

put on hold until the next event happens. The most notorious holding periods are usually just before lunch or at the end of the day, when some classrooms truly turn into “holding pens”.

It doesn't need to be that way. Five minutes don't have to seem like an eternity, and you shouldn't have to reach for the aspirin bottle when the children are finally all gone.

In fact, these five minutes can be the best public relations opportunity you have – if you use them to your advantage. Rather than letting students see you at your worst – scolding and scowling – let them see you at your best. And you can share with them some of the finest moments in the school day.

Fine moments seldom come by accident, however. That is why the activities in this book are carefully structured – it just doesn't show.

Most of the activities which follow should be done orally. In this way ideas can be passed from one student to another and class spirit can grow.

All of the activities here are easy to execute and require practically no teacher preparation. They are designed to be open-ended and interesting to children of all backgrounds and ability levels.

But there is a price. You the teacher must participate. The ideas won't work half as well if you turn them over to your best student to direct while you sit at your desk for five minutes checking homework. If you do that, you are saying, “These activities don't really matter. I have better things to do.”

You will find a surprising range of approaches in this book – thinking games, pure nonsense, manipulative challenges and sophisticated word play.

The menu is rich and varied. Pick from this smorgasbord with enthusiasm. Make “Waiting for Lunch” an important part of the day.

Greta Rasmussen

one at a time on the board.

You'll notice that the pictures are really very simple. To be successful, such abstractions must not put out too much information. Otherwise, the interpretations are narrow and uninteresting.

The second picture could be a family about ready to go swimming in their pool, trees by a lake, a brother and sister not wanting to go on a drive in the car with their parents.

The fifth picture might be a computer, or it could be two children who are new on the first day at school.

Each picture should be discussed and then erased, so that children will centre on one challenge at a time.



their desks and, from a height of fifty centimetres to a metre, drop the string onto the paper. Ask them to draw a line carefully alongside the string. They are to use the accidental line as the beginning of a drawing of any subject they wish.



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**Note:** It's best to collect the strings once the children have made their accidental lines. There are a few in every classroom who aren't satisfied with their first "drop" and would do it again and again – accomplishing nothing but a bunch of squiggles.

one-word associations of anything having to do with snow. The action might go like this:

Snow  
cold  
winter  
ice  
**fun**  
skiing



Then circle one of the five words and ask for five more associations from the circled word.

swimming  
movies  
**football**  
summer  
laughing



Circle one of these five words and continue...



close their eyes and breathe slowly, making no noise. In a very quiet voice, tell them you want them to think about anything they please.

At the end of the time period, instruct them to take out a piece of paper, still being very quiet. When they have done that, break into this introspective atmosphere with a command: they are to write down the first word that pops into their heads NOW.

Let students share their words, explaining their significance.

