAME<br>#3 | GAME<br>#4 | GAME<br>#5 | GAME<br>#6 |
|----------------------------------|---------------------------------|------------|------------|------------|------------|------------|------------|
| 3                                | COUNT AND<br>ADD ONLY<br>ONES   |            |            |            |            |            |            |
| 6                                | COUNT AND<br>ADD ONLY<br>TWOS   |            |            |            |            |            |            |
| 9                                | COUNT AND<br>ADD ONLY<br>THREES |            |            |            |            |            |            |
| 12                               | COUNT AND<br>ADD ONLY<br>FOURS  |            |            |            |            |            |            |
| 15                               | COUNT AND<br>ADD ONLY<br>FIVES  |            |            |            |            |            |            |
| 18                               | COUNT AND<br>ADD ONLY<br>SIXES  |            |            |            |            |            |            |
| <b>TOTAL = 63</b>                |                                 |            |            |            |            |            |            |
| <b>BONUS</b><br>IF 63<br>OR OVER | <b>SCORE</b><br>35              |            |            |            |            |            |            |
| <b>TOTAL</b><br>OF<br>UPPER HALF |                                 |            |            |            |            |            |            |

|                                  |                              |  |  |  |  |  |  |
|----------------------------------|------------------------------|--|--|--|--|--|--|
| of a kind                        | ADD TOTAL<br>OF ALL DICE     |  |  |  |  |  |  |
| of a kind                        | ADD TOTAL<br>OF ALL DICE     |  |  |  |  |  |  |
| 1 House                          | SCORE<br>25                  |  |  |  |  |  |  |
| Straight 1 Sequence<br>of 4      | SCORE<br>30                  |  |  |  |  |  |  |
| Stright 1 Sequence<br>of 5       | SCORE<br>40                  |  |  |  |  |  |  |
| <b>YAHTZEE</b><br>5 of<br>a kind | SCORE<br>50                  |  |  |  |  |  |  |
| <b>CHANGE</b>                    | SCORE TOTAL<br>OF ALL 5 DICE |  |  |  |  |  |  |
| <b>TOTAL</b><br>OF<br>LOWER HALF |                              |  |  |  |  |  |  |
| <b>TOTAL</b><br>OF<br>UPPER HALF |                              |  |  |  |  |  |  |
| <b>RAND TOTAL</b>                |                              |  |  |  |  |  |  |

PLEASE USE OTHER SIDE TO RECORD PLAYERS SCORES

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PLAYERS NAME \_\_\_\_\_

**SCORE CARD**

| MINIMUM<br>REQUIRED FOR BONUS    | HOW<br>TO SCORE                 | GAME<br>#1 | GAME<br>#2 | GAME<br>#3 | GAME<br>#4 | GAME<br>#5 | GAME<br>#6 |
|----------------------------------|---------------------------------|------------|------------|------------|------------|------------|------------|
| 3                                | COUNT AND<br>ADD ONLY<br>ONES   |            |            |            |            |            |            |
| 6                                | COUNT AND<br>ADD ONLY<br>TWOS   |            |            |            |            |            |            |
| 9                                | COUNT AND<br>ADD ONLY<br>THREES |            |            |            |            |            |            |
| 12                               | COUNT AND<br>ADD ONLY<br>FOURS  |            |            |            |            |            |            |
| 15                               | COUNT AND<br>ADD ONLY<br>FIVES  |            |            |            |            |            |            |
| 18                               | COUNT AND<br>ADD ONLY<br>SIXES  |            |            |            |            |            |            |
| <b>TOTAL = 63</b>                |                                 |            |            |            |            |            |            |
| <b>BONUS</b><br>IF 63<br>OR OVER | <b>SCORE</b><br>35              |            |            |            |            |            |            |
| <b>TOTAL</b><br>OF<br>UPPER HALF |                                 |            |            |            |            |            |            |

|                                  |                              |  |  |  |  |  |  |
|----------------------------------|------------------------------|--|--|--|--|--|--|
| 3 of a kind                      | ADD TOTAL<br>OF ALL DICE     |  |  |  |  |  |  |
| 4 of a kind                      | ADD TOTAL<br>OF ALL DICE     |  |  |  |  |  |  |
| Full House                       | SCORE<br>25                  |  |  |  |  |  |  |
| Sm. Straight 1 Sequence<br>of 4  | SCORE<br>30                  |  |  |  |  |  |  |
| Lg. Straight 1 Sequence<br>of 5  | SCORE<br>40                  |  |  |  |  |  |  |
| <b>YAHTZEE</b><br>5 of<br>a kind | SCORE<br>50                  |  |  |  |  |  |  |
| <b>Change</b>                    | SCORE TOTAL<br>OF ALL 5 DICE |  |  |  |  |  |  |
| <b>TOTAL</b><br>OF<br>LOWER HALF |                              |  |  |  |  |  |  |
| <b>TOTAL</b><br>OF<br>UPPER HALF |                              |  |  |  |  |  |  |
| <b>GRAND TOTAL</b>               |                              |  |  |  |  |  |  |

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# TEAM-UP

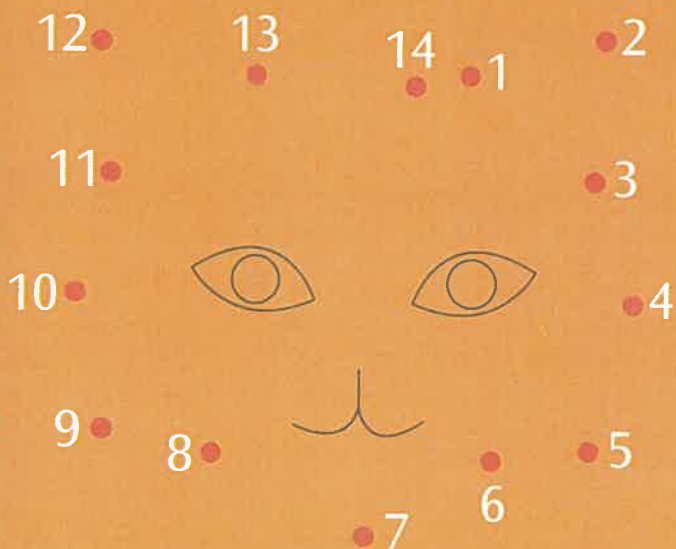
## Activity Sheet for under 5's

### EXPLORE TOGETHER

Pick up a magazine or book and flick through the pages ... see what you can find ... a baby, an animal, a fish. Talk about what you find together. It's easy and fun!



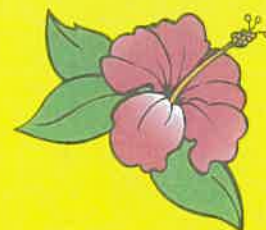
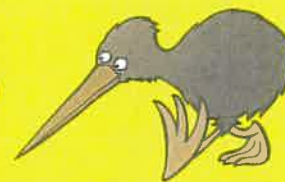
### WHAT IS IT?



#### Join the dots and find out

Simply get your child to join the dots in numerical order and it will reveal the face of an animal.

### THE MEMORY GAME



Here are 6 objects. Get your child to carefully look at them for 30 seconds, then cover them up and see how many they can remember.

### WHAT AM I?

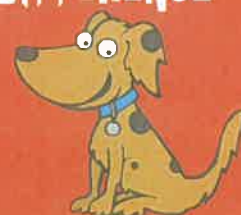


How many colours do you see?

How many legs has it got?

Ask your child these questions and see if they know the answers. But don't stop there, how about making up a story about the butterfly, get them to give it a name ...

### SPOT THE DIFFERENCE



There are 3 of them.

A little bit today will help them on their way. For more fun ways to Team-Up with your child to help them learn, go to [www.teamup.co.nz](http://www.teamup.co.nz)

team-up  
Helping our kids learn



