

# Introduction

This is an unusual book. It is inventive and full of surprises. Each of the activities in “Play by the Rules” is highly original—designed specifically for the purpose of sharpening listening and direction-following skills. You’ll find all sorts of unexpected challenges, ranging from instructions which will produce extremely sophisticated designs to listening games guaranteed to keep children on the edges of their seats.

Although the spirit of fun—of play—sets the personality of this book, there is a serious purpose. Good listening and direction-following skills are vital to a child’s success in the classroom. As our society becomes more complex, they are becoming increasingly vital to success in adult life, also. This is particularly true in terms of spoken (as opposed to written) directions. It is a fact of modern life that we are receiving more and more of our information through electronically-transmitted speech...by telephone or through radio and TV.

Since all of the activities involve information which you will be presenting orally, we have provided what amounts to a script for you to follow. Of course, there will be times when your own words and style will be better. However, the instructions have been so carefully structured that very little “ad libbing” should be necessary. You will notice that we have provided a number of typical “solutions” to the challenges you will be presenting. Be sure to take a glance at them before you launch in.

So there is some serious work ahead. But the fun of this book—the play—should not be minimized. We think there is enough of that to make these activities highly motivational. The children we worked with as we were developing “Play by the Rules” had great fun with challenges such as “The Triangle-ope,” in which they were asked to draw an imaginary animal in response to a make-believe explorer’s written account. But we expected that. What surprised us was the amount of fun they had with the tougher activities, such as “Build a Message.” They seemed to take a real delight in the realization that they were capable of meeting some very complex challenges simply by listening carefully and taking one step at a time.

If you are using a Multiple Intelligences approach to teaching and learning you’ll find that the focus in these activities is mostly on visual/spatial and linguistic intelligences. Therefore, the activities can be used with children’s strength areas or to help students improve their visual/spatial and linguistic intelligences.

# A Macaroni Mystery

## About this activity...

Questions about macaroni will lead students to the message, "Good to eat." Uncooked macaroni, with its tube-like characteristics, provides a thought-provoking prop as children grapple with the questions.

## Materials needed...

One piece of elbow macaroni for each student, paper, pencil.

## Directions to students...


Our activity today is called "Macaroni Mystery." Why a mystery? Because I will be giving you clues which will help you spell out a message which has something to do with macaroni. You'll need to listen and think carefully to solve the mystery. (Pass out macaroni.) Is everyone ready? Then, we'll get started.

- First, number 1-9 on the left-hand side of your paper.
- Now, look at one end of the macaroni. It forms a shape like one of the vowels. Which one? Put your answer next to Number 3. Your answer should just be one letter.
- Is a piece of macaroni more like a string, a tube or a pencil? Answer by putting an "s" for string, a "t" for tube or a "p" for pencil next to Number 9.
- Which of these words best describes a piece of macaroni — white, brown or tan? Answer by putting a "w" for white, a "b" for brown or a "t" for tan next to Number 5.
- To keep macaroni from spoiling, it must be kept wet, dry or frozen. Which is correct? Answer by putting a "w" for wet, a "d" for dry or an "f" for frozen next to Number 4.
- Is the piece of macaroni more like your head, your back or your elbow? Answer by putting an "h" for head, a "b" for back or an "e" for elbow next to Number 7.
- If you cook macaroni too long, it will probably get gooey, explode, or turn red. Answer with a "g" for gooey, an "e" for explode or an "r" for red next to Number 1.
- If you had three pieces of macaroni like the one you are using right now, which of these letters could you make most easily? An "o," a "b" or an "x?" Put your answer next to Number 6.

- Which of these might be able to hide inside of a piece of macaroni? A honeybee, an earthworm or an ant? Put an "h" for honeybee, an "e" for earthworm or an "a" for ant next to Number 8.
- Now, next to Number 2, write a letter of the alphabet that looks like your mouth before you take a big bite of macaroni. Did you put an "O?" Good for you!

If you followed directions and have thought carefully about your answers, you have spelled three words that have something to do with macaroni. What are they?

1.	g
2.	o
3.	o
4.	d
5.	t
6.	o
7.	e
8.	a
9.	t



USE MEDIUM-SIZED MACARONI FOR THIS PROJECT.

# Our Room

## About this activity...

Begin this activity with a walk around the room to make sure every child's "map" is oriented correctly—with the front of the room at the top.

## Materials needed...

Worksheet (see illustration), pencil.

## Directions to students...

I have just given you a map—at least, it's something like a map. Can anyone tell me what the map shows? Yes, it is a map of "Our Room."

To begin this activity, make sure the map is pointing in the direction you are facing. In other words, the front of the room should be shown at the top of your page.

- To begin, I want you to put a capital letter "T" to represent the place where I am standing right now.
- Next, find your own desk—where you are sitting now—on the page and put your initials in the rectangle which stands for your desk.
- Now, make a rectangle showing where my desk should be.
- Inside the rectangle, put the capital letters "T-D" for "Teacher's Desk."

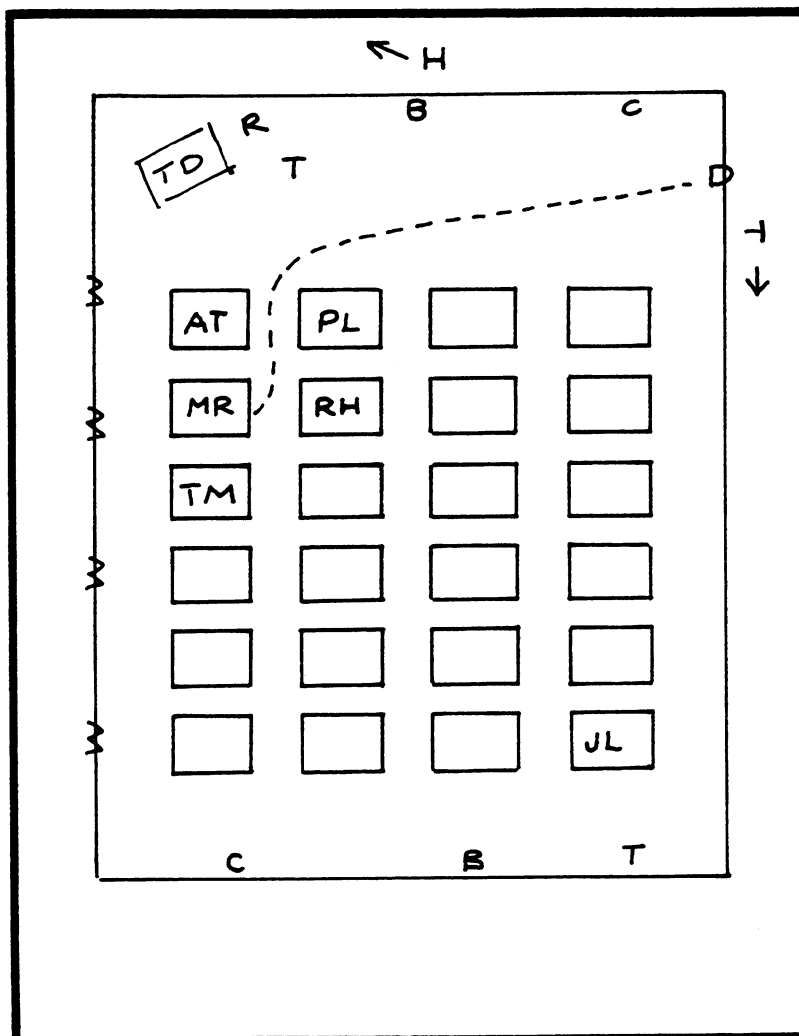
I'm afraid we have a problem! There is no way to go in or out of our room, is there?

- Give our room a door. Show the door by writing the letter "D" where the door should be.
- What about the windows? Show where the windows are by putting a "W" on the wall (or walls) where the windows are located.
- Let's also mark the place where the clock is found. Use the letter "C."

From where you are sitting right now, where do you live? Which direction?

- At the very top of your page, outside the outline of our room, put a little arrow which points in the direction of the place where you live. Put an "H" for "Home" beside it.
- By the door, put another arrow pointing to the tuckshop (or any other school landmark). Put a "T" beside the arrow.

- Now, we're going to make a dotted line. I want you to show me, using a dotted line, where you would walk to get from your desk to the door.
- Who are a few of the people sitting closest to you? Put their initials in the rectangles that stand for their desks.
- Who do you think is sitting furthest away from you? Put that person's initials in the proper rectangle.
- Finally, think of five other important things in our room. (Blackboard, rubbish bin, cupboard, etc.) Show where they are located by writing the first letter in their names by the place where they are found.



FURNISH A WORKSHEET WITH JUST THE OUTLINE OF YOUR ROOM AND STUDENTS' DESKS INDICATED. ALL OF THE OTHER DETAILS ARE TO BE ADDED BY CHILDREN.